



NUCS Board Meeting Informational Packet

09-09-2021

NUCS Board Meeting 09/09/2021 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 Warrants & Payroll for NU-Humboldt Charter School

Action Requested:

Approval

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

This is a monthly process. The warrants and payroll totals are inspected and clarification is given if needed. See attached.

Fiscal Implications:

Warrants: NU-Humboldt Charter School - \$82,501.00

Payroll: NU-Humboldt Charter School - \$144,829.93

Contact Person/s: Shari Lovett, Tammy Picconi

EARNINGS by Earnings Code Income Adjustments

Earnings Code	Income	Adjustments
Regular	99,047.31	
TOTAL	99,047.31	

TAXES Employee Employer Total Subject Grosses

Federal Withholding	7,055.52		7,055.52	90,289.36
State Withholding	2,749.84		2,749.84	90,289.36
Social Security	2,832.30	2,832.30	5,664.60	45,682.27
Medicare	1,430.50	1,430.50	2,861.00	98,652.65
SUI		493.26	493.26	98,652.65
Workers' Comp		1,022.24	1,022.24	98,652.65
SUBTOTAL	14,068.16	5,778.30	19,846.46	

EARNINGS by Group Income Adjustments

Group	Income	Adjustments
Base Pay	74,579.31	
Extra Duty	3,772.00	
Stipends	20,696.00	
TOTAL	99,047.31	

REDUCTIONS Employee Employer Total Subject Grosses

PERS	2,323.56	7,604.69	9,928.25	33,193.70
PERS / 62	734.81	2,404.94	3,139.75	10,497.34
STRS / 60	4,998.77	8,251.59	13,250.36	48,768.27
STRS / 62	306.15	507.60	813.75	3,000.00
Supplemental Insuran	394.66		394.66	
SUBTOTAL	8,757.95	18,768.82	27,526.77	

EARNINGS Person Type Female Employees

Certificated	12	53,018.27	11	46,226.60
Classified	15	46,029.04	14	40,662.37
TOTAL	27	99,047.31	25	86,888.97

DEDUCTIONS Employee Employer Total Subject Grosses

Health & Welfare	2,229.50	21,235.50	23,465.00	
Supplemental Insuran	49.40		49.40	
SUBTOTAL	2,278.90	21,235.50	23,514.40	
TOTALS	25,105.01	45,782.62	70,887.63	

Vendor Summary for Pay Date 08/31/2021

Vendor Checks	
Vendor Liabilities	

Cancel/Reissue for Process Date 08/31/2021

Reissued	
Cancel Checks	
Void ACH	

BALANCING DATA

Gross Earnings	99,047.31	73,942.30	Net Pay	
District Liability	45,782.62	25,105.01	Deductions	
	144,829.93	45,782.62	Contributions	
		144,829.93		

NET

Direct Deposits	70,586.45	24
Checks	3,355.85	3
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	73,942.30	27



ReqPay12c

Board Report

Checks Dated 08/01/2021 through 08/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000145902	08/19/2021	STAPLES ADVANTAGE	62-4351	INV 3483299304	84.49	125.45
3000145903	08/19/2021	STUDIES WEEKLY	62-4312	INV 401370		171.32
3000145904	08/19/2021	WYLER, LORI	62-4310	REIMBURSEMENT FOR MAT/SUP		263.28
3000145905	08/19/2021	YM&C LAW OFFICES	62-5823	INV 72374		543.18
3000146034	08/23/2021	AMBROSINI, DENNIS	62-5612	SEPT 2021 RENT		2,500.00
3000146035	08/23/2021	ARMSTRONG, ABBY	62-4710	REIMBURSE FOR MEALS		363.40
3000146036	08/23/2021	AT&T	62-5909	ACCT 70782256814080		412.22
3000146037	08/23/2021	CAMPTON PLAZA	62-5612	SEPT 2021 RENT		5,288.00
3000146038	08/23/2021	CUTTEN COMMUNITY CHURCH	62-5612	SEPT 2021 RENT		5,000.00
3000146039	08/23/2021	DAGGETT, PETER JAY	62-5612	SEPT 2021 RENT		3,800.00
3000146040	08/23/2021	FAGEN FRIEDMAN & FULFROST LLP	62-5207	INV F3SES-082021-1277-1296		115.00
3000146041	08/23/2021	GREAT AMERICAN FINANCIAL SERV	62-5637	INV 29851704		443.12
3000146042	08/23/2021	HADLEY RANCH	62-5612	SEPT 2021 RENT		500.00
3000146043	08/23/2021	MENDES SUPPLY COMPANY	62-4351	INV M215833		207.60
3000146044	08/23/2021	STUDIO 299-CENTER FOR THE ARTS	62-5612	SEPT 2021 RENT		1,000.00
3000146045	08/23/2021	YUOK TRIBE	62-5612	SEPT 2021 RENT AND CAM		3,900.00
Total Number of Checks					58	82,501.00

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	58	82,501.00
	Total Number of Checks	58	82,501.00
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		82,501.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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ReqPay12c

Board Report

Checks Dated 08/01/2021 through 08/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000144796	08/04/2021	APEX LEARNING	62-5800	QUOTE 00014936		12,500.00
3000144797	08/04/2021	CDW GOVERNMENT	62-4459	INV H217585	59.26	
				INV H272370	355.39	
				INV H334550	320.02	734.67
3000144798	08/04/2021	CITY OF EUREKA	62-5831	INV FA-1044		90.00
3000144799	08/04/2021	COLLEGE BOARD	62-4310	QUOTE 00044327		269.50
3000144800	08/04/2021	COURTYARD ANAHEIM RESORT/CONVENTION CENTER	62-5209	INV072121		7,005.60
3000144801	08/04/2021	FRC-ELP	62-5801	INV 40006		100.00
3000144802	08/04/2021	HOUGHTON MIFFLIN HARCOURT PUB	62-4310	INV 955272607	320.99	
				INV 955267782	448.80	
				INV 955267783	3,175.22	3,945.01
3000144803	08/04/2021	LEARNING WITHOUT TEARS	62-4310	INV115102		272.62
3000144804	08/04/2021	MCGRAW HILL	62-4110	INV 118165605001	1,070.87	
				INV 118165605002	357.25	1,428.12
3000144805	08/04/2021	NAKOA, MELISSA	62-5950	EMPLOYEE REIMBURSEMENT FOR SHIPPING		44.64
3000144806	08/04/2021	P G & E	62-5520	23002688671	74.04	
				56853370569	565.87	639.91
3000144807	08/04/2021	RAINBOW RESOURCE CENTER	62-4110	INV 3461395	845.33	
				INV 3461396	819.69	
				INV 3461397	819.69	2,484.71
3000144808	08/04/2021	SCHOOL PATHWAYS LLC	62-5800	INV 140-INV2183		9,017.02
3000144809	08/04/2021	STAPLES ADVANTAGE	62-4351	INV 3481813024	108.98	
				INV 3482196647	9.70	
				INV 3482196665	9.70	128.38
3000144810	08/04/2021	STUDIES WEEKLY	62-4312	INV 397180		175.63
3000144811	08/04/2021	TCI BRINGS LEARNING ALIVE	62-4312	INV79159		1,449.00
3000144812	08/04/2021	THE HARTFORD	62-5450	ACCT 15517717		1,690.00
3000144813	08/04/2021	THOMPSON, SARA	62-4310	REIMBURSE FOR MATERIALS & SUPPLIES	623.76	
			62-4710	SNACK FOR SUMMER SKILLS	79.12	702.88
3000145270	08/11/2021	A BRIGHTER CHILD	62-4110	INV 58753	438.33	
				INV 58754	184.95	623.28
3000145271	08/11/2021	ACADEMIC INNOVATIONS	62-5800	IN0136642		398.00
3000145272	08/11/2021	AT&T	62-5909	ACCT 70726882085223		482.90
3000145273	08/11/2021	AT&T	62-5909	ACCT 70726889825332		208.21
3000145274	08/11/2021	CITY OF ARCATA	62-5530	07/28/2021	78.77	

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ReqPay12c

Board Report

Checks Dated 08/01/2021 through 08/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000145274	08/11/2021	CITY OF ARCATA	62-5530	07/28/2021 APT A	78.77	157.54
3000145275	08/11/2021	JIVE COMMUNICATIONS	62-5909	IN7100545391		252.98
3000145276	08/11/2021	LOST COAST COMMUNICATIONS	62-5831	INV 4161-00007-0000		621.00
3000145277	08/11/2021	RAINBOW RESOURCE CENTER	62-4310	INV 3470002		935.35
3000145278	08/11/2021	STAPLES ADVANTAGE	62-4310	INV 3482529188	77.17	
				INV 3482529189	88.42	
			62-4351	INV 3481263238	378.64	
				INV 3481263248	35.55	
				INV 3481830386	406.53	
				INV 3481830388	44.58	
				INV 3482899257	118.84	
			62-4374	INV 3481263238	420.40	
				INV 3481263248	166.99	
				INV 3482298849	55.66	
				INV 3482462107	55.66	1,625.80
3000145279	08/11/2021	WESTERN ASSOC SCHOOLS&COLLEGES	62-5300	INV 1308426		1,780.00
3000145888	08/19/2021	AT&T	62-5909	ACCT 287287933630		48.02
3000145889	08/19/2021	CDW GOVERNMENT	62-4459	INV J319966		145.46
3000145890	08/19/2021	CENGAGE LEARNING	62-4310	INV 74782246		303.44
3000145891	08/19/2021	CHURCHILL-BOS, JANNA	62-5831	REIMBURSE FOR PLACING CRAIGSLIST AD		20.00
3000145892	08/19/2021	DAVID L MOONIE & CO LLP	62-5822	AUDITING SERVICES THRU AUG 11 2021		2,600.00
3000145893	08/19/2021	FOLLETT SCHOOL SOLUTIONS	62-4212	INV 322117	265.97	
				INV 322117A	16.55	
				INV 322327F	180.27	
				INV 322328	222.96	685.75
3000145894	08/19/2021	FRONTIER COMMUNICATIONS	62-5909	70762933711005168		105.98
3000145895	08/19/2021	GLOBAL DATEBOOKS	62-4310	INV GPP-13859		789.41
3000145896	08/19/2021	HARMON, SHANE	62-4310	EMPLOYEE REIMBURSEMENT	580.50	
			62-4351	EMPLOYEE REIMBURSEMENT	21.84	
			62-5950	EMPLOYEE REIMBURSEMENT	37.60	639.94
3000145897	08/19/2021	MCGRAW HILL	62-4110	INV 118263113001	107.40	
				INV 118269932001	185.18	292.58
3000145898	08/19/2021	PITNEY BOWES PURCHASE POWER	62-5950	PREPAID POSTAGE		699.69
3000145899	08/19/2021	RAINBOW RESOURCE CENTER	62-4310	INV 3469094		847.62
3000145900	08/19/2021	RAY MORGAN COMPANY	62-5637	INV 3406957		811.07
3000145901	08/19/2021	RECOLOGY HUMBOLDT COUNTY	62-5560	ACCT 080777177		116.72
3000145902	08/19/2021	STAPLES ADVANTAGE	62-4310	INV 3483299304	40.96	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
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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 Warrants (batches 0618, 0828, 0802, 0816,) & Payroll for NU-Siskiyou Charter School

Action Requested:

Approval

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

This is a monthly process. The warrants and payroll totals are inspected and clarification is given if needed. See attached.

Fiscal Implications:

Warrants: NU-Siskiyou Charter School - \$82,877.22

Payroll: NU-Siskiyou Charter School - \$25,598.82

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

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

RECEIVING WARRANTS	6	GETTING PAID FIRST TIME	0
APD TO CU	0	TERMINATED GETTING PAID	0
APD TO CHECKING	0	STARTING APD CHECKING NEXT MONTH	0
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0
TOTAL GETTING PAID	5	GETTING PAID BALANCE OF CONTRACT	0

EMPLOYEE COUNTS

RECEIVING WARRANTS	6	GETTING PAID FIRST TIME	0
APD TO CU	0	TERMINATED GETTING PAID	0
APD TO CHECKING	0	STARTING APD CHECKING NEXT MONTH	0
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0
TOTAL GETTING PAID	5	GETTING PAID BALANCE OF CONTRACT	0

PAYROLL TOTALS

SALARY GROSS	DAILY GROSS	HOURLY GROSS	HOURLY AND DAILY GROSS	TOTAL GROSS
NML 4,929.16	0.00	NML 1,404.00	NML 1,404.00	NML 6,333.16
ADJ 0.00	0.00	ADJ 0.00	ADJ 0.00	ADJ 0.00
ADJ NML 4,929.16*	0.00*	ADJ NML 1,404.00*	ADJ NML 1,404.00*	ADJ NML 6,333.16*
STIP 11,040.00	0.00	STIP 0.00	STIP 0.00	STIP 11,040.00
TOTAL OT 0.00*	0.00*	TOTAL OT 0.00*	TOTAL OT 0.00*	TOTAL OT 0.00*
NON-NML 11,040.00*	0.00*	NON-NML 0.00*	NON-NML 0.00*	NON-NML 11,040.00*
TOTAL 15,969.16**	0.00**	TOTAL 1,404.00**	TOTAL 1,404.00**	TOTAL 17,373.16**

TOTAL NUMBER HOURS WORKED: 72.00 TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP GROSS	NTX GROSS	TSR	RET-TS	FED TAX GROSS	FIT	AFIT
17,373.16	0.00	423.75	0.00	1,101.14	15,848.27	1,652.18	50.00
SIT 690.36	ASIT 0.00	OASDI GROSS 8,949.71	OASDI 554.88	MEDI GROSS 16,949.41	MEDICARE DEF-MEDI GROSS 245.77	DEF-MEDI 0.00	DEF-MEDI 0.00
SURV-BEN 0.00	SBI 0.00	BIC 0.00	STRS SUBJ 8,375.00	STRS 855.85	PERS SUBJ 3,504.16	PERS 245.29	DED 485.29
NET 12,593.54	ADJ (+) 0.00	ADJ (-) 0.00	OASDI EMPR 0.00	MEDI EMPR 0.00	STRS EMPR 0.00	PERS EMPR 0.00	PERS (C) 0.00
STATE IMP GROSS	STATE TAX GROSS	STRS (C)	STRS (P)	STRS (O)	PERS (C)	PERS (P)	PERS (O)
0.00	15,848.27	269.06	586.79	0.00	245.29	0.00	0.00
STRS/SUBJ (C)	STRS/SUBJ (P)	STRS/SUBJ (O)	STRS/SUBJ (C)	STRS/SUBJ (P)	STRS/SUBJ (O)	STRS/SUBJ DBS	STRS DBS
2,625.00	5,750.00	0.00	3,504.16	0.00	0.00	0.00	0.00

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 62 District Name: Northern United Siskiyou Charter School BATCH 0618

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0607	132,144.68	
	Batch Total		

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

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

District Superintendent/Administrator: Shari Rowitt Date: 6/17/21

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

APY250 1.00.06

SIKSIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 06/22/2021

DISTRICT: 043 NORTHERN UNITED SIKSIYOU
BATCH: 0618 2021 NUSCS BATCH 0618
FUND : 62 CHARACTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
00594082	000128/	APEX LEARNING	PO-210168 1. 62-0000-0-5800-1110-1000-000-00000		INVOICE# SOINW00151428	7,500.00
			WARRANT TOTAL			\$7,500.00

00594083	000065/	BLICK ART MATERIALS	PO-210183 1. 62-0000-0-4300-1110-1000-000-00000		INVOICE#6527622 BACK ORDER	67.73
			WARRANT TOTAL			\$67.73

00594084	000103/	MT SHASTA AREA NEWSPAPERS	PO-210181 1. 62-0000-0-5800-0000-7200-000-00000		INVOICE# 8977 PUBLIC NOTICE	55.00
			WARRANT TOTAL			\$55.00

00594085	000086/	NUCS - HUMBOLDT	PO-210035 1. 62-0000-0-5800-0000-2700-000-00000		FINAL PAYMENT PER MOU	81,252.67
			WARRANT TOTAL			\$81,252.67

			3. 62-0001-0-5800-1110-000-00000		FINAL PAYMENT PER MOU	15,184.54
			WARRANT TOTAL			\$12,518.48

00594086	000013/	PACIFIC POWER	PO-210007 1. 62-0000-0-5520-0000-8100-000-00000		FINAL PAYMENT PER MOU	\$348.05
			WARRANT TOTAL			\$348.05

00594087	000102/	SIKSIYOU DAILY NEWS	PO-210180 1. 62-0000-0-5800-0000-7200-000-00000		INVOICE# 11586 BUDGET LCAP	55.00
			WARRANT TOTAL			\$55.00

*** FUND TOTALS ***

TOTAL NUMBER OF CHECKS:	6	TOTAL AMOUNT OF CHECKS:	\$132,144.68*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
TOTAL PAYMENTS:	6	TOTAL AMOUNT:	\$132,144.68*

*** BATCH TOTALS ***

TOTAL NUMBER OF CHECKS:	6	TOTAL AMOUNT OF CHECKS:	\$132,144.68*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
TOTAL PAYMENTS:	6	TOTAL AMOUNT:	\$132,144.68*

*** DISTRICT TOTALS ***

TOTAL NUMBER OF CHECKS:	6	TOTAL AMOUNT OF CHECKS:	\$132,144.68*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
TOTAL PAYMENTS:	6	TOTAL AMOUNT:	\$132,144.68*

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0826

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0826	28975.22	
	Batch Total		

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

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

District Superintendent/Administrator: *Heidi Ross* Date: 8/25/2021

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 08/30/2021

DISTRICT: 043 NORTHERN UNITED SISKIYOU
BATCH: 0826 2122 NUSCS BATCH 0826
FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	FUNC	SCH	LOCAL	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT	
00597498	000128/	APEX LEARNING																
		PO-220074		1.	62-3210-0-5800-1110-1000-0000-000000								WARRANT TOTAL			INVOICE# SOINV00159238	900.00	
													WARRANT TOTAL				\$900.00	
00597499	000152/	BAY ALARM COMPANY																
		PO-220006		1.	62-0000-0-5500-0000-8100-000-000000								WARRANT TOTAL			INVOICE# 18884500 0901-1201	510.00	
													WARRANT TOTAL				\$510.00	
00597500	000080/	HOMESCHOOL SUPERCENTER																
		PO-220055		1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211351	429.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211401	449.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211402	449.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211403	449.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211353	898.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211349	858.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211400	449.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211352	898.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211404	818.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211348	1,198.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211405	818.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211350	858.00	
				1.	62-6300-0-4100-1110-1000-000-000000											INVOICE# 10211421	439.00	
		PO-220066		1.	62-1100-0-4300-1110-1000-000-000000											INVOICE# 10211305	878.00	
				1.	62-1100-0-4300-1110-1000-000-000000											INVOICE# 10211306	858.00	
				1.	62-1100-0-4300-1110-1000-000-000000											INVOICE# 10211304	978.00	
													WARRANT TOTAL				\$11,724.00	
00597501	000029/	LOGMEIN COMMUNICATIONS INC																
		CL-210024		62-0000-0-5912-0000-2700-000-000000												INVOICE# IN7100461780	236.12	

TOTAL ACH GENERATED:
TOTAL EFT GENERATED:
TOTAL PAYMENTS:

0
0
11

TOTAL AMOUNT OF ACH:
TOTAL AMOUNT OF EFT:
TOTAL AMOUNT:

5.00*
5.00*
\$28,975.22*

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0802

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0802	39135.53	
	Batch Total		

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

Trustee _____ Trustee _____

Trustee _____ Trustee _____

Trustee _____ Trustee _____

Trustee _____

District Superintendent/Administrator: *Shari Rowat* Date: 8/3/21

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

APY250 L.00.06

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 08/05/2021

DISTRICT: 047 SISKIYOU COUNTY OFFICE OF ED
BATCH: 0805 JUNE STRS P&I INV#20013523
FUND : 76 PAYROLL TRUST

WARRANT VENDOR/ADDR NAME (REMIT) DEPOSIT TYPE ABA NOM ACCOUNT NUM
REQ# REFERENCE LN FD RESC Y OBJT GOAL FUNC SCH LOCAL DESCRIPTION AMOUNT

00596619 157160/ STATE TEACHERS RETIREMENT SYST

PV-220002 76-0000-0-9620-0000-0000-000000 JUNE STRS P&I INV#20013523
WARRANT TOTAL

*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	\$4,476.82*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
		TOTAL PAYMENTS:	1	TOTAL AMOUNT:	\$4,476.82*
*** BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	\$4,476.82*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
		TOTAL PAYMENTS:	1	TOTAL AMOUNT:	\$4,476.82*
*** DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	\$4,476.82*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
		TOTAL PAYMENTS:	1	TOTAL AMOUNT:	\$4,476.82*

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0816

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0816	14766.47	
	Batch Total		

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

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

District Superintendent/Administrator: *Marie R...* Date: 8/17/21

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

DISTRICT: 043 NORTHERN UNITED SISKIYOU
 BATCH: 0816 2122 MUSCS BATCH 0816
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT REQ#	VENDOR/ADDR	NAME (REMIT)	REFERENCE LN	FD RESC Y	OBJT GOAL	FUNC SCH	LOCAL	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
00597060	000081/	CHILDREN FIRST/LASSEN COUSEL										
		CL-210022		62-0000-0-5800-1110-1000-000-000000				WARRANT TOTAL	05072021	05182021	CARR	225.00 \$225.00
00597061	000075/	CITY OF MT SHASTA										
		PO-220006	1.	62-0000-0-5530-0000-8100-000-000000				WARRANT TOTAL	AMLE	00219	ALDR 01 0628-0727	243.00 \$243.00
00597062	000071/	HUE & CRY INC										
		PO-220012	1.	62-0000-0-5500-0000-8100-000-000000				WARRANT TOTAL	INVOICE#	785997	0901-0930	190.00 \$190.00
00597063	000118/	MCLANE MAINTENANCE										
		PO-220014	1.	62-0000-0-5800-0000-8100-000-000000				WARRANT TOTAL	INVOICE#	5755		100.00 \$100.00
00597064	000020/	N.C.S.M.I.G.										
		PO-220016	1.	62-0000-0-9514-0000-0000-000-000000				WARRANT TOTAL	MEDICAL	AUGUST	2021	11,473.00 \$11,473.00
00597065	000013/	PACIFIC POWER										
		PO-220017	1.	62-0000-0-5520-0000-8100-000-000000				WARRANT TOTAL	ACCT#	64034125-002	0 0701-0803	549.79 \$549.79
00597066	000061/	PITNEY BOWES GLOBAL FINANCIAL										
		PO-220073	1.	62-0000-0-4300-0000-2700-000-000000				WARRANT TOTAL	INVOICE#	1018734808		121.78 \$121.78
00597067	000023/	RAY MORGAN COMPANY										
		PO-220019	2.	62-0000-0-5600-0000-2700-000-000000				WARRANT TOTAL	INVOICE#	3406958		50.94
			3.	62-0000-0-5600-0000-7200-000-000000					INVOICE#	3406958		21.83
			1.	62-0000-0-5600-1110-1000-000-000000				WARRANT TOTAL	INVOICE#	3406958		169.82 \$242.59
00597068	000005/	SISKIYOU TELEPHONE COMPANY										
		PO-220025	1.	62-0000-0-5922-1110-1000-000-000000				WARRANT TOTAL	ACCOUNT#	4000	08/01-08/31	49.95

DISTRICT: 043 NORTHERN UNITED SISKIYOU
BATCH: 0816 2122 NUSCS BATCH 0816
FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT REQ#	VENDOR/ADDR	NAME (REMIT)	REFERENCE LN	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
00597069	000052/	STAPLES ADVANTAGE														\$49.95

PO-220070	1.	62-0000-0-4300-0000-2700-000-00000														11.36	\$11.36
WARRANT TOTAL																	

PO-220072	1.	62-0000-0-5300-0000-2700-000-00000														1,560.00	\$1,560.00
WARRANT TOTAL																	

*** FUND TOTALS ***																\$14,766.47*	\$14,766.47*
TOTAL NUMBER OF CHECKS: 11																	
TOTAL ACH GENERATED: 0																	
TOTAL EFT GENERATED: 0																	
TOTAL PAYMENTS: 11																	

*** BATCH TOTALS ***																\$14,766.47*	\$14,766.47*
TOTAL NUMBER OF CHECKS: 11																	
TOTAL ACH GENERATED: 0																	
TOTAL EFT GENERATED: 0																	
TOTAL PAYMENTS: 11																	

*** DISTRICT TOTALS ***																\$14,766.47*	\$14,766.47*
TOTAL NUMBER OF CHECKS: 11																	
TOTAL ACH GENERATED: 0																	
TOTAL EFT GENERATED: 0																	
TOTAL PAYMENTS: 11																	

INVOICE# 3483832610																11.36	\$11.36
INVOICE# 1308427																	

..

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:

2.3 Consideration of Approval of Minutes from the August 12th Board Meeting

Action Requested:

Approval

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

The minutes from prior meetings are inspected, corrected if needed, and approved. This is a routine monthly process for the Board. The minutes for the August 12, 2021 board meeting are attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Northern United Charter Schools
Board of Directors Regular Board Meeting Minutes

August 19, 2021

4 pm

Members Present: Jere Cox, Bianca Garza, Melissa Johnson and Rosemary Kunkler

Members Absent: Jeff Lanphere

Staff: Shari Lovett, Kirk Miller, Lynda Speck, Julie Smith, Tammy Picconi, Roxy Kennedy, Reada McConnaughy and Rebekah Davis

Guests: Janice Lourenzo

- 1.0 CALL TO ORDER:** Jere Cox called the meeting to order at 4:01 pm.
 - 1.1 PLEDGE OF ALLEGIANCE**
 - 1.2 ADOPT THE AGENDA:** A motion to approve the agenda as posted was made by Rosemary Kunkler and seconded by Bianca Garza. Vote taken: Jere Cox – Aye, Bianca Garza – Aye, Melissa Johnson – Aye and Rosemary Kunkler - Aye. Motion carries.
- 2.0 CONSENT AGENDA:**
 - 2.1 Approval of Warrants and Payroll for Northern United-Humboldt Charter School.**
 - 2.2 Approval of Warrants (batches 0623, 0705, 0714, 0719) and Payroll for Northern United-Siskiyou Charter School.**
 - 2.3 Approval of the Board Minutes for the June 17, 2021 and the June 18, 2021 meetings.**
 - 2.4 Approval of the Resignations, Hires, Leaves, and Change of Assignments.**

A motion to approve the consent agenda as submitted was made by Rosemary Kunkler and seconded by Bianca Garza. Vote taken: Jere Cox – Aye, Bianca Garza – Aye, Melissa Johnson– Aye and Rosemary Kunkler - Aye. Motion carries.
- 3.0 PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA:** Reada McConnaughy came and thanked the board for providing medical insurance for everyone for the 2021/2022 school year.
- 4.0 PUBLIC HEARINGS**
 - 4.1 Public Hearing for Northern United Charter School’s Independent Study Policy:** Jere Cox opened the hearing at 4:09pm. Shari Lovett introduced the policy and explained the additional components that we are now required to follow. Jere Cox spoke on the effect this would have on our schools. Jere Cox closed the hearing at 4:12pm.
- 5.0 ACTION ITEMS TO BE CONSIDERED:**
 - 5.1 Approval of MOU between Children First/Lassen Counseling Services and Northern United-Siskiyou Charter School:** Shari Lovett explained the MOU to the board. A motion to approve the MOU between Children First/Lassen Counseling Services and Northern United-Siskiyou Charter School with corrections was made by Bianca Garza and seconded by Rosemary Kunkler. Vote taken: Jere Cox – Aye, Bianca Garza – Aye, Melissa Johnson – Aye and Rosemary Kunkler - Aye. Motion carries.

- 5.2 Approval of the Consolidated Application and Assurances with all Associated Data Collections and Reporting Requirements for 2021/2022 for Northern United-Humboldt Charter School:** Shari Lovett explained the Consolidated Application and the process. A motion to approve the Consolidated Application and Assurances with all Associated Data Collections and Reporting Requirements for 2021/2022 for Northern United-Humboldt Charter School was made by Melissa Johnson and seconded by Bianca Garza. Vote taken: Jere Cox – Aye, Bianca Garza – Aye, Melissa Johnson – Aye and Rosemary Kunkler - Aye. Motion carries.
- 5.3 Approval of Independent Study Policy:** A motion to approve the revised Independent Study Policy was made by Rosemary Kunkler and seconded by Melissa Johnson. Vote taken: Jere Cox – Aye, Bianca Garza – Aye, Melissa Johnson – Aye and Rosemary Kunkler - Aye. Motion carries.
- 5.4 Approval of 45 day Working Budget for Northern United-Humboldt Charter School:** Shari Lovett explained the summary report submitted by Tammy Picconi. A motion to approve the 45 day Working Budget for Northern United-Humboldt Charter School was made by Bianca Garza and seconded by Rosemary Kunkler. Vote taken: Jere Cox – Aye, Bianca Garza – Aye, Melissa Johnson – Aye and Rosemary Kunkler - Aye. Motion carries.
- 5.5 Approval of Budget Transfer Resolution for Northern United-Siskiyou Charter School:** Shari Lovett explained the resolution. A motion to approve the Budget Transfer Resolution for Northern United-Siskiyou Charter School was made by Melissa Johnson and seconded by Rosemary Kunkler. Vote taken: Jere Cox – Aye, Bianca Garza – Aye, Melissa Johnson – Aye and Rosemary Kunkler - Aye. Motion carries.

6.0 DISCUSSION ITEMS:

- 6.1 2020-2021 Annual Goals:** Shari Lovett reviewed the annual goals that are in our LCAP to see if the board wants to change them or continue with current goals. Board members will review and email Shari if they have changes.
- 6.2 Correspondence from Humboldt County Treasury:** Shari Lovett shared correspondence she received from the Humboldt County Treasury.

7.0 REPORTS:

- 7.1 Enrollment and Attendance Report:** In board packet
- 7.2 Director's Report:** Shari Lovett discussed the following topics:
- The Fall Summit/New Employee Training on August 25, 26, and 27th
 - COVID update with vaccinations and testing requirements
 - Facility update
 - Seamless Summer Option Food Program
 - AB130: independent study changes
 - AB104: grade changes, retention, graduation requirements
- 7.3 Board Reports:**
- Bianca Garza: No report
- Melissa Johnson: Wanted to thank everyone
- Rosmary Kunkler: Asked if there was going to be a Meet and Greet at ELC

Jere Cox: Talked of meeting in person in Siskiyou for a board meeting. Told a story of meeting someone who had recognized him from graduation. She was the grandmother of one of our students.

8.0 NEXT BOARD MEETING:

8.1 Possible Agenda Items: Annual goals, employment policies, staff approval, amended MOU between NU-HCS and NU-SCS, curriculum

8.2 Next Board Meeting: Next board meeting is September 9, 2021 at 4:00pm.

9.0 ADJOURNMENT: Jere Cox adjourned the meeting at 6:05pm.

Authorized Board Signature _____ Date _____

Respectfully Submitted By Lynda Speck

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:

2.4 Consideration of Resignations, Hires, Leaves, and Change of Assignments

Action Requested:

Approval

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck



Northern United Charter Schools

Resignations, Hires, and Leaves

Through the Month of: 8/30/2021

Resignations

Name	Date	Location	Comments
Lindsey Nemec	8/1/2021	Yreka Learning Center	Resigned
Rebecca Fortna	8/26/2021	Yreka Learning Center	Resigned

HIRES

Name	Date	Location	Comments
Tracy Hardy	8/26/2021	School Wide	Speech Therapist
Cameron Trujillo	8/26/2021	Eureka Learning Center	SGL/Instructional Aide
Nona Ikeda	8/26/2021	Briceland Learning Center	Teacher
Dylan Weber	8/26/2021	Briceland Learning Center	Instructional Aide
Julia Anderson	8/26/2021	Briceland Learning Center	Center Coordinator
Tammy Lindley	8/26/2021	Arcata/Eureka L.C.	Science Teacher
Kyra Kerr	8/26/2021	Arcata/Eureka L.C.	

Leaves

Name	Date	Location	Comments
Alina Alishoev	fall semester	Briceland Learning Center	Maternity Leave
Cerelia Barbato	until Jan, 2022	NU-Siskiyou	Medical Leave

Change Of Assignment

Name	Date	Location	Comments
Peter Harrison	8/26/2021	NU-Humboldt	Teacher to Tutor/SGL
Kirk Miller	9/1/2021	NU-Siskiyou	NU-Hum to NU-Siskiyou
Abby Armstrong	8/17/2021	NU-Humboldt	Teacher to Food Service Coordinator/Technician

NU-HUMBOLDT CHARTER SCHOOL
MASTER EMPLOYEE LIST

Employee	Location	Position	FTE
Alishoev, Alina	Briceland Learning Center	Teacher	1.0
Anderson, Julia	Briceland Learning Center	Coordinator	.6
Ambrosini, Lisa	Willow Creek Learning Center	Teacher	1.0
Armstrong, Abby	Cutten Resource Center	Nutritional Coordinator/Tech	.6/.4
Block, Mitch	NU-Hum/NU-Sisk	Psychologist	.9/1
Bradley, Sharon	Cutten Learning Center	Instructional Aide	0.4
Churchill-Bos, Janna	Cutten Resource Center	Special Education Director	1.0
Conti, Lacy	NU-Humboldt	Administrative Assistant	1.0
Cyrek, Teal	Briceland Learning Center	Long Term Sub	1.0
Diyarza, Diana	Arcata Learning Center	Instructional Aide	.875
Early, Ella	Briceland Learning Center	Teacher	1.0
Fraser, Judith	NU-Hum/NU-Sisk	IST/Learning Record Coord.	.5/.5
Ganas, Sarah	Willow Creek Learning Center	SGI	
Gomes, Sarah	Cutten Learning Center	Clerk II/Custodian	1.0
Hardy, Tracy	NU-Humb/NU-Sisk	Speech Pathologist	1.0
Harmon, Shane	IST/ORBE	Teacher	1.0
Harrison, Peter	NU-Humboldt	Tutor/SGI	1.0
Havens, Mary	Arcata Learning Center	Director/Teacher	1.0
Ikeda, Nona	Briceland Learning Center	Teacher	1.0
Kennedy, Roxy	NU-Hum/NU-Sisk	Registrar	.7/.3
Kerr, Kyra	Arcata/Eureka Learning Centers	Science Teacher	
Kerr, Trevor	Cutten Learning Center	Teacher	1.0
Kerr, Wendy	NU-Hum/NU-Sisk	Counselor	.9/1
Lindauer, Asiana	NU-Hum/NU-Sisk	Registrar Technician	.7/.3
Linde, Crystal	Cutten Learning Center	Teacher	1.0
Lindley, Tammy	Arcata/Eureka Learning Centers	Science Teacher	
Lovett, Shari	NU-Hum/NU-Sisk	School Director	1.0
Lyons-Tinsley, Mary	NU-Humboldt	Teacher	.5
Lyons-Tinsley, Tomire	NU-Humboldt	Special Ed. Teacher	1.0
McConaughy, Reada	NU-Humboldt	Math Content Specialist	1.0
McLaughlin, Carin	Willow Creek Learning Center	Clerk	
Means, Avalon	Arcata Learning Center	Custodian	.20
Michel, Renee	Eureka Learning Center	Teacher	1.0
Mueller, Tim	NU-Hum/NU-Sisk	Director of Technology	.8/2
Nakoa, Melissa	NU-Hum/NU-Sisk	Counselor	.8/2
Ostrom, Torey	Willow Creek Learning Center	SGI	
Picconi, Tammy	NU-Hum/NU-Sisk	Bus. Services Director	.9/1
Pinto, Liberty	Willow Creek Learning Center	Teacher	1.0
Popoca, Maritza	Cutten Learning Center	Instructional Aide	
Rand, Jennifer	Arcata Learning Center	Teacher	1.0
Rinehart, Shannon	NU-Humboldt	Learning Records Coord.	1.0
Rybeck, Barbara	Cutten Learning Center	Instructional Aide	1.0

NU-HUMBOLDT CHARTER SCHOOL
MASTER EMPLOYEE LIST

Rybeck-Davis, Rebekah	Cutten Learning Center	Region Dir/Principal	1.0
Schafer, Sarah	Eureka Learning Center	Teacher	1.0
Scharlack, Heather	NU-Humboldt	Ind. Study Teacher	1.0
Setyowati, Lucia	Briceland Learning Center	Instructional Aide	.813
Sharp, Amanda	Cutten Learning Center	Teacher	1.0
Sheldon, Susan	Briceland Learning Center	Clerk/Sp. Ed. Aide	
Shermer, Catherine	NU-Humboldt	Ind. Study Teacher	1.0
Sholes, Deborah	NU-Humboldt	Library Technician	1.0
Smith, Julie	Eureka Learning Center	Region Dir/Principal	1.0
Smith, Ryan	NU-Humboldt	Resource Specialist	1.0
Speck, Lynda	NU-Hum/NU-Sisk	Director of Personnel/Payroll	.9/.1
Sylvia, Jennah	Eureka Learning Center	Spec. Ed Teacher/Admin Assist	.5/.5
Thompson, Sara	Willow Creek Learning Center	Teacher	1.0
Trujillo, Cameron	Eureka Learning Center	Inst. Aide/SGI	.675
Tunzini, Cheryl	NU-Humboldt	Behaviorial Support Assistant	1.0
Tuso, Kaleigh	Eureka Learning Center	Teacher	1.0
Walston, Michaela	Willow Creek Learning Center	Center Coordinator	.89
Waterman, April	NU-Hum/NU-Sisk	Account Technician	1.0
Weber, Dylan	Briceland Learning Center	Instructional Aide	
Wyer, Lori	Briceland Learning Center	Teacher	1.0
Zuspan, Rebecca	Cutten Learning Center	Teacher	1.0

NU-SISKIYOU CHARTER SCHOOL
MASTER EMPLOYEE LIST

Employee	Location	Assignment	FTE
Akana, Tracy	Yreka Learning Center	Custodian	0.5
Allen, Colleen	Yreka Learning Center	Teacher	1.0
Allen, Donnie	Yreka Learning Center	CTE/SGI	1.0
Andras, Michelle	Mt. Shasta Learning Center	Teacher	0.8
Bandi, Leslie	Mt. Shasta Learning Center	Tutor	0.3
Barbato, Cerelia	Yreka Learning Center	Spec. Ed. Teacher	1.0
Bray, Robert	Yreka Learning Center	Teacher	1.0
Brill, Rachel	Yreka Learning Center	Tutor	0.75
Clause, Elizabeth	Yreka Learning Center	Teacher	1.0
Dillen, Linda	Yreka Learning Center	Tech/SGI/Food	0.4
Dove, Jonathan	Yreka Learning Center	Teacher	1.0
Fryling, Dawn	Mt. Shasta Learning Center	Teacher	1.0
Gardner, Laurie	Mt. Shasta Learning Center	Admin. Assist	0.75
Hastert, Vivien	Yreka Learning Center	Pay/Cal PadsCoordinator	1.0
Jimenez, Maria	Mt. Shasta Learning Center	SGI for Hum & Sisk	0.6
Marchyok, Andrea	Mt. Shasta Learning Center	Teacher	1.0
Miller, Kirk	Mt. Shasta Learning Center	Reg. Director/Teacher	.6/.4
Moore IV, Paul	Mt. Shasta Learning Center	SGI/Tutor	0.8
Obrien, Kate	Yreka Learning Center	CTE Teacher	0.6

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 TO BE CONSIDERED

Subject:

4.1 Approval of the Amended Local Control and Accountability Plan for NU-HCS

Action Requested:

Approval

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

The 2021-2022 LCAP was adopted by the board on June 18, 2021. It then went through a review by the Humboldt County Office of Education. In addition to the LCAP, HCOE also reviewed the Budget Overview for Parents and Annual Updates of the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan (LCP). They found some discrepancies between the budgets and the documents. The amendments were made and the attached includes all necessary amendments.

