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.
CONSENT AGENDA

No items

Agenda Item 3.
PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:
3.1 Comments by the Public

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
Board members or staff may choose to respond briefly to Public Comments.

Fiscal Implications:
None

Contact Person/s: Shari Lovett, Rosemary Kunkler

<u>Agenda Item 4.</u>
ACTION ITEMS TO BE CONSIDERED

<u>Subject:</u>
4.1 Approval of 2023-2024 Local Control and Accountability Plan for NU-HCS

<u>Action Requested:</u>
Approval

<u>Previous Staff/Board Action, Background Information and/or Statement of Need:</u>
A public hearing for the LCAP was held on June 28, 2023.

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

The administrative staff in cooperation with our business office, and the Humboldt County Office of Education (HCOE) have developed the 2023-24 LCAP.

This document was developed in coordination with the development of the 2023-24 school budget. The draft has been reviewed by HCOE.
The LCAP has two goals:
1. Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.
2. Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

In addition to the LCAP, this item also includes a Budget Overview for Parents and Annual Updates of the 2022-2023 LCAP.

<u>Fiscal Implications:</u>
The LCAP and budget mirror each other

Contact Person/s: Shari Lovett

<u>Agenda Item 4.</u>
ACTION ITEMS TO BE CONSIDERED

<u>Subject:</u>
4.2 Approval of 2023-2024 Local Control and Accountability Plan for NU-SCS

<u>Action Requested:</u>
Approval

<u>Previous Staff/Board Action, Background Information and/or Statement of Need:</u>
A public hearing for the LCAP was held on June 28, 2023.

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

The administrative staff, in cooperation with our business office, and the Siskiyou County Office of Education (SCOE) have developed the 2023-24 LCAP.

This document was developed in coordination with the development of the 2023-2024 school budget. The draft has been reviewed by SCOE.
The LCAP has three goals:
1. NU-SCS will improve student performance on statewide assessments and other performance outcomes.
2.NU-SCS will provide all students access to appropriate educational conditions of learning and a broad course of study.
3. NU-SCS will increase stakeholder engagement and maintain a positive school climate.

In addition to the LCAP, this item also includes a Budget Overview for Parents and Annual Updates of the 2022-2023 LCAP.

<u>Fiscal Implications:</u>
The LCAP and budget mirror each other

<u>Contact Person/s:</u> Shari Lovett, Kirk Miller

Subject:
4.3 Approval of 2023-2024 Final Budget Adoption for NU-HCS

Action Requested:
Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:
A public hearing for the Budget was held on June 28, 2023.

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

Fiscal Implications:
As shown in budget

Contact Person/s: Shari Lovett, Tammy Picconi

<u>Agenda Item 4.</u>
ACTION ITEMS TO BE CONSIDERED

<u>Subject:</u>
4.4 Approval of 2023-2024 Final Budget Adoption and Budget Transfer Resolution for NU-SCS

<u>Action Requested:</u>
Approval

<u>Previous Staff/Board Action, Background Information and/or Statement of Need:</u>
A public hearing for the Budget was held on June 28, 2023.

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

SCOE requires a Board resolution in order to transfer funds. See attached Resolution and budget adjustments.

<u>Fiscal Implications:</u>
As shown in budget

<u>Contact Person/s:</u> Shari Lovett, Tammy Picconi

BUDGET TRANSFER RESOLUTION

Northern United Siskiyou Charter
(District)

Siskiyou County, California

ON MOTION of member _____, seconded by member

_____, it is resolved and ordered by the Governing Board that, pursuant to

Education Code Section 42600, the following transfers be made.

> See Attached Budget Transfer Transactions Report

PASSED AND ADOPTED by said Governing Board on _June 29, 2023_ by the vote:
(Date)

    Ayes: _____

    Noes: _____

    Absent: _____

STATE OF CALIFORNIA, COUNTY OF SISKIYOU *ss*

I, _Aime Snider_, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

_____
(Signature, Clerk of the Governing Board)

APPROVED:
Sarah Applegate, Associate Superintendent
Business Services
Siskiyou County Office of Education

By: _____ , Deputy   Date: _____

County Office Use Only:

Transfer Number:	Date Posted:	By:
230004 - 23017	06/01/2023	Christine Ryan

Business Services; Forms; Business Services; Budget Transfer Resolution.
11/21

ACCOUNT CLASSIFICATIONS SELECTED   FIELD RANGES SELECTED

FD RESC Y OBJT GOAL FUNC SCH LOCAL   FI   RANGE

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

SORT / SELECTION CRITERIA:

Update Mode: Report & Update
Auto Balance: Balance all Transfers
Number of transactions per transfer: 500
Transaction Date: 6/01/2023
Budget Development Year: 2023
Budget Development Model: 15
General Ledget Year: 2023
Balance Object: 9790
Transfers per Fund/Sub Fund: Only 1 balance sheet combo per transfer
Transfer Status: All Transfers added as Unapproved
Transfer Description: 22/23 EOY CLEANUP
Transfer Threshold: 00.00%
Transfer Rounding Rules: No rounding
Create accounts not in GLDSYS: Yes
Zero GL accounts not found in BDEVOL: Yes

Trans No	Line	FD RESC Y OBJT GOAL FUNC SCH LOCAL	Budget	Transfer Amount Working	Debit	Credit	
230004	1	62-0000-0-1100-1110-1000-000-00000	150,670.00	149,193.00		1,477.00	
	2	62-0000-0-1300-0000-2700-000-00000	58,835.00	61,047.00	2,212.00		
	3	62-0000-0-2400-0000-2700-000-00000	96,035.00	99,021.00	2,986.00		
	4	62-0000-0-3101-0000-2700-000-00000	11,237.49	11,607.49	370.00		
	5	62-0000-0-3101-1110-1000-000-00000	28,777.98	19,418.98		9,359.00	
	6	62-0000-0-3201-1110-1000-000-00000		515.00	515.00		*Zeroed
	7	62-0000-0-3301-1110-1000-000-00000		152.00	152.00		*Zeroed
	8	62-0000-0-3311-1110-1000-000-00000	2,184.72	1,474.22		710.50	
	9	62-0000-0-3401-1110-1000-000-00000	37,687.20	28,051.20		9,636.00	
	10	62-0000-0-3402-0000-2700-000-00000	28,078.80	35,284.80	7,206.00		
	11	62-0000-0-3402-1110-1000-000-00000	10,599.60	963.60		9,636.00	
	12	62-0000-0-3501-1110-1000-000-00000	753.36	508.36		245.00	
	13	62-0000-0-3601-1110-1000-000-00000	1,024.55	691.35		333.20	
	14	62-0000-0-4100-1110-1000-000-00000	60.00			60.00	
	15	62-0000-0-4300-0000-2700-000-00000	8,085.00	6,000.00		2,085.00	
	16	62-0000-0-4300-0000-8100-000-00000	7,961.00	6,500.00		1,461.00	
	17	62-0000-0-5200-0000-2700-000-00000	8,800.00	6,000.00		2,800.00	
	18	62-0000-0-5400-0000-7200-000-00000	19,636.00	19,635.00		1.00	
	19	62-0000-0-5510-0000-8100-000-00000	5,180.00	2,000.00		3,180.00	
	20	62-0000-0-5800-0000-2700-000-00000	142,742.26	82,056.26		60,686.00	
	21	62-0000-0-5800-0000-3700-000-00000	38,853.78	22,263.78		16,590.00	
	22	62-0000-0-5800-0000-7200-000-00000	88,534.18	57,068.78		31,465.40	
	23	62-0000-0-5800-0000-8100-000-00000	8,275.00	7,500.00		775.00	
	24	62-0000-0-5800-1110-0000-000-00000		400.00-		400.00	*Zeroed
	25	62-0000-0-5800-1110-1000-000-00000	53,957.91	50,449.41		3,508.50	
	26	62-0000-0-5800-1110-2420-000-00000	31,101.76	17,821.76		13,280.00	
	27	62-0000-0-9790-0000-0000-000-00000			154,247.60		*Bal
			839,070.59	684,822.99	167,688.60	167,688.60	
230005	1	62-0001-0-1100-1110-1000-000-00000	131,495.00	180,495.00	49,000.00		
	2	62-0001-0-3101-1110-1000-000-00000	25,115.55	34,474.55	9,359.00		
	3	62-0001-0-3311-1110-1000-000-00000	1,906.69	2,617.19	710.50		
	4	62-0001-0-3401-1110-1000-000-00000	39,941.40	47,824.20	7,882.80		
	5	62-0001-0-3501-1110-1000-000-00000	657.48	902.48	245.00		
	6	62-0001-0-3601-1110-1000-000-00000	894.17	1,227.37	333.20		
	7	62-0001-0-5800-1110-3110-000-00000	132,802.96	93,972.96		38,830.00	
	8	62-0001-0-9790-0000-0000-000-00000				28,700.50	*Bal
			332,813.25	361,513.75	67,530.50	67,530.50	
230006	1	62-1400-0-1100-1110-1000-000-00000	10,310.00	22,050.00	11,740.00		
	2	62-1400-0-3101-1110-1000-000-00000	1,969.21	4,211.55	2,242.34		
	3	62-1400-0-3311-1110-1000-000-00000	149.50	319.73	170.23		
	4	62-1400-0-3501-1110-1000-000-00000	51.55	110.25	58.70		
	5	62-1400-0-3601-1110-1000-000-00000	70.11	149.94	79.83		
	6	62-1400-0-9790-0000-0000-000-00000				14,291.10	*Bal
			12,550.37	26,841.47	14,291.10	14,291.10	
230007	1	62-3010-0-1100-1110-1000-000-00000	7,527.00	7,350.00		177.00	
	2	62-3010-0-2900-1110-1000-000-00000	40,293.75	27,318.00		12,975.75	
	3	62-3010-0-3101-1110-1000-000-00000	1,437.66	1,403.85		33.81	
	4	62-3010-0-3202-1110-1000-000-00000	10,222.53	6,930.58		3,291.95	
	5	62-3010-0-3302-1110-1000-000-00000	2,498.20	1,693.71		804.49	
	6	62-3010-0-3311-1110-1000-000-00000	109.14	106.58		2.56	
	7	62-3010-0-3312-1110-1000-000-00000	584.26	396.11		188.15	

