

**NUCS Board Meeting 2/8/2023 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, Rosemary Kunkler

**Agenda Item 2.**  
**PRESENTATIONS**

**Subject:**

2.1 Student Presentation - Willow Creek Learning Center (WCLC) - Theron Ambrosin, Ayla Ambrosini, Olive Conley, Cianna Pace, Maple Stoodly

**Action Requested:**

None

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

The students at WCLC will present their projects. They each researched a different country from around the world and created a project.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

**Agenda Item 3.**

**CONSENT AGENDA**

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

**Subject:**

3.1 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 - \$116,939.17

Payroll: NU-Humboldt Charter School - \$238,415.46

**Contact Person/s:** Shari Lovett, Tammy Picconi

**Checks Dated 01/01/2023 through 01/31/2023**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000191208	01/05/2023	CITI CARDS	62-4396	ACCT ENDING 7461		91.28
3000191209	01/05/2023	DESERT SPRINGS MARRIOTT INC	62-5209	PO HC23-0558		3,323.21
3000191210	01/05/2023	Harmon, Christopher S	62-4310	ORBE SUPPLIES		25.05
3000191211	01/05/2023	KOROBI STABLES	62-5800	M BORNMAN	140.00	
				R BORNMAN	140.00	280.00
3000191212	01/05/2023	SONOMA COUNTY OFFICE OF EDUC	62-5207	PO HC23-0543		750.00
3000191213	01/05/2023	STATE OF CALIFORNIA EDD	62-9540	PO HC23-0557		3,882.49
3000191957	01/12/2023	AT&T	62-5909	ACCT 70726889825332		257.74
3000191958	01/12/2023	BEGINNINGS INC	62-4710	PO HC23-0550		3,551.25
3000191959	01/12/2023	BICOASTAL MEDIA	62-5831	PO HC23-0237		700.00
3000191960	01/12/2023	CITY OF ARCATA	62-5530	PO HC23-0215	81.44	
				PO HC23-0216	81.44	162.88
3000191961	01/12/2023	DAVID L MOONIE & CO LLP	62-5822	PO HC23-0561		3,200.00
3000191962	01/12/2023	DEVEREUX	62-5819	PO HC23-0566	20,061.12	
				PO HC23-0568	18,075.66	38,136.78
3000191963	01/12/2023	EDMENTUM	62-5800	PO HC23-0247		3,125.00
3000191964	01/12/2023	EUREKA CITY SCHOOLS BUSINESS AND FISCAL SERVICES	62-4710	PO HC23-0551		2,755.00
3000191965	01/12/2023	FRONTIER COMMUNICATIONS	62-5909	PO HC23-0212		331.19
3000191966	01/12/2023	Harmon, Christopher S	62-4310	ORBE SUPPLIES AND STAINED GLASS	24.76	
			62-5800	ORBE SUPPLIES AND STAINED GLASS	225.00	249.76
3000191967	01/12/2023	HTA	62-5261	PO HC23-0531		700.00
3000191968	01/12/2023	JIVE COMMUNICATIONS	62-5800	PO HC23-0555		495.88
3000191969	01/12/2023	LEHMANN, NATHAN	62-5800	PO HC23-0208		180.00
3000191970	01/12/2023	Lindley, Tamara A	62-5201	DEC 2022 MILEAGE	93.13	
				NOV 2022 MILEAGE	137.38	230.51
3000191971	01/12/2023	Lyons-Tinsley, Tomire O	62-5201	DEC 2022 MILEAGE	90.00	
				NOV 2022 MILEAGE	270.00	360.00
3000191972	01/12/2023	P G & E	62-5520	PO HC23-0194	681.09	
				PO HC23-0195	362.95	1,044.04
3000191973	01/12/2023	PHOENIX CERAMIC & FIRE SUPPLY	62-4310	PO HC23-0560		86.80
3000191974	01/12/2023	PITNEY BOWES INC	62-4351	PO HC23-0552		183.15
3000191975	01/12/2023	RECOLOGY HUMBOLDT COUNTY	62-5560	PO HC23-0209		122.40
3000191976	01/12/2023	SOLO SPORTS	62-4351	PO HC23-0432		63.00
3000191977	01/12/2023	STAPLES ADVANTAGE	62-4310	po hc23-0513		70.89
3000191978	01/12/2023	VALLEY PACIFIC PETROLEUM SERV	62-4364	PO HC23-0275		297.64
3000191979	01/12/2023	WEST SHIELD ADOLESCENT SRVS	62-5817	PO HC23-0564		11,100.50
3000192920	01/23/2023	AMAZON CAPITAL SERVICES	62-4310	PO HC23-0520	116.62	

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.

Checks Dated 01/01/2023 through 01/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000192920	01/23/2023	AMAZON CAPITAL SERVICES	62-4310	PO HC23-0520 CM FOR ORIG INV 1JDR-DLYN-1G16	34.40-	
				PO HC23-0547	44.00	
			62-4374	PO HC23-0518	79.10	
			62-4381	PO HC23-0063	223.65	
			62-4453	PO HC23-0062	501.99	930.96
3000192921	01/23/2023	AT&T	62-5909	ACCT 287287933630		23.50
3000192922	01/23/2023	AT&T	62-5909	PO HC23-0210		559.15
3000192923	01/23/2023	Churchill Bos, Janna E	62-4310	REIMBURSE FOR RESTORATIVE QUESTION CARDS	14.55	
			62-5205	REIMBURSE FOR CONFERNCE	388.70	
			62-5209	REIMBURSE FOR CONFERNCE	91.98	495.23
3000192924	01/23/2023	CRYSTAL CREAMERY	62-4710	PO HC23-0575		52.13
3000192925	01/23/2023	CURRICULUM ASSOCIATES LLC	62-4110	PO HC23-0304		61.04
3000192926	01/23/2023	CUTTEN COMMUNITY CHURCH	62-5520	UTILITIES	1,640.14	
			62-5530	UTILITIES	383.81	
			62-5560	UTILITIES	272.25	2,296.20
3000192927	01/23/2023	DEPARTMENT OF JUSTICE CASHIERING UNIT	62-5861	PO HC23-0577		32.00
3000192928	01/23/2023	DOMINICK, JENNIFER	62-5800	PO HC23-0121		180.00
3000192929	01/23/2023	FRONTIER COMMUNICATIONS	62-5909	PO HC23-0213		105.98
3000192930	01/23/2023	GREAT AMERICAN FINANCIAL SERV	62-5623	PO HC23-0578		2,398.83
3000192931	01/23/2023	GREAT AMERICAN FINANCIAL SERV	62-5623	SISKIYOU		911.89
3000192932	01/23/2023	H.C.S.D.	62-5530	PO HC23-0489		157.31
3000192933	01/23/2023	Harmon, Christopher S	62-5800	ORBE INDOOR CLIMBING		136.00
3000192934	01/23/2023	HI SF FISHERMAN'S WHARF	62-5209	PO HC23-0582 AVID		1,980.00
3000192935	01/23/2023	MOVING BEYOND THE PAGE	62-4110	PO HC23-0534		542.09
3000192936	01/23/2023	OPTIMUM	62-5922	PO HC23-0214		1,280.53
3000192937	01/23/2023	P G & E	62-5520	PO HC23-0196		650.81
3000192938	01/23/2023	PITNEY BOWES INC	62-5623	PO HC23-0576		113.14
3000192939	01/23/2023	PITNEY BOWES PURCHASE POWER	62-5950	SISKIYOU POSTAGE RESERVE ACCT		938.97
3000192940	01/23/2023	SEQUOIA GAS COMPANY	62-5512	PO HC23-0572		509.17
3000192941	01/23/2023	SIMMONS, LORENZA	62-5800	PO HC23-0466		350.00
3000193351	01/26/2023	AMBROSINI, DENNIS	62-5612	PO HC23-0519		2,000.00
3000193352	01/26/2023	BEGINNINGS INC	62-5612	PO HC23-0442		1,000.00
3000193353	01/26/2023	CAMPTON PLAZA	62-5612	PO HC23-0021		5,625.00
3000193354	01/26/2023	CDW GOVERNMENT	62-4453	PO HC23-0064	1,744.86	
				PO HC23-0065	475.63	2,220.49
3000193355	01/26/2023	CUTTEN COMMUNITY CHURCH	62-5612	PO HC23-0019		5,000.00

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.

ESCAPE ONLINE

Checks Dated 01/01/2023 through 01/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000193356	01/26/2023	DAGGETT, PETER JAY	62-5612	PO HC23-0022		3,800.00
3000193357	01/26/2023	HADLEY RANCH	62-5612	PO HC23-0020		500.00
3000193358	01/26/2023	KGK RENTALS LLC	62-5450	PO'S HC23-0017 AND HC23-0074	116.91	
			62-5612	PO'S HC23-0017 AND HC23-0074	5,382.88	5,499.79
3000193359	01/26/2023	Picconi, Tammy L	62-5201	MILEAGE FOR SISKIYOU MEETING		320.95
3000193360	01/26/2023	Rybeck-Davis, Rebekah E	62-5201	JANUARY 2023 MILEAGE	61.57	
			62-5801	FOR AVID TRIP BASEBALL TICKETS	450.00	511.57
<b>Total Number of Checks</b>					<b>61</b>	<b>116,939.17</b>

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	61	116,939.17
	Total Number of Checks	61	116,939.17
	Less Unpaid Sales Tax Liability		.00
	<b>Net (Check Amount)</b>		<b>116,939.17</b>

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.

<b>Pay Date 01/31/2023</b>	<b>Fiscal Year 2022/23</b>
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EARNINGS by Earnings Code	Income	Adjustments
Regular	238,415.46	
<b>TOTAL</b>	<b>238,415.46</b>	

EARNINGS by Group	Income	Adjustments
Base Pay	215,218.15	
Docks	703.50	
Extra Duty	20,975.81	
Stipends	2,925.00	
<b>TOTAL</b>	<b>238,415.46</b>	

EARNINGS	Person Type	Female Employees
Certificated	32	171,655.73
Classified	25	66,759.73
<b>TOTAL</b>	<b>57</b>	<b>238,415.46</b>

**Vendor Summary for Pay Date 01/31/2023**

Vendor Checks  
Vendor Liabilities

**BALANCING DATA**

		176,293.06	Net Pay
Gross Earnings	238,415.46	62,122.40	Deductions
District Liability	119,970.18	119,970.18	Contributions
	<b>358,385.64</b>	<b>358,385.64</b>	

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	14,362.58		14,362.58	216,619.15
State Withholding	4,959.21		4,959.21	216,619.15
Social Security	4,161.26	4,161.26	8,322.52	67,117.07
Medicare	3,445.68	3,445.68	6,891.36	237,632.84
SUI		1,188.22	1,188.22	237,632.84
Workers' Comp		1,615.89	1,615.89	237,632.84
<b>SUBTOTAL</b>	<b>26,928.73</b>	<b>10,411.05</b>	<b>37,339.78</b>	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	3,000.40	10,874.26	13,874.66	42,862.64
PERS / 62	1,214.77	3,852.36	5,067.13	15,184.66
STRS / 60	10,720.07	19,975.92	30,695.99	104,585.82
STRS / 62	5,778.45	10,815.09	16,593.54	56,623.41
Tax Sheltered Annuit	300.00		300.00	
Supplemental Insuran	782.62		782.62	
<b>SUBTOTAL</b>	<b>21,796.31</b>	<b>45,517.63</b>	<b>67,313.94</b>	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Health & Welfare	2,946.11	64,041.50	66,987.61	
Supplemental Insuran	338.00		338.00	
Summer Savings	10,113.25		10,113.25	60,679.45
<b>SUBTOTAL</b>	<b>13,397.36</b>	<b>64,041.50</b>	<b>77,438.86</b>	
<b>TOTALS</b>	<b>62,122.40</b>	<b>119,970.18</b>	<b>182,092.58</b>	

**Cancel/Reissue for Process Date 01/31/2023**

Reissued  
Cancel Checks  
Void ACH

**NET**

Direct Deposits	150,980.62	45	
Checks	25,312.44	12	
Partial Net ACH			
Negative Net			
Check Holds			
Zero Net			
<b>TOTAL</b>	<b>176,293.06</b>	<b>57</b>	



Selection: Grouped by Org, Filtered by (Org = 75, Fiscal Year = 2023, Starting Pay Date = 1/31/2023)

**Agenda Item 3.**

**CONSENT AGENDA**

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

**Subject:**

3.2 Consideration of Approval of Warrants & Payroll for NU-Siskiyou Charter School (0104, 0117, 0130)

**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 - \$79,475.25

Payroll: NU-Siskiyou Charter School - \$76,920.45

**Contact Person/s:** Shari Lovett, Tammy Picconi

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0104

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)	XXXXXXXXXX	XXXXXXXXXX
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 0104	23903.95	
	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:  Date: 1/3/23

Board Approval Date: \_\_\_\_\_ Mail: \_\_\_\_\_ Hold: \_\_\_\_\_

*For Siskiyou County Office of Education Use Only*

Audited By: \_\_\_\_\_ Audited Date: \_\_\_\_\_



DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0104 2223 NUSCS BATCH 0104  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD RESC Y OBJT GOAL FUNC SCH LOCAL		DESCRIPTION	
00619525	000074/	AMERICAN FAMILY LIFE INSURANCE				
		PO-230041	1. 62-0000-0-9514-0000-0000-0000-00000		INVOICE# 199852	541.38
			WARRANT TOTAL			\$541.38
00619526	000152/	BAY ALARM COMPANY				
		PO-230006	1. 62-0000-0-5500-0000-8100-000-00000		INVOICE# 20220801	226.44
			WARRANT TOTAL			\$226.44
00619527	000002/	BOB STONE				
		PO-230000	1. 62-0000-0-5612-0000-8700-000-00000		FEBRUARY 2023 RENT	3,150.00
			WARRANT TOTAL			\$3,150.00
00619528	000062/	CDW GOVERNMENT				
		PO-230182	1. 62-3212-0-4300-1110-1000-000-00000		INVOICE# FR18633	2,014.52
			WARRANT TOTAL			\$2,014.52
00619529	000075/	CITY OF MT SHASTA				
		PO-230010	1. 62-0000-0-5530-0000-8100-000-00000		ALME-00219-ALDR-01	97.30
			WARRANT TOTAL			\$97.30
00619530	000271/	COURTNEYS LIFE COACHING				
		PO-230181	1. 62-0000-0-5800-1110-1000-000-00000		INVOICE# 580	690.00
			WARRANT TOTAL			\$690.00
00619531	000067/	CROSS PETROLEUM				
		PO-230013	1. 62-0000-0-5510-0000-8100-000-00000		INVOICE# 1491410-IN	174.56
			1. 62-0000-0-5510-0000-8100-000-00000		INVOICE# 1491085-IN	437.13
			WARRANT TOTAL			\$611.69
00619532	000063/	G & G HARDWARE INC				
		PO-230180	1. 62-0000-0-4300-0000-8100-000-00000		INVOICE# 318253	44.87
			WARRANT TOTAL			\$44.87
00619533	000215/	GOLDEN ARROW INVESTMENTS				
		PO-230001	1. 62-0000-0-5612-0000-8700-000-00000		FEBRUARY 2023 RENT	3,400.00
			WARRANT TOTAL			\$3,400.00

