

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

Action Requested:

None

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

A student from the Willow Creek Learning Center will present.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis

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 Northern United - Humboldt Charter School (NU-HCS)

**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 - \$161,040.49

Payroll: NU-Humboldt Charter School - \$88,179.46

**Contact Person/s:** Shari Lovett, Kelley Withers



Checks Dated 08/01/2023 through 08/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000211595	08/02/2023	AMBROSINI, DENNIS	62-5612	PO HC24-0016		2,000.00
3000211596	08/02/2023	AT&T	62-5909	PO HC24-041		119.43
3000211597	08/02/2023	BEGINNINGS INC	62-4310	PO HC24-0042	53.80	
			62-4351	PO HC24-0042	93.38	
			62-4374	PO HC24-0042	90.87	
			62-5612	PO HC24-0018	1,000.00	
			62-5623	PO HC24-0042	388.24	
			62-5637	PO HC24-0042	47.37	
			62-5800	PO HC24-0042	288.00	
			62-5909	PO HC24-0042	42.32	
			62-5922	PO HC24-0042	266.00	
			62-5950	PO HC24-0042	6.10	2,276.08
3000211598	08/02/2023	BLICK ART MATERIALS	62-4310	PO HC24-0024	681.52	
				PO HC24-0036	354.40	1,035.92
3000211599	08/02/2023	CAMPTON PLAZA	62-5612	PO HC24-0004		5,625.00
3000211600	08/02/2023	CITI CARDS	62-4310	PO HC23-0857	107.73	
			62-5209	PO HC23-0857	977.57	
			62-5800	PO HC23-0857	22.20	
			62-8699	PO HC23-0857	78.15-	1,029.35
3000211601	08/02/2023	DAGGETT, PETER JAY	62-5612	PO HC24-0005		3,800.00
3000211602	08/02/2023	FAGEN, FRIEDMAN & FULFROST LLP	62-5207	PO HC23-0853		125.00
3000211603	08/02/2023	FOLLET SCHOOL SOLUTIONS, LLC	62-5800	PO HC24-0071		2,385.66
3000211604	08/02/2023	FRONTIER COMMUNICATIONS	62-5909	PO HC24-0039	201.83	
				PO HC24-0040	107.48	309.31
3000211605	08/02/2023	GREAT AMERICAN FINANCIAL SERV	62-5623	PO HC24-0038		1,632.50
3000211606	08/02/2023	KGK RENTALS LLC	62-5612	PO HC24-0006		116.91
3000211607	08/02/2023	KGK RENTALS LLC	62-5612	PO HC24-0001		5,382.88
3000211608	08/02/2023	OPTIMUM	62-5922	PO HC23-0017		949.84
3000211609	08/02/2023	P G & E	62-5520	PO HC24-0007	514.45	
				PO HC24-0008	107.29	621.74
3000211610	08/02/2023	RAINBOW RESOURCE CENTER	62-4110	PO HC24-0032		421.11
3000211611	08/02/2023	Shermer, Catherine M	62-5209	REIMBURSE PARKING AVID SUMMER		120.00
				INSTITUTE		
3000211612	08/02/2023	SHI INTERNATIONAL CORP	62-5800	PO HC24-0025		2,500.00
3000211613	08/02/2023	Speck, Lynda D	62-5201	JUNE 2023 MILEAGE		186.02
3000211614	08/02/2023	UBEO West, LLC	62-5637	PO HC24-0013		1,072.48
3000211615	08/02/2023	VALLEY PACIFIC PETROLEUM SERV	62-4364	PO HC24-0014		574.19
3000212229	08/09/2023	AMAZON CAPITAL SERVICES	62-4310	PO HC24-0023	76.46	

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 08/01/2023 through 08/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000212229	08/09/2023	AMAZON CAPITAL SERVICES	62-4310	PO HC24-0035	218.74	
				PO HC24-0106	421.97	717.17
3000212230	08/09/2023	BICOASTAL MEDIA	62-5831	PO HC24-0057		700.00
3000212231	08/09/2023	BLICK ART MATERIALS	62-4310	PO HC24-0024		137.55
3000212232	08/09/2023	Churchill Bos, Janna E	62-5207	YM&C REIMBURSE	75.00	
			62-5209	CHARACTER STRONG 2023	561.47	636.47
3000212233	08/09/2023	CITY OF ARCATA	62-5530	PO HC24-0011 1539 F ST	85.86	
				PO HC24-0012 1539 F ST APT A	85.86	171.72
3000212234	08/09/2023	FEDEX	62-5950	PO HC24-0051		21.56
3000212235	08/09/2023	Harmon, Christopher S	62-5950	POSTAGE		23.21
3000212236	08/09/2023	HUMBOLDT COUNTY DEPT OF HEALTH & HUMAN SERVICES	62-5800	PO HC24-0061		500.00
3000212237	08/09/2023	Lyons-Tinsley, Tomire O	62-5201	CHARACTER STRONG PROFESSIONAL DEVELOPMENT		727.05
3000212238	08/09/2023	OPTIMUM	62-5922	PO HC23-0847	468.00	
				PO HC24-0017	10.00	478.00
3000212239	08/09/2023	PITNEY BOWES BANK INC RESERVE ACCOUNT	62-5623	PO HC24-0065		113.11
3000212240	08/09/2023	RECOLOGY HUMBOLDT COUNTY	62-5560	PO HC24-0010		140.06
3000212241	08/09/2023	SCHOOL PATHWAYS LLC	62-5800	PO HC24-0050		18,807.59
3000212242	08/09/2023	STAPLES ADVANTAGE	62-4310	PO HC24-0019	80.31	
				PO HC24-0031	55.18	
				PO HC24-0034	112.87	248.36
3000212243	08/09/2023	UBEO West, LLC	62-5637	PO HC24-0013		824.69
3000212244	08/09/2023	YOUNG MINNEY & CORR LLP	62-5823	PO HC24-0056		752.00
3000212812	08/16/2023	AMAZON CAPITAL SERVICES	62-4310	PO HC24-0072		397.22
3000212813	08/16/2023	DEPARTMENT OF JUSTICE CASHIERING UNIT	62-5861	PO HC24-0089		113.00
3000212814	08/16/2023	HUMBOLDT MOVING & STORAGE INC	62-5800	PO HC24-0090		405.91
3000212815	08/16/2023	LAKESHORE	62-4310	PO HC24-0021		91.35
3000212816	08/16/2023	LEARNING ALLY ATTN: ACCOUNTS RECEIVABLE	62-5800	PO HC24-0074		1,799.10
3000212817	08/16/2023	LEARNING WITHOUT TEARS	62-4310	PO HC24-0045		295.12
3000212818	08/16/2023	SHRED AWARE	62-5800	PO HC24-0078		870.05
3000213142	08/21/2023	Ambrosini, Lisa M	62-4310	SUPPLIES		225.32
3000213143	08/21/2023	CHACTERSTRONG	62-5800	PO HC24-0087		11,895.30
3000213144	08/21/2023	CliftonLarsonAllen LLP	62-5822	PO HC24-0093		14,175.00
3000213145	08/21/2023	DAVID L MOONIE & CO LLP	62-5822	PO HC24-0096		3,336.00
3000213146	08/21/2023	FEDEX	62-5950	PO HC24-0092		70.70
3000213147	08/21/2023	GLOBAL DATEBOOKS	62-5800	PO HC23-0825		895.73
3000213148	08/21/2023	Gomes, Sarah L	62-4310	SUPPLIES		56.65