Because amendments were made, the documents must again be board adopted.

Fiscal Implications:

None

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United - Humboldt Charter School

CDS Code: 12101240137364

School Year: 2021-22

LEA contact information:

Shari Lovett

Director

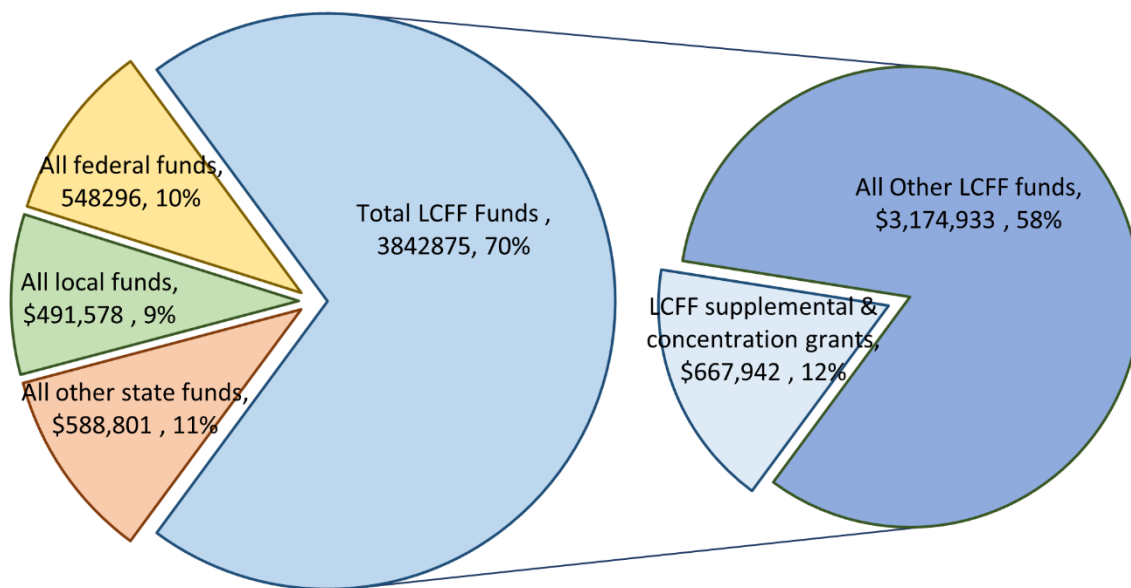
slovett@nuarters.org

(707) 445-2660 Ext. 110

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

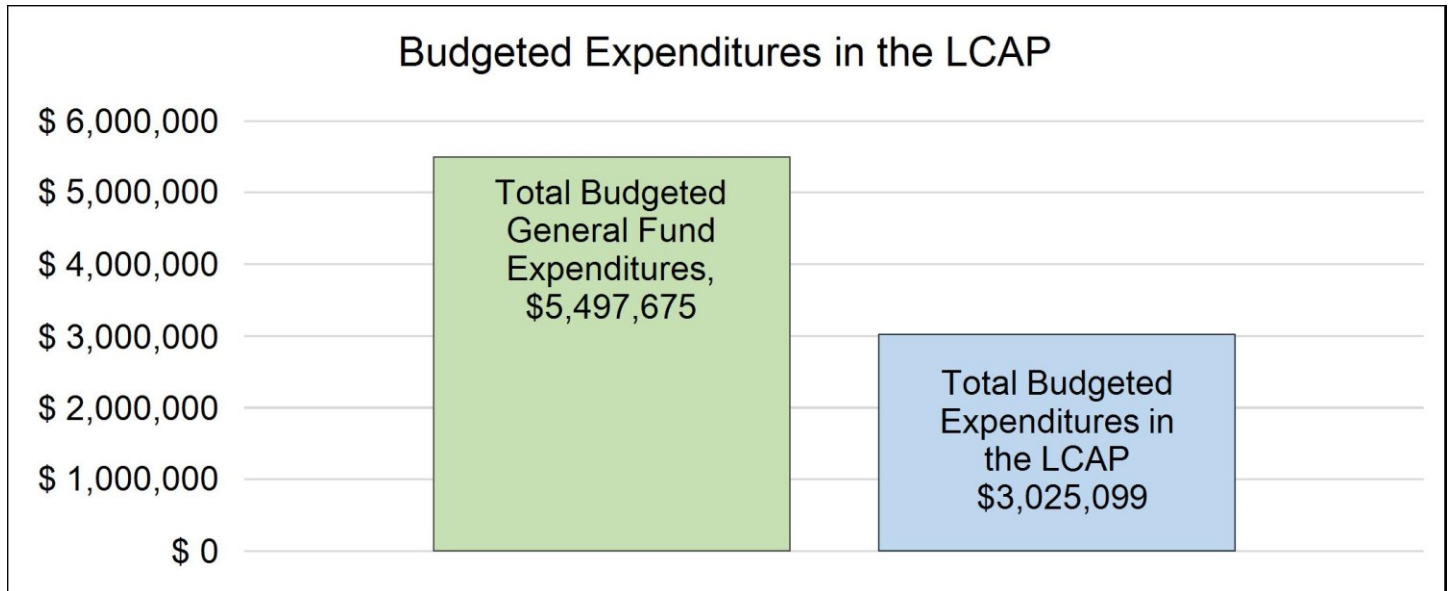


This chart shows the total general purpose revenue Northern United - Humboldt Charter School expects to receive in the coming year from all sources.

The total revenue projected for Northern United - Humboldt Charter School is \$5,471,550, of which \$3,842,875 is Local Control Funding Formula (LCFF), \$588,801 is other state funds, \$491,578 is local funds, and \$548,296 is federal funds. Of the \$3,842,875 in LCFF Funds, \$667,942 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Northern United - Humboldt Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Northern United - Humboldt Charter School plans to spend \$5,497,675 for the 2021-22 school year. Of that amount, \$3,025,099 is tied to actions/services in the LCAP and \$2,472,576 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

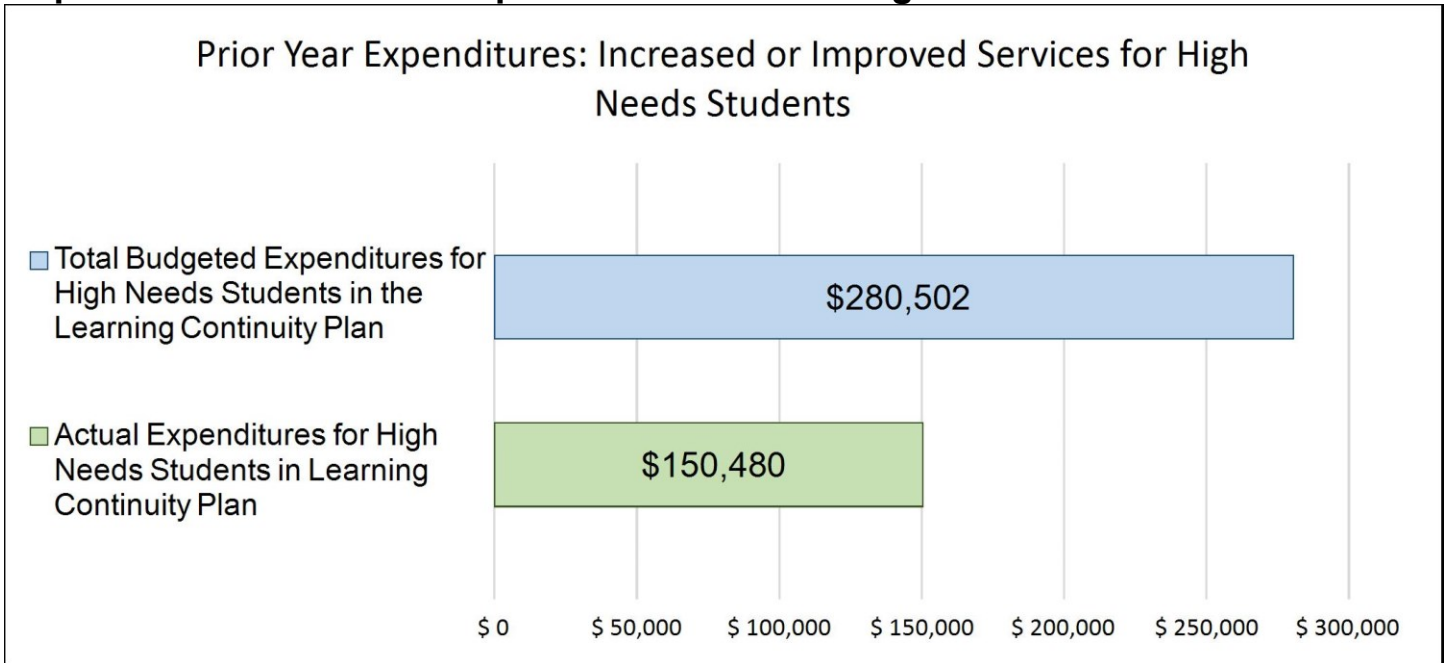
liability insurance, telephone services, electricity services, water services, waste disposal, audit fees, legal fees, fingerprinting fees, authorizing fee, and equipment rental

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Northern United - Humboldt Charter School is projecting it will receive \$667,942 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Humboldt Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Humboldt Charter School plans to spend \$890,423 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Northern United - Humboldt Charter School's Learning Continuity Plan budgeted \$280,502 for planned actions to increase or improve services for high needs students. Northern United - Humboldt Charter School actually spent \$150,480 for actions to increase or improve services for high needs students in 2020-21.

The difference between what was budgeted and what was actually spent for high needs students did not impact the overall increased or improved services for the high needs students in 2020-21. This is due to the large amount of PPE and Chromebooks that were donated. We did not need to purchase as much PPE as we originally budgeted because we received so much free of charge. Also, though we did not spend as much as budgeted on food, our high needs students were able to still receive meals through their EBT funds and by accessing meals at other schools who were offering an open Seamless Summer Option meal program.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP – ELA – All students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>CAASPP – ELA – All students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds standards - 15% - Met Standards - 27% - Nearly Met Standards - 22% Not Met Standards - 35%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator CAASPP – Math – All students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>CAASPP – Math – All students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 11% - Met Standards - 19% - Nearly Met Standards - 27% Not Met Standards - 43%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator CAASPP – ELA – Native American students</p>	<p>Unable to complete this metric</p>

Expected	Actual
<p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>CAASPP – ELA – Native American students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 14% - Met Standards - 14% - Nearly Met Standards - 0% - Not Met Standards - 71%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator CAASPP – ELA – Hispanic students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2</p> <p>Baseline Baseline will be established in the 18/19 school year</p>	<p>Unable to complete this metric CAASPP – ELA – Hispanic students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 10% - Met Standards - 17% - Nearly Met Standards - 23% - Not Met Standards 50%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator CAASPP – ELA Students with disabilities</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p> <p>Metric/Indicator UC/CSU (a-g) course completion</p> <p>19-20 Northern United - Humboldt Charter School plans to increase UC/CSU (a-g) course completion by 2 students.</p>	<p>Unable to complete this metric</p> <p>CAASPP – ELA Students with disabilities - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 13% - Met Standards - 15% - Nearly Met Standards 25% - Not Met Standards 48%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>Goal Met</p> <p>UC/CSU (a-g) course completion - Baseline was established in 18/19 with 6 graduates having UC/CSU course completion.</p> <p>In 19-20, Northern United Humboldt Charter School had 11 graduates with UC/CSU (a-g) course completion</p>

Expected	Actual
<p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 12 out of 26 seniors who are on track for course completion of UC/CSU requirements (ag).</p>	
<p>Metric/Indicator EL classified as FEP per the ELPAC</p> <p>19-20 Northern United - Humboldt Charter School plans to increase EL classified as FEP per the ELPAC by 2%.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 5 students who are EL classified FEP per the ELPAC.</p>	<p>Goal Not Met</p> <p>EL classified as FEP per the ELPAC -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School has 3 students who are EL classified FEP per the ELPAC</p>
<p>Metric/Indicator EL redesignated as FEP per ELPAC</p> <p>19-20 Northern United - Humboldt Charter School plans to increase EL redesignated as FEP per ELPAC by 5%</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 0 EL student who were redesignated FEP per the ELPAC.</p> <p>Metric/Indicator AP score of 3 or greater</p> <p>19-20 Northern United - Humboldt Charter School plans to increase AP score of 3 or greater by 1 student.</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Goal Met</p> <p>EL redesignated as FEP per ELPAC -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School has 5 EL students who were redesignated FEP per the ELPAC</p> <p>Unable to complete this metric</p> <p>AP score of 3 or greater - 1 student</p> <p>Baseline was established in the 18/19 academics year.</p> <p>2019/2020 - 0 Students took the AP exam due to COVID 19</p>
<p>Metric/Indicator EAP conditionally college ready and college ready in ELA</p>	<p>Unable to complete this metric</p> <p>EAP conditionally college ready and college ready in ELA -</p> <p>Baseline was established in the 18/19 academics year.</p>

Expected	Actual
<p>19-20 Northern United - Humboldt Charter School plans to increase EAP conditionally college ready and college ready in ELA by 2%.</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Northern United - Humboldt Charter School had 27% of students who were EAP conditionally college-ready and 15% college-ready in ELA.</p> <p>2019/2020 - EAP didn't occur because the CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator EAP conditionally college ready and college ready in Math</p> <p>19-20 Northern United - Humboldt Charter School plans to increase EAP conditionally college ready and college ready in Math by 2%.</p> <p>Baseline Baseline will be established in the 18/19 school year.</p> <p>Metric/Indicator PSAT participation rate</p> <p>19-20 Northern United - Humboldt Charter School plans to increase PSAT participation rate by 2%</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 43 students total who participated in the PSAT throughout the year. Of these 43 totals, there were: 14 - 11th grade students, 11 - 10th grade students, 5 - 9th grade students, 13 - 8th grade students.</p>	<p>Unable to complete this metric</p> <p>EAP conditionally college ready and college ready in Mathematics -</p> <p>Baseline was established in the 18/19 academics year.</p> <p>Northern United - Humboldt Charter School had 19% of students who were EAP conditionally college-ready and 11% college-ready in Mathematics.</p> <p>2019/2020 - EAP didn't occur because the CAASPP administration was waived due to COVID 19</p> <p>Goal Not Met</p> <p>PSAT participation rate -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School had 30 students total who participated in the PSAT throughout the year. Of these 20 students, there were 8- 10th-grade students 12- 11th-grade students 10- 8th-grade students</p>

Expected	Actual
<p>Metric/Indicator SAT participation rate</p> <p>19-20 Northern United - Humboldt Charter School plans to increase SAT participation rate by 1%.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School had 9 students who participated in the SAT exam.</p>	<p>Unable to complete this metric</p> <p>SAT participation rate -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School 18 students were scheduled to take the SAT prior to it being postponed due to COVID-19.</p>
<p>Metric/Indicator Number of students receiving the Seal of Biliteracy</p> <p>19-20 Northern United - Humboldt Charter School plans to increase number of students receiving the Seal of Biliteracy by 1 student</p> <p>Baseline Northern United Humboldt Charter School had 1 student awarded the Seal of Biliteracy.</p> <p>Metric/Indicator Number of students concurrently enrolled</p> <p>19-20 Northern United - Humboldt Charter School plans to increase the number of students concurrently enrolled by 5 students</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 10 students who are concurrently enrolled.</p>	<p>Not Met</p> <p>Number of students receiving the Seal of Biliteracy -</p> <p>Baseline was established in the 18/19 academics year.</p> <p>Northern United- Humboldt Charter School had 0 students awarded the Seal of Biliteracy</p> <p>Goal Not Met</p> <p>Number of students concurrently enrolled -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School 2 students were concurrently enrolled</p>
<p>Metric/Indicator CAASPP – Math – Native American students</p>	<p>Unable to complete this metric</p> <p>CAASPP – Math – Native American students - Baseline was established in the 18/19 academics year.</p>

Expected	Actual
<p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Baseline: Exceeds Standards - 14% - Met Standards - 0% - Nearly Met Standards - 14% - Not Met Standards - 71%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator CAASPP – Math – Hispanic students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p> <p>Metric/Indicator CAASPP – Math – Students with disabilities</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>CAASPP – Math – Hispanic students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 13% - Met Standards - 7% - Nearly Met Standards - 30% - Not Met Standards - 50%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>Unable to complete this metric</p> <p>CAASPP – Math – Students with disabilities - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 2% - Met Standards - 12% - Nearly Met Standards - 31% - Not Met Standards - 55%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ highly qualified teachers, including special education teachers, to target direct instruction in all areas including math.	1000-1999: Certificated Personnel Salaries LCFF Base \$1,395,024	Salaries and Benefits 0000: Unrestricted LCFF Base \$1,181,287.02

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1000-1999: Certificated Personnel Salaries EPA \$78,562</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$184,968</p> <p>1000-1999: Certificated Personnel Salaries Special Education \$278,760</p> <p>1000-1999: Certificated Personnel Salaries Special Education \$73,164</p>	<p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries EPA \$74,974.00</p> <p>Salaries and Benefits (0000-0-1192-2700-1900) 1000-1999: Certificated Personnel Salaries LCFF Base \$325,638.21</p> <p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries Special Education \$173,542.02</p> <p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries Special Education \$132,871.13</p>
Employ highly qualified content area specialists to provided resources to staff and students, primarily directed to unduplicated youth in order for them to make progress in content area standards.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$388,692	Salaries and Benefits (0001) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$206,424.25
Purchase common core state standard aligned curriculum and materials and supplies as it becomes available.	4000-4999: Books And Supplies LCFF Base \$3,000	Curriculum 4000-4999: Books And Supplies LCFF Base \$8,055.40 Materials and Supplies 4000-4999: Books And Supplies LCFF Base \$95,031.25
Provide professional learning opportunities for staff.	5000-5999: Services And Other Operating Expenditures LCFF Base \$26,000	<p>Mileage 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,662.98</p> <p>Registration 5000-5999: Services And Other Operating Expenditures LCFF Base \$9,373.21</p> <p>Accommodations 5000-5999: Services And Other Operating Expenditures LCFF Base \$5,057.76</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Car Rental 5000-5999: Services And Other Operating Expenditures LCFF Base \$0
<p>Administer CAASPP, SAT, PSAT, Renaissance assessments and AP exams</p> <p>Employ EL coordinator to administer ELPAC test and support EL students.</p>	<p>See Goal 1 Action 1 & 3</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,752</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,600</p>	<p>See Goal 1 Action 1 & 3</p> <p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$17,042.36</p> <p>Tests 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$360</p> <p>Mileage 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,193.49</p> <p>Registration Fees 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$674.23</p> <p>Lodging 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$525.70</p>
<p>Offer academic, college/career and social/emotional counseling primarily directed to unduplicated youth.</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$87,006</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$51,742</p>	<p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85,635.00</p> <p>Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$61,783.74</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ instructional aides to work with students in core academic areas, primarily focusing on unduplicated youth not excelling in Common Core State Standards.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$110,729	Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$81,409.33
Implement academic RTI Tier 2 targeted instruction program, including in the area of mathematics.	3000-3999: Employee Benefits LCFF Base \$205,327 See Goal 1 Action 1 3000-3999: Employee Benefits Special Education \$27,223	Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF Base \$399,687.81 See Goal 1 Action 1 Salaries and Benefits 2000-2999: Classified Personnel Salaries Special Education \$42,406.41
Provide curriculum, home and school supplies for unduplicated students.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,439	Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$18,108.08 Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$285.15 Food 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$275.15 Bus Tickets for Students 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,000
Provide internet and laptops to unduplicated students.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,350	Computers 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0.00 Internet 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase media resources and student information system for student and staff use.	5000-5999: Services And Other Operating Expenditures \$26,400	<p>Library Center Contract 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,250.00</p> <p>Contracted Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$29,767.50</p> <p>Contracted Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$142,796.28</p> <p>Computerized Books 4000-4999: Books And Supplies LCFF Base \$0.00</p> <p>Network Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,528.00</p>
Implement AVID schoolwide for college and career readiness opportunities for all students, primarily directed to unduplicated youth.	<p>See Goal 1 Action 2</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,500</p>	<p>See Goal 1 Action 2</p> <p>Mileage 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,193.49</p> <p>Registration Fees 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$856.23</p> <p>Lodging 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,464.00</p>
Employ tutors and contract vendors for one-on-one and small group instruction	See Goal 1 Action 10	See Goal 1 Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Federal funding used to employ 1 FTE PPS credentialed employee for academic intervention.	See Goal 1 Action 7	See Goal 1 Action 7

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Some funds budgeted for specific actions/services this goal were not expended or they were expended on other services that supported students, including those who fall within unduplicated categories.

Slightly less base and supplemental/concentration funds for certificated salaries and benefits were expended than originally estimated. While less supplemental/concentration funds were spent on books and supplies, more base funds were expended in this area. Additionally, less supplemental/concentration funds were expended on computers. This is due to technology being donated, as well as Cares Act funds being used to support at-home learning. Additionally, Public Charter School Grant Program (PCSGP) funds were used.

Due to COVID-19, most professional development opportunities were cancelled and our staff was unable to attend. This meant that less funds were expended on professional learning opportunities for staff. This also resulted in less funds being expended on AVID. Also, as a result of the facilities closing due to COVID-19, less money was expended for tutors and aides. In order to address social/emotional needs during COVID-19, additional funds were expended on counseling services. Additional funds were also expended to support at-home learning for students who are English learners.

Media resources and student information system for student and staff use were less than originally budgeted because we were able to use PCSGP grant funds.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite COVID 19 Northern United - Humboldt Charter School had many successes in meeting this goal. For example, our number of students meeting UC/CSU eligibility increased significantly. Also, we increased the number EL students who were redesignated as FEP. Because we are non-classroom-based charter school our transition to home-based learning was relatively smooth. Many of our students already had Chrome Books assigned to them and our teachers were well-prepared in distant learning and digital platforms. However, due to COVID 19 there were some challenges. For example, due to COVID 19 and the state waiving the CAASPP administration, we were unable to complete the CAASPP and EAP metrics. Moreover, this is also true for the SAT and the AP exams. Our concurrent enrollment also dropped due to COVID 19 and school closures.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of teachers misassigned</p> <p>19-20 Northern United - Humboldt Charter School will have 0 number of teachers misassigned</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 0 teachers misassigned.</p>	<p>Goal Not Met</p> <p>Number of teachers misassigned</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School had 1 teacher misassigned.</p>
<p>Metric/Indicator Condition of facility</p> <p>19-20 Northern United - Humboldt Charter School will have all "Good" condition of facilities.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School used the Facilities Inspection Tool and determined all facilities to be in good condition.</p>	<p>Goal Met</p> <p>Condition of facility</p> <p>P2 (3/20/20), Northern United Humboldt Charter School used the Facilities Inspection Tool (FIT) and determined all facilities were in good condition.</p>
<p>Metric/Indicator Access to standards -aligned instructional materials</p>	<p>Goal Met.</p> <p>Access to standards -aligned instructional materials</p>

Expected	Actual
<p>19-20 Northern United - Humboldt Charter School will have 100% access to standards aligned instructional materials.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has given access to standards -aligned instructional materials in all core academic areas to 100% of enrolled students.</p>	<p>100% of students had access to standards aligned instructional materials based on 0 complaints with the Williams Complaint Process.</p>
<p>Metric/Indicator Implementation of academic content and performance standards</p> <p>19-20 Northern United - Humboldt Charter School plans to have 100% of students had access to programs and services to gain academic content knowledge.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has implementation of content and performance standards to 100% of enrolled students.</p>	<p>Goal Met</p> <p>Implementation of academic content and performance standards</p> <p>100% of content and performance standards were implemented</p>
<p>Metric/Indicator A broad course of study in all subject areas</p> <p>19-20 Northern United -- Humboldt Charter School will have 100% broad course of study in all subject areas.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School offers a broad course of study in all subject areas.</p>	<p>Goal Met</p> <p>A broad course of study in all subject areas</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School offers a broad course of study in all core subject areas to 100% of enrolled students</p>
<p>Metric/Indicator Programs and services developed and provided to exceptional needs students (one-on-one tutoring, small group instruction, AVID).</p>	<p>Goal Met</p> <p>Programs and services developed and provided to exceptional needs students (one--on-one tutoring, small group instruction, AVID).</p>

Expected	Actual
<p>19-20 Northern United - Humboldt Charter School plans to have programs and services developed and provided to 100% of exceptional needs students (one-on-one tutoring, small group instruction, AVID).</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has programs and services developed and provided to 100% of exceptional needs students. This includes one-on-one tutoring, small group instruction, AVID and RTI. More than 50% of staff have been trained in AVID, this includes general education and special education staff. In addition, 10 small group instructors, 9 instructional aides and 3 certificated staff provide tutoring services for students with exceptional needs.</p> <p>Metric/Indicator EL access to programs and services to gain academic content knowledge/proficiency</p> <p>19-20 Northern United - Humboldt Charter School plans to have 100% EL access to programs and services to gain academic content knowledge/proficiency</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has provided access to programs and services to gain academic content knowledge/proficiency to 100% of EL students.</p>	<p>As of P2 (3/20/20), Northern United Humboldt Charter School has programs and services developed and provided to 100% of exceptional needs students. This includes one on one tutoring, small group instruction, AVID, and RTI, specifically using IXL. More than 55% of staff have been trained in AVID, this includes general education and special education staff.</p> <p>Goal Met</p> <p>100% of EL students had access to programs and services to gain academic content knowledge/proficiency.</p>
<p>Metric/Indicator Programs and services developed and provided to unduplicated pupils (one-on-one tutoring, small group instruction, AVI, RTI).</p> <p>19-20 Northern United - Humboldt Charter School will have 100% programs and services developed and provided to unduplicated pupils (one-on-one tutoring, small group instruction, AVID, RTI).</p>	<p>Goal Met</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School has programs and services developed and provided to unduplicated pupils, one-on-one tutoring, small group instruction, AVID and RTI. More than 55% of staff have been trained in AVID. In addition, 13 small group instructors, 12 instructional aides and 3 certificated staff provide tutoring services.</p>

Expected	Actual
<p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has programs and services developed and provided to unduplicated pupils, one-on-one tutoring, small group instruction, AVID and RTI. More than 50% of staff have been trained in AVID. In addition, 10 small group instructors, 9 instructional aides and 3 certificated staff provide tutoring services.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development in 21st century skills, CTE, technology and STEM/STEAM	See Goal 1 Action 4 See Goal 1 Action 4	See Goal 1 Action 4 See Goal 1 Action 4
Integrate technology into instructional program in all grade levels and subject areas.	5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$20,000 4000-4999: Books And Supplies LCFF Base \$1,000 3000-3999: Employee Benefits LCFF Base \$92,043 5000-5999: Services And Other Operating Expenditures LCFF Base \$29,200	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$4,413.65 Computers 4000-4999: Books And Supplies LCFF Base \$3,956.44 Salaries And Benefits 2000-2999: Classified Personnel Salaries LCFF Base \$90,655.20 Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,521.00
Offer a broad range of studies and a wide range of courses including field trips, a CTE Principles of Health Science Pathway, AP courses, dual enrollment course Get Focused, Stay Focused, Swiss model apprenticeship program, honors, and college preparatory courses.	See Goal 1 Action 1 See Goal 1 Action 1 See Goal 1 Action 1	See Goal 1 Action 1 See Goal 1 Action 1 See Goal 1 Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF Base \$4,000	Student Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,439.37
Offer facilities for independent study students to meet with their teachers for small group instruction.	5000-5999: Services And Other Operating Expenditures LCFF Base \$234,436 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$15,000	Rentals and Leases 5000-5999: Services And Other Operating Expenditures LCFF Base \$223,556.00 Contracted Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$89,241.23

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID 19, we were unable to participate in professional learning, including the AVID summer institute. This meant that we expended less funds than we originally budgeted. For the most part the actual expenses were in line with our budgeted estimates. Though we did not expend all budgeted funds, we were able to meet the needs of students, families, teachers and staff. We reached out to all families to notify them of locations in which they could receive meals at area schools at no charge to them. We also delivered needed curriculum, supplies and materials to any family that was unable to come to one of our locations. We communicated with families and staff regarding mental health services and health services throughout the community. We continued to offer all of our course via Zoom and online platforms. Each Friday, staff had an optional Zoom meeting to support one another through sharing best practices, analyzing student performance and mental health resources. We created a Covid-19 resource page on our website in which resources to support our learning community were posted. Professional development continued via the Zoom platform.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall Northern United - Humboldt Charter School was successful in implementing this goal. Because many of our students do distance learning as part of their instructional program, the staff and students were able to transition quickly when our facilities closed. Our organization and its staff are very familiar with online platforms and instructional strategies that were needed for COVID 19 closures. We continued to offer all of our courses through Zoom, including our dual enrollment course, our CTC course, our AVID elective, and our AP courses. Instead of having our students meet with tutors and small group instructors at a facility, we were able to use the Zoom platform to support our students' needs. The challenges we faced involved internet access for some of our students. We provided 30 hotspots to students without internet access, however, for students who lived in areas without cell phone coverage, hotspots were not sufficient.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent volunteer rate includes parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase parent volunteer rate for all parents, including parents of unduplicated students and students with exceptional needs by 5%.</p> <p>Baseline rate includes parents of unduplicated students and students with exceptional needs As of P2 (3/22/19), Northern United - Humboldt Charter School had 207 parent volunteers.</p>	<p>Goal Met</p> <p>Parent volunteer rate includes parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 256 parent volunteers, including parents of unduplicated students and students with exceptional needs.</p>
<p>Metric/Indicator Parent attendance at conferences including parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase parent attendance at conferences, including</p>	<p>Goal Met</p> <p>Parent attendance at conferences including parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 127 parents attend formal conferences. However, our home-</p>

Expected	Actual
<p>parents of unduplicated students and students with exceptional needs, by 5%.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had 97 parents attend formal conferences. However, our home-based independent study teachers meet with every parent a minimum of once every 20 days.</p> <p>Metric/Indicator Parent attendance at school events, includes parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase parent attendance at school events includes parents of unduplicated students and students with exceptional needs by 5%.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School 133 parents attended school events. This includes parents of unduplicated students and students with exceptional needs.</p>	<p>based independent teachers meet with every parent a minimum of once every 20 days.</p> <p>Goal Met</p> <p>Parent attendance at school events includes parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 188 parents attend school events. This included parents of unduplicated students and students with exceptional needs.</p>
<p>Metric/Indicator Parent satisfaction survey results including parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to maintain parent satisfaction survey results.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School distributed a parent satisfaction survey. This included unduplicated students and students with exceptional needs. There were 98 parent participants. Of these, 100% of the parents selected that they were satisfied.</p>	<p>Goal Met</p> <p>Parent satisfaction survey results including parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20) Northern United - Humboldt Charter School distributed a parent satisfaction survey. This included unduplicated students and students with exceptional needs. There were 74 participants. Of these, 100% of the parents selected that they were satisfied with our school's academic program.</p>

Expected	Actual
<p>Metric/Indicator Number of parents participating in LCAP meetings, including parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase the number of parents participating in LCAP meetings, including parents of unduplicated students and students with exceptional needs, by 10 parents.</p> <p>Baseline During the 2018-2019 school year, Northern United - Humboldt Charter School has held 13 LCAP meetings. At these meetings, we had 162 parents attending.</p>	<p>Goal Not Met</p> <p>Number of parents participating in LCAP meetings, including parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20) Northern United - Humboldt Charter School held 9 LCAP meetings. At these meetings, we had 100 parents attending. Many of the planned LCAP meetings in spring were postponed due to COVID-19</p>
<p>Metric/Indicator Number of parents participating in the LCAP survey, including parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase the number of parents participating in the LCAP, including parents of unduplicated students and students with exceptional needs by 10 parents.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had 43 parents participated in the LCAP survey.</p>	<p>Goal Not Met</p> <p>The number of parents participating in the LCAP survey, including parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 47 parents participate in the LCAP survey.</p>
<p>Metric/Indicator Middle school dropout rate</p> <p>19-20 Northern United -- Humboldt Charter School plans to maintain the middle school dropout rate.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has a middle school dropout rate of 0.</p>	<p>Goal Met</p> <p>Middle school dropout rate</p> <p>In the 19/20 school year, Northern United - Humboldt Charter School maintained its middle school dropout rate with 0 students dropping out of middle school based on CalPads report 8.1b.</p>

Expected	Actual
<p>Metric/Indicator High school dropout rate for all</p> <p>19-20 Northern United -- Humboldt Charter School plans to decrease high school dropout rate for all by 1%</p> <p>Baseline Baseline to be determine in the 2018- 2019 school year</p>	<p>Goal Met</p> <p>High school dropout rate for all</p> <p>Baseline determined in the 2018--2019 school year with 17 students dropping out of high school</p> <p>In the 19/20 school year, based on CalPads report 8.1b, Northern United - Humboldt Charter School had 1 student drop out of high school.</p>
<p>Metric/Indicator High school dropout rate for Native American students</p> <p>19-20 Northern United -- Humboldt Charter School plans to decrease high school dropout rate for Native American students by 1%</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal met</p> <p>High school dropout rate for Native American students</p> <p>Baseline determined in18/19 school year with 0 Native American students dropping out of high school.</p> <p>Based on our CalPads report 8.1b, in 19/20, Northern United - Humboldt Charter School had 0 Native American students drop out of high school.</p>
<p>Metric/Indicator High school dropout rate for Hispanic students</p> <p>19-20 Northern United -- Humboldt Charter School plans to decrease high school dropout rate for Hispanic students by 1%.</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal Met</p> <p>High school dropout rate for Hispanic students</p> <p>Baseline determined in 18/19 school year with 0 Hispanic students dropping out of high school.</p> <p>Based on our CalPads report 8.1b, in 19/20, Northern United - Humboldt Charter School had 0 Hispanic students drop out of high school.</p>
<p>Metric/Indicator High school dropout rate for students with exceptional needs</p>	<p>Goal Met</p> <p>High school dropout rate for students with exceptional needs</p>