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0104 2223 NUSCS BATCH 0104  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE LN	FD RESC Y OBJT GOAL FUNC SCH LOCAL	DESCRIPTION			
00619534	000270/	JEREMY TACBAS				
		PO-230122	1. 62-0001-0-5800-1110-3110-000-00000	INVOICE# 4		100.00
			WARRANT TOTAL			\$100.00
00619535	000011/	MT SHASTA SPRING WATER				
		PO-230018	2. 62-0000-0-5600-0000-8100-000-00000	INVOICE# 397073		9.70
			WARRANT TOTAL			\$9.70
00619536	000013/	PACIFIC POWER				
		PO-230024	1. 62-0000-0-5520-0000-8100-000-00000	ACCNT#64034125-001 0		758.57
			WARRANT TOTAL			\$758.57
00619537	000209/	ROCKWELL PRINTING INC				
		PO-230173	1. 62-3212-0-4100-1110-1000-000-00000	INVOICE# 41229		425.76
			2. 62-3212-0-5800-1110-1000-000-00000	INVOICE# 41229		225.00
			WARRANT TOTAL			\$650.76
00619538	000088/	SHASTA SUMMIT PROPERTIES				
		PO-230002	1. 62-0000-0-5612-0000-8700-000-00000	FEBRUARY 2023 RENT		2,756.00
			WARRANT TOTAL			\$2,756.00
00619539	000014/	SHASTA VALLEY PEST CONTROL				
		PO-230029	1. 62-0000-0-5500-0000-8100-000-00000	INVOICE# 122622-2		40.00
			1. 62-0000-0-5500-0000-8100-000-00000	INVOICE# 122623-3		40.00
			WARRANT TOTAL			\$80.00
00619540	000007/	SISKIYOU COUNTY OFFICE OF ED				
		PO-230030	3. 62-0000-0-5800-0000-7200-000-00000	INVOICE# 230403		110.00
			3. 62-0000-0-5800-0000-7200-000-00000	INVOICE# 230402		32.00
			4. 62-0000-0-5800-0000-7300-000-00000	INVOICE# 230396		1,833.33
			4. 62-0000-0-5800-0000-7300-000-00000	INVOICE# 230391		3,953.16
			WARRANT TOTAL			\$5,928.49
00619541	000166/	SISKIYOU DISTRIBUTING				
		PO-230031	2. 62-0000-0-4700-0000-3700-000-00000	INVOICE# 424310		110.53

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0104 2223 NUSCS BATCH 0104  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT GOAL FUNC SCH LOCAL	DESCRIPTION		
WARRANT TOTAL						\$110.53
00619542	000005/	SISKIYOU TELEPHONE COMPANY				
	PO-230034	1.	62-0000-0-5922-1110-1000-000-00000		JANUARY 2023	49.95
WARRANT TOTAL						\$49.95
00619543	000003/	WENDY JAMES				
	PO-230003	1.	62-0000-0-5612-0600-8700-000-00000		FEBRUARY 2023 RENT	2,650.00
WARRANT TOTAL						\$2,650.00
00619544	000016/	YREKA TRANSFER LLC				
	PO-230039	2.	62-0000-0-5550-0000-8100-000-00000		INVOICE# 661766	33.75
WARRANT TOTAL						\$33.75
*** FUND TOTALS ***		TOTAL NUMBER OF CHECKS:	20	TOTAL AMOUNT OF CHECKS:		\$23,903.95*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:		\$ .00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:		\$ .00*
		TOTAL PAYMENTS:	20	TOTAL AMOUNT:		\$23,903.95*
*** BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	20	TOTAL AMOUNT OF CHECKS:		\$23,903.95*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:		\$ .00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:		\$ .00*
		TOTAL PAYMENTS:	20	TOTAL AMOUNT:		\$23,903.95*
*** DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	20	TOTAL AMOUNT OF CHECKS:		\$23,903.95*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:		\$ .00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:		\$ .00*
		TOTAL PAYMENTS:	20	TOTAL AMOUNT:		\$23,903.95*

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0117

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 0117	32658.14	
	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:  Date: 1/12/25

Board Approval Date: \_\_\_\_\_ Mail: \_\_\_\_\_ Hold: \_\_\_\_\_

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*For Siskiyou County Office of Education Use Only*

Audited By: \_\_\_\_\_ Audited Date: \_\_\_\_\_

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0117,2223 NUSCS BATCH 0117  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE LN	PD RESC Y OBJT GOAL FUNC SCH LOCAL		DESCRIPTION		
00620152	000151/	ALSCO				
	PO-230004	1.	62-3212-0-5500-0000-8100-000-00000	INVOICE#	LMED2144415	35.76
		1.	62-3212-0-5500-0000-8100-000-00000	INVOICE#	LMED2141981	26.19
		1.	62-3212-0-5500-0000-8100-000-00000	INVOICE#	LMED2144420	26.19
		1.	62-3212-0-5500-0000-8100-000-00000	INVOICE#	LMED2148375	39.77
		1.	62-3212-0-5500-0000-8100-000-00000	INVOICE#	LMED2146955	35.76
		1.	62-3212-0-5500-0000-8100-000-00000	INVOICE#	LMED2141976	35.76
		1.	62-3212-0-5500-0000-8100-000-00000	INVOICE#	LMED2138410	39.77
		1.	62-3212-0-5500-0000-8100-000-00000	INVOICE#	LMED2146960	26.19
			WARRANT TOTAL			\$265.39
00620153	000244/	AMAZON CAPITAL SERVICES				
	PO-230151	1.	62-0000-0-4300-1110-1000-000-00000	INVOICE#	1PR-77J9-4FXP	6.60
	PO-230165	1.	62-0000-0-4300-1110-1000-000-00000	INVOICE#	1YD4-LWV6-HD74	120.54
	PO-230178	1.	62-0000-0-4300-0000-8100-000-00000	INVOICE#	1D6Q-CQ4M-KV6P	97.35
		2.	62-3212-0-4300-1110-1000-000-00000	INVOICE#	1D6Q-CQ4M-KV6P	19.34
	PO-230183	1.	62-3212-0-4300-1110-1000-000-00000	INVOICE#	1NHJ-KXKT-KNVK	49.34
			WARRANT TOTAL			\$293.17
00620154	000049/	MITCH BLOCK				
	PV-230031		62-6500-0-5200-5760-1190-000-00000	MILEAGE	286.52 ACCOM 209.00	495.52
			WARRANT TOTAL			\$495.52
00620155	000004/	CAL-ORE COMMUNICATIONS				
	PO-230098	2.	62-0000-0-5922-0000-2700-000-00000	ACCNT#	0324005379	8.32
		2.	62-0000-0-5922-0000-2700-000-00000	ACCNT#	0324005379	83.16
		3.	62-0000-0-5922-0000-7200-000-00000	ACCNT#	0324005379	3.56
		3.	62-0000-0-5922-0000-7200-000-00000	ACCNT#	0324005379	35.64
		1.	62-0000-0-5922-1110-1000-000-00000	ACCNT#	0324005379	277.20

SISKIYOU COUNTY OFFICE OF EDUCATION  
 COMMERCIAL WARRANT REGISTER  
 FOR WARRANTS DATED 01/17/2023

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0117 2223 NUSCS BATCH 0117  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE LN	FD RESS Y OBJT GOAL FUNC SCH LOCAL			DESCRIPTION	
		1. 62-0000-0-5922-1110-1000-000-00000			ACCNT#0324005379	27.72-
	PV-230030	62-0000-0-5600-0000-8100-000-00000			ACCNT#0324005379	5.00
		62-0000-0-8699-0000-2700-000-00000			ACCNT#0324005379	66.53-
		62-0000-0-8699-0000-7200-000-00000			ACCNT#0324005379	28.51-
		62-0000-0-8699-1110-1000-000-00000			ACCNT#0324005379	221.76-
		WARRANT TOTAL				\$44.60
00620156	000062/	CDW GOVERNMENT				
	PO-230182	1. 62-3212-0-4300-1110-1000-000-00000			INVOICE# FZ88513	320.00
		WARRANT TOTAL				\$320.00
00620157	000022/	CITY OF YREKA				
	PO-230011	1. 62-0000-0-5530-0000-8100-000-00000			ACCOUNT# 012142-001	91.56
		WARRANT TOTAL				\$91.56
00620158	000071/	HUE & CRY INC				
	PO-230016	1. 62-0000-0-5500-0000-8100-000-00000			INVOICE# 230016	201.70
		WARRANT TOTAL				\$201.70
00620159	000020/	KEENAN C/O SETECH				
	PO-230176	1. 62-0000-0-9514-0000-0000-000-00000			2223 JANUARY MEDICAL/ADJ	22,412.00
		1. 62-0000-0-9514-0000-0000-000-00000			2223 JANUARY DENTAL/ADJ	1,968.00
		1. 62-0000-0-9514-0000-0000-000-00000			2223 JANUARY VISION/ADJ	396.00
		WARRANT TOTAL				\$24,776.00
00620160	000053/	SHARI LOVETT				
	PV-230032	62-0000-0-5200-0000-7200-000-00000			SCOE ADMIN MEETING 01/10/23	322.26
		WARRANT TOTAL				\$322.26
00620161	000023/	RAY MORGAN COMPANY				
	PO-230026	2. 62-0000-0-5600-0000-2700-000-00000			INVOICE# 3972753	175.59
		2. 62-0000-0-5600-0000-2700-000-00000			INVOICE# 3876581	120.18
		3. 62-0000-0-5600-0000-7200-000-00000			INVOICE# 3972753	75.25

SISKIYOU COUNTY OFFICE OF EDUCATION  
 COMMERCIAL WARRANT REGISTER  
 FOR WARRANTS DATED 01/17/2023

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0117 2223 NUSCS BATCH 0117  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT							
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	DESCRIPTION	AMOUNT	
		3.	62-0000-0-5600-0000-7200-000-00000								INVOICE# 3876581	51.51	
		1.	62-0000-0-5600-1110-1000-000-00000								INVOICE# 3972753	585.29	
		1.	62-0000-0-5600-1110-1000-000-00000								INVOICE# 3876581	400.59	
			WARRANT TOTAL									\$1,408.41	
00620162	000014/	SHASTA VALLEY PEST CONTROL											
	PC-230029	1.	62-0000-0-5500-0000-8100-000-00000								INVOCIE# 11123-1	40.00	
		1.	62-0000-0-5500-0000-8100-000-00000								INVOICE# 11123-2	40.00	
			WARRANT TOTAL									\$80.00	
00620163	000007/	SISKIYOU COUNTY OFFICE OF ED											
	PO-230030	5.	62-0000-0-5800-1110-3140-000-00000								INVOICE# 230456	4,333.77	
			WARRANT TOTAL									\$4,333.77	
00620164	000166/	SISKIYOU DISTRIBUTING											
	PO-230031	2.	62-0000-0-4700-0000-3700-000-00000								INVOICE# 424673	22.00	
			WARRANT TOTAL									\$22.00	
00620165	000052/	STAPLES ADVANTAGE											
	PO-230157	2.	62-0000-0-4300-0000-2700-000-00000								INVOICE# 3525978867	3.76	
			WARRANT TOTAL									\$3.76	
*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:		14	TOTAL AMOUNT OF CHECKS:		\$32,658.14*	TOTAL ACH GENERATED:		0	TOTAL AMOUNT OF ACH:		\$ .00*
		TOTAL EFT GENERATED:		0	TOTAL AMOUNT OF EFT:		\$ .00*	TOTAL PAYMENTS:		14	TOTAL AMOUNT:		\$32,658.14*
*** BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:		14	TOTAL AMOUNT OF CHECKS:		\$32,658.14*	TOTAL ACH GENERATED:		0	TOTAL AMOUNT OF ACH:		\$ .00*
		TOTAL EFT GENERATED:		0	TOTAL AMOUNT OF EFT:		\$ .00*	TOTAL PAYMENTS:		14	TOTAL AMOUNT:		\$32,658.14*
*** DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:		14	TOTAL AMOUNT OF CHECKS:		\$32,658.14*	TOTAL ACH GENERATED:		0	TOTAL AMOUNT OF ACH:		\$ .00*
		TOTAL EFT GENERATED:		0	TOTAL AMOUNT OF EFT:		\$ .00*	TOTAL PAYMENTS:		14	TOTAL AMOUNT:		\$32,658.14*

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0130

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 0130	22913.16	
	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:  Date: 1/23/23

Board Approval Date: \_\_\_\_\_ Mail: \_\_\_\_\_ Hold: \_\_\_\_\_

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*For Siskiyou County Office of Education Use Only*

Audited By: \_\_\_\_\_ Audited Date: \_\_\_\_\_



SISKIYOU COUNTY OFFICE OF EDUCATION  
 COMMERCIAL WARRANT REGISTER  
 FOR WARRANTS DATED 01/30/2023

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0130 2223 NUSCS BATCH 0130  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD RESC Y OBJT GOAL FUNC SCH LOCAL		DESCRIPTION	
00620686	000151/	ALSCO				
		PO-230004	1. 62-3212-0-5500-0000-8100-000-00000		INVOICE# LMED2154096	235.28
			1. 62-3212-0-5500-0000-8100-000-00000		INVOICE# LMED2153332	39.77
			1. 62-3212-0-5500-0000-8100-000-00000		INVOICE# LMED2139516	26.19
			1. 62-3212-0-5500-0000-8100-000-00000		INVOICE# LMED2149455	26.19
			1. 62-3212-0-5500-0000-8100-000-00000		INVOICE# LMED2150826	39.77
			WARRANT TOTAL			\$367.20
00620687	000280/	ALYSON D'ARMS				
		PV-230034	62-0000-0-5200-1110-1000-000-00000		ORDER# EA000010850 PD	94.00
			WARRANT TOTAL			\$94.00
00620688	000244/	AMAZON CAPITAL SERVICES				
		PO-230184	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1MLL-XJVC-6V6C	162.92
			1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 13H6-FHV6-1P74	71.13
		PO-230185	1. 62-3212-0-4300-1110-1000-000-00000		INVOICE# 1PWR-3TYT-DY4D	32.28
		PO-230187	1. 62-3212-0-4300-1110-1000-000-00000		INVOICE# 1YYC-3TKK-64QT	28.98
			WARRANT TOTAL			\$295.31
00620689	000152/	BAY ALARM COMPANY				
		PO-230006	1. 62-0000-0-5500-0000-8100-000-00000		INVOICE# 20283671 0201-0501	572.73
			WARRANT TOTAL			\$572.73
00620690	000251/	BERRYVALE GROCERY				
		PO-230104	1. 62-0000-0-4300-1110-1000-000-00000		RECEIPT# 599861	52.80
			WARRANT TOTAL			\$52.80
00620691	000002/	BOB STONE				
		PO-230000	1. 62-0000-0-5612-0000-8700-000-00000		MARCH 2023 RENT	3,150.00
			WARRANT TOTAL			\$3,150.00
00620692	000062/	CDW GOVERNMENT				
		PO-230194	1. 62-3212-0-4300-1110-1000-000-00000		INVOICE# GGB0526	3,071.36