Trans No	Line	FD RESC Y OBJT GOAL FUNC SCH LOCAL	Budget	Working	Debit	Credit	
					Transfer Amount		
230007	8	62-3010-0-3501-1110-1000-000-00000	37.64	36.75		.89	
	9	62-3010-0-3502-1110-1000-000-00000	201.47	136.59		64.88	
	10	62-3010-0-3601-1110-1000-000-00000	51.18	49.98		1.20	
	11	62-3010-0-3602-1110-1000-000-00000	273.99	185.76		88.23	
	12	62-3010-0-5800-1110-3110-000-00000	15,975.65	8,770.65		7,205.00	
	13	62-3010-0-9790-0000-0000-000-00000			24,833.91		*Bal
			79,212.47	54,378.56	24,833.91	24,833.91	
230008	1	62-3212-0-4100-1110-1000-000-00000	7,161.13	2,376.13		4,785.00	
	2	62-3212-0-4200-1110-1000-000-00000	432.00			432.00	
	3	62-3212-0-4300-0000-2700-000-00000	635.00			635.00	
	4	62-3212-0-4300-1110-1000-000-00000	19,190.47	17,054.47		2,136.00	
	5	62-3212-0-4400-0000-2700-000-00000	7,297.00			7,297.00	
	6	62-3212-0-9790-0000-0000-000-00000			15,285.00		*Bal
			34,715.60	19,430.60	15,285.00	15,285.00	
230009	1	62-3213-0-1100-1110-1000-000-00000	124,320.00	146,250.00	21,930.00		
	2	62-3213-0-3101-1110-1000-000-00000	23,745.12	27,933.75	4,188.63		
	3	62-3213-0-3311-1110-1000-000-00000	1,802.65	2,120.63	317.98		
	4	62-3213-0-3401-1110-1000-000-00000	26,789.76	17,532.00		9,257.76	
	5	62-3213-0-3501-1110-1000-000-00000	621.60	731.25	109.65		
	6	62-3213-0-3601-1110-1000-000-00000	845.38	994.50	149.12		
	7	62-3213-0-9790-0000-0000-000-00000				17,437.62	*Bal
			178,124.51	195,562.13	26,695.38	26,695.38	
230010	1	62-3214-0-1100-1110-1000-000-00000	21,930.00			21,930.00	
	2	62-3214-0-3101-1110-1000-000-00000	4,188.63			4,188.63	
	3	62-3214-0-3311-1110-1000-000-00000	317.99			317.99	
	4	62-3214-0-3401-1110-1000-000-00000	9,993.24	19,251.00	9,257.76		
	5	62-3214-0-3402-1110-1000-000-00000		9,636.00	9,636.00		*Zeroed
	6	62-3214-0-3501-1110-1000-000-00000	109.65			109.65	
	7	62-3214-0-3601-1110-1000-000-00000	149.12			149.12	
	8	62-3214-0-9790-0000-0000-000-00000			7,801.63		*Bal
			36,688.63	28,887.00	26,695.39	26,695.39	
230011	1	62-4610-0-4700-0000-3700-000-00000	1,880.00			1,880.00	*New
	2	62-4610-0-9790-0000-0000-000-00000			1,880.00		*Bal
			1,880.00	.00	1,880.00	1,880.00	
230012	1	62-6266-0-5200-1110-1000-000-00000	10,574.00			10,574.00	
	2	62-6266-0-9790-0000-0000-000-00000			10,574.00		*Bal
			10,574.00	.00	10,574.00	10,574.00	
230013	1	62-6300-0-4100-1110-1000-000-00000	19,931.00	15,463.00		4,468.00	
	2	62-6300-0-9790-0000-0000-000-00000			4,468.00		*Bal
			19,931.00	15,463.00	4,468.00	4,468.00	
230014	1	62-6331-0-1100-1110-1000-000-00000	31,980.00			31,980.00	
	2	62-6331-0-3101-1110-1000-000-00000	6,108.18			6,108.18	
	3	62-6331-0-3311-1110-1000-000-00000	463.71			463.71	
	4	62-6331-0-3501-1110-1000-000-00000	159.90			159.90	
	5	62-6331-0-3601-1110-1000-000-00000	217.46			217.46	
	6	62-6331-0-5200-0000-2700-000-00000	350.00			350.00	
	7	62-6331-0-5200-0000-7200-000-00000	108.00			108.00	