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ESCAPE ONLINE



Checks Dated 08/01/2023 through 08/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000213149	08/21/2023	H.C.S.D.	62-5530	PO HC24-0015 (JULY 23)		154.30
3000213150	08/21/2023	HOUGHTON MIFFLIN HARCOURT PUB	62-4110	PO HC24-0046		1,200.48
3000213151	08/21/2023	Musgrove, Annessa	62-5201	JULY 2023 MILEAGE	414.48	
			62-5207	APSI CONFERENCE	875.00	1,289.48
3000213152	08/21/2023	OPTIMUM	62-5922	PO HC24-0017 08/23		949.84
3000213153	08/21/2023	P G & E	62-5520	PO HC24-0009		159.56
3000213154	08/21/2023	RAMONE'S BAKERY & CAFE	62-4393	PO HC24-0101	736.21	
				PO HC24-100	518.23	1,254.44
3000213155	08/21/2023	SCHOOL PATHWAYS LLC	62-5800	PO HC24-0095		551.25
3000213156	08/21/2023	STAPLES ADVANTAGE	62-4310	PO HC24-0047	1,152.58	
				PO HC24-0052	58.24	
				PO HC24-0058	72.97	
			62-8699	PO HC23-0737	836.57-	447.22
3000213622	08/24/2023	AMAZON CAPITAL SERVICES	62-4310	PO HC24-0063	121.63	
				PO HC24-0083	91.51	213.14
3000213623	08/24/2023	AMBROSINI, DENNIS	62-5612	PO HC24-0016		2,000.00
3000213624	08/24/2023	BEGINNINGS INC	62-5612	PO HC24-0018		1,000.00
3000213625	08/24/2023	CAMPTON PLAZA	62-5612	PO HC24-0004		5,625.00
3000213626	08/24/2023	CUTTEN COMMUNITY CHURCH	62-5612	PO HC24-0002		5,000.00
3000213627	08/24/2023	CUTTEN COMMUNITY CHURCH	62-5520	SEPT 2023 UTILITIES	397.09	
			62-5530	SEPT 2023 UTILITIES	225.39	
			62-5560	SEPT 2023 UTILITIES	439.83	1,062.31
3000213628	08/24/2023	DAGGETT, PETER JAY	62-5612	PO HC24-0005		3,800.00
3000213629	08/24/2023	KGK RENTALS LLC	62-5612	PO HC24-0006		5,382.88
3000213630	08/24/2023	LEARNING WITHOUT TEARS	62-4110	PO HC24-0029		383.67
3000213631	08/24/2023	REPUBLIC INDEMNITY	62-9542	PO HC24-0102		4,007.20
3000213632	08/24/2023	Sammy's BBQ Catering	62-4393	PO HC24-0142		1,179.90
3000213633	08/24/2023	TCI BRINGS LEARNING ALIVE	62-4110	PO HC24-0048	5,903.20	
			62-4310	PO HC24-0085	4,883.20	
			62-5800	PO HC24-0048	2,238.11	13,024.51
3000214455	08/31/2023	ADVANCED SECURITY SYSTEMS	62-5800	PO HC24-0104		216.00
3000214456	08/31/2023	AMAZON CAPITAL SERVICES	62-4310	PO HC24-0099	279.27	
				PO HC24-0105	337.63	
				PO HC24-0141	104.13	721.03
3000214457	08/31/2023	CAL POLY HUMBOLDT	62-5801	PO HC24-0155		1,995.00
3000214458	08/31/2023	Daena L Velasco Acosta	62-5800	PO HC24-0160		265.00
3000214459	08/31/2023	DAISY FRESH	62-5800	PO HC24-0103		345.00

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Checks Dated 08/01/2023 through 08/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000214460	08/31/2023	FOLLETT CONTENT SOLUTIONS LLC	62-4110	PO HC24-0077		246.81
3000214461	08/31/2023	GREAT AMERICAN FINANCIAL SERV	62-5623	PO HC24-0038		88.89
3000214462	08/31/2023	Hayhurst, Melody	62-4393	MATERIALS/SUPPLIES FALL SUMMIT 23-24		635.16
3000214463	08/31/2023	IXL Learning, Inc,	62-5800	PO HC24-0159		6,708.00
3000214464	08/31/2023	KGK RENTALS LLC	62-5450	PO HC24-0006		116.91
3000214465	08/31/2023	Lovett, Shari A	62-5207	YM&C online payment		75.00
3000214466	08/31/2023	P G & E	62-5520	PO HC24-0007	504.44	
				PO HC24-0008	95.18	599.62
3000214467	08/31/2023	PITNEY BOWES PURCHASE POWER	62-5950	PO HC24-0165		500.00
3000214468	08/31/2023	RAINBOW RESOURCE CENTER	62-4110	PO HC24-0066	776.76	
				PO HC24-0067	793.05	
				PO HC24-0068	2,254.42	
				PO HC24-0143	1,012.64	4,836.87
3000214469	08/31/2023	Schaefer, Sarah E	62-4310	Tent for ELC eating area / supplies		239.01
3000214470	08/31/2023	STAPLES ADVANTAGE	62-4310	PO HC24-0054	2,458.71	
				PO HC24-0055	238.69	
				PO HC24-0069	146.87	
			62-8699	PO HC23-0737	836.57-	2,007.70
3000214471	08/31/2023	Wright, Meghan M	62-5205	Characterstrong Conference/ Parking	830.90	
			62-5209	Characterstrong Conference/ Parking	20.00	850.90
<b>Total Number of Checks</b>					<b>88</b>	<b>161,040.49</b>

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	88	161,040.49
	Total Number of Checks	88	161,040.49
	Less Unpaid Sales Tax Liability		.00
	<b>Net (Check Amount)</b>		<b>161,040.49</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.

ESCAPE ONLINE

Pay Date 08/31/2023

Fiscal Year 2023/24

EARNINGS by Earnings Code	Income	Adjustments
Regular	88,179.46	
<b>TOTAL</b>	<b>88,179.46</b>	

EARNINGS by Group	Income	Adjustments
Base Pay	71,313.15	
Extra Duty	4,559.67	
Stipends	12,306.64	
<b>TOTAL</b>	<b>88,179.46</b>	

EARNINGS	Person Type	Female Employees
Certificated	10	9
Classified	12	11
<b>TOTAL</b>	<b>22</b>	<b>20</b>

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	5,698.45		5,698.45	80,459.97
State Withholding	2,206.28		2,206.28	80,459.97
Social Security	2,860.25	2,860.25	5,720.50	46,132.98
Medicare	1,274.10	1,274.10	2,548.20	87,868.57
SUI		43.93	43.93	87,868.57
Workers' Comp		641.45	641.45	87,868.57
<b>SUBTOTAL</b>	<b>12,039.08</b>	<b>4,819.73</b>	<b>16,858.81</b>	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	1,567.62	5,974.83	7,542.45	22,394.35
PERS / 62	1,570.70	5,238.32	6,809.02	19,633.85
STRS / 60	3,472.59	6,470.88	9,943.47	33,878.92
STRS / 62	797.69	1,492.99	2,290.68	7,816.67
Supplemental Insuran	310.89		310.89	
<b>SUBTOTAL</b>	<b>7,719.49</b>	<b>19,177.02</b>	<b>26,896.51</b>	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Health & Welfare	829.00	18,999.00	19,828.00	
Supplemental Insuran	49.40		49.40	
<b>SUBTOTAL</b>	<b>878.40</b>	<b>18,999.00</b>	<b>19,877.40</b>	
<b>TOTALS</b>	<b>20,636.97</b>	<b>42,995.75</b>	<b>63,632.72</b>	

Vendor Summary for Pay Date 08/31/2023

Vendor Checks  
Vendor Liabilities

Cancel/Reissue for Process Date 08/31/2023

Reissued  
Cancel Checks  
Void ACH

BALANCING DATA

		67,542.49	Net Pay
Gross Earnings	88,179.46	20,636.97	Deductions
District Liability	42,995.75	42,995.75	Contributions
	<b>131,175.21</b>	<b>131,175.21</b>	

NET

Direct Deposits	58,434.23	16
Checks	9,108.26	6
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
<b>TOTAL</b>	<b>67,542.49</b>	<b>22</b>



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 Northern United - Siskiyou Charter School (NU-SCS)  
(0808, 0817, 0831)

**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 - \$58,421.10

Payroll: NU-Siskiyou Charter School - \$32,339.31

**Contact Person/s:** Shari Lovett, Kelley Withers



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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0808

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 0808	4736.57	
	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: 8/2/15  
 Board Approval Date: \_\_\_\_\_ Mail: \_\_\_\_\_ Hold: \_\_\_\_\_

*For Siskiyou County Office of Education Use Only*

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

SISKIYOU COUNTY OFFICE OF EDUCATION  
 COMMERCIAL WARRANT REGISTER  
 FOR WARRANTS DATED 08/07/2023

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0808 2324 NUSCS BATCH 0808  
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
00629729	000151/	ALSCO												
		PO-000004	1.	62-3213-0-5500-0000-8100-000-00000									INVOICE# LMED2220621	39.77
													WARRANT TOTAL	\$39.77
00629730	000244/	AMAZON CAPITAL SERVICES												
		PO-000058	1.	62-6300-0-4100-1110-1000-000-00000									INVOICE# 1DVP-K3H-GHYV	82.90
		PO-000059	1.	62-6300-0-4100-1110-1000-000-00000									INVOICE# 1M7H-GYQY-MK9H	74.58
													WARRANT TOTAL	\$157.48
00629731	000063/	G & G HARDWARE INC												
		PO-000050	1.	62-0000-0-4300-0000-8100-000-00000									INVOICE# 327223	278.51
		PO-000055	1.	62-0000-0-4300-0000-8100-000-00000									INVOICE# 327233	31.65
													WARRANT TOTAL	\$310.16
00629732	000296/	GREAT AMERICAN FINANCIAL SERV												
		PO-000032	2.	62-0000-0-5600-0000-2700-000-00000									INVOICE# 3477435	99.66
			3.	62-0000-0-5600-0000-7200-000-00000									INVOICE# 34477435	42.71
			1.	62-0000-0-5600-1110-1000-000-00000									INVOICE# 34477435	332.21
													WARRANT TOTAL	\$474.58
00629733	000298/	GRETA DE LA PEDRAJA												
		PV-240004		62-0000-0-5200-0000-2700-000-00000									MILEAGE 1006 MILES TACOMA WA	658.93
				62-0000-0-5200-0000-2700-000-00000									ACCOMODATION TACOMA WA	498.36
													WARRANT TOTAL	\$1,157.29
00629734	000301/	JACKRIS PUBLICATIONS												
		PO-000057	1.	62-6300-0-4100-1110-1000-000-00000									INVOICE# 17528	78.18
													WARRANT TOTAL	\$78.18
00629735	000033/	KIRK MILLER												
		PV-240005		62-0000-0-4300-1110-1000-000-00000									STUDENT CUBBIE CHECK #650	400.00
				62-0000-0-4300-1110-1000-000-00000									WOOD CHIPS FOR PLAYGRND	182.13
				62-0000-0-5200-0000-2700-000-10011									MILEAGE AVID SUMMER INSTITUTE	360.25