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0130 2223 NUSCS BATCH 0130  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NGM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT GOAL FUNC SCH LOCAL	DESCRIPTION		
WARRANT TOTAL						\$3,071.36
00620693	000215/	GOLDEN ARROW INVESTMENTS				
		PO-230001	1. 62-0000-0-5612-0000-8700-000-00000		MARCH 2023 RENT	3,400.00
			WARRANT TOTAL			\$3,400.00
00620694	000031/	HOLIDAY INN EXPRESS				
		PO-230015	1. 62-0000-0-5200-0000-7200-000-00000		FEBRUARY 2023 ADMIN MEETING	107.70
			WARRANT TOTAL			\$107.70
00620695	000268/	MELISSA WATSON				
		PV-230033	62-6537-0-5200-5760-1120-000-00000		AIR FARE SPED CONFERENCE 01/10	390.00
			WARRANT TOTAL			\$390.00
00620696	000011/	MT SHASTA SPRING WATER				
		PO-230018	1. 62-0000-0-4300-0000-8100-000-00000		INVOICE# 398249	22.85
			2. 62-0000-0-5600-0000-8100-000-00000		INVOICE# 398249	9.70
			WARRANT TOTAL			\$32.55
00620697	000013/	PACIFIC POWER				
		PO-230024	1. 62-0000-0-5520-0000-8100-000-00000		ACCNT#64034125-002 8	1,255.38
			WARRANT TOTAL			\$1,255.38
00620698	000061/	PITNEY BOWES GLOBAL FINANCIAL				
		PO-230025	2. 62-0000-0-5600-0000-2700-000-00000		INVOICE# 3105917770	30.52
			1. 62-0000-0-5600-1110-1000-000-00000		INVOICE# 3105917770	71.21
			WARRANT TOTAL			\$101.73
00620699	000088/	SHASTA SUMMIT PROPERTIES				
		PO-230002	1. 62-0000-0-5612-0000-8700-000-00000		MARCH 2023 RENT	2,756.00
			WARRANT TOTAL			\$2,756.00
00620700	000166/	SISKIYOU DISTRIBUTING				
		PO-230031	2. 62-0000-0-4700-0000-3700-000-00000		INVOICE# 424900	22.00
			WARRANT TOTAL			\$22.00
00620701	000052/	STAPLES ADVANTAGE				
		PO-230197	1. 62-0000-0-4300-0000-2700-000-00000		INVOICE# 3528142475	179.40

SISKIYOU COUNTY OFFICE OF EDUCATION  
 COMMERCIAL WARRANT REGISTER  
 FOR WARRANTS DATED 01/30/2023

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0130 2223 NUSCS BATCH 0130  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT GOAL FUNC SCH LOCAL	DESCRIPTION		
WARRANT TOTAL:						\$179.40
00620702	000054/	TEHAMA COUNTY DEPT OF EDUCATIO				
	PO-230035	1.	62-4127-0-5800-1110-1000-000-00000		INVOICE# INV23-00335	4,200.00
	WARRANT TOTAL					\$4,200.00
00620703	000189/	WALLACE ENTERPRISE				
	PO-230037	1.	62-0000-0-5800-0000-8100-000-00000		INVOICE# 1909	215.00
	WARRANT TOTAL					\$215.00
00620704	000003/	WENDY JAMES				
	PO-230003	1.	62-0000-0-5612-0000-8700-000-00000		MARCH 2023 RENT	2,650.00
	WARRANT TOTAL					\$2,650.00

*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:	19	TOTAL AMOUNT OF CHECKS:	\$22,913.16*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
		TOTAL PAYMENTS:	19	TOTAL AMOUNT:	\$22,913.16*
***	BATCH TOTALS ***	TOTAL NUMBER OF CHECKS:	19	TOTAL AMOUNT OF CHECKS:	\$22,913.16*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
		TOTAL PAYMENTS:	19	TOTAL AMOUNT:	\$22,913.16*
***	DISTRICT TOTALS ***	TOTAL NUMBER OF CHECKS:	19	TOTAL AMOUNT OF CHECKS:	\$22,913.16*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
		TOTAL PAYMENTS:	19	TOTAL AMOUNT:	\$22,913.16*

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	10	GETTING PAID FIRST TIME	0	RET SYSTEM 1/3 OPTION: P	%0.000
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 2/4 OPTION: P	%0.000
APD TO CHECKING	12	STARTING APD CHECKING NEXT MONTH	0	FICA OPTION:	
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0		
TOTAL GETTING PAID	22	GETTING PAID BALANCE OF CONTRACT	0		

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	ADJ	NML	ADJ	NML	ADJ	NML	ADJ	NML	ADJ
58,836.01	0.00	0.00	0.00	12,836.44	0.00	12,836.44	0.00	71,672.45	0.00
ADJ NML	58,836.01*	ADJ NML	0.00*	ADJ NML	12,836.44*	ADJ NML	12,836.44*	ADJ NML	71,672.45*
STIP	4,567.00	STIP	0.00	STIP	0.00	STIP	0.00	STIP	4,567.00
SLV	0.00	SLV	0.00	SLV	681.00	SLV	681.00	SLV	681.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	4,567.00*	NON-NML	0.00*	NON-NML	681.00*	NON-NML	681.00*	NON-NML	5,248.00*
TOTAL	63,403.01**	TOTAL	0.00**	TOTAL	13,517.44**	TOTAL	13,517.44**	TOTAL	76,920.45**

TOTAL NUMBER HOURS WORKED: 571.75      TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
76,920.45	0.00	1,477.12	0.00	7,011.47	68,431.86	3,816.37	175.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI
1,089.97	0.00	25,772.84	1,597.90	75,443.33	1,093.93	0.00	0.00
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED
0.00	0.00	0.00	55,312.54	5,662.54	17,458.50	1,348.93	1,662.27
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR	
60,473.54	0.00	0.00	0.00	0.00	0.00	0.00	
STATE IMP GROSS	STATE TAX GROSS	STRS (C)	STRS (P)	STRS (O)	PERS (C)	PERS (P)	PERS (O)
0.00	68,431.86	4,072.08	1,590.46	0.00	334.25	1,014.68	0.00
STRS/SUBJ (C)	STRS/SUBJ (P)	STRS/SUBJ (O)	PERS/SUBJ (C)	PERS/SUBJ (P)	PERS/SUBJ (O)	STRS/SUBJ DBS	STRS DBS
39,727.54	15,585.00	0.00	4,775.00	12,683.50	0.00	0.00	0.00

**Agenda Item 3.**  
**CONSENT AGENDA**

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

**Subject:**

3.3 Consideration of Approval of Minutes from the January 11th 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 January 11, 2022 board meeting are attached.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett, Lynda Speck

**Northern United Charter Schools**

**Board of Directors**

**Regular Board Meeting**

**January 11, 2023**

**4:00 pm.**

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

**Members Absent:** Aime Snider

**Staff Present:** Shari Lovett, Kirk Miller, Tammy Picconi, Rebekah Davis, Lynda Speck, Jennifer Rand, Sara Thompson, Roxy Kennedy, Julia Anderson, and Dawn Fryling

**Guests:** Hayden Allen

**Teleconferencing (54953)**

**This meeting has been posted and a quorum has participated from the following locations within our jurisdiction:** Cutten Resource Center, Willow Creek Learning Center, Records Office, Eureka Learning Center, Arcata Learning Center, Mt. Shasta Learning Center, and Yreka Learning Center.

**1.0 CALL TO ORDER:** Rosemary Kunkler called the meeting to order at 4:03 pm.

**1.1 Pledge of Allegiance**

**1.2 Adopt the Agenda:** A motion to adopt the agenda as posted was made Jere Cox and seconded by Bianca Garza. Vote taken: Rosemary Kunkler –aye, Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

**2.0 STUDENT PRESENTATION:** Hayden Allen presented a video game that he has been working on in his CTE Media class. Hayden is a student at the Yreka Learning Center. The game is called Flawless and he showed the board the graphics of the game so far. Good job, Hayden!

**3.0 CONSENT AGENDA**

**3.1 Consideration of Approval of Warrants and Payroll for Northern United-Humboldt Charter School:**

**3.2 Consideration of Approval of Warrants and Payroll for Northern United-Siskiyou Charter School (1129, 1212, 1227):**

**3.3 Consideration of Approval of Minutes for the December 9, 2021 Board Meeting:**

**3.4 Consideration of Approval of Resignations, Hires, Leaves, and Change of Assignment:**

**3.5 Consideration of Approval of Williams' Uniform Complaint, Quarterly Report for Northern United-Humboldt Charter School**

**3.6 Consideration of Approval of Williams' Uniform Complaint, Quarterly Report for Northern United-Siskiyou Charter School**

A motion to approve the consent agenda as presented was made by Melissa Johnson and seconded by Jere Cox. Vote taken: Rosemary Kunkler-aye, Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

**4.0 PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA:** No comments

**5.0 ACTION ITEMS TO BE CONSIDERED:**

**5.1 Approval of IRS Mileage Rates for 2022:** Shari Lovett reported the new rates. A motion to approve the IRS Mileage rates for 2022 was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Rosemary Kunkler-aye, Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

**5.2 Approval of the School Accountability Report Card for Northern United-Humboldt Charter School:** Shari explained that the SARC was only partially complete and that the State would update their part in February. A motion to approve the School Accountability Report Card for Northern United-Humboldt Charter School was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Rosemary Kunkler-aye, Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

**5.3 Approval of the School Accountability Report Card for Northern United-Siskiyou Charter School:** Shari explained that this SARC was also incomplete but would be updated by the state in February. A motion to approve the School Accountability Report Card for Northern United-Siskiyou Charter School was made by Bianca Garza and seconded by Jere Cox. Vote taken: Rosemary Kunkler-aye, Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

**5.4 Certification of 1st Interim Report with Budget Transfer Resolution for Northern United-Siskiyou Charter School:** Tammy Picconi presented her budget report and recommended a positive certification. A motion to approve the 1<sup>st</sup> Interim budget report with transfer resolution as positive was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Rosemary Kunkler-aye, Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

**5.5 Approval of the Attendance Protocol for Board Handbook:** A motion to table this item until next board meeting was made by Jere Cox and seconded by Bianca Garza. Vote taken: Rosemary Kunkler-aye, Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

**5.6 Approval of the COVID-19 Testing Plan:** Shari Lovett explained the plan to the board. A motion to approve the COVID-19 testing plan was made by Melissa Johnson and seconded by Jere Cox. Vote taken: Rosemary Kunkler-aye, Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

**6.0 DISCUSSION ITEMS:**

**6.1 Communication Protocol for Board Handbook:** The board discussed this protocol and made adjustments. Shari will add the adjustments and bring it back to the board.

**6.2 Board Evaluation Tool:** A discussion was held on the board evaluation process and what format to be used.

**7.0 REPORTS:**

**7.1 Enrollment and Attendance Report:** In board packet

**7.2 Financial Report for Northern United-Humboldt and Siskiyou Charter Schools:**

**7.3 Director's Report:** Shari Lovett spoke on the following topics:

- School Site Council and the changes in the law
- Earthquake and storms in Humboldt
- Records Office moving into Eureka
- Siskiyou County Office of Education meeting presentation
- Humboldt County Office of Education meeting presentation
- Governor's Proposed Budget

**7.4 Northern United-Humboldt Charter School Report:** In board packet

**7.5 Northern United-Siskiyou Charter School Report:** In board packet

**7.6 Board Report:** Bianca reported on the school events that she attended and thanked Rosemary Kunkler for becoming the board chair.

Melissa Johnson thanked Rosemary Kunkler for becoming board chair and she was sorry to hear about the tragedies in Humboldt.

**8.0 NEXT BOARD MEETING:**

**8.1 Possible Agenda Items:**

**8.2 Next Board Meeting:** February 8, 2023 at 4pm

**9.0 ADJOURNMENT:**

**9.1** Rosemary Kunkler adjourned the meeting at 6:03 pm.

Authorized Board Signature \_\_\_\_\_ Date: \_\_\_\_\_



**Agenda Item 3.**

**CONSENT AGENDA**

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

**Subject:**

3.4 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: 1/31/2023

### Resignations

Name	Date	Location	Comments

### HIRES

Name	Date	Location	Comments
Daniel Roscoe	2/6/2023	ELC/Business Office	SGL/ Purchase Orders
Amanda Jeffares	2/6/2023	Student Records Office	Registrar

### Leaves

Name	Date	Location	Comments
Cheryl Tunzini	1/3/2023	Special Ed-CLC	Medical Leave

### Change Of Assignment

Name	Date	Location	Comments

**Agenda Item 4.**

**PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA**

**Subject:**

4.1 Comments by the Public

**Action Requested:**

None

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

Board members or staff may choose to respond briefly to Public Comments.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett, Rosemary Kunkler

**Agenda Item 5.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

5.1 Approval of the School Accountability Report Card - NU-HCS

**Action Requested:**

Approval

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

Each year, the Board is required to approve and post a School Accountability Report Card, which contains data and information regarding the charter required by the state of California. The administrative staff has prepared the data for the 2021-2022 School Accountability Report Card. In January, the California Department of Education had not yet released some of the required data. This data has now become available and the SARC is complete.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

# Northern United - Humboldt Charter School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Northern United - Humboldt Charter School
<b>Street</b>	2020 Campton Rd.
<b>City, State, Zip</b>	Eureka, CA 95503
<b>Phone Number</b>	(707) 445-2660 Ext. 110
<b>Principal</b>	Shari Lovett
<b>Email Address</b>	slovett@nuarters.org
<b>School Website</b>	www.nuarters.org
<b>County-District-School (CDS) Code</b>	12101240137364

## 2022-23 District Contact Information

<b>District Name</b>	Northern United - Humboldt Charter School
<b>Phone Number</b>	(707)445-2660 x110
<b>Superintendent</b>	Shari Lovett
<b>Email Address</b>	slovett@nuarters.org
<b>District Website Address</b>	www.nuarters.org

## 2022-23 School Overview

Northern United – Humboldt Charter School is a county-wide benefit nonclassroom based, public charter school that serves students in grades TK-12 throughout Humboldt County. The students are educated through personalized learning programs. Within that context, students may participate in cooperative classes, learning centers, supplemental learning projects, distance learning via current technology and community based education. Parents who enroll their children in the Charter School are co-facilitators of their child’s education. The Charter School works with its students and parent facilitators by providing them with education resources, an assigned independent study teacher, 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: Core Beliefs, Vision and Mission The Core Beliefs

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

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

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

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

Strategic Goals of the Mission: Goal 1 Northern United – Humboldt Charter School will design and implement dynamic learning experiences to ensure that all students are future-ready learners.

Goal 2 Northern United – Humboldt Charter School will recruit, develop, retain and recognize an exceptional, highly motivated staff to optimize student engagement and learning.