Expected	Actual
<p>19-20 Northern United -- Humboldt Charter School plans to decrease high school dropout rate for students with exceptional needs students by 1%.</p> <p>Baseline Baseline to be determined in 18/19 school year</p> <p>Metric/Indicator High school graduation rate for all</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase the high school graduation rate for all students by 3%</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Baseline determined in 18/19</p> <p>In the 19/20 school year, based on CalPads report 8.1b, Northern United - Humboldt Charter School had 0 students with exceptional needs drop out of high school.</p> <p>Goal Met</p> <p>High school graduation rate for all</p> <p>Baseline determined in 18/19</p> <p>Based on the California School Dashboard, the 2018-2019 graduation rate was 61.4%.</p> <p>Based on Dataquest, the 2019-2020 graduation rate was 94.1%.</p>
<p>Metric/Indicator High school graduation rate for Hispanic students</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase the high school graduation rate for Hispanic students by 3%.</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal Met</p> <p>High school graduation rate for Hispanic students</p> <p>Baseline determined in 18/19 with 3 Hispanic students graduating</p> <p>Based on our SIS, during the 19/20 school year, 1 Hispanic student graduated</p> <p>100% of our Hispanic students within this cohort graduated.</p>
<p>Metric/Indicator Student satisfaction survey results</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase student satisfaction survey results by 2% for students in</p>	<p>Goal Not Met</p> <p>Student satisfaction survey results</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 35 students participate in a student satisfaction survey. Unfortunately, this survey was given soon before the school</p>

Expected	Actual
<p>grades K-5, by 10% for students in grades 6-8 and by 5% for students in grades 9-12.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had 44 students total participate in a student satisfaction survey. Of these participants, 12 students were in grade K5, 12 students were in grades 6-8 and 25 students were in grades 9-12. The survey showed the following results: K-5 - 92.6% were satisfied 6-8 - 75% were satisfied 9-12 - 85.7% were satisfied</p> <p>Metric/Indicator Student safety survey results</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase student safety survey results by 4% for students in grades K-5, 5% for students in grades 6-8 and 1% for students in grades 9-12.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had 44 students participate in a student safety survey. Of these participants, 12 students were in grade K-5, 12 students were in grades 6-8 and 25 students were in grades 9-12. The survey showed the following results: K-5 - 91.7% feel safe at their school 6-8 - 90.9% feel safe at their school 9-12 - 95.2% feel safe at their school</p>	<p>closed due to COVID-19. Of these participants, all of them were 9-12 graders. 82.9% of the students stated that they were satisfied with the academic program being provided to them at Northern-United Humboldt Charter School. The high school students' satisfaction level increased by 5%, however, the other grade levels were not able to complete the survey.</p> <p>Goal Partially Met</p> <p>Student safety survey results</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 35 students participate in a student safety survey. Unfortunately, this survey was given soon before the school closed due to COVID-19. Of these participants, all of them were 9-12 graders. Of these participants, 100% of students felt safe at their school and felt that Northern United-Humboldt Charter School places a high priority on safety. The high schools students' safety level increased by 5%, however the other grade levels were not able to complete the survey.</p>
<p>Metric/Indicator Suspension rate</p> <p>19-20 Northern United -- Humboldt Charter School will decrease the suspension rate by 1%.</p>	<p>Goal Not Met</p> <p>Suspension rate</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 6 students out of 401 students who were suspended. As of P2 (3/20/20), Northern United - Humboldt Charter School had a suspension rate of 1.5%</p>

Expected	Actual
<p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had a suspension rate of 2.1%.</p> <p>Metric/Indicator Expulsion rate</p> <p>19-20 Northern United -- Humboldt Charter School plans to maintain the expulsion rate.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has an expulsion rate of 0.</p>	<p>Goal Met</p> <p>Expulsion rate</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had maintained its expulsion rate with an expulsion rate of 0 students.</p>
<p>Metric/Indicator School attendance rate</p> <p>19-20 Northern United - Humboldt Charter School plans to increase school attendance rate by 1%.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had a school attendance rate of 95.56%.</p>	<p>Goal Met</p> <p>Based on our SIS, as of 19/20, Northern United - Humboldt Charter School had a school attendance rate of 97.26%</p>
<p>Metric/Indicator Chronic absenteeism rate</p> <p>19-20 Northern United - Humboldt Charter School plans to decrease the chronic absenteeism rate by 5%.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has a chronic absentee rate of 11.4%.</p>	<p>Goal Met</p> <p>Based on our SIS, as of 19/20, Northern United - Humboldt Charter School had a chronic absentee rate of 8.88%</p>
<p>Metric/Indicator High school graduation rate for students with exceptional needs</p>	<p>Goal Met</p> <p>Baseline determined in 18/19 with 60% of students with exceptional needs graduated</p>

Expected	Actual
<p>19-20 Northern United - Humboldt Charter School plans to increase the high school graduation rate for students with exceptional needs by 3%</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Based on our SIS, during the 19/20 school year, 75% of students with exceptional needs within this cohort graduated.</p>
<p>Metric/Indicator High school graduation rate for Native American students</p> <p>19-20 Northern United - Humboldt Charter School plans to increase the high school graduation rate for Native American students by 3%</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal Met</p> <p>Baseline determined in 18/19 with 1 Native American student graduating</p> <p>Based on our SIS, during the 19/20 school year, 1 Native American student graduated</p> <p>100% of our Native American students within this cohort graduated.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Northern United- Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.</p>	<p>See Goal 1 Action 1</p>	<p>See Goal 1 Action 1</p>
<p>Advertise school events to keep students, parents and staff informed.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$1,500</p> <p>See Goal 1 Action 1</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Base \$9,688.82</p> <p>See Goal Action 1</p> <p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$10,562.50</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain school website to keep students, parents and staff informed.	See Goal 1 Action 1	See Goal 1 Action 1
Maintain and distribute Northern United Humboldt Charter School parent/student handbook, including information regarding independent study.	4000-4999: Books And Supplies LCFF Base \$500	Materials and Supplies 4000-4999: Books And Supplies LCFF Base \$341.68
Adopt the use of schoolwide parent communication platform to communicate with students, parents and staff.	See Goal 3 Action 2	See Goal 3 Action 2
Implement PBIS to support all students, primarily unduplicated.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,626 See Goal 1 Action 13	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$0.00 See Goal 1 Action 13
Implement behavioral RTI Tier 2 targeted program for all students.	See Goal 1 Action 8	See Goal 1 Action 8
Northern United - Humboldt Charter School will employ a 1 FTE PPS credentialed employee in order to support students at risk for chronic absenteeism and who need behavioral supports.	See Goal 1, Action 15 Title I	See Goal 1, Action 15 Title I
Northern United - Humboldt Charter School will hire food service employees in order to provide meals for unduplicated students.	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$26,191	Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall Northern United - Humboldt Charter School expended funds on actions and services within this goal to support students, families, teachers and staff. There were two areas in which our expenditures were less than budgeted. We spent less than budgeted on food service employees due to closing our facilities in March due to COVID 19. We also spent less than budgeted on PBIS due to professional development not being offered as a result of COVID 19. There were no material differences for what we had planned to do in the actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Northern United - Humboldt Charter School experienced many successes during the 2019-2020 school year. Our parent volunteer numbers increased to 256 parent volunteers and our parent attendance numbers also increased for both conferences and school events. Of the parents who responded to our satisfaction survey, 100% of them were satisfied with our academic program.

We were able to decrease our suspension rate and maintain our low expulsion rate. We are most proud of our increase to our graduation rate. In 2018-2019 our graduation rate was 61.4% and we increased this to 94.1% in the 2019-2020 school year. In so doing, we also reduced our drop out rate. Our attendance rate and chronic absenteeism rates both also improved significantly.

We did have some challenges in having parents engage in our LCAP process. Due to COVID-19, we were unable to have all of our scheduled LCAP stakeholder meetings.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase Custodian Hours	\$13,986	\$15,844.85	No
Purchase face masks and face shields and other PPE for staff and students	\$13,321	\$13,321.19	No
Purchase hand sanitizer	\$2,618	\$80.00	No
Extra counselor and psychologist office hours with an emphasis on unduplicated and other high risk students	\$132,400	\$86,520.93	Yes
Training all stakeholders on our learning center Covid-19 safety protocols	\$0	\$0	No
Training all stakeholders about the signs and symptoms of Covid-19	\$0	\$0	No
Training all stakeholders in proper hygiene and use of PPE	\$0	\$0	No
Provide bus passes to students as needed	\$400.00	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Overall, there were no substantive difference between the planned actions for in-person instruction. We were able to increase custodial hours, purchase PPE. A large amount of hand sanitizer was donated so we did not need to purchase as much as we originally budgeted. We trained all staff and stakeholders in COVID-19 protocols, including the signs and symptoms and proper hygiene and use of PPE. Our school counselor and school psychologist continued to serve students throughout the school year. We did not provide bus passes to students because our facilities were closed and therefore, the students did not need transportation to

meet with teachers or tutors. Instead they were provided services through Zoom. Expenditures for counselor and school psychologist services were less than expected because we did not have any students or families utilize contracted counseling resources. Instead, our staff counselor and school psychologist were able to support our students via Zoom or in-person, as needed.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Northern United - Humboldt Charter School experienced great successes with the goal of In-person Instructional Offerings. While Covid-19 did not allow us to open our programs fully, we were able to provide training to all staff, parents and other stakeholders concerning Covid-19 symptoms and safety protocols. Through Keenan training, teachers and all staff were instructed on how to handle any and all Covid related issues. Equally important, individual centers provided training to all staff, using the state, county, and HCOE guidelines to instruct staff, parents, and students. Northern United - Humboldt Charter School invested in all PPE materials required for staff, students, and parents to be safe. All facilities have masks, face shields, thermometers, sanitizing wipes, sanitization stations, plexiglass desk guards, gloves, and air filters.

Given that the state, county and our school board has limited our In-Person Instructional offerings, we have had to limit the amount of students who are on campus. From the beginning of the school year through March, students who have special needs have been given the opportunity to come to our facilities for extra support. All protocol has been followed with allowing only one student at a time meeting with staff. We also supported students in need of intervention due to connectivity issues, credit deficiencies, low grades, social/emotional needs, etc. with in-person instruction. On March 29th, we are able to open our facilities in a hybrid approach to all students wishing to receive in-person instruction.

We have had some challenges in offering in-person instruction. Some of our facilities do not have enough square footage to allow very many students per classroom. Additionally, we've had to purchase air purifiers and upgrade filtration systems. This is reflected in the action description related to the purchase of PPE for staff and students. Because much of our hand sanitizer, face masks, antibacterial wipes, gloves and thermometers were donated, we were able to purchase air purifiers and MERV 13 filters. Other challenges have resulted due to our county entering the purple tier prior to us offering a hybrid approach. This delayed our in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Chromebooks to students	\$10,000	\$13,241.11	Yes
Provide hotspots to students as needed	\$5,000	\$5,996.78	Yes
IT Support	\$60,900	\$82,067.50	No
Deliver curriculum, materials and supplies to families	\$13,500	\$1,662.92	Yes
Provide professional development to staff regarding effective integration of curriculum in an online learning environment	\$0	\$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The most substantive difference between the planned actions and actual actions was that our staff did not need to deliver curriculum, materials and supplies to families as much as anticipated. Most of our staff was able to email information and families were able to pick up materials as needed. This resulted in less expenditures for this action. Also, though some Chromebooks were donated, we expended more than budgeted on Chromebooks due to excessive need. We distributed 108 Chromebooks in the 2019-2020 school year and 203 Chromebooks during the 2020-2021 school year. Because we had such an increase in Chromebook and hotspot usage by our students, we required additional technology support than originally budgeted.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Because Northern United - Humboldt Charter School is a non-classroom based charter school, our transition to distance learning was fairly smooth. For many of our students, there was continuity of instruction because much of their education takes place within the home. Those students who previously attended one of our facilities on a regular basis were able to transition to strictly home-based learning. All students who needed access to devices or hotspots received them. However, there are still students who have connectivity issues. Hotspots are not sufficient for our most remote students and those who do not have adequate cell reception in their homes. Overall, our pupil participation and engagement has remained very high this year. In some areas, we've actually seen improvement because of our Zoom capability and increased one-on-one time with students. We continue to offer the same professional development that we would have, just in a virtual format, through Zoom. We had our preservice professional development prior to school opening and our mandatory professional development during the school year. Additionally, we've used Keenan SafeSchools training system for professional development, in addition to attending trainings from outside organizations. Staff had to transition to carrying out their positions virtually, but their roles and responsibilities remained the same. Students receiving special education services met with their support providers in-person if desired or needed. Others received support virtually. Students who are English learners or who required tier 2 interventions were also given the opportunity to meet in-person or virtually.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Administer STAR Renaissance diagnostic and formative assessments	\$8,720	\$8,418.71	Yes
Administer CAASPP Interim assessments	\$0	\$0	Yes
Initiate SST for students as indicated by assessment results and teacher/parent observations	\$9,700.00	\$9,700.00	Yes
Provide Zoom tutoring sessions and in-person tutoring sessions as needed	\$89,000	\$18,606.50	Yes
Provide IXL as an intervention tool	\$5,170	\$6,083.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We administered the STAR Renaissance three times during the school year. We administered the CAASPP interim assessments. Our SST process continued for students in need and for those who were referred based on assessment data or by teachers. Intervention and progress monitoring were provided with our intervention tools, including IXL and tutoring. Expenditures for tutoring was substantially less than was originally budgeted due to the fact that teachers were able to work with students one-on-one, therefore, less tutors were needed.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our primary means of addressing learning loss was by using the STAR Renaissance and CAASPP Interim assessments given at regular intervals throughout the year. The Core Growth assessment system's screening tool was also utilized. The initial administration of the STAR and the Core Growth was used to determine a baseline of our students' current levels, specifically unduplicated students. This data showed any gaps in learning that students possessed. Students who did have learning loss were referred to our SST process. Overall, we held more academic SSTs during the 2020-2021 school year than we held during the 2019-2020 school year. At the SST, an intervention plan was created in order to address all student's needs, including unduplicated students. The intervention plans included intervention strategies and a timeline to reach goals. Progress monitoring occurred to track the student's progress and growth. After an analysis of the STAR data after each administration window, we see that our efforts were effective, however we realize that these metrics are not overly reliable due to home-based administration of the assessments and the potential affects of the unprecedented pandemic and resulting facility closures. We will continue this action in order to analyze the effectiveness of this effort once school resumes in a more normal state.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Teachers have played an important role in monitoring the mental health and social and emotional well being of students through regular online interactions with students. If needed, teachers referred students to our SST process. At the SST meeting, social/emotional interventions were instituted, if determined by the SST. There was a total of four SSTs specifically for behavioral concerns and six SSTs for students exhibiting both academic and behavioral needs. Of these SSTs, six made progress and the progress of the other three are unknown as they disenrolled from our school prior to follow assessments by the SST.

The school counselor and school psychologist met regularly via Zoom and in-person with those students who needed support. Additionally, a list of resources for mental health support were provided to all students and families through email and they were posted on our website. We also used our internet filter company, Securly, to monitor student emails and internet searches for words or statements that suggest a risk for self-harm. At our staff meetings and professional development, including Keenan Safe Schools, staff discussed the need to carefully monitor students' mental health. There have been some challenges in meeting the mental health and social and emotional well being of our students. There are some communication challenges in having families respond to outreach by staff. Also, some students and families are reticent to utilize resource opportunities.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We were successful in our pupil and family engagement and outreach. In all, during the 2020-2021 school year, we issued 147 calls to our school community through our messaging platform, Dial My Call. Our daily Zoom courses and documentation of school work completed, which is how our independent study model tracks attendance, showed that we maintained a high level of student engagement. Through regular phone messaging to parents using the Dial My Call platform, home visits when a family couldn't be reached, texts when necessary and weekly emails from our centers, Northern United - Humboldt Charter School was able to track our pupil and family engagement during COVID-19. If for some reason a family was unable to be contacted after several attempts, law enforcement was called and asked to provide a wellness check.

Our outreach to families continued throughout COVID-19. With staff, our school counselor, and school psychologist playing an important role in our outreach efforts, we were able to provide families with a comprehensive list of community resources as needed. We also listed all community resources on our website for easy access for our families.

As a two-tiered process, if we noted that our daily outreach efforts were ineffective, we started our missed assignment process. This process was put in place in order to track students who were not attending their scheduled meetings or not completing their assigned work. The process begins with verbal communications with families and then moves into creating an Academic Improvement Plan in

order to support students who are facing barriers in completing assignments or attending meetings. Appropriate actions are discussed at these meetings in order to find potential solutions for students and families. This has been a very effective method in continuing our pupil and family engagement outreach throughout COVID-19. In total, during the 20-21 school year, we had thirty-five students who began the missed assignment process. A parent meeting was held for each of these students. Of these thirty-five meetings, thirty were successful, meaning the students became reengaged as evidenced by completion of assignments and Zoom class attendance. This means that 98.8% of our student body remained engaged by completing their assignments, meeting with their teachers and attending their Zoom courses.

The greatest challenges we experienced with pupil and family engagement surrounded our most rural families. By providing Chromebooks and hotspots to all families in need, we were able to connect with some of these families on a regular basis. However, this did continue to be a challenge and one that we will continue to address in our 2021-2024 LCAP. This was due in part to hotspots not being effective for students who live in areas without cell phone coverage and due to spotty internet coverage for rural families. When this did occur, we did offer in-person one-on-one meetings, if applicable. Teachers did become very creative in their communication techniques when this was problematic. Teachers had families send photographs of their students' work in order to count toward attendance. Often text messages and emails were the only manner for communication that were regularly exchanged with staff and our rural families. This challenge of communication is less of an issue when our independent study teachers are traveling to serve these families in-person. Nevertheless, this challenge of communication with our most rural families during COVID-19 was one in which we had to work diligently to close the gaps for both pupils and their families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In the previous school year, Northern United - Humboldt Charter School offered either breakfast, lunch or both depending on the facility the student attended. At the beginning of the school year, it was decided to only offer breakfast for this school year, with the exception of one facility that did continue to offer both breakfast and lunch. This decision was based on the difficulties access a meal vendor during the pandemic. It was determined that we would be able to provide a breakfast program ourselves, without having to vend with another School Food Authority. All families were contacted and asked if they would like to participate in our school breakfast program. Those who wished to participate were given a weeks worth of food at a time. These meals were picked up by families on a specific day of the week. If a family was unable to pick up the food, it was delivered to them by staff. Very few students participated in the program. During the 2019-2020 school year, approximately 3,978 meals were served, while in the 2020-2021 school year to date, 1,497 meals have been served. This may be due to the fact that the federal government provided EBT cards to families with qualifying children allowing them to purchase food as needed.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Provide counseling with Changing Tides Family Services	\$4,000.00	\$0.00	Yes
School Nutrition	Deliver food to families as needed	\$2,612	\$250.00	Yes
Pupil Engagement and Outreach	Train staff on the process for pupil engagement	\$0	\$0.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were substantive differences between the budgeted expenditures and actual expenditures for these additional actions. Through our in-house staff, we were able to provide counseling to our students without the use of an outside agency. Also, most of our families were able to come to our facilities to pick up their weekly breakfast foods so staff did not need to deliver the meals. We were able to train our staff as planned.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Because Northern United - Humboldt Charter School is a non-classroom-based charter school transitioning to both in-person and distance learning was fairly seamless. Staff transitioned to virtually fulfilling their roles and responsibilities. Students with exceptional needs met one-on-one with staff on an as-needed basis. Our SST process which included either academic or social/emotional supports were carried out both in-person or via Zoom. What we were able to learn from our implementation of both in-person and distance learning is that much of what we do on a regular basis was also successful during the pandemic.

In creating our goals and actions for our LCAP, we have put a great deal of focus on the continued improvement of students' growth in the core academic areas. Seeing the success in using the STAR Renaissance and the CAASPP interim assessments along with Core Growth Assessments for the younger children, we will continue to focus on monitoring student's progress, growth, and learning loss

while providing interventions as needed. Our SST process in which an individualized intervention plan is created to aid in student's learning loss has been highly successful. We will continue to focus our efforts on this action in the 2021-24 LCAP.

While we did an excellent job providing students with access to devices and hotspots, we did face challenges for those students who are extremely remote. Due to geography, some students did experience connectivity issues. Using this experience, we will place emphasis on improving school climate and parent/community involvement to promote and cultivate a positive, safe environment for all. We do a very good job at this overall, but in creating our goals and actions for the 2021-2024 LCAP, we see a need to continue reaching out and building strong relationships with our rural families. Having experienced the difficulty with some of our students and access, it has encouraged us to look more reflectively at our relationships and connections with our most rural families.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Northern United - Humboldt Charter School will continue to assess and take actions concerning pupil learning loss, especially students with unique needs. By providing three testing windows of STAR Renaissance, we will find students' baseline scores, provide individualized interventions via IXL, tutoring, or other interventions that encourage growth in specific areas where learning loss is recognized. With progress monitoring through intermittent testing, teachers will document growth and continue to check students' understanding. If students show little or no growth, the SST process will be implemented in which the school psychologist along with general education teachers will implement new strategies individualized for the student. CAASPP interim assessments will be given in order to assess students' understanding of the subject matter. When learning loss or knowledge of the topics being introduced is noticed, teachers will employ various interventions to provide students with the information needed to gain success in areas that are lacking. As stated, a variety of intervention tools will be implemented, including IXL, tutoring, small-group instruction and other tools to aid in students' understanding and close the gap of identified learning loss.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In looking at the substantive differences between our description of the actions and services identified as contributing, we noted very few. However, the areas in which we did note these differences are as follows:

Distance Learning - In providing Chromebooks there was a substantive difference and the reason for this is that we had many Chromebooks donated to us and we did not have to purchase as many. Also, delivery of curriculum, materials, and supplies showed a substantive difference due to the fact that we found that our families were more than willing to come and pick up their materials instead of having our staff drop them off.

Pupil Learning Loss - In the area of providing Zoom tutoring sessions and in-person sessions, we noted a substantive difference in our description of actions and services identified as contributing. This was because we found that instead of providing tutors for students, we were able to use our staff to meet this need of our pupils. Because teachers were no longer teaching whole groups of students throughout the day, they were able to work one-on-one and in small groups with students to provide targeted interventions and instruction.

Additional Actions - The substantive differences in School Nutrition stemmed from the fact that the families who participated in our school nutrition program picked their bagged breakfasts up from their local learning centers or the Cutten Resource Center. Because of this, staff did not have to deliver meals to our families as was originally predicted.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After analysis and reflection on student outcomes of the Annual Updates for our 2019-20 LCAP and our 2020-21 Learning Continuity and Attendance Plan and along with stakeholder feedback, Northern United - Humboldt Charter School developed the 2021-24 LCAP.

One of the first steps we took in our development was to cut our goals down from three to two. Stakeholder feedback informed us that our LCAP was not easy to understand. We believe that streamlining our LCAP will make it easier for all stakeholders to understand. Because many of the actions and services in goal 2 of our 19-20 LCAP could be easily moved to the other two goals, we decided to eliminate goal two and encompass the actions into the remaining two goals. Our new goals are now: Goal #1 - Northern United - Humboldt Charter School will improve student performance outcomes in the core academic areas and Goal #2 - Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

Through analysis and reflection of how COVID-19 has impacted our student engagement and possible learning loss, Northern United - Humboldt Charter School will place great emphasis on transitioning our students back to an in-person learning environment and concentrating on helping our students in core academic areas. Due to COVID-19, standardized assessments were put on hold, in particular the CAASPP, PSAT, SAT, and AP exams. Our concurrent enrollment also suffered during this time. Some students were able to take online college courses during the pandemic, but our overall percentage of students who were concurrently enrolled did decline. It will be an area of concentration for the upcoming plan years, as will be increasing our CTE pathway opportunities.

Placing emphasis and focus on supporting and improving our students' performance outcomes in the core academic areas will be important in the upcoming years. Seeing the success in using the STAR Renaissance and the CAASPP interim assessments along with Core Growth Assessments for the younger children during this time has encouraged us to continue to focus on monitoring student progress, growth, and learning loss while providing interventions as needed. We will continue to focus our efforts on this action in the 2021-24 LCAP.

Analyzing metrics related to student engagement and stakeholder feedback also informs us of the need to focus on supporting our students' mental health. This includes adding actions related to resiliency building curriculum, counseling and parent outreach. As our families transition back to a more normal life, it is important that as a school we find ways to involve all of our families in our learning community. During this past year, we have seen the importance of continuous communication with all of our families, especially those who live in the most rural locations. We will be concentrating on more involvement from our parents and guardians, specifically regarding the LCAP process, volunteering, and working together on school events. Reaching out and building strong relationships with our most rural families will work toward supporting our students' needs.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,807,244.00	3,573,535.07
	26,400.00	0.00
EPA	0.00	74,974.00
LCFF Base	1,971,830.00	2,669,511.31
LCFF Supplemental and Concentration	708,627.00	480,230.20
Special Education	100,387.00	348,819.56

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,807,244.00	3,573,535.07
0000: Unrestricted	0.00	1,181,287.02
1000-1999: Certificated Personnel Salaries	1,967,609.00	1,016,126.97
2000-2999: Classified Personnel Salaries	0.00	675,942.49
3000-3999: Employee Benefits	511,284.00	0.00
4000-4999: Books And Supplies	23,889.00	126,413.15
5000-5999: Services And Other Operating Expenditures	267,836.00	558,789.29
5800: Professional/Consulting Services And Operating Expenditures	36,626.00	14,976.15
	3,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,807,244.00	3,573,535.07
0000: Unrestricted	LCFF Base	0.00	1,181,287.02
1000-1999: Certificated Personnel Salaries	EPA	0.00	74,974.00
1000-1999: Certificated Personnel Salaries	LCFF Base	1,395,024.00	325,638.21
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	499,421.00	309,101.61
1000-1999: Certificated Personnel Salaries	Special Education	73,164.00	306,413.15
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	490,343.01
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	143,193.07
2000-2999: Classified Personnel Salaries	Special Education	0.00	42,406.41
3000-3999: Employee Benefits	LCFF Base	297,370.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	186,691.00	0.00
3000-3999: Employee Benefits	Special Education	27,223.00	0.00
4000-4999: Books And Supplies	LCFF Base	4,500.00	107,384.77
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	19,389.00	19,028.38
5000-5999: Services And Other Operating Expenditures		26,400.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	239,936.00	549,882.15
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	1,500.00	8,907.14
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	35,000.00	14,976.15
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	1,626.00	0.00
		1,626.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,410,948.00	3,125,159.18
Goal 2	366,479.00	427,782.89
Goal 3	29,817.00	20,593.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$162,725.00	\$115,766.97
Distance Learning Program	\$89,400.00	\$102,968.31
Pupil Learning Loss	\$112,590.00	\$42,808.21
Additional Actions and Plan Requirements	\$6,612.00	\$250.00
All Expenditures in Learning Continuity and Attendance Plan	\$371,327.00	\$261,793.49

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$29,925.00	\$29,246.04
Distance Learning Program	\$60,900.00	\$82,067.50
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$90,825.00	\$111,313.54

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$132,800.00	\$86,520.93
Distance Learning Program	\$28,500.00	\$20,900.81
Pupil Learning Loss	\$112,590.00	\$42,808.21
Additional Actions and Plan Requirements	\$6,612.00	\$250.00
All Expenditures in Learning Continuity and Attendance Plan	\$280,502.00	\$150,479.95

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Northern United - Humboldt Charter School petitioned Humboldt County Office Education to become the first countywide benefit charter in Humboldt County. Northern United - Humboldt Charter School's petition was approved on February 14, 2018. Northern United - Humboldt Charter School serves students in grades TK-12, with six facilities throughout Humboldt County. We are WASC accredited and are an AVID certified school. We offer our students a variety of instructional opportunities including concurrent and dual enrollment, CTE pathways, and TRIO.

Northern United – Humboldt Charter School students are educated through personalized learning programs. Within that context, students may receive their instruction through home-based learning or through attendance at a learning center. Students who select home-based learning meet with their teacher on a schedule that accommodates their educational needs. They may also participate in classes with other students at one of our facilities. Students who chose to attend one of our learning centers meet with their teachers on a more regular basis.

Because all of our students are independent study, parents play a vital role in their student's education. The program parents select determines the degree to which the parent is involved. The parents can become the primary facilitators of their child's learning program if they choose. Professional learning and parent education are available and encouraged. We work with all of our students and parents by providing them with educational resources, a credentialed teacher, and access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning.

Northern United - Humboldt Charter School provides a safe environment and positive culture for our students. We utilize PBIS, a behavioral framework, to help support our students achieve improved social and academic outcomes. We are an ALICE-certified school with staff who

are trained in active shooter response. To help support the social/emotional needs of our students, we offer an Outdoor Resiliency Building Education program, as well as counselors and school psychologists.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

After a review of the California School Dashboard and our local data, Northern United - Humboldt Charter School has had several important successes. We increased our number of students who met the UC/CSU eligibility requirements from 6 to 11 students. Additionally, we increased the number of parents who participated in either school events, conferences, and general volunteers. Our high school dropout decreased significantly, while our high school graduation rate increased from 61.4% to 94.1%. Our attendance rate increased from 95.56% to 97.26% and our chronic absenteeism decreased from 11.4% to 8.88%.

In order to build on or maintain the successes experienced, we will continue to add a-g courses to the UCOP Portal. We will also increase our counseling staff in order to increase contact with students for academic counseling, with the purpose of setting students up for college and career readiness. To continue encouraging our parents and guardians to participate in our school's community, we will pursue our efforts to advertise and inform all stakeholders of the events our school offers. Through frequent email, monthly newsletters, our school website, and our teacher's regular communication with families, we will maintain and offer clear information about all opportunities to our stakeholders. With a significant decrease in our dropout rate and an increased graduation rate, our goal is to continue offering high-interest courses, especially our CTE courses which allow students to experience education outside of the classroom. With these courses, student's buy-in and interest in completing and attending school are heightened; thereby, encouraging our students to attend and complete their education.

Many of our metrics were inconclusive due to COVID-19. For example, we were unable to administer the SAT, AP exams, and CASSPP was waived.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though we have no data for the CAASPP in 19/20, we know based on prior student performance that this will be an area of identified need. In particular, our math scores fall well below the standard met line, especially for our Hispanic students and students with disabilities. Our 2018 - 2019 CAASPP data showed that 50% of our Hispanic students and 50% of our students with disabilities fell within the "not met"

category. Additionally, our AP assessment participation and those scoring a 3 or better need to increase. Our data shows that we did not have any students score a 3 or better on an AP exam in the 2019-2020 school year. We need to increase the number of students who score College Ready on the EAP. Based on the 2019 California School Dashboard CCI, only 2 of 38 students were considered College Prepared. We also want to increase the number of students who are participating in both the PSAT and SAT. In the 2019-2020 school year, we had 0 students take the SAT. We also need to emphasize increasing the number of students who are dual or concurrently enrolled in a college course. We would like to see all grade levels participate in our student satisfaction and safety surveys, as well as an increase in participation by parents in our LCAP surveys and meetings.

Many of our metrics were inconclusive due to COVID-19. For example, we were unable to administer the SAT, AP exams, and CAASPP was waived.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In creating our LCAP, we have gone from three goals to two goals. We believe that this change has made our LCAP more user-friendly and more concise in nature. This will be a great benefit as we move forward. Not only will sharing LCAP information with our stakeholders be easier to understand, but it will promote greater communication, input, and involvement in the process in the upcoming years.

Based on feedback received from our various stakeholder groups, we are placing greater emphasis on the social/emotional needs of our students. We are increasing our counseling staff and expanding our Outdoor Resiliency Building Education program. We will be filling a new position, Intervention Coordinator, and this person will oversee SST interventions that address both behavior and academics, supporting students in a very direct manner at the first signs of student struggle.

Other important features of our LCAP surround continuing some of our past actions with a more targeted emphasis. Our tutoring and intervention curriculum is a continued action but we have found that when used with our Renaissance assessments, we are able to provide immediate, targeted support to our students. Additionally, the Intervention Coordinator will be overseeing the academic interventions, including providing professional learning and support to our tutors. By using internal, local data that we receive from our Renaissance STAR testing, we are able to monitor our student's growth in both ELA and Mathematics. By having three testing windows in the fall, winter, and spring, our teachers are able to provide tutoring and intervention to address specific gaps that are seen in student's understanding. Additionally, offering additional CTE pathways to our school's course catalogue will enable more students to be prepared for both college and career.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Northern United - Humboldt Charter School understands that community input is important because parents, students, and staff can use the LCAP process to advocate for funds to meet their specific school needs, such as additional counselors, programs, and tutors. Due to Covid-19 and the facility closures, during the development of this LCAP, we focused on the use of surveys. To gather stakeholder feedback, we distributed four different surveys. The surveys focused on school climate, family engagement, California state standards curriculum and implementation, learning loss and areas of strength and growth for our school. The surveys were distributed to parents, students, and staff. The Implementation of State Standards Survey was distributed on February 3, 2021. The Family Engagement Survey was distributed on February 8, 2021. The Climate Survey was distributed on March 18, 2021. The LCAP Survey was distributed on March 30, 2021. In total we received feedback from 325 stakeholders.

Stakeholder input was also solicited through three LCAP meetings held at our learning centers. These meetings occurred on October 26, 2020, January 20, 2021 and March 16, 2021. During the 2020-2021 school year, our facilities were closed, therefore, LCAP meetings were held virtually with less participation than expected. Only nine stakeholders attended these meetings. Additionally, stakeholders had the opportunity to give feedback at staff meetings and Northern United Charter Schools' Board meetings. The topic was on the agenda for comment at four public meetings, including February 11, March 11, April 8, and May 13, 2021. While our in-person interactions were less than normal due to Covid-19, we were able to elicit a great deal of helpful feedback from each of our stakeholder groups.

Northern United - Humboldt Charter School does not have an ELAC group due to the low number of EL students. Also, NU-HCS does not have a bargaining unit.

A summary of the feedback provided by specific stakeholder groups.

Based upon the information we received, our stakeholders responded that our communication with parents/guardians, specifically during Covid-19, has been excellent. Many respondents stated that they felt well-informed and were given up-to-date information on a regular basis in regards to the State and county health guidelines, as well as, communication regarding their student's educational needs.

Another area that stakeholders addressed was how well our school individualizes learning and provides flexibility for each student and their specific needs. Our small class sizes, teacher-to-student ratio, community building, and positive, safe learning environments were all mentioned as strengths. In analyzing the feedback from our stakeholder groups, it is clearly evident that our learning community feels connected to our school, supported, and believes that our program offers every possibility for success for our student body, therefore these are all areas we will include and build upon in the next three years.

Our stakeholders also responded with areas in which they saw a need for our school to improve. There was a theme by stakeholders' responses regarding the social-emotional needs of our students. Parents and staff felt we needed to offer more services to support the mental well-being of our students.

Stakeholders also responded with a need to increase tutoring services in order to target learning loss due to Covid-19 or gaps in learning that existed prior to the pandemic.

Specific Feedback from Staff:

*Individualize and personalize education, get to know students and families, reflect on our practices and make changes when needed.

*Individualized learning, community building, student/parent to teacher relationships, whole-child learning

*Our school does professional development very well. PBIS, AVID, and ALICE training have really changed the culture and standards in our school for the better overall.

*I think we listen to what students and parents are looking for and needing and try to provide it. I also think we pay close attention to what the state requirements are so that our students are well prepared to have the most options. Finding *the best way to merge these two goals for each individual is the key.

*I also think we have good teamwork between staff, as well as families with teachers and learning centers, to achieve the best for the students.

*Empathy, flexibility. Strong adopted curriculum and secondary curriculum like AVID, PBIS, etc. I think we are great at recognizing what students need, meeting them where they are at. We focus a lot on interventions and other supports students need, like tutoring and mental health support. I believe we cater to the whole student to prepare them for college and career readiness.

*We need to continue to work together so we are the same page having clear expectations and explicitly making them known to all staff.

Specific Feedback from Parents:

*The teachers have done a good job keeping students engaged during their at-home lessons. The at-home learning model was very challenging for us.

*I am very happy with the school

*I believe the school does a great job of working with my son's needs and the teachers are all willing to help him succeed.

*The staff is amazing and cares about every student and their education.

*I would like to see more tailored curriculums.

*We really could have used more guidance with the elementary and junior high programs.

*There should be more oversight of the children's use of the computers.

Specific Feedback from Students:

*I love how open the teachers are to working around tight schedules and forgiving as long as grades are good

*I believe that this school always does what's best for its students. I have learned a lot, and I am still learning more. This is was one of the only schools that fit my academic requirements and needs. It's really a great school.

*The teachers always take time to repeat things and give a little extra help.

*The school is very helpful when it comes to getting students caught up with assignments.

*Being involved with other schools for activities and events, including sports

*As we move forward, I would appreciate if assignments were graded and entered when they are finished

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of stakeholder feedback, we included maintaining our communication strategies within the actions of our LCAP. However, we did reduce the number of our LCAP goals from three to two with the anticipation that we will receive more stakeholder feedback as a result of a more streamlined and succinct plan. Additionally, the feedback precipitated LCAP actions for increased staffing and professional development opportunities to increase the academic opportunities for our students.

As a result of the feedback regarding the social/emotional needs of our students, we will be hiring additional counseling staff to address the social/emotional aspects of students in need. We will also be expanding our Outdoor Resiliency Building Education program. This will be the first year in which high school students will participate in this program. We will also be hiring an Intervention Coordinator to help oversee our SST process for both behavior and academic needs. We also have an action for professional learning for staff to help address the social/emotional needs of students.

The feedback regarding increased tutoring services resulted in an action to increase tutoring staff, as well as the creation of the Intervention Coordinator position. We will also continue to administer the Renaissance assessment to establish targeted academic intervention strategies for students in need.

Goals and Actions

Goal

Goal #	Description
1	Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.

An explanation of why the LEA has developed this goal.