SISKIYOU COUNTY OFFICE OF EDUCATION  
 COMMERCIAL WARRANT REGISTER  
 FOR WARRANTS DATED 08/07/2023

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0808 2324 NUSCS BATCH 0808  
 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
			62-0000-0-5800-1110-1000-000-00000			DELIVERY FEE 160.00
			WARRANT TOTAL			\$1,102.38
00629736	000299/	MCHALE SIGN COMPANY				
	PO-000056	1.	62-0000-0-5800-0000-8100-000-00000			INVOICE# 15137 926.70
			WARRANT TOTAL			\$926.70
00629737	000013/	PACIFIC POWER				
	PO-000018	1.	62-0000-0-5520-0000-8100-000-00000			ACCOUNT# 64034125-001 0 338.36
			WARRANT TOTAL			\$338.36
00629738	000061/	PITNEY BOWES GLOBAL FINANCIAL				
	PO-000019	2.	62-0000-0-5600-0000-2700-000-00000			INVOICE# 3106191062 30.52
		1.	62-0000-0-5600-1110-1000-000-00000			INVOICE# 3106191062 71.21
			WARRANT TOTAL			\$101.73
00629739	000005/	SISKIYOU TELEPHONE COMPANY				
	PO-000029	1.	62-0000-0-5922-1110-1000-000-00000			ACCOUNT# 4000 49.95
			WARRANT TOTAL			\$49.95
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	\$4,736.58*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$ .00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$ .00*
			TOTAL PAYMENTS:	11	TOTAL AMOUNT:	\$4,736.58*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	\$4,736.58*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$ .00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$ .00*
			TOTAL PAYMENTS:	11	TOTAL AMOUNT:	\$4,736.58*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	\$4,736.58*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$ .00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$ .00*
			TOTAL PAYMENTS:	11	TOTAL AMOUNT:	\$4,736.58*

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0817

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 0817	46293.75	
	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: Kelley Withers Date: 8/18/23  
 Board Approval Date: \_\_\_\_\_ Mail: \_\_\_\_\_ Hold: \_\_\_\_\_

*For Siskiyou County Office of Education Use Only*

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

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0817 2324 NUSCS BATCH 0817  
 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		
00630630	000244/	AMAZON CAPITAL SERVICES					
		PO-000052	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1MT6-QJWP-GXWV	631.72	
		PO-000060	1. 62-6300-0-4200-1110-1000-000-00000		INVOICE# 13X3-6MPN-LW36	731.32	
		PO-000061	1. 62-6300-0-4200-1110-1000-000-00000		INVOICE# 1MT6-QJWP-F1T1	667.29	
		PO-000062	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1JC7-F6JM-Q7H6	199.16	
		PO-000063	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1JV4-7Y9X-W19X	237.85	
		PO-000064	1. 62-6300-0-4200-1110-1000-000-00000		INVOICE# 1MGL-JPXC-DW4T	542.23	
		PO-000065	1. 62-6300-0-4200-1110-1000-000-00000		INVOICE# 1NGX-LHHK-GM1K	873.42	
		PO-000066	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 13C9-3316-6ML3	46.05	
		PO-000068	1. 62-0000-0-4300-0000-2700-000-00000		INVOICE# 13HQ-4LX7-JK37	74.82	
		PO-000069	1. 62-0000-0-4300-1110-1000-000-00000		INVOICE# 1PDR-NXM3-G9C4	98.33	
		PO-000071	1. 62-0000-0-4300-0000-2700-000-00000		INVOICE#1LVV-RHFP-J3JR	198.03	
			WARRANT TOTAL			\$4,300.22	
00630631	000152/	BAY ALARM COMPANY					
		PO-000005	1. 62-0000-0-5500-0000-8100-000-00000		INVOICE# 20797716	195.00	
			1. 62-0000-0-5500-0000-8100-000-00000		INVOICE# 20792646	195.00	
			WARRANT TOTAL			\$390.00	
00630632	000002/	BOB STONE					
		PO-000000	1. 62-0000-0-5612-0000-8700-000-20007		SEPTEMBER 2023 RENT	3,250.00	
			WARRANT TOTAL			\$3,250.00	
00630633	000022/	CITY OF YREKA					
		PO-000006	1. 62-0000-0-5530-0000-8100-000-00000		ACCOUNT# 012142-001	94.39	
			WARRANT TOTAL			\$94.39	
00630634	000289/	DANIEL D. NELSON					
		PO-000002	1. 62-0000-0-5612-0000-8700-000-20007		SEPTEMBER 2023	4,800.00	
			WARRANT TOTAL			\$4,800.00	



DISTRICT: 043 NORTHERN UNITED SISKIYOU  
 BATCH: 0817 2324 NUSCS BATCH 0817  
 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	
00630635	000215/	GOLDEN ARROW INVESTMENTS				
		PO-000001	1. 62-0000-0-5612-0000-8700-000-20007		SEPTMEBER 2023 RENT	3,750.00
			WARRANT TOTAL			\$3,750.00
00630636	000050/	VIVIEN HASTERT				
		PV-240007	62-0000-0-5200-0000-2700-000-00000		YOUNG MINNEY CORR WEBINAR	75.00
			WARRANT TOTAL			\$75.00
00630637	000031/	HOLIDAY INN EXPRESS				
		PO-000009	1. 62-0000-0-5200-0000-7200-000-20002		SCOE ADMIN MEETING 09/05	173.92
			WARRANT TOTAL			\$173.92
00630638	000071/	HUE & CRY INC				
		PO-000011	1. 62-0000-0-5500-0000-8100-000-00000		INVOICE# 840286	201.70
			WARRANT TOTAL			\$201.70
00630639	000020/	KEENAN C/O SETECH				
		PO-000016	1. 62-0000-0-9514-0000-0000-000-00000		AUGUST 2023 MEDICAL	19,733.00
			1. 62-0000-0-9514-0000-0000-000-00000		AUGUST 2023 DENTAL	1,722.00
			1. 62-0000-0-9514-0000-0000-000-00000		AUGUST 2023 VISION	308.00
			WARRANT TOTAL			\$21,763.00
00630640	000264/	MYIBSOURCE				
		PO-000043	1. 62-3213-0-4100-1110-1000-000-00000		INVOICE # INV-003481	2,230.04
			WARRANT TOTAL			\$2,230.04
00630641	000012/	NORTH STATE PARENT				
		PO-000017	1. 62-0000-0-5800-0000-2700-000-00000		INVOICE# 73415	265.00
			WARRANT TOTAL			\$265.00
00630642	000013/	PACIFIC POWER				
		PO-000018	1. 62-0000-0-5520-0000-8100-000-00000		ACCNT#64034125-002 8	626.47
			WARRANT TOTAL			\$626.47
00630643	000302/	PANDIA PRESS				
		PO-000067	2. 62-0000-0-4300-1110-1000-000-00000		INVOICE# 40803	4.43