Goal 3 Northern United – Humboldt Charter School will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

## 2022-23 School Overview

Goal 4 Northern United – Humboldt Charter School will provide resources and support systems that enhance a positive learning environment and foster student and community pride.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	30
Grade 2	30
Grade 3	24
Grade 4	26
Grade 5	26
Grade 6	32
Grade 7	26
Grade 8	29
Grade 9	15
Grade 10	20
Grade 11	18
Grade 12	31
<b>Total Enrollment</b>	<b>327</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	52.9
American Indian or Alaska Native	4.6
Asian	1.5
Black or African American	0.6
Filipino	0.0
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.1
White	67.0
English Learners	1.2
Foster Youth	1.5
Homeless	1.5
Migrant	0.0
Socioeconomically Disadvantaged	70.9
Students with Disabilities	11.3

### A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.20	80.81	41.00	60.66	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	1.00	1.48	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	4.90	18.73	10.30	15.30	12115.80	4.41
<b>Unknown</b>	0.10	0.38	15.20	22.55	18854.30	6.86
<b>Total Teaching Positions</b>	26.20	100.00	67.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	4.90	
<b>Total Out-of-Field Teachers</b>	4.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Nat Geo Reach for Reading 2017; Springboard 2017; Wonders McGraw Hill 2020; Apex Learning; Cyber High; BYU High School; UC Scout Expository Reading and Writing Course	Yes	0
<b>Mathematics</b>	Go Math Houghton Mifflin 2011; Singapore Math Cavendish 2013; Envision Math Common Core Pearson 2013; Math In Focus Houghton Mifflin 2013; My Math McGraw Hill 2017; Mathematics 1 2014 Mathematics 2 2014 Mathematics 3 2014; Apex Learning	Yes	0
<b>Science</b>	Foss Delta Science 2018; Bring Science Alive! California Integrated Program Teachers' Curriculum Institute 2018; Inspire McGraw Hill 2020; Science Weekly Studies Weekly 20202; DK's Science 2014; Focus on Life Science – Nat Geo McGraw 2007; Biology Pearson 2007; Focus on Physical Science – Nat Geo McGraw 2007; Biology – An Every Day Experience 2003; Apex Learning	Yes	0
<b>History-Social Science</b>	Impact: California Social Studdies McGraw Hill 2018; Social Studies Alive! California Series Teachers' Curriculum Institute 2018; California Studies Weekly-Social Studies Studies Weekly 2019; Apex Apex Learning	Yes	0
<b>Foreign Language</b>	Apex Learning; Cyber High; BYU High School	Yes	0
<b>Health</b>	Apex Learning; Cyber High; BYU High School	Yes	0
<b>Visual and Performing Arts</b>	Apex Learning; Cyber High; BYU High School	Yes	0

## School Facility Conditions and Planned Improvements

Northern United - Humboldt Charter School is a nonclassroom based charter school and owns one facility. However, seven additional facilities are leased throughout Humboldt County in order to best meet the needs of our students. The leased facilities are maintained by both the school and the building owners. The Facility Inspection Tool (FIT) was administered at each of our facilities in October 2021. FIT data was collected at each of these facilities and the safety, cleanliness and adequacy of each facility was determined to be Good. There are no planned facility improvements and there is no needed maintenance to ensure good repair.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	44	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	28	N/A	24	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	186	170	91.40	8.60	43.53
<b>Female</b>	80	73	91.25	8.75	45.21
<b>Male</b>	105	96	91.43	8.57	41.67
<b>American Indian or Alaska Native</b>	11	10	--	9.09	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	27	23	85.19	14.81	43.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	23	19	82.61	17.39	36.84
<b>White</b>	122	115	94.26	5.74	46.96
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	136	126	92.65	7.35	42.86
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	32	32	100.00	0.00	34.38

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	186	170	91.40	8.60	28.40
<b>Female</b>	80	73	91.25	8.75	22.22
<b>Male</b>	105	96	91.43	8.57	33.33
<b>American Indian or Alaska Native</b>	11	10	--	9.09	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	27	23	85.19	14.81	21.74
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	23	20	86.96	13.04	25.00
<b>White</b>	122	114	93.44	6.56	31.86
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	136	126	92.65	7.35	28.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	32	32	100.00	0.00	21.88



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	40.79	3.03	1.33	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	93	76	81.72	18.28	40.79
<b>Female</b>	39	31	79.49	20.51	25.81
<b>Male</b>	53	45	84.91	15.09	51.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	11	84.62	15.38	54.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	63	52	82.54	17.46	42.31
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	68	54	79.41	20.59	42.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

Northern United - Humboldt Charter School is a personalized learning school. This means that students are encouraged to enroll in courses and experience opportunities that are specifically relevant to them. Our students have the ability to enroll in a variety of courses from our extensive course list. We offer a variety of career technical courses, including Work Experience, 3D Game Design, Animation, Coding, Culinary Arts, Fashion and Interior Design, Forestry and Natural Resources, Intro to Business and Marketing, Intro to Manufacturing, Child Development, Home Economics, Intro to Military Careers, Nutritional and Wellness and Computer Applications. Get Focused, Stay Focused is a course offered to all high school students. This course is designed to provide every student with the necessary information and experiences to develop college and career readiness skills as well as facilitate the development of an online 10-year Career and Education Plan. In addition, a Building Trades CTE Pathway, a Horticulture CTE Pathway and a Mental Health through the Lifespan CTE Pathway is offered to our students.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	25
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	47.06

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92%	96%	96%	96%	96%
Grade 7	95.5%	95.5%	95.5%	95.5%	95.5%
Grade 9	94.4%	94.4%	94.4%	94.4%	94.4%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Northern United – Humboldt Charter School offers many opportunities for parents to be involved. Because our students are enrolled in independent study, the parents are the facilitators of their child's education. With the support of the credentialed teacher, parents take a very active role in the education of their child. Parents may serve on the governing board and attend board meetings. They may be a member of the Parent Advisory Committee or participate in the non-profit groups that support many of our learning centers. They may volunteer for field trips or in class activities. Parents are also given an opportunity to attend LCAP stakeholder input meetings, complete LCAP surveys and complete satisfaction and safety surveys each school year. To get involved, parents may contact their child's teacher.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>		5.9	27		18.7	19		8.9	7.8
<b>Graduation Rate</b>		94.1	73		73.4	71.9		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	37	27	73.0
<b>Female</b>	19	15	78.9
<b>Male</b>	17	12	70.6
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	23	17	73.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	32	23	71.9
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	374	359	59	16.4
<b>Female</b>	175	166	26	15.7
<b>Male</b>	196	191	33	17.3
<b>American Indian or Alaska Native</b>	16	15	2	13.3
<b>Asian</b>	5	5	0	0.0
<b>Black or African American</b>	2	2	1	50.0
<b>Filipino</b>	0	0	0	0.0
<b>Hispanic or Latino</b>	50	49	15	30.6
<b>Native Hawaiian or Pacific Islander</b>	2	0	0	0.0
<b>Two or More Races</b>	51	49	12	24.5
<b>White</b>	248	239	29	12.1
<b>English Learners</b>	4	4	2	50.0
<b>Foster Youth</b>	6	6	1	16.7
<b>Homeless</b>	12	12	4	33.3
<b>Socioeconomically Disadvantaged</b>	287	275	54	19.6
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	53	51	12	23.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.59	1.18	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.80	0.38	1.65	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.80	0.00
<b>Female</b>	0.57	0.00
<b>Male</b>	1.02	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.21	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.05	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.89	0.00

## 2022-23 School Safety Plan

Northern United – Humboldt Charter School adopted its school comprehensive safety plan on February 10, 2022. It was then reviewed and discussed with faculty and students. The plan includes an assessment of school crime, child abuse reporting procedures, disaster procedures, suspension and expulsion policy, procedures to notify teacher of dangerous pupils, discrimination and harassment policy, school wide dress code policy, procedure of safe ingress and egress, policies enacted to maintain a safe and orderly environment, rules and procedures on school discipline, and hate crime reporting procedures. Northern United - Humboldt Charter School is an ALICE institution.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	5		
1				
2				
3				
4	8	2		
5	5	3		
6	2	7		
Other	11	14	1	

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	4		
1				
2	1	1		
3				
4	5	4		
5	6	5		
6	9	6		
Other	13	16	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	7		
1	9	3		
2	2	4		
3	3	5		
4	6	3		
5	5	3		
6	2	7		
Other	13	35		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	31		
Mathematics	3	37		
Science	3	21		
Social Science	3	24		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	33		
Mathematics	3	32		
Science	4	15		
Social Science	4	27		



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	41		
Mathematics	2	45		
Science	2	22		
Social Science	3	35		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	163.5

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,849	\$0	\$10,849	\$51,500
<b>District</b>	N/A	N/A	\$10,849	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$6,594	
<b>Percent Difference - School Site and State</b>	N/A	N/A	48.8	

## 2021-22 Types of Services Funded

Northern United – Humboldt Charter School has a variety of programs and services available to support and assist students. For students needing academic support, we have a robust intervention program, as well as special education services. Tutors are also provided to support students academic needs. Speech therapists are utilized for those who qualify for their services. We employ a school counselor and a school psychologist for those students who need additional social/emotional support. The school counselor and counseling technician provide full college and career counseling. For high school students who wish to accelerate their learning, Northern United - Humboldt Charter School funds college courses through dual and co-enrollment opportunities. We are also an AVID and PBIS school.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b>	0

Where there are student course enrollments of at least one student.

## Professional Development

Northern United – Humboldt Charter School requires three full days of professional development of the teaching staff. The three days provided by the school are delivered at full-day pre and inservice days. Additionally, staff attend nine monthly two-hour long staff meetings that include professional learning. Staff are also encouraged to self-select professional development. The self-selected professional development may occur online or in-person by attending a conference or workshop provided by an outside agency, such as our county office. The professional development focuses on instruction in core subjects, school climate and culture, school safety, teaching strategies, and best practices. These topics are based on metrics reviewed during our LCAP meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	3

**Agenda Item 5.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

5.2 Approval of the School Accountability Report Card - NU-SCS

**Action Requested:**

Approval

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

Each year, the Board is required to approve and post a School Accountability Report Card, which contains data and information regarding the charter required by the state of California. The administrative staff has prepared the data for the 2021-2022 School Accountability Report Card. In January, the California Department of Education had not yet released some of the required data. This data has now become available and the SARC is complete.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

# Northern United - Siskiyou Charter School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Northern United - Siskiyou Charter School
<b>Street</b>	423 S. Broadway
<b>City, State, Zip</b>	Yreka
<b>Phone Number</b>	(530) 842-4509
<b>Principal</b>	Shari Lovett
<b>Email Address</b>	slovett@nuarters.org
<b>School Website</b>	www.nuarters.org
<b>County-District-School (CDS) Code</b>	47-10470-0137372

## 2022-23 District Contact Information

<b>District Name</b>	Northern United - Siskiyou Charter School
<b>Phone Number</b>	(707)445-2660 x110
<b>Superintendent</b>	Shari Lovett
<b>Email Address</b>	slovett@nuarters.org
<b>District Website Address</b>	www.nuarters.org

## 2022-23 School Overview

Northern United – Siskiyou Charter School students are educated through personalized learning programs. Within that context, students may participate in cooperative classes, learning centers, supplemental learning projects, distance learning via current technology and community-based education. Parents who enroll their children in the Charter School are co-facilitators of their child’s education. The parents can become the primary facilitators in their children’s learning program if they choose. The Charter School works with its students and parent facilitators by providing them with educational resources, an assigned independent study teacher, and access to a team of educational staff. All teachers hold a Commission on Teacher Credentialing Certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, and are selected by the Charter School Administration and approved by the Board of Directors. Parents/guardians and their children may collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning. The program parents select determine the degree to which the teacher is involved. This involvement may vary from an advisory and assessment capacity to one of complete administration of the student learning process. Professional learning and parent education are available and encouraged.

### The Core Beliefs

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

### The Vision

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

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

### The Mission

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

## 2022-23 School Overview

### Strategic Goals of the Mission:

#### Goal 1

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

#### Goal 2

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

#### Goal 3

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

#### Goal 4

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

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	10
Grade 2	6
Grade 3	5
Grade 4	12
Grade 5	9
Grade 6	11
Grade 7	7
Grade 8	8
Grade 9	8
Grade 10	11
Grade 11	15
Grade 12	13
<b>Total Enrollment</b>	<b>120</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	51.7
American Indian or Alaska Native	2.5
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.2
White	62.5
English Learners	0.0
Foster Youth	0.0
Homeless	5.0
Migrant	0.0
Socioeconomically Disadvantaged	81.7
Students with Disabilities	11.7

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.80	49.41	27.30	45.35	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	1.90	3.25	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	5.90	50.17	25.50	42.38	12115.80	4.41
<b>Unknown</b>	0.00	0.42	5.40	9.00	18854.30	6.86
<b>Total Teaching Positions</b>	11.80	100.00	60.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	5.90	
<b>Total Out-of-Field Teachers</b>	5.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reach for Reading National Geographic Cenage Learning 2017; Apex Learning; Fountas & Pinnell Classroom Heinemann 2020	Yes	0
<b>Mathematics</b>	enVision Math Pearson 2012; My Math McGraw Hill 2011; Carnegie Learning 2014; Apex Learning	Yes	0
<b>Science</b>	California Inspire Science McGraw-Hill 2017; Apex Learning; California Elevate Science Pearson 2017; Miller Levine Prentice Hall 2014; Foss Delta Science 2018	Yes	0
<b>History-Social Science</b>	Social Studies Alive! California Series Teachers' Curriculum Institute 2018; Our World Nat Geo Cengage 2018; Impact McGraw Hill 2019; Nat Geo Cengage 2013; Apex Learning	Yes	0
<b>Foreign Language</b>	Apex Learning; Learning American Sign Language	Yes	0
<b>Health</b>	Glencoe; Apex Learning	Yes	0
<b>Visual and Performing Arts</b>	Apex Learning; Glencoe	Yes	0

## School Facility Conditions and Planned Improvements

Northern United – Siskiyou Charter School is a nonclassroom based charter school and does not own any facilities. However, several facilities are leased throughout Siskiyou County in order to best meet the needs of our students. Currently, Northern United – Siskiyou Charter School leases facilities in Yreka and Mount Shasta. FIT data was collected at each of these facilities and the safety, cleanliness and adequacy of each facility was determined to be good. There are no planned facility improvements and there is no needed maintenance to ensure good repair.

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	48	N/A	35	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	20	N/A	18	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	65	60	92.31	7.69	48.33
<b>Female</b>	35	34	97.14	2.86	47.06
<b>Male</b>	29	25	86.21	13.79	48.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	13	12	92.31	7.69	50.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	45	42	93.33	6.67	50.00
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	54	50	92.59	7.41	48.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	65	60	92.31	7.69	20.00
<b>Female</b>	35	33	94.29	5.71	15.15
<b>Male</b>	29	26	89.66	10.34	26.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	13	13	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	45	41	91.11	8.89	29.27
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	54	50	92.59	7.41	20.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	25.71	--	--	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	42	35	83.33	16.67	25.71
<b>Female</b>	19	17	89.47	10.53	11.76
<b>Male</b>	22	17	77.27	22.73	41.18
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	26	83.87	16.13	34.62
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	35	30	85.71	14.29	30
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

Northern United - Siskiyou Charter School is a personalized learning school. This means that students are encouraged to enroll in courses and experience opportunities that are specifically relevant to them. Our students have the ability to enroll in a variety of courses from our extensive course list. We offer a variety of career technical courses, including Work Experience, 3D Game Design, Animation, Coding, Culinary Arts, Fashion and Interior Design, Forestry and Natural Resources, Intro to Business and Marketing, Intro to Manufacturing, Child Development, Home Economics, Intro to Military Careers, Nutritional and Wellness and Computer Applications. Get Focused, Stay Focused is a course offered to all high school students. This course is designed to provide every student with the necessary information and experiences to develop college and career readiness skills as well as facilitate the development of an online 10-year Career and Education Plan. In addition, an Agriculture Education and a Digital Media Arts CTE pathways are offered to our students.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	3.70

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parent involvement in the governance of the school is made available through participation in the Board and the Parent Advisory Committee. The Board currently has three parent members, and we will always seek to have parent representation on the Board. Board minutes and sign in sheets confirm parent participation. In addition to the Board, our Parent Advisory Committee has parent members who contribute to our school governance.

Parent engagement groups are another way in which parents stay involved in NU-SCS. These groups are designed so that parents can meet regularly and share resources and ideas for working with their children at home. A NU-SCS staff member is present at these meetings to gather suggestions and feedback, as well as provide guidance about best practices for instructing students. With the implementation of these support groups, authentic, two-way communication occurs regularly between parents and teachers concerning the academic success of students at NU-SCS. Sign in sheets allow NU-SCS to account for parental involvement.