				Transfer Amount			
Trans No	Line	FD RESC Y OBJT GOAL FUNC SCH LOCAL	Budget	Working	Debit	Credit	
230014	8	62-6331-0-9790-0000-0000-000-00000			39,387.25		*Bal
			39,387.25	.00	39,387.25	39,387.25	
230015	1	62-6500-0-1100-5760-1120-000-00000	62,115.00	59,000.00		3,115.00	
	2	62-6500-0-3101-5760-1120-000-00000	11,863.97	11,269.00		594.97	
	3	62-6500-0-3311-5760-1120-000-00000	900.67	855.50		45.17	
	4	62-6500-0-3501-5760-1120-000-00000	310.58	295.00		15.58	
	5	62-6500-0-3601-5760-1120-000-00000	422.38	401.20		21.18	
	6	62-6500-0-4100-1110-1000-000-00000	71.00			71.00	
	7	62-6500-0-4300-1110-1000-000-00000	83.00			83.00	
	8	62-6500-0-5200-0000-2700-000-00000	3,117.00			3,117.00	
	9	62-6500-0-5800-5760-1120-000-00000	99,300.77	65,214.77		34,086.00	
	10	62-6500-0-5800-5760-1190-000-00000	14,305.00	6,000.00		8,305.00	
	11	62-6500-0-9790-0000-0000-000-00000			49,453.90		*Bal
			192,489.37	143,035.47	49,453.90	49,453.90	
230016	1	62-6762-0-4100-1110-1000-000-00000	173.00			173.00	
	2	62-6762-0-4200-1110-1000-000-00000	1,260.00			1,260.00	
	3	62-6762-0-4300-1110-1000-000-00000	2,415.00	324.00		2,091.00	
	4	62-6762-0-9790-0000-0000-000-00000			3,524.00		*Bal
			3,848.00	324.00	3,524.00	3,524.00	
230017	1	62-9063-0-5800-1150-1000-000-00000	415.00			415.00	*New
	2	62-9063-0-9790-0000-0000-000-00000			415.00		*Bal
			415.00	.00	415.00	415.00	
Grand Total of All Transfers:			1,781,700.04	1,530,258.97	452,722.03	452,722.03	