DISTRICT: 043 NORTHERN UNITED SISKIYOU  
BATCH: 0817 2324 NUSCS BATCH 0817  
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		
		1.	62-0000-0-4300-1110-1000-000-00000		INVOICE# 40803	14.56
			WARRANT TOTAL			\$18.99
00630644	000223/	SAVVAS LEARNING CO				
		PO-000047	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 4027008924	2,269.09
			1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 4027010994	528.51
			WARRANT TOTAL			\$2,797.60
00630645	000085/	SISKIYOU OPPORTUNITY CENTER				
		PO-000028	1. 62-0000-0-5800-0000-2700-000-00000		INVOICE# 18081	275.90
			WARRANT TOTAL			\$275.90
00630646	000005/	SISKIYOU TELEPHONE COMPANY				
		PV-240006	62-0000-0-4300-1110-1000-000-00000		ACCOUNT# 999/100-2605	90.00
			WARRANT TOTAL			\$90.00
00630647	000052/	STAPLES ADVANTAGE				
		PO-000042	1. 62-0000-0-4300-0000-2700-000-00000		INVOICE# 3543275470	155.13
		PO-000048	1. 62-0000-0-4300-0000-2700-000-00000		INVOICE# 3543414189	311.61
		PO-000070	1. 62-0000-0-4300-0000-2700-000-00000		INVOICE# 3544631273	80.83
			2. 62-0000-0-4300-0000-8100-000-00000		INVOICE# 3544631273	50.15
			WARRANT TOTAL			\$597.72
00630648	000023/	UBEO				
		PO-000021	2. 62-0000-0-5600-0000-2700-000-00000		INVOICE# 4199450	91.10
			3. 62-0000-0-5600-0000-7200-000-00000		INVOICE# 4199450	39.04
			1. 62-0000-0-5600-1110-1000-000-00000		INVOICE# 4199450	303.66
			WARRANT TOTAL			\$433.80
00630649	000300/	VENTRIS LEARNING				
		PO-000054	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 20236456	160.00
			WARRANT TOTAL			\$160.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	20	TOTAL AMOUNT OF CHECKS:	\$46,293.75*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$ .00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$ .00*
			TOTAL PAYMENTS:	20	TOTAL AMOUNT:	\$46,293.75*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	20	TOTAL AMOUNT OF CHECKS:	\$46,293.75*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$ .00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$ .00*
			TOTAL PAYMENTS:	20	TOTAL AMOUNT:	\$46,293.75*

\*\*\* DISTRICT TOTALS \*\*\*

TOTAL NUMBER OF CHECKS:	20	TOTAL AMOUNT OF CHECKS:	\$46,293.75*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$ .00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$ .00*
TOTAL PAYMENTS:	20	TOTAL AMOUNT:	\$46,293.75*

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0831

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 0831	7390.78	
	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: Kelley Withers Date: 8/25/23

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

*For Siskiyou County Office of Education Use Only*

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

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
BATCH: 0831 2324 NUSCS BATCH 0831  
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	
00630905	000244/	AMAZON CAPITAL SERVICES				
		PO-000074	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1WTY-GGRF-JF63	159.93
		PO-000075	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1WTY-GGRF-JF63	85.68
		PO-000076	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1MWX-GQLQ-Q6F7	39.04
			1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1WTY-GGRF-JF63	59.35
		PO-000077	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1MWX-GQLQ-Q6F7	151.90
		PO-000078	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1MWX-GQLQ-Q6F7	35.51
			1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1WTY-GGRF-JF63	50.00
			2. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 1WTY-GGRF-JF63	36.22
		PO-000080	1. 62-0000-0-4300-0000-8100-000-00000		INVOICE# 1K7Y-61C1-CG1M	47.02
			2. 62-0000-0-4300-1110-1000-000-00000		INOVICE# 1K7Y-61C1-CG1M	18.99
		PO-000081	1. 62-0000-0-4300-0000-2700-000-00000		INVOICE# 149-WY6L-M3QM	296.49
					WARRANT TOTAL	\$980.13
00630906	000062/	CDW GOVERNMENT				
		PO-000079	1. 62-0000-0-4300-0000-2700-000-00000		INVOICE# LM15139	155.73
			1. 62-0000-0-4300-0000-2700-000-00000		INVOICE# LM10688	333.40
					WARRANT TOTAL	\$489.13
00630907	000092/	CEDARWORKS				
		PO-000073	1. 62-0000-0-4300-0000-8100-000-00000		INVOICE QUOTE 1619462-4	551.80
					WARRANT TOTAL	\$551.80
00630908	000305/	CORNERSTONE CONSTRUCTION				
		PV-240009	62-0000-0-5800-0000-8100-000-00000		INVOICE# 080323	4,272.00
					WARRANT TOTAL	\$4,272.00
00630909	000306/	CURIOSITY CHRONICLES				
		PO-000088	1. 62-6300-0-4100-1110-1000-000-00000		INVOICE# 0000558	93.99
					WARRANT TOTAL	\$93.99

DISTRICT: 043 NORTHERN UNITED SISKIYOU  
BATCH: 0831 2324 NUSCS BATCH 0831  
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		
00630910	000063/	G & G HARDWARE INC				
	PO-000085	1. 62-0000-0-4300-0000-8100-000-00000		INVOICE#328110		1.72
		1. 62-0000-0-4300-0000-8100-000-00000		INVOICE# 328111		3.22
		WARRANT TOTAL				\$4.94
00630911	000294/	HUNTER COMMUNICATION & TECH				
	PO-000010	2. 62-0000-0-5922-0000-2700-000-00000		BILL# 424777		46.71
		3. 62-0000-0-5922-0000-7200-000-00000		BILL# 424777		20.02
		1. 62-0000-0-5922-1110-1000-000-00000		BILL# 424777		155.72
		WARRANT TOTAL				\$222.45
00630912	000033/	KIRK MILLER				
	PV-240008	62-0000-0-5912-0000-2700-000-00000		INVOICE# 13335611		407.88
		WARRANT TOTAL				\$407.88
00630913	000013/	PACIFIC POWER				
	PO-000018	1. 62-0000-0-5520-0000-8100-000-00000		ACCNT# 64034125-001 0		73.74
		1. 62-0000-0-5520-0000-8100-000-00000		ACCNT# 64034125-003 6		200.26
		WARRANT TOTAL				\$274.00
00630914	000052/	STAPLES ADVANTAGE				
	PO-000083	1. 62-0000-0-4300-0000-2700-000-00000		INVOICE# 3545107981		94.46
		WARRANT TOTAL				\$94.46
*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:	10	TOTAL AMOUNT OF CHECKS:		\$7,390.78*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:		\$ .00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:		\$ .00*
		TOTAL PAYMENTS:	10	TOTAL AMOUNT:		\$7,390.78*
*** BATCH	TOTALS ***	TOTAL NUMBER OF CHECKS:	10	TOTAL AMOUNT OF CHECKS:		\$7,390.78*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:		\$ .00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:		\$ .00*
		TOTAL PAYMENTS:	10	TOTAL AMOUNT:		\$7,390.78*
*** DISTRICT	TOTALS ***	TOTAL NUMBER OF CHECKS:	10	TOTAL AMOUNT OF CHECKS:		\$7,390.78*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:		\$ .00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:		\$ .00*
		TOTAL PAYMENTS:	10	TOTAL AMOUNT:		\$7,390.78*



043 NORTHERN UNITED SISKIYOU  
2324 NUSCS SUPPLEMENTAL JULY

PAYNAME: SUPP

PAYROLL AUDIT PRELIST  
DISTRICT TOTALS

J89548 PAY510 L.00.22 08/01/23 PAGE 2  
PAY DATE: 08/10/2023 END DATE: 08/04/2023

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	3	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	0	STARTING APD CHECKING NEXT MONTH	0	FICA OPTION:	
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0		
TOTAL GETTING PAID	3	GETTING PAID BALANCE OF CONTRACT	0		

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	0.00	NML	0.00	NML	0.00	NML	0.00	NML	0.00
ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00
ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*
SUP	0.00	SUP	8,640.00	SUP	665.00	SUP	9,305.00	SUP	9,305.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	0.00*	NON-NML	8,640.00*	NON-NML	665.00*	NON-NML	9,305.00*	NON-NML	9,305.00*
TOTAL	0.00**	TOTAL	8,640.00**	TOTAL	665.00**	TOTAL	9,305.00**	TOTAL	9,305.00**

TOTAL NUMBER HOURS WORKED: 38.00      TOTAL NUMBER DAYS WORKED: 32.00

GROSS	FED IMP GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
9,305.00	0.00	0.00	0.00	792.00	8,513.00	486.34	0.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI
170.48	0.00	4,825.00	299.15	9,305.00	134.92	0.00	0.00
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED
0.00	0.00	0.00	4,480.00	459.20	4,160.00	332.80	0.00
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR	
7,422.11	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	8,513.00	459.20	0.00	0.00	0.00	332.80	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
4,480.00	0.00	0.00	0.00	4,160.00	0.00	0.00	0.00



PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	3	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	5	STARTING APD CHECKING NEXT MONTH	0	FICA OPTION:	
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0		
	-----	GETTING PAID BALANCE OF CONTRACT	0		
TOTAL GETTING PAID	8				