Other methods to encourage ongoing parental involvement at NU-SCS include, but are not limited to participation in the annual satisfaction and LCAP surveys; volunteering in the classroom; tutoring; attending parent-teacher conferences; attendance at charter school board meetings; participation in the planning of, or attendance at, fundraising or academic events, or other activities. A parent handbook is distributed to parents to inform them of all aspects of having a student enrolled in a nonclassroom based independent study charter school.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		17.9	0		16.7	7.6		8.9	7.8
Graduation Rate		60.7	100		70.2	86.1		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	13	13	100.0
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	0	0	0.0
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	13	13	100.0
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	0	0	0.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	140	138	9	6.5
Female	68	67	3	4.5
Male	69	68	5	7.4
American Indian or Alaska Native	4	4	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	33	33	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	16	16	2	12.5
White	87	85	7	8.2
English Learners	0	0	0	0.0
Foster Youth	2	2	1	50.0
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	119	117	8	6.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	18	4	22.2

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.03	0.22	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.00	0.11	0.76	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

Northern United – Siskiyou Charter School adopted its school comprehensive safety plan on February 10, 2022. It was then reviewed and discussed with faculty and students. The plan includes an assessment of school crime, child abuse reporting procedures, disaster procedures, suspension and expulsion policy, procedures to notify teacher of dangerous pupils, discrimination and harassment policy, school wide dress code policy, procedure of safe ingress and egress, policies enacted to maintain a safe and orderly environment, rules and procedures on school discipline, and hate crime reporting procedures.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1		
2	1	1		
4	1	1		
5	2	2		
Other	5	8		

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	1		
3	1	1		
5	1	2		
6	3	2		
Other	6	12		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	2		
1	6	2		
2	2	2		
4	5	4		
5	1	3		
6	4	4		
Other	10	7		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	25		
Mathematics	3	23		
Science	2	17		
Social Science	4	18		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	23		
Mathematics	3	23		
Science	3	16		
Social Science	4	19		



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	21		
Mathematics	2	22		
Science	2	15		
Social Science	3	23		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,753	\$0	\$9,753	\$51,000
<b>District</b>	N/A	N/A	\$9,753	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$6,594	
<b>Percent Difference - School Site and State</b>	N/A	N/A	38.6	

## 2021-22 Types of Services Funded

Northern United - Siskiyou Charter School has a variety of programs and services available to support and assist students. For students needing academic support, we have a robust intervention program, as well as special education services. Tutors are also provided to support students academic needs. Speech therapists are utilized for those who qualify for their services. We employ a school counselor and a school psychologist for those students who need additional social/emotional support. We also employ a school counselor to provide full college and career counseling. For high school students who wish to accelerate their learning, Northern United - Siskiyou Charter School funds college courses through co-enrollment opportunities. We are also an AVID and PBIS school.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	2.1
--	-----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	1
<b>Social Science</b>	1
<b>Total AP Courses Offered</b>	2

Where there are student course enrollments of at least one student.

## Professional Development

Northern United - Siskiyou Charter School requires three full days of professional development of the teaching staff. The three days provided by the school are delivered at full-day pre and inservice days. Additionally, staff attend nine monthly two-hour long staff meetings that include professional learning. Staff are also encouraged to self-select professional development. The self-selected professional development may occur online or in-person by attending a conference or workshop provided by an outside agency, such as our county office. The professional development focuses on instruction in core subjects, school climate and culture, school safety, teaching strategies, and best practices. These topics are based on metrics reviewed during our LCAP meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	3

**Agenda Item 5.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

5.3 Approval of the Attendance Protocol for Board Handbook

**Action Requested:**

Approval

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

The Board Member Handbook was finalized in 2019. The original template was from the California School Board Association. At the time, the board members held several meetings in which the handbook was developed and eventually adopted. In the October and November 2022 board meetings, the handbook was reviewed. The board decided to create additional protocols for the handbook, including one for attendance, communication, board evaluation, voting a member off the board, and onboarding. During the December 2022 and January 2023 board meetings, the board drafted an attendance protocol. See the finalized attendance protocol.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

## **Board Meeting Attendance:**

**Principles:** Attending board meetings regularly is essential to good governance. A Board of Directors is charged with providing ultimate oversight over the activities and affairs of its organization. Each Director must discharge such duties in good faith, in a manner the Director believes to be in the best interests of the organization, and with due care. Failure to regularly attend board meetings likely signals a Director's inability or unwillingness to meet the Director's governance duties to the organization and its mission.

### **Protocol:**

- ❖ Board meeting attendance is necessary.
- ❖ As a professional courtesy, if a Board Member will miss, is going to be late or will leave a meeting early, the Board Member will notify the Board Chair ahead of time.
- ❖ If a Board Member must miss a meeting, after reading the board packet, the Board Member shall view the recorded version of the missed meeting and may contact the School Director for further clarifications.
- ❖ If a Board Member attendance problem exists, the Board Chair, or designee, shall contact the Board Member to discuss the problem.
- ❖ If the Board Member's attendance does not improve, the matter will be agendaized and discussed in an open meeting.
- ❖ The Board may vote to remove a Board Member if:
  1. there are two consecutive unnotified absences, or
  2. is absent for three consecutive regular board meetings, or
  3. is absent one third of the total regular board meetings within the last twelve month period.

\*Note that NUCS Board Bylaws Article VII, Section 11 allows for the majority of the Board to remove a Board Member with or without cause.

**Agenda Item 5.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

5.4 Approval of the Communication Protocol for Board Handbook

**Action Requested:**

Approval

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

The Board Member Handbook was finalized in 2019. The original template was from the California School Board Association. At the time, the board members held several meetings in which the handbook was developed and eventually adopted. In the October and November 2022 board meetings, the handbook was reviewed. The board decided to create additional protocols for the handbook, including one for attendance, communication, board evaluation, voting a member off the board, and onboarding. During the January 2023 board meeting, a draft communication protocol was reviewed and discussed. See the finalized communication protocol.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

## **Board Member Communication:**

**Principles:** Strong board communication skills are an asset for Board Members. Good communication helps to build trust, improve branding, enhance decision-making, and protect the organization's reputation. When communication is lacking, it can lead to serious problems or even a major crisis. A bad situation can be made worse by poor communication. Communications should be: truthful, simple, transparent, and proactive. When communicating, Board Members should assume good intentions, communicate in an open and constructive manner and keep the schools' mission and vision in mind.

### **Protocol:**

- ❖ Board Members shall not use inappropriate language, body language, or verbal tone during their debate of the issues.
- ❖ Any actions or comments designed to insult, demean, or attack any member of the Board, staff or general public shall be strictly prohibited.
- ❖ Board Members shall not discuss or communicate confidential proceedings of the Board outside the meeting, this includes e-mail or other forms of communication.
- ❖ Board Members shall not engage in serial meetings of any kind.
- ❖ Any Board Member may contact the Board Chair or School Director regarding issues of NUCS interest or concern.
- ❖ If a Board Member needs substantive information or assistance, their primary contact is the School Director. Board Members may contact the appropriate NUCS staff directly regarding non-substantive issues such as meeting schedules, travel arrangements, reimbursements or other administrative matters.
- ❖ If the School Director is experiencing problems with a Board Member, the School Director should immediately alert the Board Chair, unless the Chair is the problem, in which case the School Director may alert the Vice-Chair or another officer.
- ❖ The School Director will communicate with the Board Chair or other Board Members between meetings if and when issues arise that require immediate attention.
- ❖ Unless designated as an authorized spokesperson of the Board, Board Members including officers, should not contact NUCS' vendors, consultants, or other business partners with regard to NUCS' business. A Board Member wishing to discuss NUCS' business with these parties should submit communications directly to the School Director, who will handle these accordingly.
- ❖ In general the School Director and the Board Chair or his or her designee are the only two individuals authorized to speak on behalf of NUCS. The primary media contact for the NUCS is the School Director. However, the School Director may designate another staff person as spokesperson, depending on the topic of inquiry by the press. When a statement from the Board is required, the Board Chair will serve as the spokesperson for NUCS. If the Board Chair is unavailable, the Vice-Chair will serve as the spokesperson. Should the media inquiry be regarding a crisis of any sort, Board Members should refer to the School Director.

**Agenda Item 5.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

5.5 Approval of Charter Director Authorization to Establish a Parent Advisory Committee for NU-HCS

**Action Requested:**

Approval

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

Because Northern United - Humboldt Charter School is a single school charter school, a Parent Advisory Committee (PAC) must be formed rather than a School Site Council. The purpose of the PAC is for parents/guardians to provide input on the LCAP prior to plan adoption. The PAC members must include parents/guardians representing students eligible for free or reduced-price meals, foster youth, and/or students of limited English proficiency. Additionally, parents/guardians representing students with disabilities must also be represented on the PAC. The statute specifically requires the governing board of the LEA to establish the PAC, which is done through an action of the board. The board may choose to authorize the charter director to establish the PAC.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett



## Parent Advisory Committee Tips

### Purpose

- The purpose of a Parent Advisory Committee (PAC) is for parents/guardians, and specifically those representing students in supplementary and concentration funding categories and students with disabilities, to provide input on the LCAP prior to plan adoption. [CDE Website](#)

### Committee Formation

- All LEAs and charter schools must have a PAC to provide input prior to plan adoption, but are not required to create a new committee if one currently exists that fulfills the membership requirements. Due to explicit membership requirements, a School Site Council may not take the place of a PAC. [52062](#)
- The statute specifically requires the governing board of the LEA to establish the PAC which can be done through an action of the board. The board may also choose to take action to authorize the superintendent to establish the PAC. Either of these actions satisfy the recommendation that PACs be established in a transparent and public manner.
- [Template PAC by-laws](#) may be presented to the board as part of an action/discussion item to provide a better sense of the duties of the PAC. However, by-laws should be reviewed, edited, and approved by the PAC, not the school board.

### Membership, Meeting, and Reporting Requirements

- A PAC must include parents/guardians representing students eligible for free or reduced-price meals, foster youth, and/or students of limited English proficiency. Additionally, parents/guardians representing students with disabilities must also be represented on the PAC. [52063](#)
- Beginning in the 2024-2025 school year, middle and high schools must also include at least two student representatives on their PAC.
- Since it can be challenging to ensure that the parents/guardians choosing to participate in the PAC represent the required populations mentioned above, it is recommended to document efforts to inform and invite these populations to participate (e.g. school newsletters/emails, autocal scripts, social media posts, etc.).
- School staff may serve on the PAC, but the goal should be that parents compose a majority of the committee.
- The superintendent (or designee) must respond in writing to the input provided by the PAC. [52062 \(a\) \(2\)](#)
- PAC meetings are subject to the "[Greene Act](#)" public meeting requirements.

Changes to the Parent Advisory Committee (PAC):

- 2022-2023, the PAC must include representation by parents of students with disabilities (SWD) ~~that is commensurate with the SWD population of the LEA.~~ Effective June 30, 2022
- INSERT SCHOOL YEAR, the PAC at LEAs serving middle or high school age must contain 2 student representatives or the LEA must establish a Student Advisory Committee (SAC). Effective July 1, 2024

Due to an uptick in UCP related LCAP complaints, another COE altered LEAs about the following:

- The governing board has the responsibility for transparently establishing the PAC.
- Any method used to establish the PAC should be openly communicated to the community with an opportunity for all to attend and address agenda items.

**Here are more details....**

### **Citations for Parents of Students with Disabilities**

AB 181 was approved by the Governor on June 30<sup>th</sup>. This bill revises requirements regarding the composition of the parent advisory committees (PAC), among other things, require the inclusion of parents or legal guardians of pupils with disabilities currently enrolled in those schools. Section 52063 of the Education Code currently reflects AB 181. Effective June 30, 2022.

### **Citations for Student Representatives or Student Advisory Committee**

SB 997 This bill requires, beginning July 1, 2024, the governing board of a school district serving middle school or high school pupils and a county superintendent of schools to either include at least 2 pupils as full members of the parent advisory committee to serve for a renewable term of one full school year, or to establish a student advisory committee as specified. Education Code Section 52063

### **Background on LCAP UCP complaints**

CDE has seen an uptick in UCP complaints from parents and community members around the PAC composition. Given that, we emphasize the importance of open communication with the community about how the governing board has established the PAC and how the PAC is operated within the LEA's local context (not necessarily relating to documenting it in the LCAP but providing this information as an FYI to the community).

Additionally, the statute specifically requires the governing board of the LEA to establish the PAC, so if the governing board is going to pass that responsibility off to the LEA, it needs to communicate that information. Lastly, PAC meetings are public meetings that any public member may attend and address items on the agenda, consistent with the open meeting requirements in *EC* Section 35147. The key to success is open communication between the governing board, the LEA, and the community.

# [LEA]

## Parent Advisory Committee Bylaws

### I. Name of Committee

The name of the committee shall be the Parent Advisory Committee (PAC). The committee is established in accordance with California Education Code sections 52062, subdivision (a), and 52063.

### II. Purpose & Responsibilities

The purpose and responsibilities of the PAC shall be to support the District in implementing and monitoring programs and plans, including:

- Consult with the Superintendent or designee in the development of the LCAP;
- Review a draft of the LCAP;
- Provide written comment on the draft of the LCAP;
- [Other tasks as deemed appropriate by the board that do not fall under the purview of another council or committee (e.g. SPSA), such as review of Comprehensive School Safety Plan, Community Schools planning/implementation, etc. ]

It shall also be the responsibility of the PAC to express its opinion on whether the draft LCAP satisfies the requirement that it increase or improve services for unduplicated students. This opinion shall be provided at the same time as the PAC provides its written comments on the draft LCAP. If it is the PAC's opinion that the draft LCAP does not satisfy the requirement that it increase or improve services for unduplicated students, then the PAC shall provide the bases for this opinion. The PAC shall also provide suggestions and feedback to the Superintendent or designee regarding the LCAP, its content, and its related process including, but not limited to, the community engagement process.

[Additional responsibilities can be described here.]

### III. Membership

PAC membership shall consist of the following voting members: [PAC membership is defined at the discretion of the Board, so long as the requirements in the following paragraph are satisfied.]

To initially represent a school site or program, a member must have a child beginning the school year at that site. The PAC must include representation of parents/guardians representing students eligible for free or reduced-price meals, foster youth, and/or students of limited English

proficiency. The PAC must also include representation by parents/guardians of students with disabilities (SWD). The District staff acts as non-voting liaisons between the Board and the PAC.

*[The Board may choose to define here the length of membership terms and the number of consecutive terms that can be served, as well as officer positions and responsibilities.]*

#### IV. Member Resignations, Removal, and Vacancies

A PAC member may resign prior to the end of a term by providing written notification to the Superintendent, with a copy to the Principal if appointed by a school site or program. A disruptive or habitually absent member of the PAC may be removed by the Superintendent or by a 2/3 vote of the PAC.

#### V. Meetings

The PAC shall hold regular meetings. All PAC meetings shall be noticed and operated in accordance with the Greene Act.

At a February or March meeting, the PAC shall provide recommendations on how to improve the LCAP for next year. Similar recommendations may also be provided by the PAC at other meetings. If the PAC deems that amendments are needed, the PAC chair(s) shall communicate any recommendations to the Superintendent or designee and to the Board President.

The PAC shall follow standard meeting procedures with meetings conducted in an open and civil manner. The length of a meeting may be extended by a majority vote of the PAC. The PAC shall perform the standard record-keeping functions including, but not limited to, having written agendas, recording attendance and minutes of each meeting, recording votes, and disseminating documents to committee members and the Board.