Upon reflection of our current and historical student performance data on the California School Dashboard, our local data, and feedback from stakeholders, we determined that we need to focus on the academic progress of our students. Additionally, due to the COVID-19 pandemic and related facility closures, some of our students may have experienced gaps in their learning. Focusing on student performance must be a central focus for our school.

The actions and metrics chosen will help us achieve this goal by placing emphasis on academic rigor, state standards, a broad course study, and college readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA – All Students	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019 - E/LA - All Students Exceeded 15% Met 27% Nearly Met 22%</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Not Met 35%				
CAASPP – ELA – Students with Exceptional Needs	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019- Exceeded 13% Met 15% Nearly 25% Not Met 48%</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
CAASPP – Math - All Students	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019 - Exceeded 11% Met 19% Nearly Met 27% Not Met 43%</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
CAASPP - Math - Students with Exceptional Needs	2019/2020 - CAASPP administration was				Increase Exceeded by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>waived due to COVID 19</p> <p>2018/2019 - Exceeded 11% Met 12% Nearly Met 28% Not Met 43%</p>				<p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
CAASPP - ELA - Hispanic Students	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019 - Exceeded 10% Met 17% Nearly Met 23% Not Met 50%</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
CAASPP - Math - Hispanic Students	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019 - Exceeded 13%</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Met 7% Nearly Met 30% Not Met 50%				
% UC/CSU A-G course completion with a C or better	2019/2020 - 68.75% - 11 of 16 graduates with UC/CSU (A-G) course completion				Increase UC/CSU A-G course completion to 75%
% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	2019/2020 - 0%				Increase graduates meeting A-G requirements and completing a CTE pathway to 30%
% of ELs who progress in English proficiency (ELPAC)	2019/2020 - 0%				Increase ELs who progress in English Proficiency to 95%
EL reclassification rate to FEP	2019/2020 - 0%				Increase ELs who are reclassified to FEP to 30%
% of students that pass AP exams with a score of 3 or higher	2019/2020 - 0%				Increase students score of 3 or higher to 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP college ready	<p>2019/2020 - EAP did not occur because the CAASPP administration was waived due to COVID 19</p> <p>2018/2019 - 2/38 students (5.3%)</p>				Increase college ready on EAP to 5%
CAST Science Assessment - All	<p>2019/2020 - CAST did not occur because the CAASPP was waived due to COVID-19</p> <p>2018/2019 - Exceeded 7% Met 23% Nearly Met 44% Not Met 26%</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
Access for English learners to CCSS and ELD standards for purposes of gaining academic content knowledge and	<p>2020/2021 - 100% of EL students have CCSS aligned curriculum with ELD standards embedded</p>				Maintain 100% of EL students with CCSS aligned curriculum with ELD standards embedded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language proficiency					
% of students who have successfully completed a CTE pathways	2019/2020 - CTE pathway completion rate of 0%				Increase CTE pathway completion rate to 15%
Number of teachers without full credentials or misassigned	2019/2020 - 1 teacher misassigned and 100% with full credentials				Decrease number of teachers without credentials or misassigned to 0
Access to standards-aligned instructional materials	Access to standards-aligned instructional materials 100% of students had access to standards aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials				Maintain 100% of student's with access to standards aligned instructional materials
Implementation of academic content	2020/2021 - 100% of teachers included academic				Maintain 100% of teachers including academic content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and performance standards	content and performance standards for all courses for every student in each learning record				standards for all courses for every student in each learning record
Students have access and are enrolled in a broad course of study	2020/2021 - 100% of students have access and are enrolled in a broad course of study				Maintain 100% of students with access to a broad course of study
Programs and services developed and provided to students with exceptional needs	2020/2021 - 100% of special education case carriers had a student caseload of 20 or below				Maintain 100% of special education case carriers having a student caseload of 20 or below
Other Student Outcomes - K-8 Growth on Renaissance STAR Assessments - Reading and Math	2020/2021 - Reading 73.6% average student growth in reading from Fall window to the Spring window test administrations				Increase Reading growth to 80% Increase Math growth to 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math 68.3% average student growth in math from the Fall window to the Spring window test administrations				
Other Student Outcomes - 9-12 College Career Indicator	2019 California School Dashboard - 10.5% Prepared				Increase number of Prepared students by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Employ highly qualified teachers, including special education teachers	Target direct instruction in all subject areas	\$1,566,164.00	No
2	Employ highly qualified content area specialists	Provide resources to staff and students, primarily directed to unduplicated youth and students with disabilities, in order to support them in making progress in content area standards	\$314,110.00	Yes
3	Purchase common core state standard aligned curriculum for all students, including	Provide and purchase high quality common core standard aligned curriculum for all students, including unduplicated students and students with disabilities.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
	unduplicated students and students with disabilities			
4	Provide professional learning opportunities	Provide professional development for all staff in core subject areas, differentiation, and universal design	\$12,000.00	No
5	Implement academic RTI	Employ intervention coordinator, employ tutors, administer Renaissance, and provide intervention curriculum for unduplicated students, students with disabilities and at-risk students	\$174,736.00	Yes
6	Employ academic counselor	Employ an academic counselor to offer academic, college/career and transition plans to graduates primarily directed to unduplicated youth and students with disabilities	\$107,015.00	Yes
7	Employ instructional aides	Employ instructional aides to work with students in core academic areas, primarily focusing on unduplicated youth and students with disabilities who are not excelling in Common Core State Standards	\$83,237.00	Yes
8	Provide materials and supplies	Provide curriculum, home and school supplies for unduplicated youth. Provide backpacks, gas mileage reimbursements and bus tickets.	\$34,500.00	Yes
9	Provide educational technology	Provide laptops and internet through hot spots, or other means, to unduplicated youth	\$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Purchase educational contracted services	Provide HERC library services, Destiny library, School Pathways (SIS), Apex, eDynamics, Education Network Services, CoOp Agreement, etc.	\$60,451.00	No
11	Contract vendors	Provide community vendors for specialized educational opportunities, including special education services	\$76,500.00	No
12	Provide additional CTE pathways	Provide additional CTE pathways to all students, primarily focusing on unduplicated youth who are preparing for college/career readiness	\$52,250.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Because of the pandemic and the impact that it has had on all students and staff, we are aware that we will need to support our stakeholders. Promoting school climate and student/parent engagement can only occur when the mental health needs of our community are met. This is a very important goal for our school to concentrate on given the unprecedented times we have lived through. Based on the California School Dashboard and our local data from metrics related to school climate and engagement, stakeholder responses indicated that additional support and interventions are needed.

The actions and metrics chosen will help us achieve this goal by placing emphasis on stakeholder engagement, school connectedness, parent communication, and school satisfaction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent satisfaction survey results	2020/2021 - 100% of the parents stated that they were satisfied with our school's academic program				Maintain 100% parent satisfaction with school's academic program
School connectedness	2020/2021 -				Increase teachers feel connected to all staff to 95% and maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	83.3% of teachers feel connected to all staff and regularly collaborate with other teachers and 100% of our staff feel connected to their students and our school.				100% of staff feeling connected to their students and our school
Parent participation in programs for individual with exceptional needs	2020/2021 - 100% of parents participated in IEP meetings held for their students with exceptional needs				Maintain 100% participation at IEP meetings
School facilities in "good repair" using the Facilities Inspection Tool (FIT)	2020/2021 - 100% of our facilities were in "good repair" per FIT				Maintain 100% facilities in "good repair" using FIT
Student safety survey results	2020/2021 - 100% of students felt safe at their school				Maintain 100% of students who feel safe at school
Student satisfaction survey results	2020/2021 - 82.9% of the students stated that they were				Increase student satisfaction with the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	satisfied with the school's academic program				school's academic program to 95%
Attendance rate	2019/2020 - 97.26% school attendance rate				Increase school attendance rate to 98%
Chronic Absenteeism	2019/2020 - 8.88% Chronic absentee rate				Decrease chronic absentee rate to 5%
Suspension rate	2019/2020 - 1.5% suspension rate				Decrease suspension rate to 1%
Expulsion rate	2019/2020 - 0% expulsion rate				Maintain 0% expulsion rate
High School graduation rate	2019/2020 - 94.1% graduation rate				Increase graduation rate to 98%
Middle School drop out rate	2019/2020 - 0% middle school drop out rate				Maintain 0% middle school drop out rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School drop out rate	2019/2020 - 5.82% student drop out rate				Decrease student drop out rate to 3%
Parent participation in programs for all students, including unduplicated students	2019/2020 - 76.54% parents participated in programs for all students, including unduplicated students				Increase parent participation in programs for all students, including unduplicated students to 85%
Parent input in decision making	2020/2021 - 19.7% of parents provided input in decision making process				Increase parent input in decision making process to 50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase parent communication	Provide Dial My Calls; maintain newsletter; advertise school events; mail flyers; distribute school handbook	\$5,500.00	No
2	Employ social/emotional counselor	Employ a half-time counselor to support unduplicated students and students with disabilities	\$44,761.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Provide professional learning in PBIS, Second Step, etc.	\$8,983.00	Yes
4	Implement behavioral RTI	Employ intervention coordinator; employ ORBE coordinator; purchase social/emotional curriculum; purchase gas, materials and supplies for ORBE program, etc.	\$45,798.00	Yes
5	Employ school psychologist	Employ school psychologist to support students with disabilities and unduplicated youth	\$10,241.00	No
6	Offer food program	Provide meals for unduplicated students	\$28,983.00	Yes
7	Maintain instructional facilities	Provide facilities for unduplicated students and students with disabilities to receive services	\$363,820.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.04%	\$667,942

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal #1

Action 2 - Employ highly qualified content area specialists

By providing additional resources in specific content areas to unduplicated youth, the students will have more direct instruction and support toward making progress in academic content standards.

(1) A review of our previous CAASPP data, as well as our local assessment data, showed that our unduplicated students were underperforming in academic areas.

(2) By providing highly qualified teachers, unduplicated students will receive the academic support through direct instruction necessary to achieve academic expectations.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 5 - Implement academic RTI

By employing an Intervention Coordinator, additional tutors, administering the Renaissance assessment, and providing an intervention curriculum, we will be able to provide targeted intervention for specific gaps in learning or learning loss for unduplicated students. The intervention coordinator will be responsible for progress monitoring for students who fall within the unduplicated categories.

(1) The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas.

(2) By providing a common core state standard aligned curriculum, unduplicated students will have access to the appropriate curriculum in order to achieve academic expectations.

Action 6 - Employ an academic counselor

By employing an additional academic counselor, unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on post-secondary transitional planning in order to ensure the success of unduplicated students after high school.

(1) Because our unduplicated students are not meeting their expected academic progress, we considered how increasing our academic counseling staff could enhance a student's access to a broad course of study and increase the rate of unduplicated students success.

(2) By providing additional academic counseling, all students will benefit, but the strategies will be principally directed to unduplicated students.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 7 - Employ instructional aides

By employing additional instructional aides there will be a lower adult/student ratio which provides more direct instruction and support for unduplicated students.

(1) After an analysis of data reflecting student success, we determined that unduplicated students were disproportionately scoring lower on both standardized testing and our internal STAR Renaissance assessments. This prompted the creation of an action to address additional academic support for students.

(2) We expect our student success metrics will increase for all students, however, unduplicated students will receive the largest benefit by having instructional aides.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 8 - Provide materials and supplies

By providing materials and supplies, including backpacks, gas mileage reimbursements, and bus tickets for all students, including unduplicated youth, we will remove barriers from learning that might otherwise stand in the way of their academic success.

(1) Unduplicated students, low-income students in particular, often lack the supplies they need to be successful.

(2) By providing materials and supplies, all of our students receive the educational materials they need to be successful, but our unduplicated students principally benefit.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 9 - Provide educational technology

By providing educational technology to unduplicated youth, we will ensure that unduplicated youth receive access to educational opportunities

(1) Unduplicated students often face barriers regarding internet access and educational technology. This leads to less academic engagement.

(2) By providing hot spots and Chromebooks to students, all of our students receive access to the internet, but our unduplicated students principally benefit because the barrier of access is removed.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 12 - Provide CTE pathways

By providing additional CTE pathways to all students, unduplicated youth will receive instructional programs to ensure college and career readiness.

(1) Because our unduplicated students, especially socioeconomically disadvantaged students, are less likely to be "prepared" for College/Career Readiness than all students, providing engaging, hands-on opportunities to experience a-g courses and CTE pathways, will ensure that unduplicated students will gain the necessary skills to be prepared to enter college or the workforce.

(2) Additional CTE pathways will allow more students to benefit, however our unduplicated students, will receive the greatest benefit from greater student engagement; therefore, those meeting the "prepared" level for the College/Career Readiness indicator should increase.

Goal #2

Action 2 - Employ a social/emotional counselor

By employing an additional counselor who will be addressing the social/emotional needs of students, unduplicated youth will receive additional support in addressing their mental health.

(1) Because our unduplicated students are overrepresented in many of our school metrics, including dropout rate, suspension rate, and chronic absenteeism, employing an additional school counselor will benefit and add to the unduplicated students' success.

(2) Increased counseling services will increase student engagement for all students, but will principally benefit the unduplicated students.

Action 3 - Provide professional learning opportunities in social/emotional, climate and engagement strategies.

By providing additional learning opportunities in PBIS, Second Step, etc. staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs.

(1) Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success.

(2) Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease.

Action 4 - Implement behavioral RTI

By employing an Intervention Coordinator to target the behavioral and social/emotional needs of unduplicated students, they will gain targeted additional support in this area. By expanding our ORBE program, additional unduplicated students will participate in resiliency building education

(1) Implementing behavioral RTI is essential to academic progress, in particular for our unduplicated students. Homeless, foster youth, and low-income students may need additional interventions to help eliminate barriers to success.

(2) By implementing behavioral RTI, all students, especially homeless, foster and low-income students will benefit, however, these actions are principally directed toward unduplicated youth.

Action 6 - Offer food program

By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success.

(1) Unduplicated students, especially those with low income, have food insecurity as a barrier to learning. Because of this, these students were considered first.

(2) All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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

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

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

In order to meet the needs of our unduplicated student population we are increasing and improving services directed toward placing greater emphasis on the social/emotional needs of our students. We are increasing our counseling staff and expanding our Outdoor Resiliency Building Education program. We will be filling a new position, Intervention Coordinator, and this person will oversee SST interventions that address both behavior and academics, supporting students in a very direct manner at the first signs of student struggle.

Other important features of our LCAP surround continuing some of our past actions with a more targeted emphasis. Our tutoring and intervention curriculum is a continued action but we will be increasing our tutoring staff and purchasing additional intervention curriculum because we have found that when used with our Renaissance assessments, we are able to provide immediate, targeted support to our students. Additionally, the Intervention Coordinator will be overseeing the academic interventions, including providing professional learning and support to our tutors. We will be holding intervention classes in order to be more intentional and targeted for students needing additional

support, principally targeted toward unduplicated students. We will also continue providing CTE programs to all students, specifically targeting our unduplicated students to ensure college/career readiness.

Services provided for unduplicated pupils are increased or improved in the following actions:

Goal #1

Action 2 - Employ highly qualified content area specialists

By providing additional resources in specific content areas to unduplicated youth, the students will have more direct instruction and support toward making progress in academic content standards.

Action 5 - Implement academic RTI

By employing an Intervention Coordinator, additional tutors, administering the Renaissance assessment, and providing an intervention curriculum, we will be able to provide targeted intervention for specific gaps in learning or learning loss for unduplicated students. The intervention coordinator will be responsible for progress monitoring for students who fall within the unduplicated categories.

Action 6 - Employ an academic counselor

By employing an additional academic counselor, unduplicated students will receive more academic, college/career, and transition plan guidance. Focus will be placed on post-secondary transitional planning in order to ensure the success of unduplicated students after high school.

Action 7 - Employ instructional aides

By employing additional instructional aides there will be a lower adult/student ratio which provides more direct instruction and support for unduplicated students.

Action 8 - Provide materials and supplies

By providing materials and supplies, including backpacks, gas mileage reimbursements, and bus tickets for unduplicated youth, we will remove barriers from learning that might otherwise stand in the way of their academic success.

Action 9 - Provide educational technology

By providing internet, laptops, and hot spots to unduplicated youth, we will ensure that unduplicated youth receive access to educational opportunities

Action 12 - Provide CTE Programs

By providing CTE programs to students, unduplicated youth will receive instructional programs to ensure career readiness

Goal #2

Action 2 - Employ a social/emotional counselor

By employing an additional counselor who will be addressing the social/emotional needs of students, unduplicated youth will receive additional support in addressing their mental health.

Action 3 - Provide professional learning opportunities in social/emotional, climate and engagement strategies.

By providing additional learning opportunities in PBIS, Second Step, etc. staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs.

Action 4 - Implement behavioral RTI

By employing an Intervention Coordinator to target the behavioral and social/emotional needs of unduplicated students, they will gain targeted additional support in this area. By expanding our ORBE program, additional unduplicated students will participate in resiliency building education

Action 6 - Offer food program

By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,280,826.00	\$654,445.00		\$116,778.00	\$3,052,049.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,357,367.00	\$694,682.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Employ highly qualified teachers, including special education teachers	\$1,175,369.00	\$326,914.00		\$63,881.00	\$1,566,164.00
1	2	English Learners Foster Youth Low Income	Employ highly qualified content area specialists	\$314,110.00				\$314,110.00
1	3	All	Purchase common core state standard aligned curriculum for all students, including unduplicated students and students with disabilities		\$40,000.00			\$40,000.00
1	4	All	Provide professional learning opportunities	\$6,000.00			\$6,000.00	\$12,000.00
1	5	English Learners Foster Youth Low Income	Implement academic RTI	\$15,500.00	\$159,236.00			\$174,736.00
1	6	English Learners Foster Youth Low Income	Employ academic counselor	\$107,015.00				\$107,015.00
1	7	English Learners Foster Youth Low Income	Employ instructional aides	\$83,237.00				\$83,237.00
1	8	English Learners Foster Youth Low Income	Provide materials and supplies	\$34,500.00				\$34,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Provide educational technology	\$23,000.00				\$23,000.00
1	10	All	Purchase educational contracted services	\$27,195.00	\$16,600.00		\$16,656.00	\$60,451.00
1	11	All	Contract vendors	\$35,000.00	\$41,500.00			\$76,500.00
1	12	English Learners Foster Youth Low Income	Provide additional CTE pathways	\$41,250.00	\$11,000.00			\$52,250.00
2	1	All	Increase parent communication	\$5,500.00				\$5,500.00
2	2	English Learners Foster Youth Low Income	Employ social/emotional counselor	\$22,381.00	\$22,380.00			\$44,761.00
2	3	English Learners Foster Youth Low Income	Provide professional learning opportunities in social/emotional, climate and engagement strategies	\$8,983.00				\$8,983.00
2	4	English Learners Foster Youth Low Income	Implement behavioral RTI	\$8,983.00	\$36,815.00			\$45,798.00
2	5	All	Employ school psychologist				\$10,241.00	\$10,241.00
2	6	English Learners Foster Youth Low Income	Offer food program	\$8,983.00			\$20,000.00	\$28,983.00
2	7	All	Maintain instructional facilities	\$363,820.00				\$363,820.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$667,942.00	\$917,373.00
LEA-wide Total:	\$667,942.00	\$917,373.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Employ highly qualified content area specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$314,110.00	\$314,110.00
1	5	Implement academic RTI	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,500.00	\$174,736.00
1	6	Employ academic counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,015.00	\$107,015.00
1	7	Employ instructional aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,237.00	\$83,237.00
1	8	Provide materials and supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,500.00	\$34,500.00
1	9	Provide educational technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,000.00	\$23,000.00
1	12	Provide additional CTE pathways	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,250.00	\$52,250.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Employ social/emotional counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,381.00	\$44,761.00
2	3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,983.00	\$8,983.00
2	4	Implement behavioral RTI	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,983.00	\$45,798.00
2	6	Offer food program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,983.00	\$28,983.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.2 Approval of the 2020-2021 Unaudited Actuals for NU-HCS

Action Requested:

Approval

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

This is a yearly requirement. Please see attached Unaudited Actual Financial Report. This is the report on the actual revenue and expenses, prior to being audited, for the school for the 2020-2021 school year. Once last year's financials are audited, there may be some minor revisions.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Tammy Picconi

August 20, 2021

MEMORANDUM

TO: District Superintendents and Business Managers

FROM: Angela West, Director of Fiscal Services

SUBJECT: **CERTIFICATION OF UNAUDITED ACTUAL FINANCIAL
REPORT AND GANN LIMIT FOR 2020-2021**

Pursuant to E.C. 42100, the governing board of a school district shall approve an unaudited actual financial report for the fiscal year just completed and file it with the County Superintendent of Schools **on or before September 15, 2021**.

Enclosed please find your 2020-2021 Unaudited Actuals, generated using the newest California Department of Education (CDE) SACS Financial Reporting Software, data from the financial system and information provided by district staff.

Please complete the Form CA (the certification) and return it via email to Kelly Pedrotti, in the Business Office directly after board approval so that we may transmit the data to the state in a timely fashion.

As a reminder, although the GANN Limit Calculation is included as part of the unaudited actual packet, a resolution must still be adopted by the district's board pursuant to Education Code Sections 1629 and 43142. A sample resolution has been provided that you may wish to use, as well as some general information regarding the GANN Limit. After board action, please email the signed Gann Limit Resolution to Kelly Pedrotti at kpeditotti@hcoe.org

If you have any questions, please feel free to call me at 441-3946 or Rachel Damme at 445-7059. Thank you.

AW:hg

Enclosure

c: Rachel Damme, Corey Weber, Kelly Pedrotti

Charter Number: _____

To the entity that approved the charter school:

2020-21 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report is hereby approved and filed by the charter school pursuant to Education Code Section 42100(b).

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

Printed Name: _____ Title: _____

To the County Superintendent of Schools:

2020-21 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report has been reviewed and is hereby filed with the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2020-21 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

For additional information on the unaudited actual financial report, please contact:

For Approving Entity:

Corey Weber
Name

Assistant Superintendent Business Services
Title

707-445-7066
Telephone

cweber@hcoe.org
E-mail Address

For Charter School:

Shari Lovett
Name

Director
Title

707-445-2660
Telephone

E-mail Address

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2020-21 Unaudited Actuals	2021-22 Budget
01	General Fund/County School Service Fund	G	
08	Student Activity Special Revenue Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund	G	G
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals		
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	S	
L	Lottery Report	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals		

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,781,950.00	3,846,221.00	1.7%
2) Federal Revenue		8100-8299	385,403.42	548,296.00	42.3%
3) Other State Revenue		8300-8599	468,222.52	588,801.00	25.8%
4) Other Local Revenue		8600-8799	513,684.65	491,869.00	-4.2%
5) TOTAL, REVENUES			5,149,260.59	5,475,187.00	6.3%
B. EXPENSES					
1) Certificated Salaries		1000-1999	1,857,837.21	2,064,973.00	11.1%
2) Classified Salaries		2000-2999	670,831.49	733,214.00	9.3%
3) Employee Benefits		3000-3999	1,246,473.72	1,542,812.00	23.8%
4) Books and Supplies		4000-4999	199,952.40	432,427.00	116.3%
5) Services and Other Operating Expenses		5000-5999	804,361.82	724,249.00	-10.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	3,356.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			4,782,812.64	5,497,675.00	14.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			366,447.95	(22,488.00)	-106.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	1.00	0.00	-100.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			366,448.95	(22,488.00)	-106.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,160,935.19	1,527,384.14	31.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,160,935.19	1,527,384.14	31.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,160,935.19	1,527,384.14	31.6%
2) Ending Net Position, June 30 (E + F1e)			1,527,384.14	1,504,896.14	-1.5%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	211,132.91	168,328.91	-20.3%
c) Unrestricted Net Position		9790	1,316,251.23	1,336,567.23	1.5%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,002,272.59		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	61,032.17		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,449,374.89		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			2,512,679.65		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	14,224.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	865,469.88		
5) Unearned Revenue		9650	105,601.63		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			985,295.51		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (must agree with line F2) (G10 +H2) - (I7 + J2)			1,527,384.14		

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	3,708,815.00	3,765,213.00	1.5%
Education Protection Account State Aid - Current Year		8012	74,840.00	70,512.00	-5.8%
State Aid - Prior Years		8019	(7,194.00)	3,346.00	-146.5%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	5,489.00	7,150.00	30.3%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,781,950.00	3,846,221.00	1.7%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	66,694.00	69,272.00	3.9%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	1,666.05	0.00	-100.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	107,988.00	107,988.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	12,656.00	12,656.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	115,550.34	0.00	-100.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	21,591.77	16,624.00	-23.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	59,257.26	341,756.00	476.7%
TOTAL, FEDERAL REVENUE			385,403.42	548,296.00	42.3%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	221.34	0.00	-100.0%
Mandated Costs Reimbursements		8550	8,989.00	8,989.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	92,942.18	73,033.00	-21.4%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	366,070.00	506,779.00	38.4%
TOTAL, OTHER STATE REVENUE			468,222.52	588,801.00	25.8%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	10,084.54	0.00	-100.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	9,827.28	4,164.00	-57.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	53,508.00	291.00	-99.5%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	306,004.83	353,120.00	15.4%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	134,260.00	134,294.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			513,684.65	491,869.00	-4.2%
TOTAL, REVENUES			5,149,260.59	5,475,187.00	6.3%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,339,118.21	1,472,126.00	9.9%
Certificated Pupil Support Salaries		1200	77,590.00	136,500.00	75.9%
Certificated Supervisors' and Administrators' Salaries		1300	117,904.00	122,647.00	4.0%
Other Certificated Salaries		1900	323,225.00	333,700.00	3.2%
TOTAL, CERTIFICATED SALARIES			1,857,837.21	2,064,973.00	11.1%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	101,683.25	83,314.00	-18.1%
Classified Support Salaries		2200	93,569.03	81,904.00	-12.5%
Classified Supervisors' and Administrators' Salaries		2300	231,400.04	229,405.00	-0.9%
Clerical, Technical and Office Salaries		2400	214,596.61	234,532.00	9.3%
Other Classified Salaries		2900	29,582.56	104,059.00	251.8%
TOTAL, CLASSIFIED SALARIES			670,831.49	733,214.00	9.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	481,716.54	565,566.00	17.4%
PERS		3201-3202	133,869.11	156,602.00	17.0%
OASDI/Medicare/Alternative		3301-3302	80,305.33	93,843.00	16.9%
Health and Welfare Benefits		3401-3402	523,592.33	661,846.00	26.4%
Unemployment Insurance		3501-3502	1,266.53	34,737.00	2642.7%
Workers' Compensation		3601-3602	25,723.88	30,218.00	17.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,246,473.72	1,542,812.00	23.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	23,206.70	139,345.00	500.5%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	130,273.83	150,673.00	15.7%
Noncapitalized Equipment		4400	40,477.00	112,500.00	177.9%
Food		4700	5,994.87	29,909.00	398.9%
TOTAL, BOOKS AND SUPPLIES			199,952.40	432,427.00	116.3%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	32,027.72	68,126.00	112.7%
Dues and Memberships		5300	18,992.19	6,400.00	-66.3%
Insurance		5400-5450	30,339.34	30,500.00	0.5%
Operations and Housekeeping Services		5500	28,374.93	26,650.00	-6.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	264,491.64	281,956.00	6.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	394,967.82	309,117.00	-21.7%
Communications		5900	35,168.18	1,500.00	-95.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			804,361.82	724,249.00	-10.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	3,356.00	0.00	-100.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			3,356.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			4,782,812.64	5,497,675.00	14.9%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	1.00	0.00	-100.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			1.00	0.00	-100.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1.00	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,781,950.00	3,846,221.00	1.7%
2) Federal Revenue		8100-8299	385,403.42	548,296.00	42.3%
3) Other State Revenue		8300-8599	468,222.52	588,801.00	25.8%
4) Other Local Revenue		8600-8799	513,684.65	491,869.00	-4.2%
5) TOTAL, REVENUES			5,149,260.59	5,475,187.00	6.3%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		2,469,657.58	3,266,664.00	32.3%
2) Instruction - Related Services	2000-2999		1,261,656.14	1,263,640.00	0.2%
3) Pupil Services	3000-3999		281,128.19	260,092.00	-7.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		386,346.04	302,103.00	-21.8%
8) Plant Services	8000-8999		362,666.06	405,176.00	11.7%
9) Other Outgo	9000-9999	Except 7600-7699	21,358.63	0.00	-100.0%
10) TOTAL, EXPENSES			4,782,812.64	5,497,675.00	14.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			366,447.95	(22,488.00)	-106.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	1.00	0.00	-100.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1.00	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			366,448.95	(22,488.00)	-106.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,160,935.19	1,527,384.14	31.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,160,935.19	1,527,384.14	31.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,160,935.19	1,527,384.14	31.6%
2) Ending Net Position, June 30 (E + F1e)			1,527,384.14	1,504,896.14	-1.5%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	211,132.91	168,328.91	-20.3%
c) Unrestricted Net Position		9790	1,316,251.23	1,336,567.23	1.5%

Resource	Description	2020-21 Unaudited Actuals	2021-22 Budget
5310		845.51	845.51
6300		69,885.22	26,113.22
7425		125,431.00	125,431.00
7426		13,159.00	13,159.00
9010		1,812.18	2,780.18
Total, Restricted Net Position		211,132.91	168,328.91

Description	2020-21 Unaudited Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Unaudited Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Unaudited Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	374.20	374.20	374.20	352.56	351.00	352.56
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	374.20	374.20	374.20	352.56	351.00	352.56
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	374.20	374.20	374.20	352.56	351.00	352.56

Section I - Expenditures	Funds 01, 09, and 62			2020-21 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	4,782,812.64
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	394,863.79
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	18,002.63
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				18,002.63
D. Plus additional MOE expenditures:			1000-7143, 7300-7439 minus 8000-8699	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All		0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				4,369,946.22

Section II - Expenditures Per ADA		2020-21 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)		374.20
B. Expenditures per ADA (Line I.E divided by Line II.A)		11,678.10
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	4,986,900.05	13,302.66
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	(37,154.31)	(99.11)
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	4,949,745.74	13,203.55
B. Required effort (Line A.2 times 90%)	4,454,771.17	11,883.20
C. Current year expenditures (Line I.E and Line II.B)	4,369,946.22	11,678.10
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	84,824.95	205.10
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Not Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2022-23 may be reduced by the lower of the two percentages)	1.90%	1.73%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
One-time flooring and construction purchases	(5,571.12)	(14.86)
One-time textbook purchases	(31,583.19)	(84.25)
Total adjustments to base expenditures	(37,154.31)	(99.11)

Part I - General Administrative Share of Plant Services Costs

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

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 7200-7700, goals 0000 and 9000) 258,911.98
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit. _____

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 3,516,230.44

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 7.36%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

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

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	352,205.04
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	21,287.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	8,656.10
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	18,036.12
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	400,184.26
9. Carry-Forward Adjustment (Part IV, Line F)	169,354.69
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	569,538.95

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	2,469,657.58
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,261,656.14
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	275,133.32
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	0.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	12,854.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	108,953.96
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	227,019.88
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	4,355,274.88

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment
(For information only - not for use when claiming/recovering indirect costs)
(Line A8 divided by Line B19)

9.19%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2022-23 see www.cde.ca.gov/fg/ac/ic)
(Line A10 divided by Line B19)

13.08%

Part IV - Carry-forward Adjustment

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

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

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>400,184.26</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>0.00</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.3%) times Part III, Line B19); zero if negative	<u>169,354.69</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.3%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	<u>0.00</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>169,354.69</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>169,354.69</u>

Approved indirect cost rate: 5.30%
Highest rate used in any program: 0.00%

<u>Fund</u>	<u>Resource</u>	<u>Eligible Expenditures (Objects 1000-5999 except Object 5100)</u>	<u>Indirect Costs Charged (Objects 7310 and 7350)</u>	<u>Rate Used</u>
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Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	94,254.07		44,749.77	139,003.84
2. State Lottery Revenue	8560	65,058.16		27,884.02	92,942.18
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		159,312.23	0.00	72,633.79	231,946.02
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	10,929.36		2,748.57	13,677.93
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	41,825.95			41,825.95
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		52,755.31	0.00	2,748.57	55,503.88
C. ENDING BALANCE (Must equal Line A6 minus Line B12)					
	979Z	106,556.92	0.00	69,885.22	176,442.14
D. COMMENTS:					

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

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

Unaudited Actuals
2020-21
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Allocation Factors (AF) for Support Costs

	----- Teacher Full-Time Equivalents -----				----- Classroom Units -----		Pupils Transported
	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals Description							
0001 Pre-Kindergarten							
1110 Regular Education, K-12							
3100 Alternative Schools							
3300 Independent Study Centers							
3400 Opportunity Schools							
3500 County Community Schools							
3550 Community Day Schools							
3600 Juvenile Courts							
3700 Specialized Secondary Programs							
3800 Career Technical Education							
4110 Regular Education, Adult							
4610 Adult Independent Study Centers							
4620 Adult Correctional Education							
4630 Adult Career Technical Education							
4760 Bilingual							
4850 Migrant Education							
4900 Other Supplemental Education							
5000-5999 Special Education (allocated to 5001)							
6000 ROC/P							
Other Goals Description							
7110 Nonagency - Educational							
7150 Nonagency - Other							
8100 Community Services							
8500 Child Care and Development Services							
8600 County Services to Districts							
Other Funds Description							
-- Adult Education (Fund 11)							
-- Child Development (Fund 12)							
-- Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Unaudited Actuals
2020-21
General Fund and Charter Schools Funds
Program Cost Report

Goal	Program/Activity	----- Direct Costs -----			Central Admin Costs (col. 3 x Sch. CAC line E Column 4)	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00		0.00
1110	Regular Education, K-12	3,801,198.63	0.00	3,801,198.63	336,522.51		4,137,721.14
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3500	County Community Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3600	Juvenile Courts	0.00	0.00	0.00	0.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00		0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	562,782.92	0.00	562,782.92	49,823.53		612,606.45
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
Other Goals							
7110	Nonagency - Educational	0.00	0.00	0.00	0.00		0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	0.00	0.00	0.00	0.00		0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00
8600	County Services to Districts	0.00	0.00	0.00	0.00		0.00
Other Costs							
----	Food Services					11,126.42	11,126.42
----	Enterprise					0.00	0.00
----	Facilities Acquisition & Construction					0.00	0.00
----	Other Outgo					21,358.63	21,358.63
Other Funds	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	0.00		0.00
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				0.00		0.00
----	Total County School Service and Charter Schools Funds Expenditures	4,363,981.55	0.00	4,363,981.55	386,346.04	32,485.05	4,782,812.64

Unaudited Actuals
2020-21
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Direct Charged Costs (DCC)

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K-12	2,031,627.94	3,906.00	91,997.95	1,165,752.19	145,248.49	0.00	0.00			117,610.06	245,056.00	3,801,198.63
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3500	County Community Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3600	Juvenile Courts	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	438,029.64	0.00	0.00	0.00	124,753.28	0.00	0.00			0.00	0.00	562,782.92
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8600	County Services to Districts		0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00	0.00
Total Direct Charged Costs		2,469,657.58	3,906.00	91,997.95	1,165,752.19	270,001.77	0.00	0.00	0.00	0.00	117,610.06	245,056.00	4,363,981.55

* Functions 7100-7199 for goals 8100 and 8500

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

A. Central Administration Costs in County School Service and Charter Schools Funds	
1 Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	0.00
2 External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)	0.00
3 Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	365,059.04
4 Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	21,287.00
5 Total Central Administration Costs in County School Service and Charter Schools Funds	386,346.04
B. Direct Charged and Allocated Costs in County School Service and Charter Schools Funds	
1 Total Direct Charged Costs (from Form PCR, Column 1, Total)	4,363,981.55
2 Total Allocated Costs (from Form PCR, Column 2, Total)	0.00
3 Total Direct Charged and Allocated Costs in County School Service and Charter Schools Funds	4,363,981.55
C. Direct Charged Costs in Other Funds	
1 Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2 Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3 Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	0.00
4 Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5 Total Direct Charged Costs in Other Funds	0.00
D. Total Direct Charged and Allocated Costs (B3 + C5)	4,363,981.55
E. Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)	8.85%

Unaudited Actuals
2020-21
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Other Costs (OC)

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400, and 6500)	11,126.42				11,126.42
Enterprise (Objects 1000-5999, 6400, and 6500)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6500)			0.00		0.00
Other Outgo (Objects 1000-7999)				21,358.63	21,358.63
Total Other Costs	11,126.42	0.00	0.00	21,358.63	32,485.05

SACS2021ALL Financial Reporting Software - 2021.2.0
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12-10124-0137364

Unaudited Actuals
2020-21 Unaudited Actuals
Technical Review Checks

Northern United - Humboldt Charter
Humboldt County Office of Education

Humboldt County

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

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

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHK-FUND09-ACTIVITY - (F) - There is no activity in Fund 09.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and	

9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

BALANCE-FDxRS - (F) - Adjusted Beginning Fund Balance plus Revenues minus Expenditures minus Assets minus Deferred Outflows of Resources plus Liabilities plus Deferred Inflows of Resources, must total zero by fund and resource. PASSED

PY-EFB=CY-BFB - (F) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). PASSED

PY-EFB=CY-BFB-RES-CH - (F) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. To assist those charter schools that are reporting in SACS for the current year, but reported in the alternative form last year, Charter School Alternative Form prior year ending fund balances have been included in the SACS software to compare to the total of the SACS beginning balances for all resources. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

DUE-FROM=DUE-TO - (F) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAFFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

CEFB=FD-EQUITY - (F) - Components of Ending Fund Balance/Net Position (objects 9710-9790, 9796, and 9797) must agree with Fund Equity (Assets [objects 9100-9489] plus Deferred Outflows of Resources [objects 9490-9499] minus Liabilities [objects 9500-9689] minus Deferred Inflows of Resources [objects 9690-9699]). PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.) EXCEPTION

<u>FUND</u>	<u>RESOURCE</u>	<u>FUNCTION</u>	<u>VALUE</u>
62	7420	2700	-975.52

Explanation:Error made when processing journal entry.