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	19,173.34	NML	0.00	NML	1,725.63	NML	1,725.63	NML	20,898.97
ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00
ADJ NML	19,173.34*	ADJ NML	0.00*	ADJ NML	1,725.63*	ADJ NML	1,725.63*	ADJ NML	20,898.97*
STIP	822.84	STIP	0.00	STIP	1,312.50	STIP	1,312.50	STIP	2,135.34
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	822.84*	NON-NML	0.00*	NON-NML	1,312.50*	NON-NML	1,312.50*	NON-NML	2,135.34*
<b>TOTAL</b>	<b>19,996.18**</b>	<b>TOTAL</b>	<b>0.00**</b>	<b>TOTAL</b>	<b>3,038.13**</b>	<b>TOTAL</b>	<b>3,038.13**</b>	<b>TOTAL</b>	<b>23,034.31**</b>

TOTAL NUMBER HOURS WORKED: 171.55      TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP	GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
23,034.31		0.00	0.00	0.00	1,717.53	21,316.78	1,233.80	150.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI	
418.16	0.00	13,119.31	813.40	23,034.31	334.00	0.00	0.00	
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED	
0.00	0.00	0.00	9,915.00	1,016.28	9,383.34	701.25	0.00	
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR		
18,367.42	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	21,316.78	1,016.28	0.00	0.00	345.92	355.33	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 for the August 9, 2023 Board Meeting

**Action Requested:**

Approval

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

This is a monthly process. Each month the board reviews and approves the minutes from previous meetings.

**Fiscal Implications:**

None

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

**Northern United Charter Schools  
Regular Board Meeting  
August 9, 2023**

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

**Members Absent:** Amie Snider

**Staff Present:** Shari Lovett, Rebekah Davis, Kirk Miller, Julia Anderson, Kelley Withers, Eric Clause and Lynda Speck.

- 1.0 **CALL TO ORDER/AGENDA:** Rosemary Kunkler called the meeting to order at 4:01pm.
  - 1.1 **Pledge of Allegiance**
  - 1.2 **Adopt the Agenda:** A motion to adopt the agenda as posted was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Jere Cox: Aye, Melissa Johnson: Aye and Rosemary Kunkler: Aye. Motion carries.
  
- 2.0 **OPEN SESSION BEFORE CLOSED SESSION:**
  - 2.1 **Rosemary Kunkler verbally reviewed the items to be discussed during Closed Session as listed below.**
  - 2.2 **Closed Session Open Hearing:** There were no comments.  
Rosemary Kunkler started closed session at 4:06pm
  - 2.3.1 **Public Employment (§ 54957) Title: Custodian**
  
- 3.0 **RECONVENE IN OPEN SESSION:** Rosemary Kunkler reconvened to open session at 4:12pm.
  - 3.1 **Report of Action Taken during Closed Session:** No action to report.
  
- 4.0 **CONSENT AGENDA:**
  - 4.1 **Consideration of Approval of Warrants and Payroll for Northern United-Humboldt Charter School:**
  - 4.2 **Consideration of Approval of Warrants (batches 0623, 0630, 0716, 0720, 0727) and Payroll for Northern United-Siskiyou Charter School:**
  - 4.3 **Consideration of Approval of Minutes for the June 28, 2023 and June 29, 2023 Board Meetings**
  - 4.4 **Consideration of Resignations, Hires, Leaves, and Change of Assignments**  
A motion to approve the consent agenda was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Jere Cox: Aye, Melissa Johnson: Aye and Rosemary Kunkler: Aye. Motion carries.
  
- 5.0 **PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA:** There were no comments.
  
- 6.0 **ACTION ITEMS TO BE CONSIDERED:**
  - 6.1 **Approval of Food Vendor Agreement between Eureka City Schools and Northern United-Humboldt Charter School for 2023-2024:**

A motion to approve the Food Vendor Agreement between Eureka City Schools and Northern United-Humboldt Charter School for 2023/2024 was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Jere Cox: Aye, Melissa Johnson: Aye, Rosemary Kunkler: Aye, Motion carries.

**6.2 Approval of Food Vendor Agreement between Beginnings Inc. and Northern United-Humboldt Charter School for 2023-2024:**

A motion to approve the Food Vendor Agreement between Beginnings Inc. and Northern United-Humboldt Charter School for 2023-2024 was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Jere Cox-Aye, Melissa Johnson: Aye, Rosemary Kunkler: Aye. Motion carries.

**6.3 Approval of the Consolidated Application and Assurances with All Associated Data Collections and Reporting Requirements 2023-2024 for Northern United-Humboldt Charter School:**

A motion to approve the Con App and assurances with all associated data collections and reporting requirements for Northern United-Humboldt Charter School for 2023-2024 was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Jere Cox: Aye, Melissa Johnson: Aye, Rosemary Kunkler: Aye, Motion carries.

**6.4 Approval of the Consolidated Application and Assurances with All Associated Data Collections and Reporting Requirements 2022-2023 for Northern United-Siskiyou Charter School:**

A motion to approve the Con App and assurances with all associated data collections and reporting requirements for Northern United-Siskiyou Charter School was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Jere Cox: Aye, Melissa Johnson Aye, and Rosemary Kunkler: Aye, Motion carries.

**6.5 Approval of the Northern United Charter Schools' Independent Study Policy:**

A motion to adopt the Northern United Charter Schools Independent Study Policy was made by Melissa Johnson and seconded by Jere Cox. Vote taken: Jere Cox: Aye, Melissa Johnson: Aye, and Rosemary Kunkler: Aye. Motion carries.

**6.6 Approval of the Northern United Charter Schools' Universal Meal Policy:**

This is a first reading of the policy. A discussion was held. No action taken.

**6.7 Approval of the Northern United Charter Schools' Smoke Free Schools Policy:** Shari Lovett explained the revision of the policy. A motion to approve the Smoke Free Schools Policy Revision made by Jere Cox and seconded by Melissa Johnson. Vote taken: Jere Cox: Aye, Melissa Johnson: Aye, and Rosemary Kunkler: Aye. Motion carries.

**7. DISCUSSION ITEMS:**

**7.1 2023-2024 Annual Goals:**

A discussion was held on the difference between the LCAP goals for the two schools and that the goals are broad. Discussion on chronic absenteeism as a goal. Shari Lovett will bring them back next month.

**8. REPORTS:**

**8.1 Enrollment and Attendance Report:** In packet

**8.2 Fiscal Report:** In packet.



### **8.3 Director's Report:**

Shari Lovett reported on the following topics:

- Mt. Shasta Learning Center's new location
- Welcome back breakfast for administrators at Siskiyou County Office of Education
- Hiring new staff in both Humboldt and Siskiyou
- Athletic Directors for 2023/2024
- Fall Summit on August 23 and 24 at the Sequoia Center at Humboldt County Office of Education.
- New employee training on August 22
- New food service coordinator

### **8.4 Board Report:**

Jere Cox: No report

Melissa - Excited to see the new Mt. Shasta Learning Center

Rosemary – No report

## **9.0 NEXT BOARD MEETING:**

**9.1 Possible Agenda Items** – Universal Meals Policy (2<sup>nd</sup> reading), annual goals, board terms, unaudited actuals

**9.2 Next Board Meeting Date:** September 13, 2023 at 4 pm.

**10.0 ADJOURNMENT:** Rosemary Kunkler adjourned the meeting at 5:03pm.

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: 8/31/2023

### Resignations

Name	Date	Location	Comments
Melissa Watson	8/1/2023	NU-Siskiyou	Resigned
April Waterman	7/10/2023	NU-Humboldt	Resigned

### HIRES

Name	Date	Location	Comments
Amanda Cobine	8/21/2023	Eureka Learning Center	Secretary
Michele Janelli	8/28/2023	Cutten Learning Center	Instructional Aide
Raven Markee	9/11/2023	Cutten Learning Center	1-1 Aide
Aiden Lovett	8/28/2023	Cutten Learning Center	Substitute Aide
Kelli Olive	8/28/2023	Willow Creek Learning Center	Secretary/Clerk
Denise Boldway	8/28/2023	Eureka Learning Center	SGI

### Leaves

Name	Date	Location	Comments

### Change Of Assignment

Name	Date	Location	Comments

Agenda Item 3.  
CONSENT AGENDA

**Subject:**

3.5 Consideration of Removal Surplus Items List from NU-HCS

**Action Requested:**

Approval

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

In order to discard curriculum and other items purchased with public funds, the board must first approve the list of items. Please see attached out of date items that NU-HCS needs to discard. These items are no longer in use.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

# Library Weeding Log

Cutten Resource Center

From: 8/16/2023 To: 8/17/2023

## 8/17/2023 - Copies Removed: 52

### A Midsummer Night's Dream (Removed: 1)

Author: Shakespeare, William.

Call Number	Barcode	Price	Acquired	Removed By
fic	39000001028773		12/2/2016	destinyadmin

Was Available -- Weeded

### The Accident : She has retuned form the dead. (Removed: 1)

Author: Hoh, Diane.