#### VI. Communications with the Board

The PAC shall make timely, written progress reports to the Board pertinent to its charge or as required by the Board. These reports may be placed on the Board meeting agenda through the Board's regular calendar and agenda process. The PAC Chair(s) (or designee(s)) may present committee recommendations and concerns to the Board and to the public. PAC members who are not specifically authorized to speak on behalf of the PAC shall make it clear that they are speaking as individuals.

#### VII. Amendment or Suspension of Bylaws

Amendment or suspension of these bylaws must be authorized by the Board. These bylaws shall remain in effect until amended or rescinded by the Board.

#### IX. Conflict of Interest

A "Conflict of Interest" occurs when a PAC member or an individual in the member's immediate family stands to gain financially from adoption of a particular position taken by the PAC. Where a potential conflict may exist, the member with the potential conflict must disclose that conflict at the earliest possible opportunity and recuse themselves from the voting on the particular matter and the decision making process on that particular matter. If needed, arbitration of conflict of interest disputes shall be conducted by the Superintendent or designee.

#### IX. Complaint/Impasse Resolution Procedures

All complaints or impasses that cannot be resolved by the PAC shall be decided by the Superintendent or designee.

#### X. Subcommittees

The PAC may establish subcommittees at its discretion.

#### XI. Role of and Relationship with District Staff

District staff shall provide administrative, technical, and clerical support to the PAC. The PAC and the Superintendent or designee shall, separately and together, bear the responsibility for communicating regularly with each other regarding the LCAP, its content, and its related process including, but not limited to, the community engagement process.

**Agenda Item 5.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

5.6 Approval of Charter Director Authorization to Establish a Parent Advisory Committee for NU-SCS

**Action Requested:**

Approval

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

Because Northern United - Siskiyou Charter School is a single school charter school, a Parent Advisory Committee (PAC) must be formed rather than a School Site Council. The purpose of the PAC is for parents/guardians to provide input on the LCAP prior to plan adoption. The PAC members must include parents/guardians representing students eligible for free or reduced-price meals, foster youth, and/or students of limited English proficiency. Additionally, parents/guardians representing students with disabilities must also be represented on the PAC. The statute specifically requires the governing board of the LEA to establish the PAC, which is done through an action of the board. The board may choose to authorize the charter director to establish the PAC.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

**Agenda Item 6.**  
**DISCUSSION ITEMS**

**Subject:**

6.1 Discuss Board Evaluation Tool

**Action Requested:**

Discussion

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

California School Board Association (CSBA) recommends that boards regularly perform an evaluation of their performance. At the November 2022 board meeting, the board discussed their desire to perform a self evaluation. At the December 2022 board meeting, the board directed the school director to modify an existing evaluation tool. See the modified tool. At the January 2023 board meeting, another tool was suggested. That tool is also attached.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

# NUCS Board Self-Evaluation

## WHY EVALUATE?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the charter school by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the charter schools. Self-assessment by the board provides valuable information, discussion and communication.

## SELF-EVALUATION BY THE BOARD:

- Holds the board accountable to itself, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision-making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Identifies strengths and weaknesses of individual board member performance and that of the board as a whole.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long-range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning and local control of the educational system is demonstrated when boards lead by example.

NUCS Board Self-Evaluation document is designed to provide both a clear objective system for board evaluation and flexibility. The evaluation follows a set of performance standards focused on the roles, responsibilities and work of the board.

## Instructions

1. Each board member should rate all eleven of the performance standards using the rating scale.
2. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.
4. Each board member's forms should be returned to the board chair for compilation.



**Board performance rating scale:**

**0 UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT:** Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD:** At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

**3 EXCELLENT:** Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the board.

**PERFORMANCE STANDARDS**

**STANDARD 1 LEADERSHIP: MISSION, VISION AND GOALS**

The board of education periodically reviews the charter schools' vision and mission statements, and annually adopts board and charter school goals which support the charter schools' vision and mission.

Indicators:

- The board, along with the charter director, has reviewed and re-adopted the written charter schools' vision and mission statements in a three-year cycle.
- Board members can clearly articulate the vision, mission and goals of the charter schools.
- Annually the board, with the charter director's input and collaboration, has reviewed, rewritten and adopted the board and charter schools' goals.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic charter director updates as part of regular board meetings.
- The board has delegated to the charter director the authority to administer and evaluate the adopted action plans.
- The board and charter director have mutually agreed which goals and expected performance indicators will be included in the charter director's formal evaluation.
- The charter director's evaluation instrument for the current year has been developed and adopted by the board.

Overall Rating:

Comments:

## **STANDARD 2 POLICY AND GOVERNANCE**

The board establishes and follows local policies, procedures and good governing practices.

Indicators:

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the charter director's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding charter school operations, personnel management and procedures to the charter director.
- The board sets annual goals and keeps those goals at the forefront of all board and charter school decisions throughout the year.

Overall Rating:

Comments:

## **STANDARD 3 COMMUNITY RELATIONS**

The board establishes and promotes effective two-way communication with parents, students, staff and community members.

Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the charter director to seek and receive input from citizens on matters relating to the charter schools using an agreed-upon process.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.

Overall Rating:

Comments:

#### **STANDARD 4 CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY**

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the charter director to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- Charter school staff are representative of the community.

Overall Rating:

Comments:

#### **STANDARD 5 ACCOUNTABILITY AND PERFORMANCE MONITORING**

The board constantly monitors progress towards charter school goals and compliance with written board policies using data as the basis for assessment.

Indicators:

- The board models a culture of high expectations throughout the charter school.
- The board's priority and focus are on curriculum, student achievement and student success. The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by charter school standards. The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system. The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

Overall Rating:

Comments:

## **STANDARD 6 BOARD OPERATIONS: MEETINGS**

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up. Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

Overall Rating:

Comments:

## **STANDARD 7 BOARD OPERATIONS: BOARD MEMBER COMMUNICATIONS**

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

Indicators:

- Board members all receive the same information from the charter director on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and charter school business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

Overall Rating:

Comments:

### **STANDARD 8 BOARD OPERATIONS: BOARD-STAFF RELATIONS**

Board members are respectful of staff members in all communications and follow board-staff communication policy and procedures.

Indicators:

- The board recognizes and protects the chain of command.
- The board works with the charter director to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

Overall Rating:

Comments:

### **STANDARD 9 BOARD OPERATIONS: BOARD-CHARTER DIRECTOR RELATIONS**

The board and charter director have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the charter director's actions, and evaluation of the charter director, for executive sessions.
- Board members fully inform the charter director of situations arising in the charter schools that impact the charter schools.
- Board members do not interfere in charter school operations, and fully delegate, and respect the delegations of, operational decisions to the charter director and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

Overall Rating:

Comments:

### **STANDARD 10 VALUES, ETHICS AND RESPONSIBILITY FOR SELF**

The board, collectively and individually, takes full responsibility for board activity and behavior, the work it chooses to do and how it chooses to do the work.

Indicators:

- The board policies its own members when they step outside of board policy and agreements. The board leads the charter schools with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members exercise their authority only as a whole board at properly posted meetings.

Overall Rating:

Comments:

### **STANDARD 11 BOARD SYSTEMATIC IMPROVEMENT**

The board participates in annual training and professional development, and at least annually participates as a team with the charter director in a team-building retreat focused on assessment and goals.

Indicators:

- Each board member participates in training and professional development available through conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and its ability to work as a team.
- The board and charter director meet in a retreat environment to review:
  - Progress made on, and revision of, action plans to accomplish the charter schools' vision/ philosophy/goals.
  - The strengths and improvements needed in the charter schools.
  - Any compelling problem(s) or emerging issue(s).
  - Trends, opportunities and anticipated challenges in the schools.
  - Board leadership and educational philosophy and performance.
  - Board/charter director operational agreements and evaluation documents.

Overall Rating:

Comments:

## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

<b>DIMENSION I: CONTEXTUAL</b>												
<b>This action occurs:</b>	<b>Frequently</b>			<b>Occasionally</b>			<b>Rarely</b>			<b>Never</b>		
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	10	9	8	7	6	5	4	3	2	1	0	
2. Board discusses and researches events and trends in the larger community that may affect schools.	10	9	8	7	6	5	4	3	2	1	0	
3. Board reviews district's mission statement.	10	9	8	7	6	5	4	3	2	1	0	
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	10	9	8	7	6	5	4	3	2	1	0	
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	10	9	8	7	6	5	4	3	2	1	0	
6. Board communicates its decisions to all affected by them.	10	9	8	7	6	5	4	3	2	1	0	
7. Board keeps abreast of policies mandated by state and federal law, Department of Public Instruction, attorney general opinions, and the courts.	10	9	8	7	6	5	4	3	2	1	0	
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	10	9	8	7	6	5	4	3	2	1	0	

9. Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	10 9 8                      7 6 5                      4 3 2                      1 0	
10. Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve.	10 9 8                      7 6 5                      4 3 2                      1 0	
<b>DIMENSION I SCORE:</b>	_____ /100 _____ %	<b>* GRADE:</b>
* Use one of your school's grading scales to determine this.		



**DIMENSION II: EDUCATIONAL**

<b>This action occurs:</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board assigns new members a mentor to help them learn the ropes and provides new members with detailed explanation of the board's mission.	10 9 8	7 6 5	4 3 2	1 0
2. Board requests a decision be postponed until further information can be obtained.	10 9 8	7 6 5	4 3 2	1 0
3. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	10 9 8	7 6 5	4 3 2	1 0
4. At least once every two years, the board has a retreat or special session to examine its performance.	10 9 8	7 6 5	4 3 2	1 0
5. Board is given and reads the agenda and background materials well in advance of meeting.	10 9 8	7 6 5	4 3 2	1 0
6. Board participates in in-service programs at regional, state, and national levels.	10 9 8	7 6 5	4 3 2	1 0
7. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	10 9 8	7 6 5	4 3 2	1 0
8. Board leadership goes out of its way to make sure that all members have the same information on important issues.	10 9 8	7 6 5	4 3 2	1 0
9. I read through the board's policies, procedures, and employee contracts.	10 9 8	7 6 5	4 3 2	1 0
10. Board has discussions about the effectiveness of its performance.	10 9 8	7 6 5	4 3 2	1 0
<b>DIMENSION II SCORE:</b>	_____ /100			<b>GRADE:</b>
	_____ %			

**DIMENSION III: INTERPERSONAL**

<b>This action occurs:</b>	<b>Frequently</b>			<b>Occasionally</b>			<b>Rarely</b>			<b>Never</b>	
1. Board's split decisions do not result in a split board.	10	9	8	7	6	5	4	3	2	1	0
2. Board members are able to hold confidential items in confidence.	10	9	8	7	6	5	4	3	2	1	0
3. Board president and superintendent confer so that differences of opinion are identified.	10	9	8	7	6	5	4	3	2	1	0
4. Board members are able to speak their minds without fear of being ostracized.	10	9	8	7	6	5	4	3	2	1	0
5. I have discussed with fellow members common interests we share outside the boardroom.	10	9	8	7	6	5	4	3	2	1	0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	10	9	8	7	6	5	4	3	2	1	0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	10	9	8	7	6	5	4	3	2	1	0
8. Board has adopted some explicit goals for itself, distinct from district goals.	10	9	8	7	6	5	4	3	2	1	0
9. Board provides biographical information that helps members get to know one another better.	10	9	8	7	6	5	4	3	2	1	0
10. Board handles conflict openly and constructively.	10	9	8	7	6	5	4	3	2	1	0
<b>DIMENSION III SCORE:</b>										<b>GRADE:</b>	
	_____ /100										
	_____ %										

## DIMENSION IV: ANALYTICAL

This action occurs:	Frequently	Occasionally	Rarely	Never
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	0 1 2	3 4 5	6 7 8	9 10
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	10 9 8	7 6 5	4 3 2	1 0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	10 9 8	7 6 5	4 3 2	1 0
4. Board is attentive to how it reaches conclusions.	10 9 8	7 6 5	4 3 2	1 0
5. Decisions of the board on one issue tend to influence how it handles other issues.	10 9 8	7 6 5	4 3 2	1 0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	10 9 8	7 6 5	4 3 2	1 0
7. Board seeks outside assistance from consultants or other districts when considering its work.	10 9 8	7 6 5	4 3 2	1 0
8. Board does not present new issues of a complex nature for immediate action.	10 9 8	7 6 5	4 3 2	1 0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	10 9 8	7 6 5	4 3 2	1 0
10. Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research.	10 9 8	7 6 5	4 3 2	1 0
<b>DIMENSION IV SCORE:</b>	<div style="border-bottom: 1px solid black; width: 100%; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; margin-bottom: 5px;"></div>			<b>GRADE:</b>
	<div style="border-bottom: 1px solid black; width: 100%; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; margin-bottom: 5px;"></div>			

<b>DIMENSION V: POLITICAL</b>											
<b>This action occurs:</b>	<b>Frequently</b>			<b>Occasionally</b>			<b>Rarely</b>			<b>Never</b>	
1. Board shows an awareness of the impact its decisions will have on the community.	10	9	8	7	6	5	4	3	2	1	0
2. Board encourages the public to attend board meetings.	10	9	8	7	6	5	4	3	2	1	0
3. Board actively cooperates with the news media to spread information about schools programs.	10	9	8	7	6	5	4	3	2	1	0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	10	9	8	7	6	5	4	3	2	1	0
5. Board offers committees referenced in #4 opportunities to report at meetings.	10	9	8	7	6	5	4	3	2	1	0
6. Board and its members maintain channels of communication with key community leaders.	10	9	8	7	6	5	4	3	2	1	0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	10	9	8	7	6	5	4	3	2	1	0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	10	9	8	7	6	5	4	3	2	1	0
9. Board withstands the pressure of special interest groups.	10	9	8	7	6	5	4	3	2	1	0
10. Board is actively involved in state and federal education legislation.	10	9	8	7	6	5	4	3	2	1	0
<b>DIMENSION V SCORE:</b>										<b>GRADE:</b>	
	_____ /100										
	_____ %										

## DIMENSION VI: STRATEGIC

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board devotes more time to putting out fires than it devotes to preparing for the future.	0 1 2	3 4 5	6 7 8	9 10
2. Board sets clear organizational priorities for the year ahead.	10 9 8	7 6 5	4 3 2	1 0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	10 9 8	7 6 5	4 3 2	1 0
4. Board discusses where the school district will be five years from now.	10 9 8	7 6 5	4 3 2	1 0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals.	10 9 8	7 6 5	4 3 2	1 0
6. I have been at board meetings where discussion focused on identifying or overcoming school district weaknesses.	10 9 8	7 6 5	4 3 2	1 0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	10 9 8	7 6 5	4 3 2	1 0
8. Board compares reports on schools' progress with the district's long-term goals.	10 9 8	7 6 5	4 3 2	1 0
9. Board has a procedure in place for conducting superintendent evaluations.	10 9 8	7 6 5	4 3 2	1 0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	10 9 8	7 6 5	4 3 2	1 0
<b>DIMENSION VI SCORE:</b>	_____ /100 _____ %			<b>GRADE:</b>



**Agenda Item 7.**  
**REPORTS**

**Subject:**

7.1 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 1/27/2023 (LP5):  
NU-Humboldt Charter School - 318  
NU-Siskiyou Charter School - 121

Attendance as of 12/16/2022 (LP 4):  
NU-Humboldt Charter School - 94.98%  
NU-Siskiyou Charter School - 92.11%