Subject:
4.5 Approval of LCFF Local Indicator Data Report for NU-HCS

Action Requested:
Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:
California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. In addition to the State indicators, each LEA is responsible for reporting on local indicators that address additional local priorities. These local indicators must be approved by the Board prior to July 1, 2023. For LCFF priorities where data is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data. This information is self-reported. There are 8 State priority areas (addressed in the LCAP. Five of those are considered "Local Indicators": Basic Conditions, Implementation of State Academic Standards, Parent Engagement , School Climate, and Access to a Broad Course of Study The Stale Board of Education approved standards for the local performance indicators that support Local Education Agencies (LEAs) in measuring and reporting their progress within the relevant Local Control Funding Formula (LCFF) priority. For each local performance indicator, the approved standard involves: (1) measuring LEA progress on the local performance indicator based on locally available information, and (2) reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard. LEAs determine whether they have [Met, Not Met, or Not Met for Two or More Years] the standard for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the Dashboard, which will allow them to measure and report their progress through the Dashboard user interface. LEAs will collect and reflect on locally available information relevant to progress on that LCFF priority, which will support local planning and improvement efforts.

Fiscal Implications:
None

Contact Person/s: Shari Lovett

LCFF Priority 1

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

LEAs will provide the information below:
1. Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: THIS DATA IS NOW PREPOPULATED
2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%
3. Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 1

LCFF Priority 2

Implementation of State Academic Standards

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

Support for Teachers and Administrators

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

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

<u>LCFF Priority 3</u>
Parental Involvement and Family Engagement
- Section 1: Building Relationships
- Section 2: Building Partnerships for Student Outcomes
- Section 3: Seeking Input for Decision-Making

For each section, based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):
1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

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

Section 1: Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

    In the area of building relationships, our strength is building trusting and respectful relationships. This is also evident by 85.7% of our participants selecting that we are at Full Implementation or Full Implementation and Sustainability in creating welcoming environments.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The area in which we will focus is in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Focusing on individual students and their families is a priority as a personalized learning school, however an intentional focus on culture would be beneficial for our students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

    We will continue to personally invite specific families to events and meetings, as well as send emails, ParentSquare messages and letters home.

3

Section 2: Building Partnerships for Student Outcomes	
Practices	**Rating Scale Number**
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Section 2: Building Partnerships for Student Outcomes Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   As an independent study school, one of our biggest strengths is our partnerships with parents. This is evident by 100% of our participants selecting Full Implementation or Full Implementation and Sustainability when asked if we are building trusting respectful relationships in which our families feel connected. This is also evident by 87.6% of our participants selecting Full Implementation or Full Implementation with Sustainability in providing families with information and resources to support student learning and development in the home.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Our focus area for building partnerships is supporting families to understand and exercise their legal rights and advocate for their own students and all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   We will continue to personally invite specific families to events and meetings, as well as send emails, ParentSquare messages and letters home. Additionally, legal rights will continue to be reviewed during all IEP meetings.

Section 3: Seeking Input for Decision-Making	
Practices	**Rating Scale Number**
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3

Section 3: Seeking Input for Decision-Making	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Section 3: Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

    In the area of seeking input for decision making, our greatest strength with 100% of our participants responding that we have Full Implementation or Full Implementation with Sustainability in supporting family members to effectively engage in advisory groups and decision-making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

    Our biggest area for focus is providing opportunities to have families, teachers and administration work together to plan, design, implement and evaluate family engagement activities at school.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

    We will continue to personally invite specific families to events and meetings, as well as send emails, ParentSquare messages and letters home.