AR-AP-POSITIVE - (F) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

CONSOLIDATED-ADM-BAL - (F) - Net expenditures and assets minus liabilities must equal zero for Resource 3155, ESEA (ESSA): Consolidated Administrative Funds. PASSED

NET-INV-CAP-ASSETS - (W) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. PASSED

SUPPLEMENTAL CHECKS

ESMOE-ADA - (F) - If Form ESMOE is completed, ADA must be reported in Section II, Line A. PASSED

ASSET-IMPORT - (F) - If capital asset amounts are imported/keyed (Function 8500, Facilities Acquisition and Construction, or objects 6XXX, Capital Outlay; or objects 9400-9489, Capital Assets, in funds 61-67), then capital asset supplemental data (Form ASSET) must be provided. PASSED

DEBT-IMPORT - (F) - If long-term debt amounts are imported/keyed, the long-term debt supplemental data (Form DEBT) must be provided. PASSED

LOT-IMPORT - (F) - If lottery amounts are imported in resources 1100 and/or 6300, then the Lottery Report, Form L, must be completed and saved. PASSED

LOT-CONTRIB-IMPORT-A - (F) - If State Lottery revenue (Resource 1100) is contributed to other resources (Object 8980), supplemental data for those contributions must be entered in Form L. PASSED

LOT-CONTRIB-IMPORT-B - (W) - If State Lottery revenue (Resource 1100) is contributed to other resources (Object 8980), supplemental expenditure data for those contributions should be entered in Form L. PASSED

ESMOE-IMPORT - (F) - If Every Student Succeeds Act amounts are imported, then the Every Student Succeeds Act Maintenance of Effort form, Form ESMOE, must be provided. PASSED

IC-ADMIN-PLANT-SVCS - (W) - Percentage of plant services costs attributable to general administration should not be zero or exceed 25%. PASSED

IC-PCT - (W) - The straight indirect cost percentage (i.e., WITHOUT the carry-forward adjustment) is less than 2% or exceeds 9%. LEAs, regardless of their size or type, with rates outside of these guidelines have usually incorrectly coded general administrative costs (e.g., fiscal services, personnel/human services, central support, and centralized data processing). Please review the Indirect Cost Rate Worksheet (Form ICR) paying special attention that costs coded to the indirect cost functions are consistent with the definitions in the California School Accounting Manual. Also, to help with your review, the Indirect Cost Rate Worksheet section of the SACS Software User Guide contains a list of common problem areas. If general administration costs are incorrectly coded, make the necessary data corrections; if costs are correct, please provide an explanation identifying the major contributing factors to the rate. EXCEPTION

Straight indirect cost percentage before carry-forward adjustment (Form ICR, Part III, Line C) is 9.19%
Explanation: The district must still maintain certain levels of administrative clerical staff and a business manager. These costs are ongoing and subject to inflation which will continue to impact the indirect cost rate.

IC-POSITIVE - (W) - The indirect cost rate after the carry-forward adjustment (Form ICR, Part III, Line D) should be positive. PASSED

IC-ADMIN-NOT-ZERO - (W) - Other General Administration costs (Part III, Line A1) in Form ICR should not be zero. PASSED

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

Board and Superintendent (Form ICR, Part III, Line B7) 0.00
Explanation: The charter school's administrative structure does not include a superintendent. In addition, board members serve on a volunteer basis so there are no board expenses.

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

Board and Superintendent (Form ICR, Part III, Line B7) 0.00
Other General Administration, less portion charged to restricted resources or specific goals (Form ICR, Part III, Line A1) 352,205.04
Ratio is 0.00%

Explanation: The charter school's administrative structure does not include a superintendent. In addition, board members serve on a volunteer basis so there

are no board expenses.

IC-EXCEEDS-LEA-RATE - (W) - The indirect cost rate used in one or more programs (Form ICR, Exhibit A - Rate Used) should not exceed the LEA's approved indirect cost rate. PASSED

PCRAF-UNDISTRIBUTED - (F) - Allocation factors must be entered in Form PCRAF for support functions with costs in undistributed goals (goals 0000 and 9000). PASSED

PCR-ALLOC-NO-DIRECT - (W) - In forms PCR/PCRAF, costs should normally only be allocated to goals that have direct costs. PASSED

PCR-GF-EXPENDITURES - (F) - Total Costs by Program in Form PCR, Column 6 should agree with total expenditures (objects 1000-7999) in funds 01, 09, and 62. PASSED

ASSET-ACCUM-DEPR-NEG - (F) - In Form ASSET, accumulated depreciation for governmental and business-type activities must be zero or negative. PASSED

ASSET-PY-BAL - (F) - If capital asset ending balances were included in the prior year unaudited actuals, the Schedule of Capital Assets (Form ASSET) must be provided. PASSED

DEBT-ACTIVITY - (O) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. PASSED

DEBT-POSITIVE - (F) - In Form DEBT, long-term liability ending balances must be positive. PASSED

DEBT-PY-BAL - (F) - If long-term liability ending balances were included in the prior year unaudited actuals data, the Schedule of Long-Term Liabilities (Form DEBT) must be provided. PASSED

EXPORT CHECKS

UNAUDIT-CERT-PROVIDE - (F) - Unaudited Actual Certification (Form CA) must be provided. PASSED

ICR-PROVIDE - (F) - Indirect Cost Rate Worksheet (Form ICR) must be provided. PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.3 Approval of the 2021-2022 Annual Goals

Action Requested:

Approval

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

The Board adopts goals each year to help focus administration on priorities for the schools. A plan will be adopted to address the goals. The School Director will update the Board on progress on the goals. Progress on the goals will be used as a basis for the evaluation of the School Director and Regional Directors.

At the August board meeting, the board discussed options for the 2021-2022 annual goals. Please see attached recommended goals.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

2021-2022 LCAP Goals

Northern United - Humboldt Charter School

Goal 1: Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.

Goal 2: Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

Northern United - Siskiyou Charter School

Goal 1: Northern United - Siskiyou Charter School will improve student performance on statewide assessments and other performance outcomes.

Goal 2: Northern United - Siskiyou Charter School will provide all students access to appropriate educational conditions of learning and a broad course of study.

Goal 3: Northern United - Siskiyou Charter School will increase stakeholder engagement and maintain a positive school climate.

Feedback from prior discussion:

- A goal emphasizing the mental health of our students
- A goal emphasizing promotion of school programs/opportunities

Recommended 2021-2022 Goals:

1. Northern United Charter Schools will improve student performance outcomes in all academic areas.
2. Northern United Charter Schools will improve school climate, with emphasis on the social and emotional wellbeing of students, and improve parent/community involvement to promote and cultivate a positive, safe environment for all.
3. Northern United Charter Schools will promote our schools' programs within our school community and promote our schools within the broader community.

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.4 Review and Approval of the Conflict of Interest Code

Action Requested:

Approval

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

Each year the Board reviews and approves the Conflict of Interest Code.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

NORTHERN UNITED CHARTER SCHOOLS

CONFLICT OF INTEREST CODE

I. ADOPTION

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

II. DEFINITION OF TERMS

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

III. DESIGNATED EMPLOYEES

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

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

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

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

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

V. DISQUALIFICATION

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

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

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

B. Governing Board Member Designated Employees

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

Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding all matters uniquely affecting that member's employment.

Agenda Item 5.
DISCUSSION ITEMS

Subject:

5.1 Revise and Update Employment Policies - First Reading

Action Requested:

Information

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

The NUCS Policy and Procedures Handbook was reviewed by our lawyers and separated into Student, Employee and Administrative policies. These are the employee policies. This is a first reading and they will be on the agenda as an action item at the October board meeting.

Fiscal Implications:

None at this time

Contact Person/s: Shari Lovett, Lynda Speck

Northern United Charter Schools

Policy Handbook



2021-2022

Adopted September 2018

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Acknowledgement of Receipt of Policy Handbook

PLEASE READ THE POLICY HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PERSONNEL OFFICE

EMPLOYEE NAME _____

I ACKNOWLEDGE that I have received a copy of the Policy Handbook. I have read and understand the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the handbook. I also understand that if I am ever unclear on any language, policies, or procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of Northern United Charter Schools' policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the school. In the event I do have a work agreement which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the school.

I understand that other than the School Director, no person has authority to enter into or end any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Only the School Director has the authority to make any such agreement and then only in writing.

Employee Signature: _____ Date _____

Please sign, date, and return original to the Personnel Office.

Retain this Handbook for your reference.

E-01 At-Will Employment Policy

Employees of Northern United Charter Schools (“NUCS” or the “School”) are hired on an “at-will” basis. The employment relationship between the employee and NUCS may be terminated at any time, with or without cause and with or without advance notice. Termination of employment must be in writing and given to the employee, and/or to the School Director of NUCS. No supervisor, manager or representative of NUCS other than the School Director, has the authority to enter into or end any agreement for employment for any specified period of time or to make any promises or commitments contrary to the foregoing. Any employment agreement entered into by the School Director will not be enforceable unless it is in writing.

Nothing contained in the Employee handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the school to have “cause” to terminate an employee or otherwise restrict the school’s right to release an employee from their at-will employment with the school. Statements or specific grounds for termination set forth in this handbook or elsewhere are not all-inclusive and are not intended to restrict the school’s right to terminate at-will.

No school representative, other than the School Director is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the school.

This policy shall not be modified by any statements contained in the Employee Handbook or employee application, school memoranda or any other materials provided to employees in connection with their employment. No document, whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

E-02 Equal Employment Opportunity Policy

NUCS is an equal opportunity employer. It is the policy of NUCS to provide equal employment and advancement opportunities to all qualified individuals without regard to

Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);

Color;

Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);

Religious creed (including religious dress and grooming practices);

National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);

Genetic information;

Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);

Sexual orientation;

Age (forty (40) or over);

Physical or mental disability (including HIV and AIDS);

Marital/registered domestic partner status;

Medical condition (including cancer and genetic characteristics);

Taking a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;

Military and veteran status; or

Any other consideration made unlawful by federal, state or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

NUCS will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employee or applicant who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he /she need to perform the job, or if unknown, what job duties the disability impairs. NUCS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the employee to perform his/her job. NUCS will identify possible accommodations, if any, that will help eliminate the limitation. If

the accommodation is reasonable and will not impose an undue hardship, NUCS will make the accommodation.

E-03 Outside Employment Policy

It is the position of NUCS that holding multiple jobs is not in the best educational interest of students and creates a potential conflict of interest on several levels. Therefore, an Employee may maintain employment with NUCS as long as he/she satisfactorily performs his/her job responsibilities and no conflicts of interest arise. However, those employees who choose to work for both NUCS and another organization requiring overlapping hours during a normal school work schedule will be held to a .5 student load (12-15 students) with NUCS.

While employed by the School, employees are expected to devote their energies to their jobs with the school. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

Additional employment that conflicts with an employee's work schedule, duties and responsibilities of the school.

Additional employment that creates a conflict of interest or is incompatible with the employee's position with the school.

Additional employment that impairs or has a detrimental effect on the employee's work performance with the school.

Additional employment that requires the employee to conduct work or related activities on the school's property during the employee's work hours or using school facilities and /or equipment; and

Additional employment that directly or indirectly competes with the business or the interests of the school.

Teachers who are employed with another charter school are required to disclose this information to the NUCS personnel office.

If NUCS determines that an employee's outside work interferes with performance or the ability to meet the requirements of NUCS, the employee may be asked to terminate the outside employment if he/she wishes to continue employment with NUCS.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the school explaining the details of the additional employment. If the additional employment is authorized, NUCS assumes no responsibility for it.

NUCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

E-04 Tuberculosis Testing

All employees of NUCS must submit written proof, from a physician, of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for tuberculosis consists of an approved TB test, which if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs.

All employees will be required to undergo TB risk assessment and, if risk factors are found, an examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB risk assessment and, if indicated, the examination is a condition of initial employment with NUCS and the cost of the initial risk assessment and exam will be the responsibility of the employee.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

E-05 Criminal Background Check Policy

As required by law, all individuals working or volunteering at NUCS will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with NUCS, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the School Director and/or Personnel Office.

E-06 Employee Conduct and Termination of Employment Policy

Rules of Conduct

The following conduct is prohibited and will not be tolerated by NUCS. This list of prohibited conduct is illustrative only and applies to all employees of the school; other types of conduct that threaten security, personal safety, employee welfare, and the school's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at will employment relationship between the employee and NUCS. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

Insubordination- refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.

Inefficiency- including deliberate restriction of output, carelessness or unnecessary waste of time or material, neglect of job, duties or responsibilities.

Unauthorized soliciting, collecting of contributions, distributions of literature, written or printed matter is strictly prohibited on school property by non-employees and by employees. This rule does not cover period of times when employees are off their jobs such as lunch periods or break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.

Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of school property.

Fighting (verbal or physical) or instigating a fight on school premises.

Violations of the drug and alcohol policy.

Using or possessing firearms, weapons, or explosives of any kind on school premises.

Gambling on school premises.

Tampering with or falsifying any report or record including but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.

Recording the timecards, when applicable, of another employee or permitting or arranging for another employee to record the timecard.

Use of profane, abusive or threatening language in conversations with other employees, students, and /or intimidating or interfering with other employees.

Conducting personal business during business hours and /or unauthorized use of telephone lines for personal calls.

Excessive absenteeism or tardiness excused or unexcused.

Posting any notices on school premises without prior written approval of the administration, unless posting is on a school bulletin board designated for employee postings.

Immoral or indecent conduct.

Conviction of a criminal act.

Engaging in sabotage or espionage (industrial or otherwise).

Violations of the sexual harassment policy.

Failure to report a job-related accident to the employee's supervisor or failure to take or follow prescribed tests, procedures, or treatment.

Sleeping during work hours.

Release of confidential information without authorization.

Any other conduct detrimental to other employees or the school's interests or its efficient operations.

Refusal to speak to supervisors, administration, or other employees.

Dishonesty.

Failure to possess or maintain the credential/certificate required of the position.

Failure to meet with students and families without prior authorization.

Failure to submit independent study paperwork in accordance with school defined timelines.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off –Duty Conduct

While NUCS does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the school's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the school or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the school's legitimate business interests or the employee's ability to perform his/her work will not be tolerated.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the School Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay (if eligible). If an employee is participating in the medical and /or dental plan, they will be provided information on their rights under COBRA.

E-07 Hiring Policy

NUCS recognizes that Independent Study teachers and other certificated personnel work closely with students in carrying out the educational goals of NUCS. The School Director or his/her designee shall ensure that the duties, responsibilities, and the school's expectations for certificated positions are clearly defined and made known to each member of the certificated staff.

The School Director or his/her designee shall be responsible for establishing recruitment, selection and appointment procedures pursuant to the standards established by NUCS Board of Directors.

The School Director or designee shall recruit candidates for open positions based on an assessment of the School's needs for specific skills, knowledge, and abilities.

The School Director or designee shall develop selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations, and recommendations from previous employers.

No inquiry shall be made with regard to the age, gender, race, ethnicity, religion, national origin, medical condition, disability or sexual orientation of a person seeking employment. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job.

NUCS employment practices shall not discriminate against legal non-citizen residents. Inquiries to assure employment eligibility shall be made in accordance with law and school policy.

Each certificated staff member shall be held accountable for duties assigned to him/her and shall undergo regular evaluations in accordance with school policy.

E-07a Hiring Procedure

NUCS will strive to employ highly qualified persons for each position and shall engage in fair and sound personnel practices in the appointment of all employees.

It is incumbent on the staff members who are involved in the selection process to recommend only those candidates who are properly qualified for the position and who, based on appropriate screening devices, interviews, observations, and recommendations, can be expected to perform professionally and competently.

For the hiring of any new employee of NUCS the following procedures must be followed:

- Before the recruitment of any potential candidate can take place, the School Director must approve the need for a new position.
- The School Director or designee shall recruit candidates for the position based on the school's needs for specific skills, knowledge, and abilities.
- The School Director shall identify the best possible candidate based on screening processes, interviews, observations, and recommendations from previous employers.
- Upon approval from the School Director, a hiring package will be sent to the selected candidate.
- At this time a criminal background check will be completed and upon the submission of the appropriate paperwork, a hiring agreement will be sent out to the selected candidate.
- The School Director will then present the candidate to the NUCS Board of Directors for appointment.

E-08 Certification and Licensure

All NUCS's teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other California public schools would be required to hold.

E-09 Paraprofessional Policy

It is the policy of NUCS to hire qualified paraprofessionals to work with NUCS students. All paraprofessionals who are used in an instructional capacity such as contract tutors or instructional assistants must provide supporting documentation to include:

High School Diploma (or its recognized equivalent) and

One of the following:

- Two (2) years of college with at least 48 units.
- An Associate of Art Degree or higher degree of education
- Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic paraprofessional assessment, the knowledge of and the ability to assist in instructing: reading, writing, and mathematics or as appropriate, reading readiness, writing readiness, and mathematics readiness.

Paraprofessionals hired on or before January 8, 2002, and working in a program supported with Title I, Part A funds must meet these requirements by January 8, 2006. (*Section 1119(c) and (d) of Title I*)

Paraprofessionals who only serve as translators or who only conduct parental involvement activities must have a secondary school diploma or its equivalent but do not have to meet the additional requirements. (*Section 1119(e)*)

E-10 Employment of Retired Employees Policy

It is the policy of NUCS to comply with all STRS/PERS guidelines for retiring employees.

The re-hiring of a retired employee will be reviewed on a case-by-case basis and is subject to the approval of the School Director or designee.

The Personnel Office will review the employee's status throughout the year to ensure that the maximum earnings are not exceeded.

E-11 Employment of Relatives

In order to preclude situations which could bring about a conflict of interest for employees of NUCS, an employee shall not be appointed to a position where a member of his/her immediate family maintains supervisory or evaluation responsibilities for the position.

Immediate family members may be employed at the same department or work location with the approval of the School Director.

E-12 Pay Schedule Policy

NUCS values the hard work and commitment that our teachers and support staff give to our students and school.

Increases will not automatically occur every year.

Increases to the Pay Schedule will be considered each year and will be given if the overall school budget allows.

School Director approval is required for all employee pay increases.

The total number of days listed on an employee's work agreement is the minimum number of days that an employee is required to work. All employees are expected to work the number of days specified on their work agreement unless prior approval by the School Director or designee is obtained.

Exceptions to the placement of an employee on the pay schedule can be reviewed and granted on a case-by-case basis by the School Director.

Changes to the initial placement of an employee can be reviewed by the School Director on a case-by-case basis.

The following guidelines will be followed when hiring all new employees:

Certificated Staff

Non-center based teachers will be paid per student based on full time equivalent of 25 students. All full time placements in this area will work 7 hours per day for 183 days.

PLEASE NOTE: When being placed on the pay schedule is being determined, only five (5) years of experience will be considered at the time of hire.

Center-based teachers will be paid based on the center's overall budget and number of students being served. All full time placements in this area will work 7 hours per day for 183 days.

School-wide instructional position will be placed on the specialist or special education teacher line. All full time placements in this area will work 7 hours per day for 190 days. Full time equivalent will be based on 20 students for special education teachers.

Administrators that hold an administrative credential will be placed on the Director or Regional Director line. Placements will depend on the years of service as an administrator. All placements on this line will work a minimum of 220 days at 8 hours per day. All placements will be considered 12 month employees.

Counselors will work a minimum of 190 days. All full-time placements on this line will work 7 hours per day.

Classified Staff

Classified Employees hired in a "by hour" capacity will be placed on Column I of the classified pay schedule under the position they are being hired for. The number of days per position will vary but are not to exceed the number of days listed below unless prior approval by School Director or designee is obtained.

Regular Instructional Aide	180 days
Special Education Instructional Aide	180 days
Office Clerk I/Secretary	180 days
Administrative Assistant	180 – 260 days
Accounts/Record Technician	180 days
Custodian	260 days

Food Services	180 days
Technology	180 days
Behavioral Support Assistant	180 days

Classified Employees hired in a salary position will be placed on Column I of the classified salary pay schedule unless prior approval from the School Director or designee is obtained. These positions will be required to work 220 - 260 days dependent on the position employee is being hired for.

Classified employees hired for tutoring and small group instruction will be paid according to the Tutor/SIGI rates on the pay schedule.

Classified employees are not eligible to receive twelve (12) checks if they are a ten (10) month employee.

E-13 Whistleblower Policy

NUCS requires all directors, officers, employees and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the school. As representatives of the school, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the school has a governance and accountability structure that supports its mission, and to encourage and enable administrators, employees, and volunteers of the school to raise serious concerns about the occurrence of illegal or unethical actions within the school before turning to outside parties for resolution.

All administrators, employees and volunteers of NUCS have a responsibility to report any action or suspected action taken within the school that is illegal, unethical, or violates any adopted policy of the school, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the school or any individual at the school and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously, or any report which the reporter has good reason to believe is false, will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the school believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

E-14 Immigration Compliance

NUCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, NUCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

E-15 Professional Boundaries: Staff/ Student Interaction Policy

NUCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of school personnel:

Examples of **PERMITTED** actions (not corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a student from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a student to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve the coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of **PROHIBITED** actions (Corporal Punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all school staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

For purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by all staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes another staff member may have crossed the boundaries specified in this policy, he/she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission).

- Giving students a ride to/from school or a school activity;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- Emails, text, phone and instant messages to students must be professional and pertain to school activities or classes (communication should be limited to school technology);

- Keeping the door open when alone with a student;
- Keeping reasonable space between you and a student;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from an administrator if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor or administrator if conflict arises with a student;
- Informing the School Director or designee about situations that have the potential to become more severe;
- Make detailed notes about an incident that could evolve into a more serious situation later;
- Recognize your responsibility to stop unacceptable behavior of students or co-workers;
- Ask another staff member to be present if you will be alone with any type of special needs student;
- Ask another staff member to be present when you must be alone with a student after regular school hours;
- Give students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keep your professional conduct a high priority;
- Ask yourself if your actions are worth your job and career.

E-16 Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

NUCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. It is the policy of NUCS to prohibit unlawful harassment, discrimination and retaliation based upon race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);, color, gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned), sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices), marital/registered domestic partner status, age (forty (40) and over), national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics), taking a leave of absence authorized by law; genetic information; sexual orientation; military or veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

NUCS will not condone or tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers), or third party (including independent contractors or other person with which the school does business). Supervisors and managers are to report any complaints of unlawful harassment to the School Director or designee.

When NUCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if complaint is about the School Director) or the School Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. NUCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

This policy applies to all employee actions and relationships, regardless of position or gender. NUCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Definition of Harassment

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile work environment or that unreasonably interferes with job performance.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race, or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

NUCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of offending employee.

Sexual harassment consists of sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

- Submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment;
- An employment decision is based upon an individual's acceptance or rejection of that conduct; and/or
- That conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All administrators or staff members in a supervisory position will receive two (2) hours of Sexual Harassment Prevention Training within six (6) months of hire or their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. All other staff will receive sexual harassment prevention training as required by law.

It is the responsibility of every employee to maintain a workplace free from any form of sexual harassment. Should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the School Director or his/her designee. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form." Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature such as rape, sexual battery, molestation or attempts to commit these assaults, intentional physical conduct that is sexual in nature such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments such as sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience, preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct, subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees such as displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work, Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate NUCS policy.

E-17 Business Ethics and Conduct Policy

The continued success of NUCS is dependent upon its students' and parents' trust in our program and teachers. Employees owe a duty to NUCS to act in a way that will merit the continued trust and confidence of the public in the communities that we serve.

It is the policy of NUCS to expect all employees to conduct business in accordance to all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

Good judgment, based on high ethical principles will be expected at all times. Compliance with this policy will be the responsibility of every NUCS employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

E-18 Conflict of Interest Policy

All employees of NUCS must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the School Director or designee, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the school may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

E-19 Drug- and Alcohol-Free Workplace

NUCS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other NUCS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

E-20 Policy on Smoking

All NUCS' facilities including learning centers, resource centers, offices and meeting places where students are present will maintain a smoke free environment.

E-21 Child Abuse and Neglect Reporting Policy

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his/her professional capacity or within the scope of his or her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

NUCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

By acknowledging receipt of this handbook, the employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

E-22 Mandated Training Policy

All employees of NUCS will complete all state mandated safety trainings, including Mandated Reporting and Blood Bourne Pathogens, within six (6) weeks of the first day of each school year.

Employees who work in a position that interacts with students will complete a School-approved state mandated suicide prevention training within six (6) weeks from the first day of each school year.

All administrators or staff members in a supervisory position will receive two (2) hours Sexual Harassment Prevention Training within six (6) months of the assumption of a supervisory position and will receive further training every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Further information regarding Sexual Harassment Prevention Training can be found in the School's Prohibited Unlawful Sexual Harassment Policy.

Employees who work in positions where additional trainings will help them in the performance of their job may be assigned additional trainings as necessary by the School Director or designee.

E-23 Confidential Information Policy

All information relating to student, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education students shall be kept strictly confidential and maintained in separate files.

Employees of NUCS who are exposed to confidential information are required to maintain confidentiality. Employees who improperly use or disclose confidential business or personnel information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information. Such confidential information includes, but is not limited to the following examples:

- Personnel information
- Payroll information
- Compensation data
- Computer processes
- Computer- programs and codes
- Financial information
- Student information

E-24 Employee Attendance Policy

By law, NUCS is obligated to keep accurate records of the time worked for non-exempt employees. Such employees shall be required to utilize the school's timesheet system.

Non-exempt employees must accurately account their time on a daily basis as this is the only way that the payroll department knows how many hours each employee has worked. The time sheet indicates when the employee arrives and when the employee leaves for the day. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday. Any employee who works a five (5) hour day or longer must show a thirty (30) minute lunch and any absences including but not limited to doctor or dentist appointments. All employees must keep their supervisor advised of their departures from and returns to work during the work day.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the School Director to make the correction and such correction must be initialed by both the employee and the School Director.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

If an employee forgets to mark their timesheet or makes an error on the timesheet, the employee must notify his/her supervisor to make the correction and both the employee and the supervisor must initial the correction and submit it to the payroll department.

No one may record hours worked on another employee's timesheet. Any employee who violates any aspect of this policy may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Employees of NUCS are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the school's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone his/her supervisor as soon as possible but no later than thirty (30) minutes before the start of the workday. If an employee is absent from work longer than one (1) day, he/she is expected to keep his/her supervisor sufficiently informed of the situation.

An employee absence slip (Form SF-19) must be completed, correctly accounting every day an employee misses work, signed by his/her supervisor and turned into the personnel/payroll office by the end of the pay period in which the absence took place.

Excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination of employment. An absence for more than three (3) consecutive days without notification to a supervisor or the personnel office will be considered a voluntary resignation from employment.

Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and NUCS mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

NUCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

NUCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

E-25 Record Retention Policy

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the School Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. NUCS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the School Director. Only the School Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

E-26 Personal Appearance Policy

NUCS believes that teachers serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

NUCS encourages staff, during school hours to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities and will not interfere with the learning process of students. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the School Director.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

E-27 Health and Safety Policy, Occupational Safety, Accident/Incident Reporting

NUCS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to their supervisor any potential health or safety hazards, and all injuries or accidents.

The prevention of accidents is the responsibility of every employee and it is the employees' duty to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on school premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

In the event of an emergency or fire, every learning center should have local emergency numbers posted where every employee can access them.

In compliance with Proposition 65, NUCS will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

E-28 Employee Wages and Health Benefit Policy

Medical/Dental/Vision Benefits

It is the policy of NUCS to offer Health and Welfare Benefits to all eligible employees. Eligibility will be determined by the School Director or designee and the following current JPA criteria:

- Employees must be employed at a .5 FTE or more to qualify for benefits.
- Part-time employees of NUCS who choose to receive benefits will be responsible for the pro-rated cost of coverage equaling to full-time. (Example: if you are a .5 employee you will be responsible for 50% of base amount plus the over cap amount).

Coverage will begin on the first day of employment or if hired mid-month, it will start on the first day of the next month. An enrollment form and all necessary documentation must be submitted to the Payroll/Personnel office as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

NUCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. NUCS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- NUCS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

Payroll Withholdings

As required by law, the school shall withhold Federal and State Income Tax, Social Security (FICA), and State Unemployment Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- 4. State Unemployment Insurance (SUI): This state fund is used to provide temporary assistance to unemployed workers who meet the requirements of State law.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should notify the payroll department for clarification.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the payroll office. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form will be completed upon hire and it is the employee's responsibility to report any changes in filing status to the payroll department and to complete a new W-4 form.

At the end of each calendar year, a withholding statement (W-2) will be prepared and forwarded to each employee for use in preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. NUCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the School Director. NUCS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled twice per month and/or monthly. If an employee observes any error in his or her check, it should be reported immediately to the School Director.

Wage Attachments and Garnishments

Under normal circumstances, NUCS will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies, or judgments that require the school, by law, to withhold part of an employee's earnings in their favor. Employees are strongly encouraged to avoid such wage attachments and garnishments.

E-29 Vacations, Holiday and Leaves Policy

Vacation Leave

NUCS provides vacation benefits to all eligible twelve (12) month classified employees who work 240 days or more in each contractual year based upon date of hire to enable them to take paid time off for rest and recreation. NUCS believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with our school personally satisfying. All eligible employees will accrue vacation from the date of hire at the following rates:

- Eligible full-time classified employees will accrue one (1) day of vacation time for each month of employment.
- Eligible part-time classified employees will accrue vacation on a prorated basis, based on their respective full-time equivalency.

All vacations must be approved in advance by the employee's immediate supervisor.

Accrual of vacation time commences on date of first day of employment. Each eligible full-time classified employee is allowed twelve (12) days per year of vacation time.

Vacation accruals may not exceed twenty-four (24) days. Once this maximum is reached, all further accruals will cease. Vacation accruals will recommence after the employee has taken vacation and his/her accrued hours have dropped below the two (2) year/twenty-four (24) hour maximum.

No employee shall receive pay in lieu of vacation except on the termination of his/her employment.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence when the employee returns to work.

On termination of employment, the employee is paid all accrued but unused vacation at the employee's base rate of pay at the time of his/her termination.

Holidays

NUCS will observe the following holidays as paid days for all twelve (12) month employees who work 240 days or more per contractual year.

New Year's Day

Martin Luther King, Jr. Birthday

Presidents Day

Tuesday following Presidents Day

Memorial Day

Juneteenth

Independence Day

Labor Day

Veteran's Day

Thanksgiving Day

Friday following Thanksgiving Day

Christmas Eve

Christmas Day

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the School Director or designee. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e., personal necessity day etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Unpaid Leave of Absence

NUCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the school may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School Director.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

NUCS offers paid sick leave to all its employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment.

Regular, full-time twelve (12) month employees will receive ninety-six (96) hours of sick leave at the beginning of each school year. Regular, full-time employees who begin their employment with NUCS after the start of the school year will receive a prorated amount (no less than 24 hours) of sick leave based on their FTE and number of months left in the school year. Part time employees' will accrue one day per month of sick leave. The day will be calculated based on the number of hours they are assigned to work per day. Accrued sick leave carries over from year to year and NUCS does not pay employees in lieu of unused sick leave.

Sick leave must be taken in increments of at least two (2) hours.

Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses or domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. An employee may use sick leave to address instances of domestic violence, sexual assault, or stalking.

Sick leave may only be used for the purposes specified in this policy.

Eligible employees using sick leave will receive pay at their normal base rate by not later than the payday for the next regular payroll period after the sick leave was taken. If an employee is out on sick leave for three (3)

consecutive days, medical evidence of illness and/or medical certification of fitness to return to work may be required.

Employees must provide reasonable advance notification, either orally or in writing, if a need for paid sick leave is foreseeable. Employees should, if possible, schedule medical appointments in a manner that does not interfere with their job duties.

Once an employee has exhausted all his/her sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the school.

It is the responsibility of the employee to submit a SF-19 absence form, filled out completely stating the reason for the absence, signed by the employee, the employee's immediate supervisor and submitted to the Personnel/Payroll department within the same pay period that the absence occurred.

E-30 Employee Evaluation Policy

Every new employee of NUCS will receive a performance review conducted by the School Director or designee. Newly hired employees may have their performance goals reviewed by the School Director or designee within the first ninety (90) days of employment. Continuing employees of NUCS will receive a performance review every other year. The frequency of performance evaluations may vary depending upon the length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude towards others. Performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. Favorable evaluations will not guarantee increase in salary or promotions. After each review, an evaluation report will be written and presented to the employee to sign acknowledging that he/she has reviewed and the employee given the opportunity to discuss the contents with the School Director or designee.

E-31 Family Care and Medical Leave Policy

This policy explains how NUCS complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for the purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee to FMLA/CFRA Leave

The twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA allowance includes any time taken (with or without pay) for the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
 - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a grandparent, grandchild, or sibling for CFRA purposes.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
5. For any “qualifying exigency” because the employee is the spouse, son, daughter or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed 12 work-weeks total for any purpose in a 12-month period, as described below, for any one, or combination of the above-described situations. “Twelve work-weeks” means the equivalent of twelve (12) of the employee’s normally scheduled work-weeks. For a full-time employee who works five (5) eight-hour days per week, “twelve work-weeks” means sixty (60) working and/or paid eight-hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The “12 month period” in which 12 weeks of FMLA and CFRA leave may be taken is the 12-month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay During FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of NUCS's health plan govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by NUCS during the leave at the same level and under the same conditions, as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, NUCS will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

NUCS may recover the health benefit costs paid on behalf of any employee during his/her FMLA/CFRA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
- The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within 15 days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. NUCS will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The school may contact the employee's health care provider to authenticate a certification as needed.
3. If NUCS has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the school may request a second opinion by a health care provider of its choice (paid for by the school). If the second opinion differs from the first one, the school will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Re-certifications are required if leave is sought after the expiration of the time estimated by the health care provider. Failure to submit required re-certification can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the School Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
2. Employees should provide not less than 30 days' notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he/she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. NUCS will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the school will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, NUCS will give the employee a written guarantee of reinstatement at the termination of the leave,(with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the school will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the school's written permission. An employee who accepts such employment without the school's written permission will be deemed to have resigned from employment at the school.

E-32 Pregnancy Disability Leave Policy

NUCS in compliance with the California Pregnancy Disability Act will give each eligible employee an unpaid leave of absence of up to four (4) months, per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events that May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within a four-month period (example: For a full-time employee who works five eight hour days per week, four months would mean 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by-case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further accommodation, and whether or not additional leave would create an undue hardship for the school. The school is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave

An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

The receipt of vacation pay, sick leave pay or state disability insurance benefits, will not extend the length of pregnancy disability leave.

Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

NUCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) month in a twelve (12) month period. NUCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Procedures for Requesting and Scheduling Pregnancy Disability Leave

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the School Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employees should provide not less than 30 days' notice or such shorter notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of a leave request, except if the need for pregnancy disability leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he/she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

- NUCS will respond to a pregnancy disability leave request within 10 days of receiving the request. If a pregnancy disability leave request is granted, the school will notify the employee in writing that the leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Medical Certifications

An employee requesting pregnancy disability leave must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.

Recertification is required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification can result in termination of the leave.

Return to Work

Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

- a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

When a request for Pregnancy Disability leave is granted to an employee, NUCS will give the employee a written guarantee of reinstatement at the termination of the leave, with the limitations explained above.

In accordance with NUCS policy, before an employee will be permitted to return from pregnancy disability leave of three (3) days or more, the employee must obtain a certification from his/her health care provider that he /she is able to resume work.

If an employee can return to work with limitations, the school will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

Employment during Leave

No employee, including employees on Pregnancy Disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

E-33 Workers' Compensation Policy

All NUCS's personnel are covered by workers' compensation insurance. Employees are required to report any accidents and/or injuries occurring on the job to their immediate supervisor or the Director immediately so that the required reports can be completed.

NUCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any workers' compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form) and return it to your supervisor; and
- Provide NUCS with a certification from a healthcare provider regarding the need for worker's compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the policy of NUCS that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. NUCS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to our school's operation.

If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

All accidents and injuries must be reported to the employee's supervisor and to the individual responsible for reporting to NUCS's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to NUCS's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Worker's Compensation Bureau and the insurance carrier.

When there is a job-related injury that results in lost time, the employee must have a medical release from NUCS's approved medical facility before returning to work.

Any time there is a job-related injury; NUCS's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

E-34 Leave of Absences Policy

It is the Policy of NUCS to follow all State and Federal law regarding the following leave of absences:

It is the employee's responsibility to complete a SF-19 absence form, when required, and submit it to the Personnel/Payroll department.