Enrollment as of 1/28/2022 (LP 5):  
NU-Humboldt Charter School - 316  
NU-Siskiyou Charter School - 115

Attendance as of 12/17/2021 (LP 4):  
NU-Humboldt Charter School - 96.05%  
NU-Siskiyou Charter School - 98.38%

**Fiscal Implications:**

To be determined

**Contact Person/s:** Shari Lovett, Lynda Speck

# NORTHERN UNITED CHARTER SCHOOLS

## ATTENDANCE AND ADA SUMMARY REPORT BY LEARNING PERIODS

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL					NORTHERN UNITED-SISKIYOU CHARTER SCHOOL				
Date Range	End Enroll	ADA Enroll	% ADA		Date Range	End Enroll	ADA Enroll	% ADA	
8/29-9/23	306	290.42	95.22%		8/29-9/23	121	113.79	98.18%	
9/26-10/21	315	296	95.67%		9/26-10/21	122	120	96.54%	
10/24-11/18	318	299.47	94.74%		10/24-11/18	126	118.11	95.25%	
11/21-12/16	318	305.2	94.98%		11/21-12/16	120	113.67	92.11%	
12/18-1/27	318				12/18-1/27	121			
1/30-2/24					1/30-2/24				
2/27-3/24					2/27-3/24				
3/27-4/21					3/27-4/21				
4/24-5/19					4/24-5/19				
5/22-6/15					5/22-6/15				
Year Overall					Year Overall				



**Agenda Item 7 .**  
**REPORTS**

**Subject:**  
7.2 Financial Reports

**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

62 - CHARTER SCHOOLS ENTERPRISE FND Fiscal Year 2022/23 January

Object	Description	Balance Forward	Budgeted	Revenue	Ending Balance
<b>Revenue Detail</b>					
<b>LCFF Revenue Sources</b>					
8011	REVENUE LIMIT ST AID-CURR YR	1,932,057.00			1,932,057.00
8012	REVENUE LIMIT-EPA	43,874.00			43,874.00
	<b>Total LCFF Revenue Sources</b>	<b>1,975,931.00</b>	<b>.00</b>	<b>.00</b>	<b>1,975,931.00</b>
<b>Federal Revenue</b>					
8181	SP ED-ENTITLEMENT PER UDC	24,909.00		17,606.00-	42,515.00
8182	SP ED-DISCRETIONARY GRANTS	26.00-			26.00-
8221	NATIONAL LUNCH PROGRAM	36,360.13			36,360.13
8290	ALL OTHER FEDERAL REVENUES	114,360.00			114,360.00
8295	ALL FEDERAL REV PRIOR YEAR	468,359.93			468,359.93
	<b>Total Federal Revenue</b>	<b>643,963.06</b>	<b>.00</b>	<b>17,606.00-</b>	<b>661,569.06</b>
<b>Other State Revenues</b>					
8520	CHILD NUTRITION	2,656.64			2,656.64
8550	MANDATED COST REIMBURSEMENTS	965.00			965.00
8560	STATE LOTTERY REVENUE	70,919.89			70,919.89
8590	ALL OTHER STATE REVENUES	337,255.00-			337,255.00-
8595	ALL OTHER STATE REV-PRIOR YR	12,919.00			12,919.00
	<b>Total Other State Revenues</b>	<b>249,794.47-</b>	<b>.00</b>	<b>.00</b>	<b>249,794.47-</b>
<b>Other Local Revenue</b>					
8634	FOOD SERVICES SALES	1,511.00			1,511.00
8660	INTEREST	766.22		2,731.19	1,964.97-
8699	ALL OTHER LOCAL REVENUES	125,813.07			125,813.07
8792	TRANS OF APPORTION FROM COE	79,639.00			79,639.00
	<b>Total Other Local Revenue</b>	<b>207,729.29</b>	<b>.00</b>	<b>2,731.19</b>	<b>204,998.10</b>
	<b>Total Revenues</b>	<b>2,577,828.88</b>	<b>.00</b>	<b>14,874.81-</b>	<b>2,592,703.69</b>

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
<b>Expenditure Detail</b>						
<b>Certificated Salaries</b>						
1100	TEACHERS SALARIES - REGULAR	601,647.11		484,491.37	97,098.28	20,057.46
1104	SPECIAL ED TEACHER	193,652.30		165,130.04	33,426.02	4,903.76-
1140	TEACHER SALARY - SUBSTITUTES	1,819.50-			980.00	2,799.50-
1150	TEACHER SALARY - OTHER PAY	224.75-		29,500.00	6,425.00	36,149.75-
1200	CERT PUPIL SUPPORT SAL - REG	96,845.00		73,200.00	14,640.00	9,005.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 7, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restrided? = Y)

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Page 1 of 4

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2022/23 January

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
<b>Expenditure Detail (continued)</b>						
<b>Certificated Salaries (continued)</b>						
1300	CERT SUPRVSR'S & ADMIN'S SAL	61,563.46		51,302.95	10,260.59	.08-
1900	OTHER CERT SALARY - REGULAR	120,904.96		101,254.20	20,250.84	600.08-
	<b>Total Certificated Salaries</b>	<b>1,072,568.58</b>	<b>.00</b>	<b>904,878.56</b>	<b>183,080.73</b>	<b>15,390.71-</b>
<b>Classified Salaries</b>						
2100	CLASS INSTR AIDE SAL-REGULAR	61,781.86		11,403.14	8,315.19	42,063.53
2122	INSTR AIDE SAL HRLY-SPECL ED	22,610.00			2,963.00	19,647.00
2160	COACHES & ADVISORS	500.00				500.00
2210	FOOD SERVICE PERSONNEL	29,673.04		22,208.35	6,016.67	1,448.02
2214	CUSTODIAN	13,824.00			1,806.75	12,017.25
2255	COMPUTER LAB TECHNICIAN	33,199.96		27,666.70	5,533.34	.08-
2304	BUSINESS MANAGER	38,219.75		28,500.00	5,700.00	4,019.75
2307	COORDINATOR	12,043.00		10,368.75	2,173.75	499.50-
2308	DIRECTOR	34,200.00		28,500.00	5,700.00	.00
2309	ADMINISTRATIVE ASSISTANT	18,292.50			2,296.00	15,996.50
2402	ACCOUNT TECHNICIAN	46,897.50		18,200.00	2,936.50	25,761.00
2403	CLERICAL TECHNICIAN	10,821.50		175.00	1,353.50	9,293.00
2405	ATTENDANCE TECHNICIAN	44,205.00		20,800.00	6,540.00	16,865.00
2900	OTHER CLASS SALARIES-REGULAR	50,134.88		6,140.15	5,188.03	38,806.70
	<b>Total Classified Salaries</b>	<b>416,402.99</b>	<b>.00</b>	<b>173,962.09</b>	<b>56,522.73</b>	<b>185,918.17</b>
<b>Employee Benefits</b>						
3101	STRS - CERTIFICATED	434,337.99		153,071.62	30,791.01	250,475.36
3201	PERS - CERTIFICATED	15,462.30		14,181.85	2,836.37	1,555.92-
3202	PERS - CLASSIFIED	106,493.92		41,503.64	11,890.25	53,100.03
3311	SOCIAL SECURITY-CERTIFICATED	4,777.06		3,462.45	751.25	573.36
3312	SOCIAL SECURITY-CLASSIFIED	27,694.47		10,689.25	3,483.67	13,521.55
3331	MEDICARE-CERTIFICATED	16,696.76		13,088.40	2,648.20	960.16
3332	MEDICARE-CLASSIFIED	6,379.33		2,499.90	814.71	3,064.72
3411	HEALTH & WELFARE BENEFITS-CRT	292,817.23		238,384.18	47,676.85	6,756.20
3412	HEALTH & WELFARE BENEFITS-CLS	125,668.63		51,770.37	16,364.65	57,533.61
3501	ST UNEMPLOYMENT INS-CERTIF	4,645.57		4,513.30	913.20	780.93-
3502	ST UNEMPLOYMENT INS-CLASSIFD	2,535.58		862.15	280.96	1,392.47
3601	WORKER'S COMP-CERTIFICATED	4,739.65		6,137.85	1,241.89	2,640.09-
3602	WORKER'S COMP-CLASSIFIED	2,264.70		1,172.40	382.08	710.22
	<b>Total Employee Benefits</b>	<b>1,044,513.19</b>	<b>.00</b>	<b>541,327.36</b>	<b>120,075.09</b>	<b>383,110.74</b>

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 7, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

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62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2022/23 January

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
<b>Books and Supplies</b>						
4110	TEXTBOOKS	3,432.34-			603.13	4,035.47-
4200	BOOKS OTHER THAN TEXTBOOKS	4,820.11				4,820.11
4212	LIBRARY BOOKS	2,500.00				2,500.00
4310	MATERIALS & SUPPLIES	41,445.06			348.27	41,096.79
4312	SUBSCRIPTIONS/PERIODICALS	7,830.14				7,830.14
4314	TESTS	164.00				164.00
4351	OFFICE SUPPLIES	2,376.87			246.15	2,130.72
4364	GASOLINE	2,472.57			297.64	2,174.93
4374	CUSTODIAL SUPPLIES	728.03			79.10	648.93
4377	GROUPS SUPPLIES	135.00				135.00
4381	BUILDING MAINTENANCE SUPPLS	298.87			223.65	75.22
4383	LOCKS AND KEYS	25.00				25.00
4384	REPAIR PARTS-BUILDING	0.08				.08
4392	MEDICAL SUPPLIES	550.00				550.00
4393	WORKSHOP REFRESHMENTS	2,537.31				2,537.31
4396	FOOD SERVICE SUPPLIES	1,244.79-			91.28	1,336.07-
4399	EQUIPMENT NON-INVENTORY	4,062.56				4,062.56
4400	EQUIPMENT	4,742.57				4,742.57
4445	COMPUTERS	1,781.97-				1,781.97-
4453	OTHER TECHNOLOGY	2,890.32			2,722.48	167.84
4710	FOOD	18,807.06			6,358.38	12,448.68
4720	PREPARED FOOD	73.00				73.00
	<b>Total Books and Supplies</b>	<b>89,999.45</b>	<b>.00</b>	<b>.00</b>	<b>10,970.08</b>	<b>79,029.37</b>
<b>Services and Other Operating Expenditures</b>						
5201	EMPLOYEE MILEAGE	12,569.14			973.03	11,596.11
5205	AIRFARE	2,074.90-			388.70	2,463.60-
5207	REGISTRATION FEES	11,874.75			750.00	11,124.75
5209	ACCOMMODATIONS	4,051.83			5,395.19	1,343.36-
5261	BUS TICKETS FOR STUDENTS	1,000.00			700.00	300.00
5300	DUES & MEMBERSHIPS	13,869.17				13,869.17
5450	OTHER INSURANCE	30,716.09			116.91	30,599.18
5510	HEATING FUEL	725.00				725.00
5512	PROPANE	1,010.00			509.17	500.83
5520	ELECTRICITY SERVICES	9,923.74			3,334.99	6,588.75
5530	WATER SERVICES	1,844.39			704.00	1,140.39

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 7, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2022/23 January

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
<b>Services and Other Operating Expenditures (continued)</b>						
5560	WASTE DISPOSAL	2,240.66			394.65	1,846.01
5565	HAZARDOUS WASTE DISPOSAL	152.00				152.00
5610	RENTALS AND LEASES	95.00				95.00
5612	RENTALS AND LEASES-BUILDINGS	104,696.60			23,307.88	81,388.72
5623	RENTALS AND LEASES-EQUIPMENT	1,803.85			3,423.86	1,620.01-
5628	RENTALS AND LEASES-OTHER	227.00				227.00
5637	MAINTENANCE AGREEMENTS	13,309.24				13,309.24
5800	CONTRACTED SERVICES	27,726.45			4,971.88	22,754.57
5801	STUDENT TRAVEL/FIELDTRIPS	250.00			525.00	275.00-
5805	PRINTING SERV-OUTSIDE VENDOR	1,009.50-			1,009.50-	1,009.50-
5811	CO-OP CONTRACT	1,349.00-			1,349.00-	1,349.00-
5812	LIBRARY CONTRACT	3,328.00				3,328.00
5817	INTERDISTRICT TRANSPORT SRV	2,606.01-			11,100.50	13,706.51-
5819	OTHER INTER-LEA CONTRACTS	73,333.16			38,136.78	35,196.38
5822	AUDIT FEES	7,500.00			3,200.00	4,300.00
5823	LEGAL FEES	11,259.09				11,259.09
5831	ADVERTISEMENT	5,760.01			700.00	5,060.01
5845	INFORMTN NETWORK SERV CONTR	9,595.00				9,595.00
5861	FINGERPRINTING	883.00			32.00	851.00
5881	OTHER CHARGES/FEES	719.39			16,195.44	15,476.05-
5884	LICENSE, PERMIT, USE FEE, TX	932.00				932.00
5885	STUDENT AWARDS	250.00				250.00
5888	OTHER OPERATING EXPENSE	201,319.00				201,319.00
5909	TELEPHONE/COMMUNICATIONS	24,180.66			1,277.56	22,903.10
5922	TELEPHONE LINES - TECHNOLOGY	3,660.33			1,280.53	2,379.80
5950	POSTAGE	3,152.84			938.97	2,213.87
<b>Total Services and Other Operating Expenditures</b>		<b>576,917.98</b>	<b>.00</b>	<b>.00</b>	<b>118,357.04</b>	<b>458,560.94</b>
<b>Tuition</b>						
7142	OTH TUITN, EXCESS CSTS> COE	3,201.00				3,201.00
<b>Total Tuition</b>		<b>3,201.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>3,201.00</b>
<b>Total Expenditures</b>		<b>3,203,603.19</b>	<b>.00</b>	<b>1,620,168.01</b>	<b>489,005.67</b>	<b>1,094,429.51</b>
<b>Excess Revenues ( Expenditures )</b>		<b>(503,880.48)</b>				

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 7, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

Account classifications selected  
FD RESC Y OBJT GOAL FVNC SCH IOCAL  
Field ranges selected  
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: GISTEX Standard Extract  
Report template: /var/opt/gss/data/CTFAR300: 07/07/2020 17:07:13  
Budget type: R Revised  
Include budget transfers: U  
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: 02/01/2023 09:06:23

OBJECT Beg. Balance/ Adjusted Budget Current Activity Year to date Activity Encumbrances Balance Used

Beginning balance	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance Used
9110 CASH IN COUNTY TREASURY	1,254,765.90	21,480.39-	69,046.22-	0.00	1,185,719.68
9200 ACCOUNTS RECEIVABLE	0.00	0.00	4,901.00-	0.00	4,901.00-
9209 A/R SET-UP ODD YEARS	213,007.12	0.00	132,560.15-	0.00	80,446.97
9210 A/R POST	0.00	0.00	0.00	0.00	0.00
9330 PREPAID EXPENDITURES	9,683.26	0.00	0.00	0.00	9,683.26
9508 USE TAX LIABILITY	101.81-	0.00	0.00	0.00	101.81-
9509 ACCOUNTS PAYABLE SET UP-ODD YR	189,639.68-	0.00	163,291.78	0.00	26,347.90-
9510 ACCOUNTS PAYABLE CURRENT LIAB	0.00	0.00	250.70-	0.00	250.70-
9511 STRS	0.00	0.00	1,434.50	0.00	1,434.50
9512 PERS	0.00	0.00	0.00	0.00	0.00
9513 OASDHI	0.00	0.00	0.00	0.00	0.00
9514 H & W	23,990.42	1,195.33	11,327.30	0.00	35,317.72
9515 SUI	0.00	0.00	0.00	0.00	0.00
9516 W/COMP	0.00	0.00	0.00	0.00	0.00
9518 MEDICARE	0.00	0.00	0.00	0.00	0.00
9556 MISC DISTRICT VOL-DEBDS	3,370.26-	0.00	0.00	0.00	3,370.26-
9650 DEFERRED REVENUE	96,062.15-	0.00	96,062.15	0.00	0.00
TOTAL Beginning balance	1,212,272.80	20,285.06-	65,357.66	0.00	1,277,630.46