LCFF Priority 6
School Climate

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

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

> Northern United - Humboldt Charter School administered the School Climate Survey to students, parents, and staff. While we did receive 36 responses from our participants, our participation rate is much lower than in past years. A breakdown of participants is as follows: 3 students, 28 parents/guardians, and 5 staff members participated in the School Climate Survey. This is about the same amount of parents as last year, but far fewer staff completed the survey this time.
>
> Of the three students who participated in the survey, two of the students were in grades 9-12th. When asked if they felt their school adequately prioritizes their safety, 100% of the students stated that they felt safe at school and that their school prioritizes their safety.
>
> In the 6th-8th grade, one student participated in the survey process. The student who participated stated that their school places a high priority on school safety.
>
> Twenty eight parents/guardians participated in the survey with 92.9% of the parents/guardians responding that they felt that Northern United - Humboldt Charter School placed a high priority on their student's safety. Of the parents responding, 85.2% responded that they are provided ample opportunities to participate in their student's education.
>
> Five staff participated in the survey with 100% stating that they feel connected to their students. Staff also responded with 100% of those who responded stating they are satisfied with the level of professional development being offered to them.
>
> While there was a lower participation rate in our survey process, the data provides a clear picture that students, parents, and staff feel safe and have a strong sense of connectedness to their school. Given that there were so few students participating in both surveys, we will continue placing emphasis on gaining greater participation in the upcoming school year.

LCFF Priority 7
Access to a Broad Course of Study

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all

students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

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

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

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

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

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

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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

Agenda Item 4.
ACTION ITEMS TO BE CONSIDERED

Subject:
4.6 Approval of LCFF Local Indicator Data Report for NU-SCS

Action Requested:
Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:
California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. In addition to the State indicators, each LEA is responsible for reporting on local indicators that address additional local priorities. These local indicators must be approved by the Board prior to July 1, 2023. For LCFF priorities where data is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data. This information is self-reported. There are 8 State priority areas (addressed in the LCAP. Five of those are considered "Local Indicators": Basic Conditions, Implementation of State Academic Standards, Parent Engagement , School Climate, and Access to a Broad Course of Study The Stale Board of Education approved standards for the local performance indicators that support Local Education Agencies (LEAs) in measuring and reporting their progress within the relevant Local Control Funding Formula (LCFF) priority. For each local performance indicator, the approved standard involves: (1) measuring LEA progress on the local performance indicator based on locally available information, and (2) reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard. LEAs determine whether they have [Met, Not Met, or Not Met for Two or More Years] the standard for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the Dashboard, which will allow them to measure and report their progress through the Dashboard user interface. LEAs will collect and reflect on locally available information relevant to progress on that LCFF priority, which will support local planning and improvement efforts.

Fiscal Implications:
None

Contact Person/s: Shari Lovett, Kirk Miller

LCFF Priority 1

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

LEAs will provide the information below:

1. Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions --- THIS DATA IS NOW PREPOPULATED
2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 100%
3. Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies:) 0

LCFF Priority 2

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

Support for Teachers and Administrators

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

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

Optional Narrative (Limited to 1,500 characters)

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

NU-SCS has experienced a large turnover of staff, with experienced staff being replaced with less experienced or staff in an internship program. Much of our institutional knowledge was lost during that turnover.

LCFF Priority 3
Parental Involvement and Family Engagement
- Section 1: Building Relationships
- Section 2: Building Partnerships for Student Outcomes
- Section 3: Seeking Input for Decision-Making

For each section, based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):
1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

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

Section 1: Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Parent, student, and staff input at Northern United - Siskiyou Charter School (NU-SCS) indicates that there is strong satisfaction with safety, relationships, and the flexible learning environment.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

   Parents highlighted room for improvement in understanding the cultural backgrounds of students and providing relevant information and resources.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

   The school should prioritize cultural awareness training for staff and ensure that resources are accessible and tailored to meet the diverse needs of the student population.

Section 2: Building Partnerships for Student Outcomes	
Practices	**Rating Scale Number**
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Section 2: Building Partnerships for Student Outcomes Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   As an independent study school, one of our biggest strengths has always been our partnerships with parents. 88% of respondents feel as if the staff of the school works to build a trusting and respectful relationship with families and that they are provided with information and resources to support student learning and development in the home.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   In the last two years, we have had some staff turnover. Some of our staff who had the most experience working closely with families in an independent study context are no longer with us. We have begun efforts to provide professional learning to our newly hired staff in this area

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   We will continue to personally invite specific families to events and meetings, as well as send emails, ParentSquare messages and letters home. Additionally, legal rights will continue to be reviewed during all IEP meetings.