ISBN: 0-590-44330-5

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
Lit	39000000010475		10/15/2014	destinyadmin

Was Lost on 1/20/2015 -- Weeded

### The Adventures of Tom Sawyer (Removed: 1)

Author: Mark Twain.

ISBN: 0-590-43352-0

Call Number	Barcode	Price	Acquired	Removed By
Book	39000000100946		10/15/2014	destinyadmin

Was Available -- Weeded

### The adventures of Tom Sawyer (Removed: 1)

Author: Twain, Mark, 1835-1910.

ISBN: 0-8125-0420-8 (pbk.)

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
Lit	39000000014832		10/15/2014	destinyadmin

Was Lost on 1/20/2015 -- Weeded

### The autobiography of Miss Jane Pittman (Removed: 1)

Author: Gaines, Ernest J., 1933-

ISBN: 0-553-26357-9 (pbk.)

Published: 1972

Call Number	Barcode	Price	Acquired	Removed By
Book	39000000178462		10/15/2014	destinyadmin

Was Lost on 1/20/2015 -- Weeded

### The Borning Room (Removed: 1)

Author: Paul Fleischman.

ISBN: 0-590-46043-9

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
Book	39000000179486		10/15/2014	destinyadmin

Was Lost on 1/20/2015 -- Weeded

### The broken blade (Removed: 1)

Author: Durbin, William, 1951-

ISBN: 0-440-41184-X

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
Book	39000000179502		10/15/2014	destinyadmin

Was Lost on 1/20/2015 -- Weeded

### Bunnies in the bathroom (Removed: 1)

Author: Baglio, Ben M.

ISBN: 0-439-09700-2 (pbk.)

Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
Book	39000000178249		10/15/2014	destinyadmin

Was Available -- Weeded

### Caddie Woodlawn (Removed: 1)

Author: Brink, Carol Ryrie, 1895-1981.

ISBN: 0-689-81521-2 (pbk.)

Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
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# Library Weeding Log

Cutten Resource Center

From: 8/16/2023 To: 8/17/2023

## 8/17/2023 - Copies Removed: 52

Lit 39000000054275 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### A carnival of secrets (Removed: 1)

Author: McCusker, Paul, 1958- ISBN: 1-56179-546-1 Published: 1997  
Call Number Barcode Price Acquired Removed By  
Book 39000000102983 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### Coraline (Removed: 1)

Author: Gaiman, Neil. ISBN: 0-439-57773-X Published: 2002  
Call Number Barcode Price Acquired Removed By  
Lit 39000000093877 10/15/2014 destinyadmin  
Was Available -- Weeded

### Dance with me (Removed: 1)

Author: Rice, Luanne. ISBN: 0-553-58692-0 Published: 2005  
Call Number Barcode Price Acquired Removed By  
Book 39000000125315 10/15/2014 destinyadmin  
Was Available -- Weeded

### David Copperfield : Illustrated Classic Editions (Removed: 1)

Author: Dickens, Charles. Published: 1997  
Call Number Barcode Price Acquired Removed By  
Fict 39000000025895 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### Elizabeth: Next Stop, Jr. High. (Removed: 1)

Call Number Barcode Price Acquired Removed By  
Fic 39000001028641 12/2/2016 destinyadmin  
Was Available -- Weeded

### Fairy School : Look Out, Earth-Below! (Removed: 1)

Author: Herman, Gail. ISBN: 0-553-48707-8 Published: 2000  
Call Number Barcode Price Acquired Removed By  
Lit 39000000010566 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### Farewell to Manzanar (Removed: 1)

Author: Houston, Jeanne Wakatsuki. ISBN: 0-553-27258-6 Published: 1974  
Call Number Barcode Price Acquired Removed By  
Book 39000000196043 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### Freak the Mighty (Removed: 3)

Author: Philbrick, W. R. (W. Rodman) ISBN: 0-439-28606-9 (pbk.) Published: 2001  
Call Number Barcode Price Acquired Removed By  
Book 39000000178074 10/15/2014 destinyadmin  
Was Available -- Weeded



# Library Weeding Log

Cutten Resource Center

From: 8/16/2023 To: 8/17/2023

## 8/17/2023 - Copies Removed: 52

Book	39000001049969	10/15/2014	destinyadmin
Was Lost on 1/20/2015 -- Weeded			
Book	39000001049977	10/15/2014	destinyadmin
Was Available -- Weeded			

## Fudge-a-mania (Removed: 1)

Author: Blume, Judy.	ISBN: 0-525-44672-9	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
Lit	39000000010145		10/15/2014	destinyadmin
Was Lost on 12/22/2019 by Vazquez, Sophia (Student: P 10457) - fine was satisfied -- Weeded				

## Ghost canoe (Removed: 1)

Author: Hobbs, Will.	ISBN: 0-380-72537-1 (pbk.)	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
Book	390000000102496		10/15/2014	destinyadmin
Was Lost on 1/20/2015 -- Weeded				

## The Hideout (Removed: 1)

Author: Eve Bunting.	ISBN: 0-440-84580-7	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
Book	390000000179379		10/15/2014	destinyadmin
Was Available -- Weeded				

## Homer Price (Removed: 1)

Author: McCloskey, Robert.		Published: 1971		
Call Number	Barcode	Price	Acquired	Removed By
Fic	390000000098397		10/15/2014	destinyadmin
Was Available -- Weeded				

## I have lived a thousand years : growing up in the Holocaust (Removed: 1)

Author: Jackson, Livia Bitton.	ISBN: 0-689-82395-9 (pbk.)	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
Book	390000000102900		10/15/2014	destinyadmin
Was Lost on 1/20/2015 -- Weeded				

## I, Houdini : the amazing story of an escape-artist hamster (Removed: 1)

Author: Reid Banks, Lynne, 1929-	ISBN: 0-380-70649-0	Published: 1989		
Call Number	Barcode	Price	Acquired	Removed By
Book	390000000178538		10/15/2014	destinyadmin
Was Lost on 1/20/2015 -- Weeded				

## Ida Early Comes Over the Mountain (Removed: 1)

Author: Burch, Robert.	ISBN: 0-590-43950-2	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
Lit	39000000010517		10/15/2014	destinyadmin
Was Lost on 1/20/2015 -- Weeded				

## Jacob's rescue : a Holocaust story (Removed: 1)

Author: Drucker, Malka.	ISBN: 0-440-40965-9	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By



# Library Weeding Log

Cutten Resource Center

From: 8/16/2023 To: 8/17/2023

## 8/17/2023 - Copies Removed: 52

Hist 39000000050729 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

## Judy Moody Predicts the Future (Removed: 1)

Author: McDonald, Megan. ISBN: 0-439-57658-X Published: 2003  
Call Number Barcode Price Acquired Removed By  
Lit 39000000094313 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

## The last of the really great Whangdoodles (Removed: 1)

Author: Edwards, Julie. ISBN: 0-06-440314-9 Published: 1989  
Call Number Barcode Price Acquired Removed By  
Book 39000000148929 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

## A lion to guard us (Removed: 1)

Author: Bulla, Clyde Robert. ISBN: 0-06-440333-5 Published: 1989  
Call Number Barcode Price Acquired Removed By  
Lit 39000000132345 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

## Magic Tree House #37 : Dragon of the Red Dawn (Removed: 1)

Author: Osborne, Mary Pope. ISBN: 978-0-375-83728-9 Published: 2007  
Call Number Barcode Price Acquired Removed By  
Book 39000000047071 10/15/2014 destinyadmin  
Was Available -- Weeded

## Mandy (Removed: 1)

Author: Edwards, Julie. ISBN: 0-06-440296-7 (pbk.) Published: 1989  
Call Number Barcode Price Acquired Removed By  
Book 39000000148911 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

## Morgan's zoo (Removed: 1)

Author: Howe, James. ISBN: 0-380-69994-X Published: 1986  
Call Number Barcode Price Acquired Removed By  
Book 39000000177761 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

## The Moves Make the Man (Removed: 1)

Author: Brooks, Bruce. ISBN: 0-06-440564-8 Published: 1984  
Call Number Barcode Price Acquired Removed By  
Lit 39000000015292 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

## Mrs. Piggle-Wiggle (Removed: 1)

Author: MacDonald. ISBN: 0-590-41386-4 Published: 1947  
Call Number Barcode Price Acquired Removed By  
Lit 39000000010079 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

# Library Weeding Log

Cutten Resource Center

From: 8/16/2023 To: 8/17/2023

## 8/17/2023 - Copies Removed: 52

### Nighty-nightmare (Removed: 1)

Author: Howe, James, 1946- ISBN: 978-1-41693966-5 Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
[Fic]	49000000012529		4/28/2021	destinyadmin