Current year revenue	Current year revenue	Current year revenue	Current year revenue	Current year revenue	Current year revenue
8011 STATE AID - CURRENT YEAR	1,308,929.00	116,475.00	711,791.00	0.00	597,138.00
8012 EPA REVENUE	20,520.00	0.00	11,692.00	0.00	8,828.00
8019 STATE AID - PRIOR YEAR	0.00	0.00	0.00	0.00	0.00
8290 ALL OTHER FEDERAL REVENUES	94,076.31	22,978.00	169,762.15	0.00	75,685.84-
8550 MANDATED COST REIMBURSEMENTS	4,550.00	0.00	3,657.00	0.00	893.00
8560 STATE LOTTERY REVENUE	33,037.00	6,553.80	15,650.64	0.00	17,386.36
8590 ALL OTHER STATE REVENUES	50,412.00	0.00	404,483.60	0.00	354,071.60-
8660 INTEREST	5,000.00	0.00	2,654.73	0.00	2,345.27
8699 ALL OTHER LOCAL REVENUES	30,021.00	316.80	2,217.60	0.00	27,803.40
8792 TF OF APPOINT FROM COE	39,145.00	0.00	108,585.57-	0.00	147,730.57
8980 CONTRIBUTIONS FR UNRESTR REV	0.00	0.00	0.00	0.00	-277.4
TOTAL Current year revenue	1,585,690.31	146,323.60	1,213,323.15	0.00	372,367.16

\*TOTAL Beginning balance + Revenue 2,797,963.11 1,358,596.40 2,425,595.95 \*

Expense	Expense	Expense	Expense	Expense	Expense
1100 CERTIFICATED TEACHERS SALARIES	582,915.00	52,127.67	299,102.64	289,816.19	6,003.83-
1300 CERTIFICATED SUPERV & ADM SAL	58,835.00	4,898.34	36,692.96	24,354.20	2,212.16-
2100 INSTRUCTIONAL AIDE SALARIES	19,856.00	340.00	1,999.00	1,700.00	16,157.00
2200 CLASSIFIED SUPPORT SALARIES	28,062.00	1,861.31	14,744.07	9,306.55	4,011.38
2400 CLERICAL/TECHNICAL/OFFICE SAL	92,781.00	8,375.50	57,278.67	41,742.50	6,240.17-
2900 OTHER CLASSIFIED SALARIES	72,370.00	8,817.63	71,059.01	35,308.15	33,997.16-
3101 STRS CERTIFICATED	183,021.76	10,564.69	59,159.44	49,609.90	74,252.42
3102 STRS CLASSIFIED	0.00	0.00	64.22-	0.00	64.22
3201 PERS CERTIFICATED	0.00	1,192.39	6,477.43	5,961.95	12,439.38-
3202 PERS CLASSIFIED	54,055.59	3,236.84	22,272.91	16,184.16	15,598.52
3301 SOCIAL SECURITY CERTIFICATED	0.00	409.20	2,166.90	2,015.00	4,181.90-
3302 SOCIAL SECURITY CLASSIFIED	13,210.27	1,188.69	9,005.55	5,459.55	1,254.83-

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance Budgeted	
3311	MEDICARE - CERTIFICATED	9,305.41	815.93	4,795.33	4,555.49	45,41- 100.5
3312	MEDICARE - CLASSIFIED	3,089.50	278.00	2,106.12	1,276.84	293.46- 109.5
3401	HEALTH & WELFARE CERTIFICATED	212,009.40	16,683.37	77,899.37	83,416.85	50,693.18 76.1
3402	HEALTH & WELFARE CLASSIFIED	69,241.67	5,776.41	22,106.21	28,882.05	18,253.41 73.6
3501	UNEMPLOYMENT - CERTIFICATED	3,208.77	281.40	1,621.59	1,534.20	52.98 98.3
3502	UNEMPLOYMENT - CLASSIFIED	1,065.35	95.88	726.37	435.16	96.18- 109.0
3601	WORKERS COMP - CERTIFICATED	6,866.74	382.64	2,433.57	2,127.82	2,305.35 66.4
3602	WORKERS COMP - CLASSIFIED	2,279.85	130.38	1,105.11	597.28	577.46 74.7
4100	APPRVD TEXTBKS/CORE CURRICULA	36,723.13	659.81	26,139.69	7,493.22	3,090.22 91.6
4110	SOFTWARE - CURRICULA/SBE APPRV	5,000.00	0.00	0.00	0.00	5,000.00 0.0
4300	SUPPLIES	55,284.96	1,063.99	28,515.09	9,114.55	17,655.32 68.1
4400	NON-CAPITALIZED EQUIP.	3,628.16	0.00	0.00	0.00	3,628.16 0.0
4700	FOOD	15,000.00	154.53	2,998.08	5,803.17	6,198.75 58.7
5200	TRAVEL & CONFERENCE	19,859.00	1,409.48	14,826.83	6,926.92	1,894.75- 109.5
5300	DUES & MEMBERSHIPS	17,308.13	0.00	7,069.00	0.00	10,239.13 40.8
5400	INSURANCE	32,000.00	0.00	39,271.00	0.00	7,271.00- 122.7
5500	OPERATION & HOUSEKEEPING SERV	22,000.00	1,793.46	7,666.86	13,260.34	1,072.00- 122.7
5510	HEATING BUTANE, OIL	2,000.00	611.69	1,160.47	1,429.53	590.00- 129.5
5520	ELECTRICITY	19,322.00	2,013.95	5,865.21	18,492.53	5,035.74- 126.1
5530	WATER&/OR SEWAGE	3,500.00	188.86	1,689.63	3,296.12	1,485.75- 142.5
5550	DISPOSAL/GARBAGE REMOVAL	2,000.00	33.75	67.50	632.50	1,300.00 35.0
5600	RENTALS, LEASES & REPAIRS, N.C.	24,323.00	1,212.26	6,159.39	16,701.23	1,462.38 94.0
5612	NORTH UNITED RENT/LEASE BLDG	143,472.00	23,912.00	107,604.00	68,883.24	33,015.24- 123.0
5710	TRANSFERS OF DIRECT COSTS	0.00	0.00	0.00	0.00	0.00 N/A
5800	PROFESS'L/CONSULTG SVCS/OP EXP	689,018.18	15,692.26	188,126.58	277,741.67	223,149.93 67.6
5801	LEGAL FEES	9,400.00	0.00	726.98	11,446.02	2,773.00- 129.5
5830	AUDIT FEES	16,900.00	0.00	10,150.00	7,980.00	1,230.00- 107.3
5864	CO-OP / SCOE	4,500.00	0.00	2,250.00	2,250.00	0.00 100.0
5899	UNAPPROPRIATED REVENUE	288,939.22	0.00	0.00	0.00	288,939.22 0.0
5912	COMMUN - INTERNET SVCS/LINES	14,797.00	0.00	1,500.00	0.00	13,297.00 10.1
5922	COMMUNICATION - TELEPHONE SVCS	13,530.00	406.35	3,282.16	12,087.93	1,840.09- 113.6
5930	COMMUNICATION - POSTAGE/METER	600.00	0.00	208.99	391.01	0.00 100.0
6170	LAND IMPROVEMENTS - DEPRECIABL	10,000.00	0.00	0.00	0.00	10,000.00 0.0
6400	EQUIPMENT	18,000.00	0.00	0.00	0.00	18,000.00 0.0
7142	OTH TUFT, 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	2,891,463.09	166,608.66	1,147,965.49	1,068,213.82	675,283.78	
Ending balance						
9790 FUND BAL-UNDESIG/UNAPPROP	1,492,531.78	0.00	0.00	0.00	1,492,531.78	
9791 FUND BAL-BEGINNING BALANCE	1,212,272.80-	0.00	0.00	0.00	1,212,272.80-	
TOTAL Ending balance	280,258.98	0.00	0.00	0.00	280,258.98	

\*\*Fund balance 93,499.98- 1,191,987.74 1,277,630.46 \*\*



OBJECT	Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	% used
Beginning balance						
9110 CASH IN COUNTY TREASURY	704,864.42-	2,695.01-	161,815.59-	0.00	866,680.01-	
9620 DUE TO OTHER AGENCIES	704,864.42	2,695.01	161,815.59	0.00	866,680.01	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
**Fund balance	0.00	0.00	0.00			**

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance \$used
Beginning balance					
9110 CASH IN COUNTY TREASURY	922,295.34-	29,771.49-	684,785.62-	0.00	1,607,080.96-
9620 DUE TO OTHER AGENCIES	922,295.34	29,771.49	684,785.62	0.00	1,607,080.96
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00
*TOTAL Beginning balance + Revenue	0.00	0.00	0.00	0.00	0.00
**Fund balance	0.00	0.00	0.00	0.00	0.00

\*  
\*\*

**Agenda Item 7.**  
**REPORTS**

**Subject:**

7.3 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 7.**  
**REPORTS**

**Subject:**

7.4 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

## Humboldt Regional Director Board Report 2-8-23

### What's happening Schoolwide?

- A. Middle School Boys Basketball has started! Athletic Director Cathie Shermer and Coach Lyndon have done a great job leading the boys this season. For many of the boys on our team, this is their first experience in organized competition sports. After a game that ended in 12-34 (our loss), a mother of a CLC student said, "I'm just so happy that my son has this experience! Thank you!"



- B. Cathie Shermer presented at GATE Academy, and Trevor Kerr was our Facility Helper. A few of our students enjoyed a day at Cal Poly.



- C. Our Poetry Out Loud winner is Cathie Shermer's student, Evie Dowd, in 10th grade. She will be performing at the county Poetry Out Loud event at Morris Graves on 2/5 at 10am. She will be performing "Enemies" by Wendell Berry and "Dream Journal" by Kareem Tayyar.
- D. Our Spelling Bee will be on 2/2 at the CLC.
- E. Our Science Fair/History Day will be on 2/10 at ELC.

**What's happening at Individual Learning Centers that is Newsworthy?**

- A. Sarah's AVID Elective class at ELC raised \$150 on their Candy Grams fundraiser at the Holidays.
- B. Cal Poly Humboldt visited ELC and conducted instant admissions!
- C. ORBE took students to the Blue Ox Historic Millworks for a stained glass workshop!



- D. ELC's Photography Class practiced taking, editing, and publishing portraits in preparation of offering senior portrait sessions for fellow classmates.



- E. ELC staff and students have been visiting local middle schools to recruit for our high school programs. They are hosting an Open House at ELC on 2/9.



F. Mr. Kerr's class at CLC created a mural in honor of MLK Jr. by doing a graphing activity and then enlarging the drawing with each student in charge of a certain square.



G. Josh at ELC started a culinary enrichment class. The students loved it!! Mac and cheese for the win!!



H. Mr. Kerr's science class at CLC filtered dirty water by using a limited number of components.



**Agenda Item 7.**  
**REPORTS**

**Subject:**

7.5 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

## NU-SCS Board Report February 2023

### Yreka Learning Center

#### **Melissa Watson**

The NU-Siskiyou Ski Club has started. The first trip to the ski park was Monday, January 30th. We have a dozen kids from Yreka and Mt Shasta. We will have some photos to share next time. We have a few more Mondays coming up.

### Mt Shasta Learning Center

#### **Michelle Andras**

We had a fun and wet time this week! Thanks for sending your student with snow clothes. Wednesday we had a blast doing the "catapult olympics" with Mr. Christian Birch. Oak Leaf students were wonderful, patient, helpful leaders with their groups of Acorns!

In language arts fifth grade students are on the second chapter of Esperanza Rising, and the 3rd/4th group just finished reading The Librarian of Basra. For writing we are researching states for reports and some students are starting to make google slides for a presentation.

Multiplication facts--We testing on the three's next week. Everyone who passes all of their multiplication facts will be having a pizza party later in the year.

Next week we have sewing on Tuesday, library on Thursday and also ice skating on Thursday.

A big thank you to Melissa for making sure we had a ski/snowboard program this year, Paul for driving and chaperoning, and parents that went too! We have lots of students participating this year!

In class fifth grade students continue to read Esperanza Rising, a great story about a girl who starts out wealthy in Mexico and then ends up working in the fields in the United States during the Depression. Third and fourth grade students have finished learning about the power of reading and are starting to read nonfiction about frogs.

In math fourth and fifth graders are working on division, and third grade just finished learning about area. We are now testing "the fives" and "the sixes" are next.



We have a dental hygienist coming for an oral health day, which includes a dental cleaning.

**Andrea Marchyok**

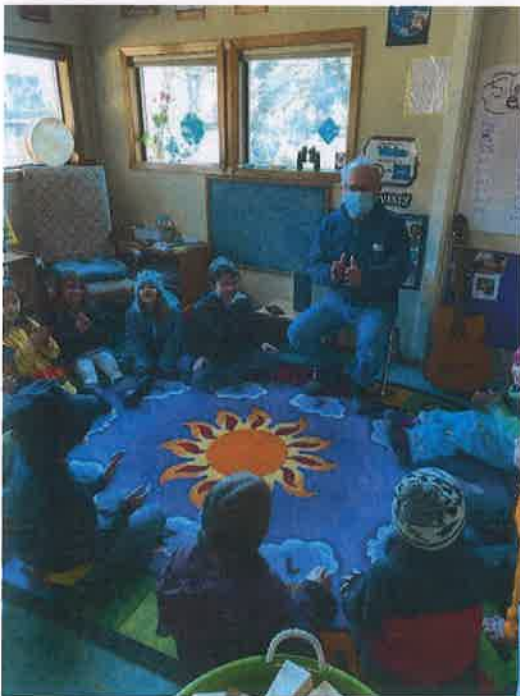
Celebration Nation! Nathan (Finn's dad) received a grant for our school to build a GARDEN!! Fireworks & chocolates for him!! We will announce a planning date soon. Thank you so much, Nathan!



What made these marks on the tree, Addison & Roxanne investigate.



Oak Leaves Joaquina & Savvy help build the tallest Magnatile tower ever.



Movement & Music!



Looking at shells.

**Agenda Item 7.**  
**REPORTS**

**Subject:**

7.6 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, Rosemary Kunkler

**Agenda Item 8.**  
**NEXT BOARD MEETING**

**Subject:**

8.1 Possible Agenda Items

**Action Requested:**

None

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

Discussion of topics to cover at the next meeting:

**Fiscal Implications:**

None

**Contact Person/s:**

Shari Lovett, Rosemary Kunkler

**Agenda Item 8.**  
**NEXT BOARD MEETING**

**Subject:**

8.2 Approval of Time Change for Next Board Meeting: March 8th at 4:30pm

**Action Requested:**

Approval

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

The next board meeting is based on the board adopted meeting schedule. Due to a presentation at the HCOE board meeting, the start time of the NUCS board meeting requires starting later than the normal 4:00 start time.

**Fiscal Implications:**

None

**Contact Person/s:**

Shari Lovett, Rosemary Kunkler

**Agenda Item 9.**

**ADJOURN**