Military Leave of Absence

NUCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (USERRA). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the school shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Northern United Charter will reinstate those employees returning from military leave to their same position or one with the same status and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

NUCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the school with (1) a written notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Jury and Witness Duty

NUCS shall grant paid leave to an employee needing leave to:

- Serve on a Jury.
- Appear in court or other judicial proceeding as a witness to comply with a valid subpoena or other court order.
- Obtain any relief including a temporary restraining order, to help ensure the health, safety, or welfare of a domestic violence victim or his/her child.

Voting Time Off

Employees of NUCS who do not have sufficient time outside of their regular working hours to vote in an official state sanctioned election may request time off to vote. If possible, employees should make their request at least two (2) days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular work day.

Bereavement Leave

Employees of NUCS are entitled to a leave of up to three (3) days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, and son/daughter in-law). Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. Bereavement pay will not be used in computing overtime pay.

School Appearance and Activities Leave

As required by law, NUCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from transitional kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of NUCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12)-month period.

To be eligible for bone marrow or organ donation leave, an employee must have been employed by the school for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the school that he/she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The school may refuse to reinstate an employee if the reason is unrelated to taking Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

NUCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling or mental health services for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide NUCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide NUCS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, NUCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the School Director.

Returning from Leave of Absence

Employees must provide a doctor's return to work authorization when returning from a medical leave of absence.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the School Director or designee thirty (30) days' notice before returning from leave. Whenever the school is notified of an employee's intent to return from a leave, the school will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed.

E-35 Homeland Security Policy

It is the policy of NUCS that in the event of a National emergency when Homeland Security initiates a “Code RED” status that the School Director or designee has the authority to cancel any student related traveling outside of the district. This includes but is not limited to: field trips, travel to sporting events, and job shadowing/mentor project traveling. In the event of a “home” game, the School Director or designee has the authority to cancel the event and reschedule at a date that is mutually satisfactory to both parties.

E-36 Emergencies and Disaster Preparedness Policy

In order to save lives and protect property, all NUCS staff and students must be prepared to respond quickly and responsibly to emergencies, disasters and events which threaten to result in a disaster.

The School Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. The School Director or designee may appoint a committee to regularly review the disaster preparedness plan and recommend changes.

The School Director or designee shall augment the school plan with working plans and procedures specific to each learning center. He/she shall present a copy of these learning center plans and procedures to the NUCS Board of Directors.

Learning Center Plans shall address at least the following situations:

- A fire on or off school grounds which endangers students.
- Natural or man-made disasters.
- Bomb threat or actual detonation.
- Attack or disturbance by individuals or groups.

The School Director or designee shall ensure that the plan includes:

1. Procedures for personal safety and security.
2. Ways to ensure smooth administrative control of operations during a crisis.
3. Procedures to establish a clear, effective communications system.
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis.

The School Director or designee shall use state – approved Standard Emergency Management System guidelines when updating district and learning center – level emergency and disaster preparedness plans.

The School Director or designee shall consult with city and/or county agencies so that school and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each of NUCS learning centers.

The School Director or designee shall ensure that disaster preparedness exercises shall be held regularly at each learning center and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

NUCS encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The School Director or designee shall ascertain that at least one staff member at each learning center holds a valid certificate in these areas.

The School Director or designee shall provide for CPR in-service training to be offered at least once a year for all NUCS staff.

E-36a EMERGENCY AND DISASTER PLAN

NUCS disaster preparedness plan shall be available to staff, students, and the public in the Resource Center and at each learning center. Individual learning center disaster plans shall be provided to each teacher and shall

be available for public inspection at each learning center. The Center Supervisor shall make certain that students and staff are familiar with their plans.

The NUCS shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Release of Students

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

- The center supervisor or designee shall receive authorization from the School Director or designee before releasing students.
- Individual students shall not leave a learning center without receiving permission from the center supervisor.
- If possible, staff shall release students only to persons authorized on the student emergency card.
- In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
- The center supervisor or designee shall record the release of all students.

Role of Staff

NUCS staff are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

During an emergency, learning center staff shall fulfill the following roles:

1. The learning center supervisor shall assume overall control and supervision of activities at the learning center during an emergency. He/she shall have authority to use discretionary judgment in emergency situations which do not permit execution of prearranged plans. The center supervisor shall:
 - Direct evacuation of building.
 - Arrange for transfer of students when their safety is threatened.
 - Inform the School Director or designee of all emergency actions taken as soon as possible.
 - Survey and report damage to the School Director or designee.
 - Direct rescue operations as required.
 - Direct fire-fighting efforts until regular firefighting personnel take over.
 - Disburse supplies and equipment as needed.
 - Schedule periodical fire drills and other disaster preparedness exercises and keep appropriate records.
 - Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.
2. Teachers shall be responsible for the supervision of students in their charge. teachers shall:
 - Direct evacuation of students in their charge in accordance with the learning center supervisor's instruction.
 - Give the **DROP** command as necessary.
 - Take attendance, stay with the students and provide supervision.
 - Report missing students to the site supervisor or designee.
 - Send students in need of first aid to the school nurse or a person trained in first aid.

3. The classified staff at each site and learning center shall:

- Report a fire or disaster to the appropriate authorities.
- Answer telephones and monitor radio emergency broadcasts.
- Provide for the safety of essential school records and documents.
- Assist the center supervisor as needed.
- Organize first aid and medical supplies.
- Supervise the administration of first aid.

FIRE DRILLS AND FIRES

Learning center supervisors shall hold fire drills at least once a month for elementary centers and at least twice a year at all high school centers.

1. Whenever the fire signal is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Teachers shall be prepared to select alternate exits and shall direct their students to these exits whenever the designated escape route is blocked.
3. The center supervisor or designee shall keep a record of each fire drill conducted and file a copy of this record with the main office of the School Director or designee.

When a fire is discovered in any part of the school, the following actions shall be taken:

- The center supervisor or designee shall sound fire signals.
- The center supervisor or designee shall call 911.
- Students and adults shall leave the building and go directly to outside assembly areas.
- Staff shall give students clear direction and supervision and help retain calm.
- In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
- If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

BOMB THREATS

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Procedures

1. Any staff member who receives a bomb threat shall immediately call 911 and also report the threat to the center supervisor. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee seeing a suspicious package shall promptly notify the center supervisor.
3. The learning center supervisor or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.

(cf. 3516 Emergency and Disaster Preparedness Plan)

(cf. 3516.1 – Fire Drills and Fires)

4. The learning center supervisor or designee shall turn off any two-way radio equipment which is located in the threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. NO other site or learning center staff shall search for or handle any explosive or incendiary device.

No staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the center supervisor or his/her designee that reentry is safe.

Any student who makes a bomb threat shall be subject to disciplinary procedures.

EARTHQUAKE EMERGENCY PROCEDURE SYSTEM

The School Director or designee shall establish an emergency procedure system to be followed in case of earthquakes. This system shall include, but not be limited to, the following:

1. A learning center building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A **DROP** procedure in which students and staff members:
 - Take cover under a table or desk
 - Drop to their knees
 - Protect their head with their arms
 - Face away from the windows
3. Protective measures to be taken before, during and after an earthquake
4. A training program to ensure that all students and all certificated and classified staff are aware of, and properly skilled in, the earthquake emergency procedure system.

Learning center disaster plans shall outline roles, responsibilities and procedures for students and staff.

DROP procedures shall be practiced at least twice each semester at elementary learning centers and at least once each semester at high school learning centers.

Students shall also be taught to take the following safety precautions during an earthquake if adults are not present to give specific directions:

- If you are in the open, stay there.
- Move away from buildings, trees, and exposed wires.
- After the earthquake, if you are on your way to school, continue to school.
- After the earthquake, if you are on your way home, continue home.

Earthquake while indoors at school

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

- Teachers shall have students perform the DROP procedure.
- As soon as possible, teachers shall move the students away from windows and out from under heavy suspended light fixtures.

- Teachers shall have students leave the building in an orderly manner when the earthquake is over.

Earthquake while on school grounds

When an earthquake occurs, the following actions shall be taken by teachers or other persons in authority and students who are on learning center property:

- Teachers shall direct students to walk away from buildings, trees, poles, or exposed wires.
- Teachers shall have students perform the DROP procedure, covering as much skin surface as possible, closing eyes, and covering ears.
- Teachers and students shall stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

- In outside assembly areas, teachers shall provide assistance to any injured students, take roll, and report missing students to the center supervisor or his/her designee.
- The learning center supervisor shall request assistance as needed from the county or city civil defense office or fire and police departments. He/she shall consider the possibility of aftershocks and shall determine the advisability of closing the learning center, with the advice of the county or city officials, as appropriate. He/she shall also contact the School Director or designee for further instruction.
- The learning center supervisor shall post guards at a safe distance from all building entrances to see that no one reenters until the buildings are declared safe. Monitors may be teachers, classified staff or parents.
- Following the earthquake, the learning center supervisor shall inspect all buildings for water and gas leaks, electrical breakages and large cracks or earth slippage affecting buildings. The learning center supervisor shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the learning center supervisor shall have the proper authority shut off all utilities at the main valve.
- Teachers or students shall not light any stoves or burners after the earthquake until the area is declared safe by the proper authority.
- If the learning center supervisor believes the learning center is damaged sufficiently to be a hazard, he/she shall notify the School Director or designee and ask that the county or city building inspector check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.

E-37 Internal Complaint Policy

The purpose of the “Internal Complaint Policy” is to afford all employees of NUCS the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the School Director and/or designee to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the School Director or designee:

1. The complainant will bring the matter to the attention of the School Director or designee as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The School Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the School Director, the complainant may file his or her complaint in a signed writing to the President of the NUCS Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints against Employees

(Complaints by Third Parties against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the School Director or Board President (if the complaint concerns the School Director) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, School Director (or designee) shall abide by the following process:

- The School Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

- In the event that the School Director (or designee) finds that a complaint against an employee is valid, the School Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the School Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The School Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the School Director) or the School Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

E-38 Data Storage Policy

It is the policy of NUCS to maintain and transfer school information in a way that maintains the security and confidentiality of all school information.

Employees of NUCS are given a variety of resources to do their jobs efficiently and effectively. It is important that these resources are carefully guarded.

Storing, transferring and sharing school information comes with risks. It can result in data breaches (in which confidential data is released to people outside of the organization or employees of the organization who have not been granted access to it), data theft (in which hackers steal information for financial gain or to gather intelligence) and misplaced data (in which original files become lost or unavailable).

Email

All data sent over email (as an attachment or in an email text) should be considered sensitive and protected as such. Never send work documents or information to someone outside of the school unless it has been cleared by the School Director or designee. *This includes forwarding school emails to your own personal email account.*

Note: Not all users within NUCS have access to the same information. Therefore, sending emails containing confidential information such as student demographic data, parent demographic data, IEP and 504 plans, personal staff information and demographics will require pre-approval from your supervisor. This information should not be shared outside of NUCS emails without encryption.

Cloud storage and cloud applications

We appreciate that employees may sometimes need access to work outside of the office from home, mobile devices or school equipment on the road. However, *work information should never be stored or shared to personal* cloud accounts or applications, such as iCloud, Box, Dropbox, Microsoft OneDrive, etc.

Should you need to store or backup data online NUCS will maintain a google drive account that will be maintained and monitored by the School Director or designee.

Physical storage devices

Storing work data on physical devices, including but not limited to USB drives, memory cards, CD or external hard drives, must be pre-approved School Director or designee.

- Employees of NUCS must only use devices provided by the school unless otherwise given permission.
- NEVER use or even plug in a USB drive that you have found or been given as a promotional item. These devices may contain hidden malware or viruses.
- Lost or stolen devices must be reported to IT immediately to help ensure their safe return and prevent a data leak.

Social media for work data

Work data or information must never be shared over personal social media accounts such as Facebook, LinkedIn, Google Plus, etc.

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

E-39 Reimbursement Policy

NUCS shall reimburse employees for all reasonable and documented expenses they incur in carrying out their job duties. It is the policy of NUCS to allow employees to submit reimbursement forms on a monthly basis.

A pre-approval form must be submitted and approved prior to the purchase of anything for which reimbursement is sought. Reimbursements must be pre-approved by the School Director or designee at least two (2) days prior to purchase. Any reimbursement received without an active pre-approval form in place will require administrative review and approval before payment. Reimbursement forms must be submitted with the original receipt of purchase. Reimbursements must be submitted by July 15th each school year.

PLEASE NOTE: ONLY EMPLOYEES ARE ELIGIBLE FOR REIMBURSEMENTS.

E-40 Mileage Reimbursement Policy

It is the policy of NUCS to offer educational services to any student who resides within the counties our schools operate and to reimburse employees for mileage on a per mile basis for an employee's use of their own personal vehicle. The per mile reimbursement amount will be the standard mileage rate as determined by the Internal Revenue Service.

Please note the following:

- All employees requesting mileage reimbursement are required to furnish the School Director with information containing the destination of each trip and a map printout of the route, its purpose and the miles driven, parking fees, and tolls. Original receipts must be included when available (e.g., tolls, parking fees, etc.). Requests for mileage reimbursement must be submitted within one (1) month of the travel date.
- Commute mileage is not eligible for reimbursement.

PLEASE NOTE: REIMBURSEMENTS FOR MILEAGE MUST RECEIVE PRIOR ADMINISTRATIVE APPROVAL.

E-41 Home Visits Policy

It is the policy of NUCS to allow employees and contracted personnel or any representative of NUCS to go to a student's home to provide instruction and to complete the required Learning Record meeting, as needed. Home visits are at the complete discretion of the employees and contracted personnel.

There must be someone over the age of twenty-five (25) present in the home to supervise the visit with the student. If the student is home alone or with an under-age person, the learning record meeting must be rescheduled for a time when adequate supervision is available.

In lieu of a home visit, a meeting can be scheduled at a school resource center or a neutral public location, such as a library or restaurant in alignment with the terms of each student's master agreement.

NUCS values the safety and well-being of their employees so the following guidelines must be followed:

Scheduling the Visit Guidelines:

When contacting the parent/guardian to schedule a visit with the student, ask questions that could impact your visit such as:

- Are there dogs? Are the dogs contained in a fenced area? Determine if there are dogs or other animals present and if so, that they will be in a secured, fenced area before you arrive.
- Are there any specific circumstances that you need to be aware of before arriving (dirt driveway conditions, smokers in the home, illness or other medical conditions with family members that may affect your meeting with the student)?
- Does anyone in the household have COVID-19 symptoms, is anyone in your household currently in a quarantine/isolation period due to COVID-19 exposure or has anyone in the household tested positive for COVID-19 within the past fourteen (14) days?
- When meeting a student in a private setting, notify Julie Smith, Regional Director at jsmith@nucharters.org of your scheduled visit, and the address of where you will be going. Verify that someone will check if you do not return when scheduled.
- If you have a cell phone, have it with you during the visit.
- Are there firearms in the home? Are they locked in a safe or similar locking container?

PLEASE NOTE: ALL EXPECTATIONS AS DESCRIBED IN THE PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTION POLICY REMAIN IN EFFECT DURING HOME VISITS.

E-42 Tutoring/Vendor Services Policy

NUCS knows it is important to create quality opportunities for its students. It is the responsibility of the teacher to counsel their families to identify the type of vending/tutoring services that will best improve each individual student's education.

Outside vendors will only be used when the service that is being provided is not a service that School employees can provide (e.g., swim lessons, music lessons, specialized physical fitness programs like karate, dance etc.). Outside vendors must be pre-approved by NUCS to ensure that all have been fingerprinted and received background clearance through the Department of Justice in accordance with Education Code Section 45125.1, to ensure TB testing and clearance as applicable, and to ensure that facilities where vendors operate are reviewed against California's Megan's law website for the presence of registered sex offenders.

Teachers who work at a learning center and are receiving a salary cannot submit for tutoring or small group instruction. Teachers cannot be paid as a vendor for tutoring their own children.

Small group instruction will be defined as any class with three (3) or more students actively enrolled. Any class that drops below three (3) students will be considered tutoring and the pay will reflect the change.

PLEASE NOTE: ANY EXCEPTIONS TO THIS POLICY MUST BE APPROVED BY THE SCHOOL DIRECTOR OR DESIGNEE

E-43 Teacher/Vendor Relationship Policy

NUCS teachers have the responsibility to oversee all direct instruction of their students. This includes assigning course work, assessments, collection of student work samples, grade determinations, overseeing vendors and tutors who work with their students, and the writing and submission of learning records.

Tutors and/or vendors working with individual students and/or small groups shall submit all work completed by the students to the teacher of record for final grading determination.

The grade given to each student shall be the grade determined by the teacher of record and the determination of the student's grade by the teacher, in the absence of clerical or mechanical error, fraud, bad faith, or incompetency, shall be final.

The School Director or designee shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given the opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

E-44 Learning Records Policy

NUCS has ten (10) learning periods in each school year equaling 180 school days. It is the policy of NUCS to receive learning records for every student enrolled in each learning period. Learning records are due ten (10) working days after the end of the learning period.

Please be aware of the following penalties for habitually late Learning Records and paperwork:

- Teachers will receive a warning after paperwork is one (1) month late. If not corrected within the next learning period, or if additional paperwork is one month late, administration will be informed and the teacher will not be allowed to enroll any additional students or transfer students from another teacher until all paperwork is completely caught up and the teacher has successfully turned in paperwork on time for an additional month.
- Teachers, who are two months behind on turning in their learning records, will be required to drop their student load down, by five student increments, even if they have twenty-five (25) or fewer students. They will be notified in writing of this by the Superintendent or designee.
- Teachers with delinquent paperwork (learning records, portfolios, report cards, enrollment packets, student agreements and any other mandatory paperwork) will not be permitted to enroll new students.

Further infractions of late paperwork will result in the teacher being placed on an improvement plan. This will include a mandatory meeting with the School Director or designee and a plan put in place, stating the reasons and duration of the plan, and corrective actions that need to be taken. This will be placed in their employee file.

E-45 Portfolio Requirements Policy

All Northern United – Humboldt Charter School teachers are required to maintain and submit portfolios for every student that is or has been enrolled with them. This includes dropped students. The requirements for submitting portfolios are as follows:

Elementary Portfolios

All Elementary Portfolios are due with Learning Period seven (7) learning records.

Portfolios need to include the following:

- Portfolio checklist
- Work Samples for both semesters, clasped together by semester, in the order of the checklist. Samples must show work done by the student that is appropriate for each academic subject. PE and other electives may have a photograph of activity, but there must be a signed log sheet or brief description of the photo to be acceptable.
- These items go into an unclasped 9 x 12 manila envelope with proper labeling:
 1. Name of School
 2. Student Name, grade, student number
 3. Teacher Name and management code
 4. Spring or Fall semester—year

High School Portfolios

All high school portfolios are due within ten (10) working days after the end of each semester.

All High School Portfolios MUST contain the following (in the same order):

- Current school pathways course schedule with correct classes and number of credits
- Report Card with grades, course titles which match the course schedule, growth area, and credits earned
- Copy of final learning record with all subjects and # of credits
- Portfolio checklist with all current classes listed
- One sample of work for each high school course
- Samples, Portfolio Checklist, and Report cards must all be in the same order.
- These items go into an unclasped 9 x 12 manila envelope with proper labeling:
 1. Name of School
 2. Student Name, grade, student number
 3. Teacher Name and management code
 4. Spring or Fall semester—year

Please note:

Elective courses require work samples or a signed (by parent), specific log sheet describing what was done during each session for one learning period.

PE work samples must be in the form of a worksheet or a detailed written paragraph about the subject or activity.

Driver's Education classes will require a work sample of coursework completed.

English courses require an essay as a work sample.

History courses require an essay or test as a work sample.

Drop Portfolios:

Drop portfolios for all dropped students are due within five (5) working days of the drop date, meeting the same requirements as above.

If the student was enrolled for two (2) weeks or less, then a minimum of two (2) work samples will need to be in the drop portfolio. Please include a copy of the drop form.

E-46 Driver Criteria and Eligibility Policy

Only approved employees of NUCS will be allowed to drive school vehicles.

All employees of Northern United Charter Schools shall be required to submit a vehicle request form prior to the use of any school vehicle.

The school reserves the right to refuse an employee authorization to operate a vehicle on school business or be reimbursed mileage if the individual is determined to be a negligent operator or fails to maintain a valid California driver's license.

The school shall maintain a list of approved employees who are authorized to operate school vehicles or to operate private vehicles on school business (including field trips). The school shall maintain a list of approved volunteers who are authorized to operate private vehicles on school business (including field trips).

No student may drive him/herself without written permission from a parent/guardian. Written permission must be on file with the school prior to the event. No student may ever drive another student (sibling excepted).

A "school vehicle" is defined as a motor vehicle owned by Northern United Charter Schools and used for the purpose of moving or propelling any person or property upon a highway for school business.

Application and enforcement of this policy shall be on a retroactive basis for volunteers, but not for employees; i.e. volunteers may lose their driving privileges immediately upon policy enactment based on their driving record over the prior five years, but enforcement relative to employees (other than for voluntary driving not related to their job) shall be based on points earned after policy enactment.

Procedures for Drivers

Employees Driving a School Vehicle or Personal Vehicle for School Business

In order to drive a school vehicle or personal vehicle for school business, the following documents must be on file with the Field Trip Coordinator prior to use of a school vehicle:

- a. Copy of the driver's valid California driver's license
- b. Copy of the driver's car insurance policy declaration page (showing amounts of coverage)
- c. Current copy of driving record

Volunteers Driving a Personal Vehicle for a Field Trip

In order to volunteer to drive on a school related field trip all volunteer drivers shall complete and submit to the Field Trip Coordinator the following items:

- a. Copy of the driver's valid California driver's license
- b. Copy of the driver's car insurance policy declaration page (showing amounts of coverage)
- c. Current copy of driving record

Criteria to Determine Eligibility of Drivers

For school purposes, a driver is considered a negligent operator of a motor vehicle with a status 1, 2 or 3 when the driving record shows the following point count within the specified period of time (See Chart A):

Chart A	Status 1	Status 2	Status 3
Number of Points Within	Employee Driving Vehicle Without Student Passengers	Employee Driving Vehicle With Students	Volunteer Driving With Students
12 Mo.	4 Pts.	3 Pts.	
24 Mo.	6 Pts.	4 Pts.	
36 Mo.	8 Pts.	4 Pts.	2 Pts.
48 Mo.		5 Pts.	3 Pts.
60 Mo.			4 Pts.

Employees or volunteers with the following charges within the specified timeframe may not operate a school vehicle or a private vehicle with students (See Chart B):

- (1) Reckless driving
- (2) Hitting an unattended vehicle without notifying the owner
- (3) Causing property damage, injury, or death by hit-and-run driving
- (4) Manslaughter involving a vehicle
- (5) Causing injury or death with a vehicle while evading a peace officer
- (6) Driving on the wrong side of a divided highway
- (7) Speed contest or exhibition of speed
- (8) Illegal transport of explosives
- (9) Driving under the influence of liquor and/or any drug

Chart B	Status 1	Status 2	Status 3
Any violation listed in 2 (1)-(9) within	Employee Driving Vehicle Without Student Passengers	Employee Driving Vehicle With Students	Volunteer Driving With Students
12 Mo.	XXX		
36 Mo.		XXX	
60 Mo.			XXX

The school reserves the right to refuse an employee or volunteer authorization to operate a school vehicle, or to refuse any individual authorization to operate a private vehicle for school business, if the individual is determined to be a negligent operator in accordance with Status 2 above or fails to maintain a valid California Class A, B or C driver's license.

- a. Employees deemed to be negligent operators of Status 1 may not operate school vehicles or their personal vehicles on school business, even if there are no passengers.
- b. Employees deemed to be negligent operators of Status 2 may not transport students in school or personal vehicles on school business, including field trips, but could still operate a school or personal vehicle without student passengers unless they also qualify as negligent under the Status 1 criteria.
- c. Volunteers (including employees outside their normal work day and work duties) deemed to be negligent operators of Status 3 may not operate a school or personal vehicle on school business with student passengers.

Process to Appeal

If a volunteer driver's total point count exceeds the allowable limit due to an accident which the volunteer feels was not his/her fault, an appeal not to consider the accident (not to charge a point against their record) may be filed with the Director of Transportation. It shall be the volunteer's responsibility to supply a copy of the traffic accident report or insurance company report with the appeal. The Director's decision is final. If the driver is an employee, the appeal shall be to the district Driver Policy Committee, which is further defined below.

If an employee disagrees with a "negligent operator" determination based on the above criteria, he/she may appeal the decision to the School Driver Committee. The Committee shall be comprised as follows:

- a. School Director
- b. Regional Director
- c. Director of Transportation

The Committee shall review appeals by employees and a reversal of a "negligent operator" determination can only be made by vote of a majority of the Commit

E-47 Equipment Management Policy

The School's equipment shall be used primarily for educational purposes and/or to conduct school business. The Director or designee shall ensure that all employees, students, and other users understand the appropriate use of School equipment and that any misuse may be cause for disciplinary action or loss of user privilege.

School-connected organizations may be granted reasonable use of the equipment for school-related matters as long as it does not interfere with the use by students or employees or otherwise disrupt School operations.

The Director or designee shall approve the transfer of any School equipment from one work site to another and the removal of any School equipment for off-site use. When any equipment is taken off site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage.

Employees transferred to another work site shall take with them only those personal items that have been purchased with their own funds unless otherwise authorized by the Director or designee or applicable Board policy.

The Director or designee shall maintain an inventory of all equipment currently valued in excess of \$500.

When equipment is unusable or is no longer needed, it may be sold, donated, or disposed of in accordance with applicable law.

E-48 Telework Policy

NUCS (the “School”) recognizes that approved teleworking can be an effective work arrangement while schools are closed due to the ongoing coronavirus (“COVID-19”) pandemic. NUCS recognizes it can, in some cases, also be effective during normal operating times. This policy details conditions and requirements which apply to all telework assignments.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Employees shall not telework unless they receive advance approval from the School Director or designee. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. The School Director or designee will consider the following eligibility factors:

- The employee has a position where effective communication can be accommodated electronically.
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School.
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality.
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal.

- Telework sites must be in California unless the employee's home residence is located in another state.
- The employee must be effective at working independently for extended periods of time.
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines.
- The employee must maintain connections with work groups or teams from their remote work location.
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines
- Conduct remote supervision
- Understand the technology and tools necessary for successful remote supervision
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must give their telework schedule to their supervisor, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of the School's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by--case basis. The School will not provide office furniture for the workspace at home.

Necessary technology equipment will be supplied and maintained by the School, subject to availability. Equipment supplied by the School is to be used for work purposes only. Employees must agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, all School property must be returned to the School.

Necessary technology that is not available (e.g., cell phones for non-managers, internet equipment and connections) shall be supplied by the employee as approved by the School. All technology supplied by the employee shall be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment. Employees who supply personal technology for School-related use shall be eligible for reimbursement for the use of their technology pursuant to the "Reimbursement" section below.

Information Security and Confidentiality

Employees must never provide any third parties access to the School online platforms or share access passwords and must comply with all policies and procedures related to information security.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is

expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the School's "Professional Boundaries: Staff /Student Interaction" section of the NUCS Staff Handbook, as well as teleworking specific professional boundaries summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation and Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible.

Agenda Item 6.
REPORTS

Subject:

6.1 Student Enrollment and Attendance Report

Action Requested:

None

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

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

Enrollment as of 9/1/2021
NU-Humboldt Charter School - 337
NU-Siskiyou Charter School - 114

Attendance as of 9/1/2021:
NU-Humboldt Charter School - N/A
NU-Siskiyou Charter School - N/A

Fiscal Implications:

To be determined

Contact Person/s: Shari Lovett, Lynda Speck

ENROLLMENT REPORT
NORTHERN UNITED CHARTER SCHOOLS
September 1, 2021

Enrollment as of 9/1/2021 for Northern United-Humboldt Charter School

LEARNING CENTER	Enrollment on 9/1/2021
Arcata Learning Center	25
Briceland Learning Center	58
Cutten Learning Center	74
Eureka Learning Center	45
Independent Study	86
Willow Creek Learning Center	49
TOTAL	337

Enrollment as of 09/1/2021 for Northern United-Siskiyou Charter School

LEARNING CENTER	Enrollment on 8/19/2021
Mt. Shasta Learning Center	44
Yreka Learning Center	70
TOTAL	114

Agenda Item 6.
REPORTS

Subject:
6.2 Financial Report

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
Each month a Financial Report is given in order to keep the Board apprised of the fiscal condition of each school.

Fiscal Implications:
None

Contact Person/s: Shari Lovett, Tammy Picconi

Balances through August (02)					Fiscal Year 2021/22	
(Aliases)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Revenue	Account Balance
Fund 62 - CHARTER SCHOOLS						
(000018)	62-0000-0-0000-0000-8011-000-0000	UNRESTRICTED,REVENUE LIM	3,765,213.00	3,765,213.00	395,750.00	3,369,463.00
Total for Object 8011			3,765,213.00	3,765,213.00	395,750.00	3,369,463.00
(000304)	62-1400-0-0000-0000-8012-000-0000	EDUCATION PROTE,REVENUE	70,512.00	70,512.00		70,512.00
Total for Object 8012			70,512.00	70,512.00	.00	70,512.00
(000020)	62-0000-0-0000-0000-8096-000-0000	UNRESTRICTED,TRANSFERS>	7,150.00	7,150.00		7,150.00
Total for Object 8096			7,150.00	7,150.00	.00	7,150.00
(000364)	62-3310-0-5001-0000-8181-000-0000	SP ED-IDEA BAS,SP ED-ENTI	69,272.00	69,272.00		69,272.00
Total for Object 8181			69,272.00	69,272.00	.00	69,272.00
(001306)	62-3010-0-1110-1000-8290-000-0000	TITLE I-BASIC G,ALL OTHER	107,988.00	107,988.00		107,988.00
(001608)	62-3212-0-1110-1000-8290-000-0000	CARES ESSER II,ALL OTHER	341,756.00	341,756.00		341,756.00
(001313)	62-4035-0-1110-1000-8290-000-0000	TITLE II TEACHE,ALL OTHER	12,656.00	12,656.00		12,656.00
(000385)	62-4126-0-0000-0000-8290-000-0000	RURAL & LOW INC,ALL OTHER	6,624.00	6,624.00		6,624.00
(000390)	62-4127-0-0000-0000-8290-000-0000	TITLE IV,PART A,ALL OTHER	10,000.00	10,000.00		10,000.00
Total for Object 8290			479,024.00	479,024.00	.00	479,024.00
(000021)	62-0000-0-0000-0000-8550-000-0000	UNRESTRICTED,MANDATED C	8,989.00	8,989.00		8,989.00
Total for Object 8550			8,989.00	8,989.00	.00	8,989.00
(001408)	62-1100-0-1110-1000-8560-000-0000	STATE LOTTERY R,STATE LOT	55,050.00	55,050.00		55,050.00
(001365)	62-6300-0-1110-1000-8560-000-0000	LOTTERY - INSTR,STATE LOT	17,983.00	17,983.00		17,983.00
Total for Object 8560			73,033.00	73,033.00	.00	73,033.00
(001590)	62-7425-0-1110-1000-8590-000-0000	ELO AFTER 10%,ALL OTHER S	249,461.00	249,461.00		249,461.00
(001591)	62-7426-0-1110-1000-8590-000-0000	ELO 10%,ALL OTHER STATE	27,718.00	27,718.00		27,718.00
(000511)	62-7690-0-0000-0000-8590-000-0000	ON-BEHALF PENSI,ALL OTHER	229,600.00	229,600.00		229,600.00
Total for Object 8590			506,779.00	506,779.00	.00	506,779.00
(000022)	62-0000-0-0000-0000-8660-000-0000	UNRESTRICTED,INTEREST	4,164.00	4,164.00		4,164.00
Total for Object 8660			4,164.00	4,164.00	.00	4,164.00
(000025)	62-0000-0-0000-0000-8699-000-3050	UNRESTRICTED,ALL OTHER LI	350,706.00	350,706.00		350,706.00
(000516)	62-9015-0-0000-0000-8699-000-0000	HUMBOLDT AREA F,ALL OTHE	1,900.00	1,900.00		1,900.00
(000528)	62-9030-0-0000-0000-8699-000-0000	MVCS-OGA,ALL OTHER LOCAL	514.00	514.00		514.00
Total for Object 8699			353,120.00	353,120.00	.00	353,120.00
(000483)	62-6500-0-5001-0000-8792-000-0000	SPECIAL EDUCATI,TRANS OF	134,294.00	134,294.00	13,430.00	120,864.00
Total for Object 8792			134,294.00	134,294.00	13,430.00	120,864.00
(000044)	62-0000-0-0000-3700-8980-000-0000	UNRESTRICTED,CONTRIB FRC	20,000.00	20,000.00		20,000.00
(000460)	62-5310-0-0000-3700-8980-000-0000	CHILD NUTRITION,CONTRIB F	20,000.00	20,000.00		20,000.00
Total for Object 8980			.00	.00	.00	.00

Balances through August (02)					Fiscal Year 2021/22	
(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Revenue	Account Balance
Fund 62 - CHARTER SCHOOLS (continued)						
(000222)	62- 0000- 0- 1500- 1000- 8984- 000- 0000	UNRESTRICTED,CONTRIBUTIC	667,942.00-	667,942.00-		667,942.00-
(000256)	62- 0001- 0- 1500- 1000- 8984- 000- 0000	SUPPLEMENTAL/CO,CONTRIB	667,942.00	667,942.00		667,942.00
		Total for Object 8984	.00	.00	.00	.00
(000027)	62- 0000- 0- 0000- 0000- 8989- 000- 0000	UNRESTRICTED,CONTRIBUTIC	258,008.00-	258,008.00-		258,008.00-
(000484)	62- 6500- 0- 5001- 0000- 8989- 000- 0000	SPECIAL EDUCATI,CONTRIBU	258,008.00	258,008.00		258,008.00
		Total for Object 8989	.00	.00	.00	.00
		Total for Revenue Accounts	5,471,550.00	5,471,550.00	409,180.00	5,062,370.00

(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
(000067)	62- 0000- 0- 1110- 1000- 1100- 000- 0000	UNRESTRICTED,INSTRUCTION	811,175.00	811,175.00	517,494.26	10,900.00	282,780.74
(000233)	62- 0001- 0- 1500- 1000- 1100- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	205,975.00	205,975.00	169,821.30		36,153.70
(000315)	62- 1400- 0- 1110- 1000- 1100- 000- 0000	EDUCATION PROTE,INSTRUCT	45,950.00	45,950.00	54,750.00		8,800.00-
(000334)	62- 3010- 0- 1110- 1000- 1100- 000- 0000	TITLE I-BASIC G,INSTRUCTI			52,228.70		52,228.70-
(001582)	62- 7425- 0- 1110- 1000- 1100- 000- 0000	ELO AFTER 10%,INSTRUCTION	56,131.00	56,131.00			56,131.00
		Total for Object 1100	1,119,231.00	1,119,231.00	794,294.26	10,900.00	314,036.74
(000365)	62- 3310- 0- 5760- 1120- 1104- 000- 0000	SP ED-IDEA BAS,RESOURCE S	41,325.00	41,325.00	48,212.50	2,755.00	9,642.50-
(000486)	62- 6500- 0- 5760- 1120- 1104- 000- 0000	SPECIAL EDUCATI,RESOURCE	168,370.00	168,370.00	123,654.20	12,333.34	32,382.46
(000499)	62- 6500- 0- 5760- 1190- 1104- 000- 0000	SPECIAL EDUCATI,OTHER SPE	56,150.00	56,150.00	56,150.00		
(001638)	62- 7425- 0- 5760- 1120- 1104- 000- 0000	ELO AFTER 10%,RESOURCE S	26,550.00	26,550.00			26,550.00
		Total for Object 1104	292,395.00	292,395.00	228,016.70	15,088.34	49,289.96
(001186)	62- 0000- 0- 1110- 1000- 1150- 000- 0000	UNRESTRICTED,INSTRUCTION	15,000.00	15,000.00			15,000.00
(001661)	62- 3212- 0- 1110- 1000- 1150- 000- 0000	CARES ESSER II,INSTRUCTIO	20,000.00	20,000.00			20,000.00
(001634)	62- 7425- 0- 1110- 1000- 1150- 000- 0000	ELO AFTER 10%,INSTRUCTION	25,500.00	25,500.00		12,306.00	13,194.00
		Total for Object 1150	60,500.00	60,500.00	.00	12,306.00	48,194.00
(000257)	62- 0001- 0- 1500- 3110- 1200- 000- 0000	SUPPLEMENTAL/CO,GUIDANC	96,800.00	113,175.00	66,050.00		47,125.00
(000348)	62- 3010- 0- 1110- 3110- 1200- 000- 0000	TITLE I-BASIC G,GUIDANCE			6,950.00		6,950.00-
(000399)	62- 4127- 0- 1110- 3110- 1200- 000- 0000	TITLE IV,PART A,GUIDANCE	6,950.00	6,950.00	6,950.00		
(001600)	62- 7425- 0- 1110- 3110- 1200- 000- 0000	ELO AFTER 10%,GUIDANCE &	32,750.00	16,375.00			16,375.00
		Total for Object 1200	136,500.00	136,500.00	79,950.00	.00	56,550.00
(000045)	62- 0000- 0- 0000- 7200- 1300- 000- 0000	UNRESTRICTED,OTHER GENE	122,647.00	122,647.00	102,205.90	20,481.18	40.08-
		Total for Object 1300	122,647.00	122,647.00	102,205.90	20,481.18	40.08-
(000128)	62- 0000- 0- 1110- 2700- 1900- 000- 0000	UNRESTRICTED,SCHOOL ADM	88,650.00	88,650.00	88,650.00		
(000152)	62- 0000- 0- 1192- 2700- 1900- 000- 0000	UNRESTRICTED,SCHOOL ADM	245,050.00	245,050.00	204,300.10	40,750.02	.12-
		Total for Object 1900	333,700.00	333,700.00	292,950.10	40,750.02	.12-