Section 3: Seeking Input for Decision-Making	
Practices	**Rating Scale Number**
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4

Section 3: Seeking Input for Decision-Making	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Section 3: Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   As an independent study school, parents are routinely given many opportunities to have input in their child's learning. 88% of respondents felt that they are active participants in their child's education.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Parent feedback tells us that greater efforts could be made in making them aware of opportunities to be involved in the decision making process regarding whole school programs or initiatives. 50% of respondents felt like they were not aware of the opportunities to give input.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

   We will continue to personally invite specific families to events and meetings, as well as send emails, ParentSquare messages and letters home. We will also emphasize to staff the importance of talking to parents during their regular meetings with parents about the ways in which they can have a voice in whole school decision making.

LCFF Priority 6
School Climate

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

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

   Percent of responses in each category:
   Parents - 6.25%
   Students - 18.75%
   Staff - 38.8%

   Percent who responded positively to climate survey:
   Students:
   Safety - 100%
   Relationships - 85.5%
   Conditions for learning - 80.93%
   Empowerment - 90%

   Parents:
   Safety - 75%
   Relationships - 79.16%
   Conditions for learning - 91.07%
   Empowerment - 82.5%

   Staff:
   Safety - 100%
   Relationships - 95.24%
   Conditions for learning - 77.55%
   Empowerment - 57.14%

   Neutral responses were not included in the numerator, but were included in the denominator

   While there was a low participation rate in our survey process, the data provides a clear picture that students, parents, and staff feel safe and have a strong sense of connectedness to their school. Given that there were so few students participating in both surveys, we will continue placing emphasis on gaining greater participation in the upcoming school year. The low percentage in positive responses to the empowerment question among staff speaks to the number of new staff we have, and shows us that we need to provide more professional learning with regard to ensuring staff understands how to empower their families to advocate for their educational needs.

LCFF Priority 7
Access to a Broad Course of Study

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

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

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

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

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

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

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

   Knowing that we face geographical challenges with rural students, we provide Chromebooks to all students who wish to take one home, and internet hotspots to students without reliable internet at home so they can access all of our online course platforms. We have also increased our learning center

classes to include a CTE pathway in Sustainable Agriculture, a CTE Media Arts pathway, and added an online Spanish class for high school students. We have also partnered with two different online learning systems to be able to offer a broader range of a-g eligible classes and AP courses. For students with transportation issues that may create barriers to access their education, we provide bus tickets for students and families who may choose to enroll in local college courses, or have difficulty attending learning center courses or meetings with teachers. In making these decisions, we have allowed all of our students equal access to a broad course of study.

<u>Subject:</u>
4.7 Approval of Board Officer Roles for NUCS Board Handbook

<u>Action Requested:</u>
None

<u>Previous Staff/Board Action, Background Information and/or Statement of Need:</u>
During the April and May 2023 board meetings, the board discussed including written roles and responsibilities for board officers in the NUCS Board Handbook. See attached.

<u>Fiscal Implications:</u>
None

<u>Contact Person/s:</u>
Shari Lovett, Rosemary Kunkler

Board Officer Roles

Chairperson
The roles of the Chairperson are as follows:
- Presides at the meetings according to Robert's Rules of Order
- Consults with the School Director
- Coordinates the evaluation of the School Director, including distributing, collecting and compiling evaluation tool, and delivering the final evaluation to the School Director
- Negotiates, at the Board's direction, for the School Director contract
- Point of contact for all Board Members, including attendance and information
- Signs documents requiring Chairperson's signature
- Signs diplomas
- Gives the opening welcoming statement for candidate interviews
- Liaison between Board and Director
- Other duties as tasked by the Board

Vice-Chairperson
The roles of the Vice-Chairperson are as follows:
- Presides at the meetings according to Robert's Rules of Order upon Chairperson's absence
- Signer of documents requiring Clerk's signature
- Other duties as tasked by the Board

Agenda Item 5.
REPORTS
No items

Agenda Item 6.
NEXT BOARD MEETING

Subject:
6.1 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 6.
NEXT BOARD MEETING

Subject:
6.2 Next Board Meeting Date: August 9th

Action Requested:
None

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

Fiscal Implications:
None

Contact Person/s:
Shari Lovett, Rosemary Kunkler

7. ADJOURNMENT
7.1 Adjourn