Balances through August (02)						Fiscal Year 2021/22	
(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 62 - CHARTER SCHOOLS (continued)							
(000234)	62- 0001- 0- 1500- 1000- 2100- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	62,650.00	41,275.00			41,275.00
		Total for Object 2100	62,650.00	41,275.00	.00	.00	41,275.00
(000492)	62- 6500- 0- 5760- 1130- 2122- 000- 0000	SPECIAL EDUCATI,SUPPLE AI	20,664.00	20,664.00			20,664.00
		Total for Object 2122	20,664.00	20,664.00	.00	.00	20,664.00
(001744)	62- 0001- 0- 1500- 3700- 2210- 000- 0000	SUPPLEMENTAL/CO,FOOD SE		5,756.00			5,756.00
(000446)	62- 5310- 0- 0000- 3700- 2210- 000- 0000	CHILD NUTRITION,FOOD SERV	2,288.00	2,288.00			2,288.00
		Total for Object 2210	2,288.00	8,044.00	.00	.00	8,044.00
(000189)	62- 0000- 0- 1193- 8100- 2214- 000- 0000	UNRESTRICTED,PLANT MAINT	15,216.00	15,216.00		819.20	14,396.80
		Total for Object 2214	15,216.00	15,216.00	.00	819.20	14,396.80
(000258)	62- 0001- 0- 1500- 3110- 2218- 000- 0000	SUPPLEMENTAL/CO,GUIDANC				3,440.01	3,440.01-
		Total for Object 2218	.00	.00	.00	3,440.01	3,440.01-
(000116)	62- 0000- 0- 1110- 2420- 2255- 000- 0000	UNRESTRICTED,INSTR MEDIA	64,400.00	64,400.00	53,666.70	10,733.34	.04-
		Total for Object 2255	64,400.00	64,400.00	53,666.70	10,733.34	.04-
(000046)	62- 0000- 0- 0000- 7200- 2304- 000- 0000	UNRESTRICTED,OTHER GENE	66,400.00	66,400.00	55,333.40	11,066.68	.08-
		Total for Object 2304	66,400.00	66,400.00	55,333.40	11,066.68	.08-
(000543)	62- 0000- 0- 1192- 2700- 2307- 000- 0000	UNRESTRICTED,SCHOOL ADM	47,005.00	47,005.00	47,005.00		
		Total for Object 2307	47,005.00	47,005.00	47,005.00	.00	.00
(000154)	62- 0000- 0- 1192- 2700- 2308- 000- 0000	UNRESTRICTED,SCHOOL ADM	64,400.00	64,400.00	55,333.40	11,066.68	2,000.08-
		Total for Object 2308	64,400.00	64,400.00	55,333.40	11,066.68	2,000.08-
(000155)	62- 0000- 0- 1192- 2700- 2309- 000- 0000	UNRESTRICTED,SCHOOL ADM	51,600.00	51,600.00	48,446.70	3,153.34	.04-
		Total for Object 2309	51,600.00	51,600.00	48,446.70	3,153.34	.04-
(000156)	62- 0000- 0- 1192- 2700- 2402- 000- 0000	UNRESTRICTED,SCHOOL ADM	109,600.00	109,600.00	69,333.40	17,449.68	22,816.92
		Total for Object 2402	109,600.00	109,600.00	69,333.40	17,449.68	22,816.92
(000157)	62- 0000- 0- 1192- 2700- 2403- 000- 0000	UNRESTRICTED,SCHOOL ADM	37,912.00	37,912.00			37,912.00
		Total for Object 2403	37,912.00	37,912.00	.00	.00	37,912.00
(000158)	62- 0000- 0- 1192- 2700- 2405- 000- 0000	UNRESTRICTED,SCHOOL ADM	87,020.00	87,020.00	39,583.40	14,576.68	32,859.92
		Total for Object 2405	87,020.00	87,020.00	39,583.40	14,576.68	32,859.92
(000336)	62- 3010- 0- 1110- 1000- 2900- 000- 0000	TITLE I-BASIC G,INSTRUCTI	71,891.00	71,891.00			71,891.00
(001654)	62- 3212- 0- 1110- 1000- 2900- 000- 0000	CARES ESSER II,INSTRUCTIO	15,000.00	15,000.00			15,000.00
(001583)	62- 7426- 0- 1110- 1000- 2900- 000- 0000	ELO 10%,INSTRUCTION,OTHEI	17,168.00	17,168.00		9,890.00	7,278.00
		Total for Object 2900	104,059.00	104,059.00	.00	9,890.00	94,169.00
(000047)	62- 0000- 0- 0000- 7200- 3101- 000- 0000	UNRESTRICTED,OTHER GENE	20,752.00	20,752.00	17,293.20	3,458.64	.16
(000070)	62- 0000- 0- 1110- 1000- 3101- 000- 0000	UNRESTRICTED,INSTRUCTION	131,527.00	131,527.00	87,560.15	1,844.28	42,122.57

Balances through August (02)							Fiscal Year 2021/22	
(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance	
Fund 62 - CHARTER SCHOOLS (continued)								
(000129)	62-0000-0-1110-2700-3101-000-0000	UNRESTRICTED,SCHOOL ADM	15,000.00	15,000.00	14,999.60		.40	
(000159)	62-0000-0-1192-2700-3101-000-0000	UNRESTRICTED,SCHOOL ADM	41,462.00	41,462.00	34,567.60	6,894.90	.50-	
(000235)	62-0001-0-1500-1000-3101-000-0000	SUPPLEMENTAL/CO,INSTRUC	32,791.00	32,791.00	27,034.00		5,757.00	
(000259)	62-0001-0-1500-3110-3101-000-0000	SUPPLEMENTAL/CO,GUIDANC	15,411.00	18,018.00	11,175.70		6,842.30	
(000316)	62-1400-0-1110-1000-3101-000-0000	EDUCATION PROTE,INSTRUCT	7,315.00	7,315.00	9,263.70		1,948.70-	
(000337)	62-3010-0-1110-1000-3101-000-0000	TITLE I-BASIC G,INSTRUCTI			2,982.10		2,982.10-	
(000349)	62-3010-0-1110-3110-3101-000-0000	TITLE I-BASIC G,GUIDANCE			1,175.90		1,175.90-	
(001662)	62-3212-0-1110-1000-3101-000-0000	CARES ESSER II,INSTRUCTIO	3,184.00	3,184.00			3,184.00	
(000366)	62-3310-0-5760-1120-3101-000-0000	SP ED-IDEA BAS,RESOURCE S	6,992.00	6,992.00	8,157.50	466.15	1,631.65-	
(000400)	62-4127-0-1110-3110-3101-000-0000	TITLE IV,PART A,GUIDANCE	1,106.00	1,106.00	1,175.90		69.90-	
(000487)	62-6500-0-5760-1120-3101-000-0000	SPECIAL EDUCATI,RESOURCE	28,488.00	28,488.00	20,922.30	2,086.80	5,478.90	
(000500)	62-6500-0-5760-1190-3101-000-0000	SPECIAL EDUCATI,OTHER SPE	9,501.00	9,501.00	9,500.70		.30	
(001577)	62-7425-0-1110-1000-3101-000-0000	ELO AFTER 10%,INSTRUCTION	12,996.00	12,996.00		1,870.68	11,125.32	
(001601)	62-7425-0-1110-3110-3101-000-0000	ELO AFTER 10%,GUIDANCE &	5,214.00	2,607.00			2,607.00	
(001639)	62-7425-0-5760-1120-3101-000-0000	ELO AFTER 10%,RESOURCE S	4,227.00	4,227.00			4,227.00	
(000515)	62-7690-0-1110-1000-3101-000-0000	ON-BEHALF PENSI,INSTRUCTI	229,600.00	229,600.00			229,600.00	
Total for Object 3101			565,566.00	565,566.00	245,808.35	16,621.45	303,136.20	
(001403)	62-0001-0-1500-1000-3201-000-0000	SUPPLEMENTAL/CO,INSTRUC			2,301.60		2,301.60-	
(001380)	62-3010-0-1110-1000-3201-000-0000	TITLE I-BASIC G,INSTRUCTI			7,927.70		7,927.70-	
(001595)	62-7425-0-1110-1000-3201-000-0000	ELO AFTER 10%,INSTRUCTION				286.38	286.38-	
Total for Object 3201			.00	.00	10,229.30	286.38	10,515.68-	
(000048)	62-0000-0-0000-7200-3202-000-0000	UNRESTRICTED,OTHER GENE	15,212.00	15,212.00	12,676.90	2,535.38	.28-	
(000117)	62-0000-0-1110-2420-3202-000-0000	UNRESTRICTED,INSTR MEDIA	14,754.00	14,754.00	12,295.00	2,459.00		
(000160)	62-0000-0-1192-2700-3202-000-0000	UNRESTRICTED,SCHOOL ADM	88,467.00	88,467.00	59,497.70	10,595.07	18,374.23	
(000190)	62-0000-0-1193-8100-3202-000-0000	UNRESTRICTED,PLANT MAINT	5,726.00	5,726.00			5,726.00	
(000236)	62-0001-0-1500-1000-3202-000-0000	SUPPLEMENTAL/CO,INSTRUC	9,974.00	9,974.00			9,974.00	
(000260)	62-0001-0-1500-3110-3202-000-0000	SUPPLEMENTAL/CO,GUIDANC				788.10	788.10-	
(001745)	62-0001-0-1500-3700-3202-000-0000	SUPPLEMENTAL/CO,FOOD SE		916.00			916.00	
(000338)	62-3010-0-1110-1000-3202-000-0000	TITLE I-BASIC G,INSTRUCTI	11,445.00	11,445.00			11,445.00	
(001655)	62-3212-0-1110-1000-3202-000-0000	CARES ESSER II,INSTRUCTIO	3,437.00	3,437.00			3,437.00	
(000447)	62-5310-0-0000-3700-3202-000-0000	CHILD NUTRITION,FOOD SERV	364.00	364.00			364.00	
(000493)	62-6500-0-5760-1130-3202-000-0000	SPECIAL EDUCATI,SUPPLE AI	3,290.00	3,290.00			3,290.00	
(001584)	62-7426-0-1110-1000-3202-000-0000	ELO 10%,INSTRUCTION,PERS	3,933.00	3,933.00		1,528.09	2,404.91	
Total for Object 3202			156,602.00	157,518.00	84,469.60	17,905.64	55,142.76	

Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)

ESCAPE ONLINE

Balances through August (02)							Fiscal Year 2021/22	
(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance	
Fund 62 - CHARTER SCHOOLS (continued)								
(001508)	62-0000-0-0000-7200-3311-000-0000	UNRESTRICTED,OTHER GENE	7,604.00	7,604.00			7,604.00	
		Total for Object 3311	7,604.00	7,604.00	.00	.00	7,604.00	
(000049)	62-0000-0-0000-7200-3312-000-0000	UNRESTRICTED,OTHER GENE	4,117.00	4,117.00	3,430.70	686.14	.16	
(000118)	62-0000-0-1110-2420-3312-000-0000	UNRESTRICTED,INSTR MEDIA	3,993.00	3,993.00	3,327.30	665.46	.24	
(000161)	62-0000-0-1192-2700-3312-000-0000	UNRESTRICTED,SCHOOL ADM	25,384.00	25,384.00	15,908.80	2,826.49	6,648.71	
(000191)	62-0000-0-1193-8100-3312-000-0000	UNRESTRICTED,PLANT MAINT	1,815.00	1,815.00		50.79	1,764.21	
(000237)	62-0001-0-1500-1000-3312-000-0000	SUPPLEMENTAL/CO,INSTRUC	3,884.00	3,884.00			3,884.00	
(000261)	62-0001-0-1500-3110-3312-000-0000	SUPPLEMENTAL/CO,GUIDANC				211.06	211.06-	
(001746)	62-0001-0-1500-3700-3312-000-0000	SUPPLEMENTAL/CO,FOOD SE		357.00			357.00	
(000339)	62-3010-0-1110-1000-3312-000-0000	TITLE I-BASIC G,INSTRUCTI	4,457.00	4,457.00			4,457.00	
(001656)	62-3212-0-1110-1000-3312-000-0000	CARES ESSER II,INSTRUCTIO	930.00	930.00			930.00	
(000448)	62-5310-0-0000-3700-3312-000-0000	CHILD NUTRITION,FOOD SERV	142.00	142.00			142.00	
(000494)	62-6500-0-5760-1130-3312-000-0000	SPECIAL EDUCATI,SUPPLE AI	1,281.00	1,281.00			1,281.00	
(001585)	62-7426-0-1110-1000-3312-000-0000	ELO 10%,INSTRUCTION,SOCIA	1,064.00	1,064.00		613.18	450.82	
		Total for Object 3312	47,067.00	47,424.00	22,666.80	5,053.12	19,704.08	
(000050)	62-0000-0-0000-7200-3331-000-0000	UNRESTRICTED,OTHER GENE			1,482.00	296.98	1,778.98-	
(000073)	62-0000-0-1110-1000-3331-000-0000	UNRESTRICTED,INSTRUCTION	11,980.00	11,980.00	6,087.99	158.06	5,733.95	
(000130)	62-0000-0-1110-2700-3331-000-0000	UNRESTRICTED,SCHOOL ADM	1,285.00	1,285.00	1,274.50		10.50	
(000162)	62-0000-0-1192-2700-3331-000-0000	UNRESTRICTED,SCHOOL ADM	3,553.00	3,553.00	2,962.40	590.88	.28-	
(000238)	62-0001-0-1500-1000-3331-000-0000	SUPPLEMENTAL/CO,INSTRUC	2,987.00	2,987.00	1,409.60		1,577.40	
(000262)	62-0001-0-1500-3110-3331-000-0000	SUPPLEMENTAL/CO,GUIDANC	1,404.00	1,642.00	935.80		706.20	
(000317)	62-1400-0-1110-1000-3331-000-0000	EDUCATION PROTE,INSTRUCTI	666.00	666.00	355.30		310.70	
(000340)	62-3010-0-1110-1000-3331-000-0000	TITLE I-BASIC G,INSTRUCTI			757.30		757.30-	
(000350)	62-3010-0-1110-3110-3331-000-0000	TITLE I-BASIC G,GUIDANCE			100.80		100.80-	
(001663)	62-3212-0-1110-1000-3331-000-0000	CARES ESSER II,INSTRUCTIO	290.00	290.00			290.00	
(000367)	62-3310-0-5760-1120-3331-000-0000	SP ED-IDEA BAS,RESOURCE S	599.00	599.00	690.10	39.95	131.05-	
(000401)	62-4127-0-1110-3110-3331-000-0000	TITLE IV,PART A,GUIDANCE	101.00	101.00	100.80		.20	
(000488)	62-6500-0-5760-1120-3331-000-0000	SPECIAL EDUCATI,RESOURCE	2,441.00	2,441.00	1,791.80	178.84	470.36	
(000501)	62-6500-0-5760-1190-3331-000-0000	SPECIAL EDUCATI,OTHER SPE	814.00	814.00	814.10		.10-	
(001578)	62-7425-0-1110-1000-3331-000-0000	ELO AFTER 10%,INSTRUCTION	1,184.00	1,184.00		177.75	1,006.25	
(001602)	62-7425-0-1110-3110-3331-000-0000	ELO AFTER 10%,GUIDANCE &	475.00	237.00			237.00	
(001640)	62-7425-0-5760-1120-3331-000-0000	ELO AFTER 10%,RESOURCE S	385.00	385.00			385.00	
		Total for Object 3331	28,164.00	28,164.00	18,762.49	1,442.46	7,959.05	
(000051)	62-0000-0-0000-7200-3332-000-0000	UNRESTRICTED,OTHER GENE	963.00	963.00	802.30	160.46	.24	

Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)

ESCAPE ONLINE

Balances through August (02)							Fiscal Year 2021/22	
(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance	
Fund 62 - CHARTER SCHOOLS (continued)								
(000119)	62-0000-0-1110-2420-3332-000-0000	UNRESTRICTED,INSTR MEDIA	934.00	934.00	778.20	155.64	.16	
(000163)	62-0000-0-1192-2700-3332-000-0000	UNRESTRICTED,SCHOOL ADM	5,936.00	5,936.00	3,720.80	661.06	1,554.14	
(000192)	62-0000-0-1193-8100-3332-000-0000	UNRESTRICTED,PLANT MAINT	425.00	425.00		11.88	413.12	
(000239)	62-0001-0-1500-1000-3332-000-0000	SUPPLEMENTAL/CO,INSTRUC	908.00	908.00			908.00	
(000263)	62-0001-0-1500-3110-3332-000-0000	SUPPLEMENTAL/CO,GUIDANC				49.36	49.36	
(001747)	62-0001-0-1500-3700-3332-000-0000	SUPPLEMENTAL/CO,FOOD SE		83.00			83.00	
(000341)	62-3010-0-1110-1000-3332-000-0000	TITLE I-BASIC G,INSTRUCTI	1,042.00	1,042.00			1,042.00	
(001657)	62-3212-0-1110-1000-3332-000-0000	CARES ESSER II,INSTRUCTIO	218.00	218.00			218.00	
(000449)	62-5310-0-0000-3700-3332-000-0000	CHILD NUTRITION,FOOD SERV	33.00	33.00			33.00	
(000495)	62-6500-0-5760-1130-3332-000-0000	SPECIAL EDUCATI,SUPPLE AI	300.00	300.00			300.00	
(001586)	62-7426-0-1110-1000-3332-000-0000	ELO 10%,INSTRUCTION,MEDIC	249.00	249.00		143.41	105.59	
Total for Object 3332			11,008.00	11,091.00	5,301.30	1,181.81	4,607.89	
(000052)	62-0000-0-0000-7200-3411-000-0000	UNRESTRICTED,OTHER GENE	19,236.00	19,236.00	16,030.00	3,206.00		
(000075)	62-0000-0-1110-1000-3411-000-0000	UNRESTRICTED,INSTRUCTION	203,428.00	194,444.00	159,682.00	3,206.00	31,556.00	
(000131)	62-0000-0-1110-2700-3411-000-0000	UNRESTRICTED,SCHOOL ADM	18,834.00	18,834.00	18,834.00			
(000164)	62-0000-0-1192-2700-3411-000-0000	UNRESTRICTED,SCHOOL ADM	50,484.00	50,484.00	38,630.00	7,726.00	4,128.00	
(000240)	62-0001-0-1500-1000-3411-000-0000	SUPPLEMENTAL/CO,INSTRUC	71,526.00	71,526.00	42,364.20		29,161.80	
(000264)	62-0001-0-1500-3110-3411-000-0000	SUPPLEMENTAL/CO,GUIDANC	11,718.00	13,671.00	7,812.00		5,859.00	
(000318)	62-1400-0-1110-1000-3411-000-0000	EDUCATION PROTE,INSTRUC1	18,410.00	18,410.00	17,587.80		822.20	
(000342)	62-3010-0-1110-1000-3411-000-0000	TITLE I-BASIC G,INSTRUCTI	1,465.00	1,465.00			1,465.00	
(000351)	62-3010-0-1110-3110-3411-000-0000	TITLE I-BASIC G,GUIDANCE	1,924.00	1,924.00	1,923.60		.40	
(000368)	62-3310-0-5760-1120-3411-000-0000	SP ED-IDEA BAS,RESOURCE S	14,427.00	14,427.00	16,831.50		2,404.50	
(000402)	62-4127-0-1110-3110-3411-000-0000	TITLE IV,PART A,GUIDANCE	1,684.00	1,684.00	1,923.60		239.60	
(000489)	62-6500-0-5760-1120-3411-000-0000	SPECIAL EDUCATI,RESOURCE	40,350.00	40,350.00	37,670.50	3,206.00	526.50	
(000502)	62-6500-0-5760-1190-3411-000-0000	SPECIAL EDUCATI,OTHER SPE	11,045.00	11,045.00	15,388.80		4,343.80	
(001579)	62-7425-0-1110-1000-3411-000-0000	ELO AFTER 10%,INSTRUCTION	14,427.00	14,427.00		651.00	13,776.00	
(001603)	62-7425-0-1110-3110-3411-000-0000	ELO AFTER 10%,GUIDANCE &	3,906.00	1,953.00			1,953.00	
(001641)	62-7425-0-5760-1120-3411-000-0000	ELO AFTER 10%,RESOURCE S	9,618.00	9,618.00			9,618.00	
Total for Object 3411			492,482.00	483,498.00	374,678.00	17,995.00	90,825.00	
(000053)	62-0000-0-0000-7200-3412-000-0000	UNRESTRICTED,OTHER GENE	15,624.00	15,624.00	13,020.00	2,604.00		
(000120)	62-0000-0-1110-2420-3412-000-0000	UNRESTRICTED,INSTR MEDIA	15,624.00	15,624.00	13,020.00	2,604.00		
(000165)	62-0000-0-1192-2700-3412-000-0000	UNRESTRICTED,SCHOOL ADM	124,269.00	124,269.00	79,794.00	14,060.00	30,415.00	
(001562)	62-0000-0-1193-8100-3412-000-0000	UNRESTRICTED,PLANT MAINT	4,323.00	4,323.00			4,323.00	
(000265)	62-0001-0-1500-3110-3412-000-0000	SUPPLEMENTAL/CO,GUIDANC				651.00	651.00	
Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)							ESCAPE	ONLINE

Balances through August (02)							Fiscal Year 2021/22	
(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance	
Fund 62 - CHARTER SCHOOLS (continued)								
(001748)	62- 0001- 0- 1500- 3700- 3412- 000- 0000	SUPPLEMENTAL/CO,FOOD SE		1,854.00			1,854.00	
(000343)	62- 3010- 0- 1110- 1000- 3412- 000- 0000	TITLE I-BASIC G,INSTRUCTI	3,906.00	3,906.00			3,906.00	
(001564)	62- 5310- 0- 0000- 3700- 3412- 000- 0000	CHILD NUTRITION,FOOD SERV	1,712.00	1,712.00			1,712.00	
(001587)	62- 7426- 0- 1110- 1000- 3412- 000- 0000	ELO 10%,INSTRUCTION,HEALT	3,906.00	3,906.00		1,953.00	1,953.00	
		Total for Object 3412	169,364.00	171,218.00	105,834.00	21,872.00	43,512.00	
(000054)	62- 0000- 0- 0000- 7200- 3501- 000- 0000	UNRESTRICTED,OTHER GENE	1,509.00	1,509.00	511.00	102.40	895.60	
(000077)	62- 0000- 0- 1110- 1000- 3501- 000- 0000	UNRESTRICTED,INSTRUCTION	10,162.00	10,162.00	2,099.42	54.50	8,008.08	
(000132)	62- 0000- 0- 1110- 2700- 3501- 000- 0000	UNRESTRICTED,SCHOOL ADM	1,090.00	1,090.00	439.50		650.50	
(000166)	62- 0000- 0- 1192- 2700- 3501- 000- 0000	UNRESTRICTED,SCHOOL ADM	3,014.00	3,014.00	1,021.50	203.76	1,788.74	
(000241)	62- 0001- 0- 1500- 1000- 3501- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	2,533.00	2,533.00	486.10		2,046.90	
(000266)	62- 0001- 0- 1500- 3110- 3501- 000- 0000	SUPPLEMENTAL/CO,GUIDANC	1,191.00	1,393.00	322.70		1,070.30	
(000319)	62- 1400- 0- 1110- 1000- 3501- 000- 0000	EDUCATION PROTE,INSTRUCT	565.00	565.00	122.50		442.50	
(000344)	62- 3010- 0- 1110- 1000- 3501- 000- 0000	TITLE I-BASIC G,INSTRUCTI			261.20		261.20	
(000352)	62- 3010- 0- 1110- 3110- 3501- 000- 0000	TITLE I-BASIC G,GUIDANCE			34.70		34.70	
(001665)	62- 3212- 0- 1110- 1000- 3501- 000- 0000	CARES ESSER II,INSTRUCTIO	246.00	246.00			246.00	
(000369)	62- 3310- 0- 5760- 1120- 3501- 000- 0000	SP ED-IDEA BAS,RESOURCE S	508.00	508.00	238.00	13.78	256.22	
(000403)	62- 4127- 0- 1110- 3110- 3501- 000- 0000	TITLE IV,PART A,GUIDANCE	85.00	85.00	34.70		50.30	
(000490)	62- 6500- 0- 5760- 1120- 3501- 000- 0000	SPECIAL EDUCATI,RESOURCE	2,071.00	2,071.00	617.80	61.66	1,391.54	
(000503)	62- 6500- 0- 5760- 1190- 3501- 000- 0000	SPECIAL EDUCATI,OTHER SPE	691.00	691.00	280.90		410.10	
(001580)	62- 7425- 0- 1110- 1000- 3501- 000- 0000	ELO AFTER 10%,INSTRUCTION	1,004.00	1,004.00		61.29	942.71	
(001604)	62- 7425- 0- 1110- 3110- 3501- 000- 0000	ELO AFTER 10%,GUIDANCE &	403.00	201.00			201.00	
(001642)	62- 7425- 0- 5760- 1120- 3501- 000- 0000	ELO AFTER 10%,RESOURCE S	327.00	327.00			327.00	
		Total for Object 3501	25,399.00	25,399.00	6,470.02	497.39	18,431.59	
(000055)	62- 0000- 0- 0000- 7200- 3502- 000- 0000	UNRESTRICTED,OTHER GENE	817.00	817.00	276.70	55.34	484.96	
(000121)	62- 0000- 0- 1110- 2420- 3502- 000- 0000	UNRESTRICTED,INSTR MEDIA	792.00	792.00	268.30	53.66	470.04	
(000167)	62- 0000- 0- 1192- 2700- 3502- 000- 0000	UNRESTRICTED,SCHOOL ADM	5,036.00	5,036.00	1,282.90	227.93	3,525.17	
(000193)	62- 0000- 0- 1193- 8100- 3502- 000- 0000	UNRESTRICTED,PLANT MAINT	360.00	360.00		4.10	355.90	
(000242)	62- 0001- 0- 1500- 1000- 3502- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	771.00	771.00			771.00	
(000267)	62- 0001- 0- 1500- 3110- 3502- 000- 0000	SUPPLEMENTAL/CO,GUIDANC				17.02	17.02	
(001749)	62- 0001- 0- 1500- 3700- 3502- 000- 0000	SUPPLEMENTAL/CO,FOOD SE		29.00			29.00	
(000345)	62- 3010- 0- 1110- 1000- 3502- 000- 0000	TITLE I-BASIC G,INSTRUCTI	884.00	884.00			884.00	
(001659)	62- 3212- 0- 1110- 1000- 3502- 000- 0000	CARES ESSER II,INSTRUCTIO	185.00	185.00			185.00	
(000450)	62- 5310- 0- 0000- 3700- 3502- 000- 0000	CHILD NUTRITION,FOOD SERV	28.00	28.00			28.00	
(000497)	62- 6500- 0- 5760- 1130- 3502- 000- 0000	SPECIAL EDUCATI,SUPPLE AI	254.00	254.00			254.00	

Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)

ESCAPE ONLINE

Balances through August (02)							Fiscal Year 2021/22	
(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance	
Fund 62 - CHARTER SCHOOLS (continued)								
(001588)	62- 7426- 0- 1110- 1000- 3502- 000- 0000	ELO 10%,INSTRUCTION,ST UN	211.00	211.00		49.45	161.55	
		Total for Object 3502	9,338.00	9,367.00	1,827.90	407.50	7,131.60	
(000056)	62- 0000- 0- 0000- 7200- 3601- 000- 0000	UNRESTRICTED,OTHER GENE	1,312.00	1,312.00	971.00	206.89	134.11	
(000079)	62- 0000- 0- 1110- 1000- 3601- 000- 0000	UNRESTRICTED,INSTRUCTION	8,840.00	8,840.00	3,988.67	110.10	4,741.23	
(000133)	62- 0000- 0- 1110- 2700- 3601- 000- 0000	UNRESTRICTED,SCHOOL ADM	949.00	949.00	835.10		113.90	
(000168)	62- 0000- 0- 1192- 2700- 3601- 000- 0000	UNRESTRICTED,SCHOOL ADM	2,622.00	2,622.00	1,940.80	411.57	269.63	
(000243)	62- 0001- 0- 1500- 1000- 3601- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	2,204.00	2,204.00	923.50		1,280.50	
(000268)	62- 0001- 0- 1500- 3110- 3601- 000- 0000	SUPPLEMENTAL/CO,GUIDANC	1,036.00	1,036.00	613.10		422.90	
(000320)	62- 1400- 0- 1110- 1000- 3601- 000- 0000	EDUCATION PROTE,INSTRUCI	492.00	492.00	232.80		259.20	
(000346)	62- 3010- 0- 1110- 1000- 3601- 000- 0000	TITLE I-BASIC G,INSTRUCTI			496.20		496.20	
(000353)	62- 3010- 0- 1110- 3110- 3601- 000- 0000	TITLE I-BASIC G,GUIDANCE			66.00		66.00	
(001666)	62- 3212- 0- 1110- 1000- 3601- 000- 0000	CARES ESSER II,INSTRUCTIO	214.00	214.00			214.00	
(000370)	62- 3310- 0- 5760- 1120- 3601- 000- 0000	SP ED-IDEA BAS,RESOURCE S	442.00	442.00	452.10	29.48	39.58	
(000404)	62- 4127- 0- 1110- 3110- 3601- 000- 0000	TITLE IV,PART A,GUIDANCE	74.00	74.00	66.00		8.00	
(000491)	62- 6500- 0- 5760- 1120- 3601- 000- 0000	SPECIAL EDUCATI,RESOURCE	1,802.00	1,802.00	1,173.90	124.56	503.54	
(000504)	62- 6500- 0- 5760- 1190- 3601- 000- 0000	SPECIAL EDUCATI,OTHER SPE	601.00	601.00	533.50		67.50	
(001581)	62- 7425- 0- 1110- 1000- 3601- 000- 0000	ELO AFTER 10%,INSTRUCTION	873.00	873.00		118.26	754.74	
(001605)	62- 7425- 0- 1110- 3110- 3601- 000- 0000	ELO AFTER 10%,GUIDANCE &	350.00	175.00			175.00	
(001643)	62- 7425- 0- 5760- 1120- 3601- 000- 0000	ELO AFTER 10%,RESOURCE S	284.00	284.00			284.00	
		Total for Object 3601	22,095.00	21,920.00	12,292.67	1,000.86	8,626.47	
(000057)	62- 0000- 0- 0000- 7200- 3602- 000- 0000	UNRESTRICTED,OTHER GENE	710.00	710.00	525.70	111.78	72.52	
(000122)	62- 0000- 0- 1110- 2420- 3602- 000- 0000	UNRESTRICTED,INSTR MEDIA	689.00	689.00	509.80	108.40	70.80	
(000169)	62- 0000- 0- 1192- 2700- 3602- 000- 0000	UNRESTRICTED,SCHOOL ADM	4,381.00	4,381.00	2,437.60	460.37	1,483.03	
(000194)	62- 0000- 0- 1193- 8100- 3602- 000- 0000	UNRESTRICTED,PLANT MAINT	314.00	314.00		8.33	305.67	
(000244)	62- 0001- 0- 1500- 1000- 3602- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	670.00	670.00			670.00	
(000269)	62- 0001- 0- 1500- 3110- 3602- 000- 0000	SUPPLEMENTAL/CO,GUIDANC				34.41	34.41	
(001750)	62- 0001- 0- 1500- 3700- 3602- 000- 0000	SUPPLEMENTAL/CO,FOOD SE		55.00			55.00	
(000347)	62- 3010- 0- 1110- 1000- 3602- 000- 0000	TITLE I-BASIC G,INSTRUCTI	769.00	769.00			769.00	
(001660)	62- 3212- 0- 1110- 1000- 3602- 000- 0000	CARES ESSER II,INSTRUCTIO	161.00	161.00			161.00	
(000451)	62- 5310- 0- 0000- 3700- 3602- 000- 0000	CHILD NUTRITION,FOOD SERV	24.00	24.00			24.00	
(000498)	62- 6500- 0- 5760- 1130- 3602- 000- 0000	SPECIAL EDUCATI,SUPPLE AI	221.00	221.00			221.00	
(001589)	62- 7426- 0- 1110- 1000- 3602- 000- 0000	ELO 10%,INSTRUCTION,WORK	184.00	184.00		93.96	90.04	
		Total for Object 3602	8,123.00	8,178.00	3,473.10	817.25	3,887.65	
(000081)	62- 0000- 0- 1110- 1000- 4110- 000- 0000	UNRESTRICTED,INSTRUCTION		4,492.00			4,492.00	

Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)

ESCAPE ONLINE

Balances through August (02)						Fiscal Year 2021/22	
(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 62 - CHARTER SCHOOLS (continued)							
(000245)	62-0001-0-1500-1000-4110-000-0000	SUPPLEMENTAL/CO,INSTRUC	12,000.00	12,000.00			12,000.00
(001728)	62-0001-0-1500-1000-4110-033-0000	SUPPLEMENTAL/CO,INSTRUC				2,484.71	2,484.71-
(001667)	62-3212-0-1110-1000-4110-000-0000	CARES ESSER II,INSTRUCTIO	50,000.00	50,000.00			50,000.00
(000472)	62-6300-0-1110-1000-4110-000-0000	LOTTERY - INSTR,INSTRUCTI	61,755.00	61,755.00			61,755.00
(001740)	62-6300-0-1110-1000-4110-034-0000	LOTTERY - INSTR,INSTRUCTI				107.40	107.40-
(001726)	62-6300-0-1110-1000-4110-040-0000	LOTTERY - INSTR,INSTRUCTI				623.28	623.28-
(001712)	62-6300-0-1110-1000-4110-080-0000	LOTTERY - INSTR,INSTRUCTI				1,613.30	1,613.30-
(001637)	62-7425-0-1110-1000-4110-000-0000	ELO AFTER 10%,INSTRUCTION	15,590.00	15,590.00			15,590.00
Total for Object 4110			139,345.00	143,837.00	.00	4,828.69	139,008.31
(001739)	62-1100-0-1110-1000-4212-015-0000	STATE LOTTERY R,INSTRUCTI				685.75	685.75-
Total for Object 4212			.00	.00	.00	685.75	685.75-
(000083)	62-0000-0-1110-1000-4310-000-0000	UNRESTRICTED,INSTRUCTION		1,509.00			1,509.00
(001682)	62-0000-0-1110-1000-4310-080-0000	UNRESTRICTED,INSTRUCTION				162.51	162.51-
(000134)	62-0000-0-1110-2700-4310-000-0000	UNRESTRICTED,SCHOOL ADM				120.96	120.96-
(000246)	62-0001-0-1500-1000-4310-000-0000	SUPPLEMENTAL/CO,INSTRUC	12,000.00	12,000.00			12,000.00
(001729)	62-0001-0-1500-1000-4310-030-0000	SUPPLEMENTAL/CO,INSTRUC				3,624.02	3,624.02-
(001741)	62-0001-0-1500-1000-4310-033-0000	SUPPLEMENTAL/CO,INSTRUC				847.62	847.62-
(001711)	62-0001-0-1500-1000-4310-060-0000	SUPPLEMENTAL/CO,INSTRUC				269.50	269.50-
(001678)	62-0001-0-1500-3110-4310-000-0000	SUPPLEMENTAL/CO,GUIDANC	15,181.00	15,181.00			15,181.00
(000301)	62-1100-0-1110-1000-4310-000-0000	STATE LOTTERY R,INSTRUCTI	32,500.00	32,500.00		40.96	32,459.04
(001218)	62-1100-0-1110-1000-4310-030-0000	STATE LOTTERY R,INSTRUCTI				593.61	593.61-
(001219)	62-1100-0-1110-1000-4310-033-0000	STATE LOTTERY R,INSTRUCTI				1,515.85	1,515.85-
(001707)	62-1100-0-1110-1000-4310-034-0000	STATE LOTTERY R,INSTRUCTI				211.24	211.24-
(001329)	62-1100-0-1110-1000-4310-036-0000	STATE LOTTERY R,INSTRUCTI				165.59	165.59-
(001272)	62-1100-0-1110-1000-4310-080-0000	STATE LOTTERY R,INSTRUCTI				1,609.84	1,609.84-
(000321)	62-1400-0-1110-1000-4310-000-0000	EDUCATION PROTE,INSTRUCI	460.00	460.00			460.00
(001192)	62-3010-0-1110-1000-4310-000-0000	TITLE I-BASIC G,INSTRUCTI	10,205.00	10,205.00			10,205.00
(001742)	62-6300-0-1110-1000-4310-050-0000	LOTTERY - INSTR,INSTRUCTI				303.44	303.44-
(001730)	62-7425-0-1110-1000-4310-000-0000	ELO AFTER 10%,INSTRUCTION		21,550.00		1,413.17	20,136.83
(001631)	62-7426-0-1110-1000-4310-000-000	ELO 10%,INSTRUCTION,MATEI	1,003.00	1,003.00			1,003.00
(000527)	62-9015-0-1110-1000-4310-000-0000	HUMBOLDT AREA F,INSTRUCT	633.00	633.00			633.00
Total for Object 4310			71,982.00	95,041.00	.00	10,878.31	84,162.69
(001724)	62-0001-0-1500-1000-4312-030-0000	SUPPLEMENTAL/CO,INSTRUC				175.63	175.63-
(001350)	62-1100-0-1110-1000-4312-000-0000	STATE LOTTERY R,INSTRUCTI	5,000.00	5,000.00			5,000.00

Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)

Balances through August (02)

Fiscal Year 2021/22

(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 62 - CHARTER SCHOOLS (continued)							
(001715)	62-1100-0-1110-1000-4312-030-0000	STATE LOTTERY R,INSTRUCTI				1,620.32	1,620.32-
		Total for Object 4312	5,000.00	5,000.00	.00	1,795.95	3,204.05
(000270)	62-0001-0-1500-3110-4314-000-0000	SUPPLEMENTAL/CO,GUIDANC	300.00	300.00			300.00
(001650)	62-7425-0-1110-1000-4314-000-0000	ELO AFTER 10%,INSTRUCTION	8,500.00	8,500.00			8,500.00
		Total for Object 4314	8,800.00	8,800.00	.00	.00	8,800.00
(001714)	62-0000-0-1110-2700-4351-010-0000	UNRESTRICTED,SCHOOL ADM				212.87	212.87-
(001731)	62-0000-0-1110-2700-4351-030-0000	UNRESTRICTED,SCHOOL ADM				406.53	406.53-
(001743)	62-0000-0-1110-2700-4351-033-0000	UNRESTRICTED,SCHOOL ADM				21.84	21.84-
(001706)	62-0000-0-1110-2700-4351-040-0000	UNRESTRICTED,SCHOOL ADM				461.96	461.96-
(001324)	62-0000-0-1110-2700-4351-080-0000	UNRESTRICTED,SCHOOL ADM				39.86	39.86-
(000171)	62-0000-0-1192-2700-4351-000-0000	UNRESTRICTED,SCHOOL ADM	1,000.00	1,000.00		432.49	567.51
		Total for Object 4351	1,000.00	1,000.00	.00	1,575.55	575.55-
(000247)	62-0001-0-1500-1000-4364-000-0000	SUPPLEMENTAL/CO,INSTRUC	3,000.00	3,000.00			3,000.00
		Total for Object 4364	3,000.00	3,000.00	.00	.00	3,000.00
(001713)	62-0000-0-1193-8100-4374-040-0000	UNRESTRICTED,PLANT MAINT				476.07	476.07-
(001430)	62-0000-0-1193-8100-4374-080-0000	UNRESTRICTED,PLANT MAINT				92.38	92.38-
(001672)	62-3212-0-1193-8100-4374-000-0000	CARES ESSER II,PLANT MAIN	30,000.00	30,000.00			30,000.00
		Total for Object 4374	30,000.00	30,000.00	.00	568.45	29,431.55
(001676)	62-3212-0-1193-8100-4392-000-0000	CARES ESSER II,PLANT MAIN	25,891.00	25,891.00			25,891.00
		Total for Object 4392	25,891.00	25,891.00	.00	.00	25,891.00
(000453)	62-5310-0-0000-3700-4396-000-0000	CHILD NUTRITION,FOOD SERV	5,000.00	5,000.00			5,000.00
		Total for Object 4396	5,000.00	5,000.00	.00	.00	5,000.00
(000248)	62-0001-0-1500-1000-4445-000-0000	SUPPLEMENTAL/CO,INSTRUC	17,500.00	8,450.00			8,450.00
(001668)	62-3212-0-1110-1000-4445-000-0000	CARES ESSER II,INSTRUCTIO	50,000.00	50,000.00			50,000.00
		Total for Object 4445	67,500.00	58,450.00	.00	.00	58,450.00
(001670)	62-3212-0-1110-1000-4450-000-0000	CARES ESSER II,INSTRUCTIO	20,000.00	20,000.00			20,000.00
		Total for Object 4450	20,000.00	20,000.00	.00	.00	20,000.00
(001597)	62-0001-0-1500-1000-4453-000-0000	SUPPLEMENTAL/CO,INSTRUC	5,000.00	5,000.00			5,000.00
(001669)	62-3212-0-1110-1000-4453-000-0000	CARES ESSER II,INSTRUCTIO	20,000.00	20,000.00			20,000.00
		Total for Object 4453	25,000.00	25,000.00	.00	.00	25,000.00
(001716)	62-7425-0-1110-2420-4459-000-0000	ELO AFTER 10%,INSTR MEDIA				880.13	880.13-
		Total for Object 4459	.00	.00	.00	880.13	880.13-
(001671)	62-3212-0-0000-3700-4710-000-0000	CARES ESSER II,FOOD SERVI	12,000.00	12,000.00			12,000.00

Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)

ESCAPE ONLINE

Balances through August (02)

Fiscal Year 2021/22

(A l i a s)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 62 - CHARTER SCHOOLS (continued)							
(000454)	62- 5310- 0- 0000- 3700- 4710- 000- 0000	CHILD NUTRITION,FOOD SERV	10,409.00	10,409.00		363.40	10,045.60
(001649)	62- 7425- 0- 0000- 3700- 4710- 000- 0000	ELO AFTER 10%,FOOD SERVIC	3,000.00	3,000.00		79.12	2,920.88
		Total for Object 4710	25,409.00	25,409.00	.00	442.52	24,966.48
(001679)	62- 0001- 0- 0000- 3700- 4720- 000- 0000	SUPPLEMENTAL/CO,FOOD SE	4,500.00	4,500.00			4,500.00
		Total for Object 4720	4,500.00	4,500.00	.00	.00	4,500.00
(000058)	62- 0000- 0- 0000- 7200- 5201- 000- 0000	UNRESTRICTED,OTHER GENE	1,500.00	1,500.00			1,500.00
(000094)	62- 0000- 0- 1110- 1000- 5201- 000- 0000	UNRESTRICTED,INSTRUCTION	1,500.00	2,000.00			2,000.00
(000249)	62- 0001- 0- 1500- 1000- 5201- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	7,500.00	7,500.00			7,500.00
(000271)	62- 0001- 0- 1500- 3110- 5201- 000- 0000	SUPPLEMENTAL/CO,GUIDANC	2,500.00	2,500.00			2,500.00
(001592)	62- 4035- 0- 1110- 1000- 5201- 000- 0000	TITLE II TEACHE,INSTRUCTI	1,500.00	1,500.00			1,500.00
(001319)	62- 6500- 0- 5760- 1120- 5201- 000- 0000	SPECIAL EDUCATI,RESOURCE	2,759.00	2,759.00			2,759.00
(001635)	62- 7425- 0- 1110- 1000- 5201- 000- 0000	ELO AFTER 10%,INSTRUCTION	1,117.00	1,117.00			1,117.00
		Total for Object 5201	18,376.00	18,876.00	.00	.00	18,876.00
(001652)	62- 7425- 0- 1110- 1000- 5202- 000- 0000	ELO AFTER 10%,INSTRUCTION	4,000.00	4,000.00			4,000.00
		Total for Object 5202	4,000.00	4,000.00	.00	.00	4,000.00
(001751)	62- 0000- 0- 1110- 1000- 5205- 000- 0000	UNRESTRICTED,INSTRUCTION		1,483.00			1,483.00
(001653)	62- 7425- 0- 1110- 1000- 5205- 000- 0000	ELO AFTER 10%,INSTRUCTION	4,000.00	4,000.00			4,000.00
		Total for Object 5205	4,000.00	5,483.00	.00	.00	5,483.00
(001549)	62- 0000- 0- 0000- 7200- 5207- 000- 0000	UNRESTRICTED,OTHER GENE	2,500.00	2,500.00			2,500.00
(000095)	62- 0000- 0- 1110- 1000- 5207- 000- 0000	UNRESTRICTED,INSTRUCTION	2,250.00	2,750.00			2,750.00
(000250)	62- 0001- 0- 1500- 1000- 5207- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	5,000.00	5,000.00			5,000.00
(000272)	62- 0001- 0- 1500- 3110- 5207- 000- 0000	SUPPLEMENTAL/CO,GUIDANC	5,000.00	5,000.00			5,000.00
(000383)	62- 4035- 0- 1110- 1000- 5207- 000- 0000	TITLE II TEACHE,INSTRUCTI	2,250.00	2,250.00			2,250.00
(001630)	62- 6500- 0- 5760- 1120- 5207- 000- 0000	SPECIAL EDUCATI,RESOURCE				115.00	115.00
(001644)	62- 7425- 0- 1110- 1000- 5207- 000- 0000	ELO AFTER 10%,INSTRUCTION	1,000.00	1,000.00		4,851.90	3,851.90
		Total for Object 5207	18,000.00	18,500.00	.00	4,966.90	13,533.10
(000059)	62- 0000- 0- 0000- 7200- 5209- 000- 0000	UNRESTRICTED,OTHER GENE	1,000.00	1,000.00			1,000.00
(000096)	62- 0000- 0- 1110- 1000- 5209- 000- 0000	UNRESTRICTED,INSTRUCTION	2,250.00	2,750.00			2,750.00
(000251)	62- 0001- 0- 1500- 1000- 5209- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	5,000.00	5,000.00			5,000.00
(000273)	62- 0001- 0- 1500- 3110- 5209- 000- 0000	SUPPLEMENTAL/CO,GUIDANC	5,000.00	5,000.00			5,000.00
(001593)	62- 4035- 0- 1110- 1000- 5209- 000- 0000	TITLE II TEACHE,INSTRUCTI	2,250.00	2,250.00			2,250.00
(001651)	62- 7425- 0- 1110- 1000- 5209- 000- 0000	ELO AFTER 10%,INSTRUCTION	5,000.00	5,000.00		7,005.60	2,005.60
		Total for Object 5209	20,500.00	21,000.00	.00	7,005.60	13,994.40
(000252)	62- 0001- 0- 1500- 1000- 5261- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	3,000.00	3,000.00			3,000.00

Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)

ESCAPE ONLINE

Balances through August (02)						Fiscal Year 2021/22	
(A l i a s)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 62 - CHARTER SCHOOLS (continued)							
(001636)	62- 7425- 0- 1110- 1000- 5261- 000- 0000	ELO AFTER 10%,INSTRUCTION	250.00	250.00			250.00
		Total for Object 5261	3,250.00	3,250.00	.00	.00	3,250.00
(000060)	62- 0000- 0- 0000- 7200- 5300- 000- 0000	UNRESTRICTED,OTHER GENE				2,836.19	2,836.19-
(001698)	62- 4035- 0- 1110- 1000- 5300- 000- 0000	TITLE II TEACHE,INSTRUCTI				1,000.00	1,000.00-
(001645)	62- 7425- 0- 1110- 1000- 5300- 000- 0000	ELO AFTER 10%,INSTRUCTION	6,400.00	6,400.00			6,400.00
(001701)	62- 7425- 0- 1110- 2420- 5300- 000- 0000	ELO AFTER 10%,INSTR MEDIA				90.00	90.00-
		Total for Object 5300	6,400.00	6,400.00	.00	3,926.19	2,473.81
(000061)	62- 0000- 0- 0000- 7200- 5450- 000- 0000	UNRESTRICTED,OTHER GENE				30,075.28	30,075.28-
(000205)	62- 0000- 0- 1193- 8100- 5450- 000- 0000	UNRESTRICTED,PLANT MAINT	30,500.00	30,500.00			30,500.00
		Total for Object 5450	30,500.00	30,500.00	.00	30,075.28	424.72
(000206)	62- 0000- 0- 1193- 8100- 5500- 000- 0000	UNRESTRICTED,PLANT MAINT	4,800.00	4,800.00			4,800.00
(001268)	62- 0000- 0- 1193- 8100- 5500- 040- 0000	UNRESTRICTED,PLANT MAINT				800.00	800.00-
		Total for Object 5500	4,800.00	4,800.00	.00	800.00	4,000.00
(000207)	62- 0000- 0- 1193- 8100- 5510- 000- 0000	UNRESTRICTED,PLANT MAINT	750.00	750.00			750.00
		Total for Object 5510	750.00	750.00	.00	.00	750.00
(000208)	62- 0000- 0- 1193- 8100- 5520- 000- 0000	UNRESTRICTED,PLANT MAINT	15,000.00	15,000.00		565.87	14,434.13
(000209)	62- 0000- 0- 1193- 8100- 5520- 050- 0000	UNRESTRICTED,PLANT MAINT				152.84	152.84-
		Total for Object 5520	15,000.00	15,000.00	.00	718.71	14,281.29
(000210)	62- 0000- 0- 1193- 8100- 5530- 000- 0000	UNRESTRICTED,PLANT MAINT	2,100.00	2,100.00			2,100.00
(000212)	62- 0000- 0- 1193- 8100- 5530- 050- 0000	UNRESTRICTED,PLANT MAINT				157.54	157.54-
		Total for Object 5530	2,100.00	2,100.00	.00	157.54	1,942.46
(000214)	62- 0000- 0- 1193- 8100- 5560- 000- 0000	UNRESTRICTED,PLANT MAINT	3,500.00	3,500.00			3,500.00
(001327)	62- 0000- 0- 1193- 8100- 5560- 040- 0000	UNRESTRICTED,PLANT MAINT				116.72	116.72-
		Total for Object 5560	3,500.00	3,500.00	.00	116.72	3,383.28
(001269)	62- 0000- 0- 1193- 8100- 5565- 000- 0000	UNRESTRICTED,PLANT MAINT	500.00	500.00			500.00
		Total for Object 5565	500.00	500.00	.00	.00	500.00
(000221)	62- 0000- 0- 1195- 8700- 5612- 000- 0000	UNRESTRICTED,FACILITIES R	261,456.00	261,456.00		17,364.00	244,092.00
(001328)	62- 0000- 0- 1195- 8700- 5612- 030- 0000	UNRESTRICTED,FACILITIES R				15,000.00	15,000.00-
(001433)	62- 0000- 0- 1195- 8700- 5612- 040- 0000	UNRESTRICTED,FACILITIES R				10,900.00	10,900.00-
(001297)	62- 0000- 0- 1195- 8700- 5612- 050- 0000	UNRESTRICTED,FACILITIES R				11,400.00	11,400.00-
(001243)	62- 0000- 0- 1195- 8700- 5612- 060- 0000	UNRESTRICTED,FACILITIES R				10,500.00	10,500.00-
		Total for Object 5612	261,456.00	261,456.00	.00	65,164.00	196,292.00
(000142)	62- 0000- 0- 1110- 2700- 5623- 000- 0000	UNRESTRICTED,SCHOOL ADM	2,500.00	2,500.00			2,500.00

Balances through August (02)

Fiscal Year 2021/22

(Alias)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 62 - CHARTER SCHOOLS (continued)							
(001213)	62- 0000- 0- 1110- 2700- 5623- 080- 0000	UNRESTRICTED,SCHOOL ADM				312.47	312.47-
(001478)	62- 0000- 0- 1192- 2700- 5623- 000- 0000	UNRESTRICTED,SCHOOL ADM	2,000.00	2,000.00			2,000.00
		Total for Object 5623	4,500.00	4,500.00	.00	312.47	4,187.53
(001345)	62- 0000- 0- 1110- 1000- 5637- 050- 0000	UNRESTRICTED,INSTRUCTION				118.98	118.98-
(000143)	62- 0000- 0- 1110- 2700- 5637- 000- 0000	UNRESTRICTED,SCHOOL ADM	3,500.00	3,500.00		664.68	2,835.32
(001325)	62- 0000- 0- 1110- 2700- 5637- 040- 0000	UNRESTRICTED,SCHOOL ADM				152.54	152.54-
(000178)	62- 0000- 0- 1192- 2700- 5637- 000- 0000	UNRESTRICTED,SCHOOL ADM	12,500.00	12,500.00		2,115.63	10,384.37
		Total for Object 5637	16,000.00	16,000.00	.00	3,051.83	12,948.17
(000062)	62- 0000- 0- 0000- 7200- 5800- 000- 0000	UNRESTRICTED,OTHER GENE		200.00			200.00
(000101)	62- 0000- 0- 1110- 1000- 5800- 000- 0000	UNRESTRICTED,INSTRUCTION	35,200.00	35,200.00			35,200.00
(000125)	62- 0000- 0- 1110- 2420- 5800- 000- 0000	UNRESTRICTED,INSTR MEDIA				3,222.16	3,222.16-
(000179)	62- 0000- 0- 1192- 2700- 5800- 000- 0000	UNRESTRICTED,SCHOOL ADM	1,500.00	1,500.00			1,500.00
(001376)	62- 0000- 0- 1192- 2700- 5800- 080- 0000	UNRESTRICTED,SCHOOL ADM				171.00	171.00-
(000217)	62- 0000- 0- 1193- 8100- 5800- 000- 0000	UNRESTRICTED,PLANT MAINT	2,500.00	2,500.00			2,500.00
(001546)	62- 0000- 0- 1193- 8100- 5800- 040- 0000	UNRESTRICTED,PLANT MAINT				328.50	328.50-
(000220)	62- 0000- 0- 1193- 8100- 5800- 050- 0000	UNRESTRICTED,PLANT MAINT				88.50	88.50-
(001270)	62- 0000- 0- 1193- 8100- 5800- 080- 0000	UNRESTRICTED,PLANT MAINT				373.33	373.33-
(000253)	62- 0001- 0- 1500- 1000- 5800- 000- 0000	SUPPLEMENTAL/CO,INSTRUC	15,500.00	15,500.00			15,500.00
(001727)	62- 0001- 0- 1500- 1000- 5800- 040- 0000	SUPPLEMENTAL/CO,INSTRUC				398.00	398.00-
(000302)	62- 1100- 0- 1110- 1000- 5800- 000- 0000	STATE LOTTERY R,INSTRUCTI	24,100.00	24,100.00		10,214.72	13,885.28
(001610)	62- 3212- 0- 1110- 1000- 5800- 000- 0000	CARES ESSER II,INSTRUCTIO	90,000.00	90,000.00		6,250.00	83,750.00
(001723)	62- 3212- 0- 1110- 1000- 5800- 040- 0000	CARES ESSER II,INSTRUCTIO				6,250.00	6,250.00-
(001417)	62- 4126- 0- 1110- 1000- 5800- 000- 0000	RURAL & LOW INC,INSTRUCTI	6,624.00	6,624.00			6,624.00
(001341)	62- 6500- 0- 5760- 1120- 5800- 000- 0000	SPECIAL EDUCATI,RESOURCE	450.00	450.00			450.00
(001237)	62- 6500- 0- 5760- 1190- 5800- 000- 0000	SPECIAL EDUCATI,OTHER SPE	36,000.00	36,000.00			36,000.00
(001646)	62- 7425- 0- 1110- 1000- 5800- 000- 0000	ELO AFTER 10%,INSTRUCTION	4,000.00	4,000.00			4,000.00
		Total for Object 5800	216,074.00	216,074.00	.00	27,296.21	188,777.79
(000105)	62- 0000- 0- 1110- 1000- 5801- 000- 0000	UNRESTRICTED,INSTRUCTION				100.00	100.00-
		Total for Object 5801	.00	.00	.00	100.00	100.00-
(000180)	62- 0000- 0- 1192- 2700- 5805- 000- 0000	UNRESTRICTED,SCHOOL ADM	1,000.00	1,000.00			1,000.00
(001611)	62- 1100- 0- 1110- 1000- 5805- 000- 0000	STATE LOTTERY R,INSTRUCTI	1,000.00	1,000.00			1,000.00
		Total for Object 5805	2,000.00	2,000.00	.00	.00	2,000.00
(000384)	62- 4035- 0- 1110- 2150- 5811- 000- 0000	TITLE II TEACHE,INSTR ADM	6,656.00	6,656.00			6,656.00
		Total for Object 5811	6,656.00	6,656.00	.00	.00	6,656.00

Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)

ESCAPE ONLINE

Balances through August (02)						Fiscal Year 2021/22	
(Aliases)	FD- RESC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 62 - CHARTER SCHOOLS (continued)							
(001598)	62-0000-0-1110-2420-5812-000-0000	UNRESTRICTED,INSTR MEDIA	6,795.00	6,795.00			6,795.00
		Total for Object 5812	6,795.00	6,795.00	.00	.00	6,795.00
(000110)	62-0000-0-1110-1000-5819-000-0000	UNRESTRICTED,INSTRUCTION	23,750.00	23,750.00			23,750.00
(001599)	62-0001-0-1500-1000-5819-000-0000	SUPPLEMENTAL/CO,INSTRUC	17,500.00	17,500.00			17,500.00
(000371)	62-3310-0-5760-3140-5819-000-0000	SP ED-IDEA BAS,HEALTH SER	4,979.00	4,979.00			4,979.00
(001342)	62-6500-0-5760-3140-5819-000-0000	SPECIAL EDUCATI,HEALTH SE	5,050.00	5,050.00			5,050.00
		Total for Object 5819	51,279.00	51,279.00	.00	.00	51,279.00
(000064)	62-0000-0-0000-7200-5822-000-0000	UNRESTRICTED,OTHER GENE				2,600.00	2,600.00
		Total for Object 5822	.00	.00	.00	2,600.00	2,600.00
(001185)	62-0000-0-0000-7200-5823-000-0000	UNRESTRICTED,OTHER GENE				543.18	543.18
		Total for Object 5823	.00	.00	.00	543.18	543.18
(000181)	62-0000-0-1192-2700-5831-000-0000	UNRESTRICTED,SCHOOL ADM	1,000.00	1,000.00		1,252.45	252.45
		Total for Object 5831	1,000.00	1,000.00	.00	1,252.45	252.45
(000066)	62-0000-0-0000-7700-5845-000-0000	UNRESTRICTED,DATA PROCE	20,000.00	20,000.00			20,000.00
		Total for Object 5845	20,000.00	20,000.00	.00	.00	20,000.00
(000254)	62-0001-0-1500-1000-5881-000-0000	SUPPLEMENTAL/CO,INSTRUC	4,500.00	4,500.00			4,500.00
		Total for Object 5881	4,500.00	4,500.00	.00	.00	4,500.00
(000539)	62-9030-0-1110-1000-5885-000-0000	MVCS-OGA,INSTRUCTION,STL	813.00	813.00			813.00
		Total for Object 5885	813.00	813.00	.00	.00	813.00
(000148)	62-0000-0-1110-2700-5909-000-0000	UNRESTRICTED,SCHOOL ADM				469.57	469.57
(001347)	62-0000-0-1110-2700-5909-030-0000	UNRESTRICTED,SCHOOL ADM				208.21	208.21
(000149)	62-0000-0-1110-2700-5909-050-0000	UNRESTRICTED,SCHOOL ADM				896.85	896.85
(000185)	62-0000-0-1192-2700-5909-000-0000	UNRESTRICTED,SCHOOL ADM				969.60	969.60
		Total for Object 5909	.00	.00	.00	2,544.23	2,544.23
(001266)	62-0000-0-1110-2700-5922-080-0000	UNRESTRICTED,SCHOOL ADM				51.00	51.00
(000255)	62-0001-0-1500-1000-5922-000-0000	SUPPLEMENTAL/CO,INSTRUC	500.00	500.00			500.00
		Total for Object 5922	500.00	500.00	.00	51.00	449.00
(000151)	62-0000-0-1110-2700-5950-000-0000	UNRESTRICTED,SCHOOL ADM				729.98	729.98
(001214)	62-0000-0-1110-2700-5950-033-0000	UNRESTRICTED,SCHOOL ADM				37.60	37.60
(001375)	62-0000-0-1110-2700-5950-080-0000	UNRESTRICTED,SCHOOL ADM				65.02	65.02
(000188)	62-0000-0-1192-2700-5950-000-0000	UNRESTRICTED,SCHOOL ADM	1,000.00	1,000.00		1,806.65	806.65
		Total for Object 5950	1,000.00	1,000.00	.00	2,639.25	1,639.25
		Total for Expense Accounts	5,497,675.00	5,497,675.00	2,757,932.49	441,778.92	2,297,963.59

Selection Grouped by Account Type, Filtered by User Permissions and (Org = 75, Online/Offline = N, Fiscal Year = 2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-8, Object Digits = 4, Page Break Level =)

Balances through August (02)

Fiscal Year 2021/22

Fund 62 - CHARTER SCHOOLS (continued)

Total for Org 075 and Fund CHARTER SCHOOLS

	<u>Starting Balance</u>	<u>+ Revenues</u>	<u>- Encumbrances</u>	<u>- Expenditures</u>	<u>= Calculated Ending Balance</u>
Budgeted		5,471,550.00		5,497,675.00	26,125.00-
Actuals	.00	409,180.00	2,757,932.49	441,778.92	2,790,531.41-

	Account classifications selected						Field ranges selected			
	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	FI	RANGE
1.	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-

Primary sort/rollup levels: FD
Income summary level: 4
Expense summary level: 4
Data source: GLSTEX Standard Extract
Report template: /var/opt/qss/data/CTFAR300: 07/07/2020 17:07:13
Budget type: W Working
Include budget transfers: N
GL Transactions: B Approved and Unapproved
Exclude Pre-encumbrances: N
Use Reference Values: N
Restricted Fld Nbr: 02 RESOURCE
Separation Option: No Separation of Restricted and UnRestricted
Extraction Type: Restricted and UnRestricted
Report prepared: 09/02/2021 11:10:02

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
4300 SUPPLIES	50,341.00	5,959.54	5,959.54	5,522.54	38,858.92	22.8
4700 FOOD	12,000.00	61.56	61.56	16,032.19	4,093.75-	134.1
5200 TRAVEL & CONFERENCE	20,250.00	1,617.30	1,617.30	0.00	18,632.70	8.0
5300 DUES & MEMBERSHIPS	7,510.00	0.00	0.00	7,995.38	485.38-	106.5
5400 INSURANCE	29,000.00	31,496.00	31,496.00	0.00	2,496.00-	108.6
5500 OPERATION & HOUSEKEEPING SERV	26,000.00	1,159.00	1,159.00	18,668.50	6,172.50	76.3
5510 HEATING BUTANE, OIL	2,000.00	0.00	0.00	2,000.00	0.00	100.0
5520 ELECTRICITY	15,000.00	116.29	116.29	19,205.21	4,321.50-	128.8
5530 WATER&/OR SEWAGE	3,500.00	0.00	0.00	3,500.00	0.00	100.0
5550 DISPOSAL/GARBAGE REMOVAL	2,000.00	0.00	0.00	0.00	2,000.00	0.0
5600 RENTALS, LEASES & REPAIRS,N.C.	12,600.00	555.40	555.40	20,473.20	8,428.60-	166.9
5612 NORTH UNITED RENT/LEASE BLDG	136,200.00	22,950.00	22,950.00	115,650.00	2,400.00-	101.8
5800 PROFES'L/CONSULTG SVCS/OP EXP	450,337.14	665.00	665.00	450,930.62	1,258.48-	100.3
5801 LEGAL FEES	3,000.00	0.00	0.00	0.00	3,000.00	0.0
5830 AUDIT FEES	13,000.00	0.00	0.00	13,000.00	0.00	100.0
5864 CO-OP / SCOE	4,500.00	0.00	0.00	7,250.00	2,750.00-	161.1
5899 UNAPPROPRIATED REVENUE	236,721.96	0.00	0.00	0.00	236,721.96	0.0
5912 COMMUN - INTERNET SVCS/LINES	10,995.00	200.11	200.11	6,299.89	4,495.00	59.1
5922 COMMUNICATION - TELEPHONE SVCS	10,330.00	157.37	157.37	11,054.36	881.73-	108.5
5930 COMMUNICATION - POSTAGE/METER	600.00	0.00	0.00	600.00	0.00	100.0
7142 OTH TUIT,EXC CST PMT TO COE	12,185.00	0.00	0.00	0.00	12,185.00	0.0
7310 TRANSFERS OF INDIRECT COSTS	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Expense	2,115,264.49	110,045.13	110,045.13	938,535.22	1,066,684.14	
Ending balance						
9790 FUND BAL-UNDESIG/UNAPPROP	31,709.49	0.00	0.00	0.00	31,709.49	
TOTAL Ending balance	31,709.49	0.00	0.00	0.00	31,709.49	
**Fund balance	31,709.49-	31,593.13-	31,593.13-			**

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Beginning balance						
9110 CASH IN COUNTY TREASURY	0.00	95,658.69	95,658.69	0.00	95,658.69	
9209 A/R SET-UP ODD YEARS	0.00	140,708.17-	140,708.17-	0.00	140,708.17-	
9510 ACCOUNTS PAYABLE CURRENT LIAB	0.00	6,195.04	6,195.04	0.00	6,195.04	
9511 STRS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9512 PERS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9513 OASDHI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9514 H & W PASS THROUGH	0.00	7,261.31	7,261.31	0.00	7,261.31	
9515 SUI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9516 W/COMP PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9518 MEDICARE PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
TOTAL Beginning balance	0.00	31,593.13-	31,593.13-	0.00	31,593.13-	
Current year revenue						
8011 STATE AID - CURRENT YEAR	1,587,080.00	78,452.00	78,452.00	0.00	1,508,628.00	4.9
8012 EPA REVENUE	27,704.00	0.00	0.00	0.00	27,704.00	0.0
8290 ALL OTHER FEDERAL REVENUES	199,830.00	0.00	0.00	0.00	199,830.00	0.0
8560 STATE LOTTERY REVENUE	25,725.00	0.00	0.00	0.00	25,725.00	0.0
8590 ALL OTHER STATE REVENUES	169,050.00	0.00	0.00	0.00	169,050.00	0.0
8660 INTEREST	5,000.00	0.00	0.00	0.00	5,000.00	0.0
8699 ALL OTHER LOCAL REVENUES	30,021.00	0.00	0.00	0.00	30,021.00	0.0
8792 TF OF APPORT FROM COE	39,145.00	0.00	0.00	0.00	39,145.00	0.0
8980 CONTRIBUTIONS FR UNRESTR REV	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Current year revenue	2,083,555.00	78,452.00	78,452.00	0.00	2,005,103.00	
*TOTAL Beginning balance + Revenue	2,083,555.00	78,452.00	78,452.00			*
Expense						
1100 CERTIFICATED TEACHERS SALARIES	547,140.00	26,447.09	26,447.09	57,750.00	462,942.91	15.4
1900 OTHER CERTIFICATED SALARIES	0.00	161.25	161.25	0.00	161.25-	N/A
2100 INSTRUCTIONAL AIDE SALARIES	250.00	0.00	0.00	0.00	250.00	0.0
2200 CLASSIFIED SUPPORT SALARIES	9,504.00	0.00	0.00	0.00	9,504.00	0.0
2400 CLERICAL/TECHNICAL/OFFICE SAL	98,170.00	7,078.16	7,078.16	79,731.52	11,360.32	88.4
2900 OTHER CLASSIFIED SALARIES	60,453.00	2,150.00	2,150.00	0.00	58,303.00	3.6
3101 STRS CERTIFICATED	141,786.09	4,046.94	4,046.94	9,326.63	128,412.52	9.4
3102 STRS CLASSIFIED	0.00	347.23	347.23	0.00	347.23-	N/A
3201 PERS CERTIFICATED	0.00	527.85	527.85	0.00	527.85-	N/A
3202 PERS CLASSIFIED	38,575.17	1,465.18	1,465.18	16,504.42	20,605.57	46.6
3301 SOCIAL SECURITY CERTIFICATED	0.00	129.65	129.65	0.00	129.65-	N/A
3302 SOCIAL SECURITY CLASSIFIED	10,439.38	432.84	432.84	4,943.35	5,063.19	51.5
3311 MEDICARE - CERTIFICATED	7,933.54	363.54	363.54	837.38	6,732.62	15.1
3312 MEDICARE - CLASSIFIED	2,441.48	132.41	132.41	1,156.11	1,152.96	52.8
3401 HEALTH & WELFARE CERTIFICATED	99,898.80	781.20	781.20	15,624.00	83,493.60	16.4
3402 HEALTH & WELFARE CLASSIFIED	7,812.00	666.00	666.00	13,320.00	6,174.00-	179.0
3501 UNEMPLOYMENT - CERTIFICATED	6,729.83	23.99	23.99	279.89	6,425.95	4.5
3502 UNEMPLOYMENT - CLASSIFIED	2,071.05	20.67	20.67	393.33	1,657.05	20.0
3601 WORKERS COMP - CERTIFICATED	5,854.41	255.71	255.71	588.23	5,010.47	14.4
3602 WORKERS COMP - CLASSIFIED	1,801.64	93.14	93.14	812.77	895.73	50.3
4100 APPRVD TEXTBKS/CORE CURRICULA	16,334.00	15.29-	15.29-	39,085.70	22,736.41-	239.2

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Beginning balance						
9110 CASH IN COUNTY TREASURY	0.00	1,870.53-	1,870.53-	0.00	1,870.53-	
9620 DUE TO OTHER AGENCIES	0.00	1,870.53	1,870.53	0.00	1,870.53	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
*TOTAL Beginning balance + Revenue	0.00	0.00	0.00			*
**Fund balance	0.00	0.00	0.00			**

Agenda Item 6.
REPORTS

Subject:

6.3 Director's Report

Action Requested:

Information

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 6.
REPORTS

Subject:

6.4 Northern United - Humboldt Charter School Report

Action Requested:

Information

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

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

Fiscal Implications:

None

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

Humboldt Regional Director Board Meeting Report

9-16-21

What's happening Schoolwide?

A. Professional Development

- a. Our Fall Summit, 8/26&27, was a success. Thursday was spent reviewing AB 130 and training on the new requirements. Friday was by far the better day where the staff was able to connect and work together on WASC, AVID workshops, and sharing best practices. Our theme was "Game On!" in reference to taking on the new independent study requirements!
- b. We have had a few training sessions with School Pathways and how to use their gradebook to meet the requirements of AB 130.
- c. Friday, September 3rd is our first Teacher Circle of the year. We will cover the SP gradebook.

B. The Fall Screening Window is open for math and reading.

C. We will kick off our new Parent Group, The Branches, on Friday, September 3rd when the staff who are involved will meet and plan our first parent night, 9/22.

What's happening at Individual Learning Centers that is Newsworthy?

- A. Heather Scharlack shares A pic of her desk and front entryway!



But pleased to report all zoom offerings offered, with takers. All synchronous lessons completed and documented. All curriculum delivered, Master agreements and household data forms delivered, 9 supplemental POs and PARS to date, free meals info delivered, tutorial service is scheduled, student technology request forms complete, vendor services scheduled, school pathways...hmm, not yet (growth mindset language)

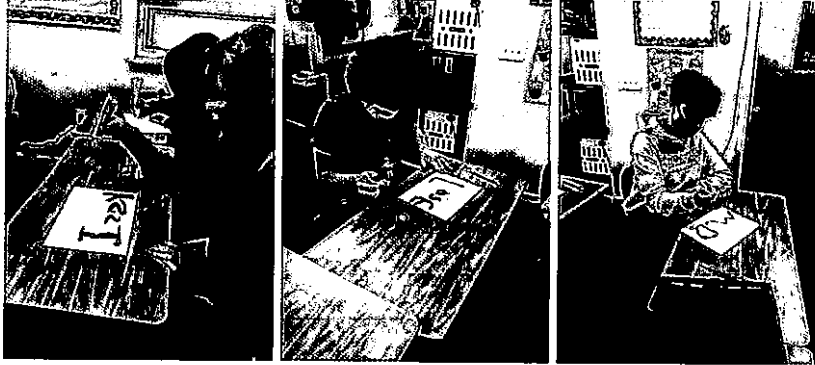
STAR assessment info in the wings for next week...

Reimbursements for expenditures over the summer...

Speech services secured or in process...

I'm sure there's more, GAME ON!! :)

- E. Rebekah Davis' 7th graders engaged in hands-on activities with a deeper meaning
- Second Step Anti-Bullying Unit Opener- Toothpaste Art- the students were asked to empty a full tube of toothpaste onto their work mat. Then, they were asked to put the toothpaste back into the tube. The lesson- once words leave your mouth, you can't take them back.



- AVID Focused Note Taking Lesson Opener- Mrs. Davis modeled how to make a PB&J sandwich. The students were instructed to take notes on the demonstration. Afterwards, the students had to make their sandwich following the steps in their notes. (oh yes, fun times!). Next, the students were able to revisit their notes and add details. Lesson learned- details matter in note taking!



Agenda Item 6.
REPORTS

Subject:

6.5 Northern United - Siskiyou Charter School Report

Action Requested:

Information

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller

Agenda Item 6.
REPORTS

Subject:

6.6 Board Report

Action Requested:

Information

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 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: Policies, NU-SCS unaudited actuals

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Jere Cox

Agenda Item 7.
NEXT BOARD MEETING

Subject:

7.2 Next Board Meeting Date: October 14th

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