Was Available -- Weeded

### Old Yeller (Removed: 1)

Author: Gipson, Fred, 1908-1973. ISBN: 978-0-06-440382-5 (pbk.) Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
Book	39000000120431		10/15/2014	destinyadmin

Was Available -- Weeded

### One more river (Removed: 1)

Author: Banks, Lynne Reid, 1929- ISBN: 0-380-71563-5 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
Lit	39000000010350		10/15/2014	destinyadmin

Was Lost on 1/20/2015 -- Weeded

### Pixie Tricks : Sprite's Secret (Removed: 1)

Author: West, Tracey. ISBN: 0-439-17218-7 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
Lit	39000000125174		10/15/2014	destinyadmin

Was Lost on 1/20/2015 -- Weeded

### Pixie Tricks : The Angry Elf (Removed: 1)

Author: West, Tracey. ISBN: 0-439-17981-5 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
Book	39000000047287		10/15/2014	destinyadmin

Was Lost on 1/20/2015 -- Weeded

### Rent a Third Grader? : Got a job to do? (Removed: 1)

Author: Hiller, B.B. ISBN: 0-590-40966-2 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
Lit	39000000010491		10/15/2014	destinyadmin

Was Lost on 1/20/2015 -- Weeded

### The Return of the Indian : The exciting sequel to The Indian in the Cubboa (Removed: 1)

Author: Banks, Lynne Reid. ISBN: 0-380-70284-3

Call Number	Barcode	Price	Acquired	Removed By
Lit	39000000009261		10/15/2014	destinyadmin

Was Available -- Weeded

### A Sand County almanac : with essays on conservation from Round River (Removed: 1)

Author: Leopold, Aldo, 1886-1948. ISBN: 0-345-34505-3 (pbk.) Published: 1970

Call Number	Barcode	Price	Acquired	Removed By
508.73	39000001028740		12/2/2016	destinyadmin

Was Available -- Weeded

### The Secret of the Indian : an incredible new adventure ofThe Indian in the (Removed: 1)

Author: Banks, Lynne Reid. ISBN: 0-380-71040-4

Call Number	Barcode	Price	Acquired	Removed By
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# Library Weeding Log

Cutten Resource Center

From: 8/16/2023 To: 8/17/2023

## 8/17/2023 - Copies Removed: 52

Lit 39000000009279 10/15/2014 destinyadmin  
Was Available -- Weeded

### Smoky the cowhorse (Removed: 1)

Author: James, Will, 1892-1942. ISBN: 0-689-71682-6 Published: 1993  
Call Number Barcode Price Acquired Removed By  
Book 39000000151782 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### Snow Treasure : A story of courage and adventure. (Removed: 1)

Author: McSwigan, Marie. ISBN: 0-590-42537-4 Published: 1942  
Call Number Barcode Price Acquired Removed By  
Lit 39000000052295 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### Spying on Miss Muller : Special Edition (Removed: 1)

Author: Eve Bunting. ISBN: 0-449-70455-6 Published: 1996  
Call Number Barcode Price Acquired Removed By  
Book 39000000179346 10/15/2014 destinyadmin  
Was Available -- Weeded

### The Sword of Shannara : Part 1 - In the Shadow of the Warlock Lord (Removed: 1)

Author: Terry Brooks. ISBN: 0-345-46146-0 Published: 1977  
Call Number Barcode Price Acquired Removed By  
Book 39000000118153 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### Tales of a fourth grade nothing (Removed: 1)

Author: Blume, Judy. ISBN: 0-440-48474-X Published: 1991  
Call Number Barcode Price Acquired Removed By  
Lit 39000000010137 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### Tree of Freedom (Removed: 1)

Author: Rebecca Caudill. ISBN: 0-590-44557-X Published: 1992  
Call Number Barcode Price Acquired Removed By  
Book 39000000160551 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### The Wizard of Oz (Removed: 1)

Author: Baum, L. Frank (Lyman Frank), 1856-1919. ISBN: 0-8125-2335-0 Published: 1993  
Call Number Barcode Price Acquired Removed By  
Lit 39000000014782 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

### The words Lincoln lived by : 52 timeless principles to light your path (Removed: 1)

Author: Griessman, Gene. ISBN: 0-684-84122-3 Published: 1997  
Call Number Barcode Price Acquired Removed By  
Book 39000000121249 10/15/2014 destinyadmin  
Was Lost on 1/20/2015 -- Weeded

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**From: 8/16/2023 To: 8/17/2023 Total Copies Removed: 52**

**Deleted: 0, Transferred: 0, Weeded: 52**



**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 2023-2024 Annual Goals

**Action Requested:**

Approval

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

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

At the August board meeting, the board discussed options for the 2023-2024 annual goals. Please see attached recommended goals.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett



**Northern United Charter Schools**  
**2023-2024 Annual Goals**

2023-2024 Goal 1:

Northern United Charter Schools will improve student performance outcomes in all academic areas.

2023-2024 Goal 2:

Northern United Charter Schools will improve school climate, with emphasis on social and emotional wellbeing and attendance, and improve parent/community involvement to promote and cultivate a positive, safe environment for all.

2023-2024 Goal 3:

Northern United Charter Schools will promote our schools' programs within our school community and promote our schools within the broader community.

**Agenda Item 5.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

5.2 Approval of the Unaudited Actuals for NU-HCS

**Action Requested:**

Approval

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

This is a yearly requirement. Please see attached Unaudited Actual Financial Report. This is the report on the actual revenue and expenses, prior to being audited, for the school for the 2022-2023 school year. Once last year's financials are audited, there may be some minor revisions.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett, Kelley Withers

Charter Number: 1957

To the entity that approved the charter school:

2022-23 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report is hereby approved and filed by the charter school pursuant to Education Code Section 42100(b).

Signed: Shari Lovett  
Charter School Official  
(Original signature required)

Date: 9/13/2023

Printed Name: Shari Lovett

Title: School Director

To the County Superintendent of Schools:

2022-23 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report has been reviewed and is hereby filed with the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

2022-23 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: \_\_\_\_\_  
County Superintendent/Designee  
(Original signature required)

Date: \_\_\_\_\_

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

For Approving Entity:  
Corey Weber  
Name  
Assistant Superintendent of Business Services  
Title  
707-445-7066  
Telephone  
cweber@hcoe.org  
E-mail Address

For Charter School:  
Shari Lovett  
Name  
Director  
Title  
707-445-2660, ext 10  
Telephone  
E-mail Address

G = General  
Ledger Data; S =  
Supplemental  
Data

Data Supplied For:			
Form	Description	2022-23 Unaudited Actuals	2023-24 Budget
01	General Fund/County School Service Fund	G	
08	Student Activity Special Revenue Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund		

52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund	G	G
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass- Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals		
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	S	
L	Lottery Report	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	



SEAS	Special Education Revenue Allocations Setup (SELPA Selection)
SIAA	Summary of Interfund Activities - Actuals

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	3,792,084.00	4,302,727.00	13.5%
2) Federal Revenue		8100-8299	930,818.45	239,057.00	-74.3%
3) Other State Revenue		8300-8599	1,188,897.26	553,673.00	-53.4%
4) Other Local Revenue		8600-8799	543,299.36	462,164.00	-14.9%
5) TOTAL, REVENUES			6,455,099.07	5,557,621.00	-13.9%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	2,047,605.42	2,096,077.00	2.4%
2) Classified Salaries		2000-2999	761,461.62	716,238.00	-5.9%
3) Employee Benefits		3000-3999	1,542,189.23	1,762,097.00	14.3%
4) Books and Supplies		4000-4999	286,229.19	322,112.00	12.5%
5) Services and Other Operating Expenses		5000-5999	958,136.39	1,219,393.00	27.3%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	3,228.00	3,201.00	-0.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			5,598,849.85	6,119,118.00	9.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			856,249.22	(561,497.00)	-165.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			856,249.22	(561,497.00)	-165.6%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,807,260.75	2,623,460.53	45.2%
b) Audit Adjustments		9793	(40,049.44)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,767,211.31	2,623,460.53	48.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,767,211.31	2,623,460.53	48.5%
2) Ending Net Position, June 30 (E + F1e)			2,623,460.53	2,061,963.53	-21.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	51,684.00	0.00	-100.0%
b) Restricted Net Position		9797	1,115,818.70	847,070.70	-24.1%
c) Unrestricted Net Position		9790	1,455,957.83	1,214,892.83	-16.6%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	2,638,886.27		
2) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) With Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	276,293.95		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	119,270.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	(67,586.00)		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			2,966,864.22		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	241,296.69		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	102,107.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			343,403.69		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
(must agree with line F2) (G11 + H2) - (I7 + J2)			2,623,460.53		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	3,831,441.00	4,241,737.00	10.7%
Education Protection Account State Aid - Current Year		8012	60,590.00	60,990.00	0.7%
State Aid - Prior Years		8019	(99,947.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,792,084.00	4,302,727.00	13.5%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	44,360.00	50,052.00	12.8%
Special Education Discretionary Grants		8182	14,517.00	0.00	-100.0%
Child Nutrition Programs		8220	68,500.45	45,000.00	-34.3%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	111,237.00	111,213.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	12,848.00	12,712.00	-1.1%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	24,550.00	20,080.00	-18.2%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	654,806.00	0.00	-100.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>930,818.45</b>	<b>239,057.00</b>	<b>-74.3%</b>
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	147,932.31	20,000.00	-86.5%
Mandated Costs Reimbursements		8550	8,190.00	8,190.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	106,917.39	74,892.00	-30.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	925,857.56	450,591.00	-51.3%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,188,897.26</b>	<b>553,673.00</b>	<b>-53.4%</b>
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	34,400.05	4,164.00	-87.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	359,925.31	288,531.00	-19.8%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8761-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	148,974.00	169,469.00	13.8%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>543,299.36</b>	<b>462,164.00</b>	<b>-14.9%</b>
<b>TOTAL, REVENUES</b>			<b>6,455,099.07</b>	<b>5,557,621.00</b>	<b>-13.9%</b>
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	1,413,777.10	1,537,600.00	8.8%
Certificated Pupil Support Salaries		1200	211,650.00	85,500.00	-59.6%
Certificated Supervisors' and Administrators' Salaries		1300	133,627.08	123,627.00	-7.5%
Other Certificated Salaries		1900	288,551.24	349,350.00	21.1%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>2,047,605.42</b>	<b>2,096,077.00</b>	<b>2.4%</b>



Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	143,486.38	152,122.00	6.0%
Classified Support Salaries		2200	136,581.56	144,860.00	6.1%
Classified Supervisors' and Administrators' Salaries		2300	210,332.00	220,778.00	5.0%
Clerical, Technical and Office Salaries		2400	182,565.41	148,040.00	-18.9%
Other Classified Salaries		2900	88,496.27	50,438.00	-43.0%
TOTAL, CLASSIFIED SALARIES			761,461.62	716,238.00	-5.9%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	516,413.02	576,512.00	11.6%
PERS		3201-3202	189,102.67	229,415.00	21.3%
OASDI/Medicare/Alternative		3301-3302	98,362.55	93,947.00	-4.5%
Health and Welfare Benefits		3401-3402	704,840.57	836,854.00	18.7%
Unemployment Insurance		3501-3502	13,965.95	6,580.00	-52.9%
Workers' Compensation		3601-3602	19,504.47	18,789.00	-3.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,542,189.23	1,762,097.00	14.3%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	35,669.36	39,330.00	10.3%
Books and Other Reference Materials		4200	1,714.94	2,570.00	49.9%
Materials and Supplies		4300	118,229.04	201,849.00	70.7%
Noncapitalized Equipment		4400	46,010.55	41,260.00	-10.3%
Food		4700	84,605.30	37,103.00	-56.1%
TOTAL, BOOKS AND SUPPLIES			286,229.19	322,112.00	12.5%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	90,207.65	102,102.00	13.2%
Dues and Memberships		5300	11,643.42	23,069.00	98.1%
Insurance		5400-5450	47,255.64	50,000.00	5.8%
Operations and Housekeeping Services		5500	45,053.95	44,600.00	-1.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	296,340.66	302,474.00	2.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	432,984.04	658,897.00	52.2%
Communications		5900	34,651.03	38,251.00	10.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			958,136.39	1,219,393.00	27.3%
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	3,228.00	3,201.00	-0.8%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			3,228.00	3,201.00	-0.8%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			5,598,849.85	6,119,118.00	9.3%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	3,792,084.00	4,302,727.00	13.5%
2) Federal Revenue		8100-8299	930,818.45	239,057.00	-74.3%
3) Other State Revenue		8300-8599	1,188,897.26	553,673.00	-53.4%
4) Other Local Revenue		8600-8799	543,299.36	462,164.00	-14.9%
5) TOTAL, REVENUES			6,455,099.07	5,557,621.00	-13.9%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		2,965,005.39	3,625,045.00	22.3%
2) Instruction - Related Services	2000-2999		1,242,106.82	1,255,731.00	1.1%
3) Pupil Services	3000-3999		617,757.20	399,491.00	-35.3%
4) Ancillary Services	4000-4999		5,920.71	6,177.00	4.3%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		403,528.96	448,028.00	11.0%
8) Plant Services	8000-8999		361,302.77	381,445.00	5.6%
9) Other Outgo	9000-9999	Except 7600-7699	3,228.00	3,201.00	-0.8%
10) TOTAL, EXPENSES			5,598,849.85	6,119,118.00	9.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			856,249.22	(561,497.00)	-165.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			856,249.22	(561,497.00)	-165.6%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,807,260.75	2,623,460.53	45.2%
b) Audit Adjustments		9793	(40,049.44)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,767,211.31	2,623,460.53	48.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,767,211.31	2,623,460.53	48.5%
2) Ending Net Position, June 30 (E + F1e)					
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	51,684.00	0.00	-100.0%
b) Restricted Net Position		9797	1,115,818.70	847,070.70	-24.1%
c) Unrestricted Net Position		9790	1,455,957.83	1,214,892.83	-16.6%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	0.00	10,000.00
6266	Educator Effectiveness, FY 2021-22	121,061.00	33,000.00
6300	Lottery: Instructional Materials	74,041.42	62,713.42
6331	CA Community Schools Partnership Act - Planning Grant	158,735.00	158,735.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	103,615.49	6,812.49
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	32,517.03	32,517.03
7029	Child Nutrition: Food Service Staff Training Funds	1,801.00	1,801.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	112,743.00	112,743.00
7412	A-G Access/Success Grant	45,951.69	14,796.69
7413	A-G Learning Loss Mitigation Grant	27,130.23	23,438.23
7435	Learning Recovery Emergency Block Grant	420,315.06	380,315.06
7810	Other Restricted State	1,398.00	1,398.00
9010	Other Restricted Local	16,509.78	8,800.78
Total, Restricted Net Position		1,115,818.70	847,070.70

Description	2022-23 Unaudited Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						



Description	2022-23 Unaudited Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults In Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Unaudited Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	302.95	305.91	302.95	304.95	303.00	304.95
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	302.95	305.91	302.95	304.95	303.00	304.95
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	302.95	305.91	302.95	304.95	303.00	304.95

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
<b>Governmental Activities:</b>						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment	119,270.00		119,270.00			119,270.00
Total capital assets being depreciated	119,270.00	0.00	119,270.00	0.00	0.00	119,270.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment	(43,732.00)		(43,732.00)			(43,732.00)
Total accumulated depreciation	(43,732.00)	0.00	(43,732.00)	0.00	0.00	(43,732.00)
Total capital assets being depreciated, net excluding lease and subscription assets	75,538.00	0.00	75,538.00	0.00	0.00	75,538.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	75,538.00	0.00	75,538.00	0.00	0.00	75,538.00
<b>Business-Type Activities:</b>						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
<b>Governmental Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Business-Type Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	5,598,849.85
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,055,753.88
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00



<p>9. Supplemental expenditures made as a result of a Presidentially declared disaster</p>	<p>Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.</p>			
<p>10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)</p>				0.00
<p>D. Plus additional MOE expenditures:</p> <p>1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)</p>	All	All	<p>1000-7143, 7300-7439</p> <p>minus 8000-8699</p>	0.00
<p>2. Expenditures to cover deficits for student body activities</p>	<p>Manually entered. Must not include expenditures in lines A or D1.</p>			
<p>E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)</p>				4,543,095.97
<p><b>Section II - Expenditures Per ADA</b></p>				<p><b>2022-23 Annual ADA/Exps. Per ADA</b></p>
<p>A. Average Daily Attendance (Form A, Annual ADA column, Line C9)</p>				305.91
<p>B. Expenditures per ADA (Line I.E divided by Line II.A)</p>				14,851.09
<p><b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b></p>	<p><b>Total</b></p>			<p><b>Per ADA</b></p>

<p>A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)</p>		
<p>1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)</p>		
<p>2. Total adjusted base expenditure amounts (Line A plus Line A.1)</p>		
<p>B. Required effort (Line A.2 times 90%)</p>		
<p>C. Current year expenditures (Line I.E and Line II.B)</p>		
<p>D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)</p>		

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%

**SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)**

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

<b>Part I - General Administrative Share of Plant Services Costs</b>	
California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.	
<b>A. Salaries and Benefits - Other General Administration and Centralized Data Processing</b>	
1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000)	312,344.44
2. Contracted general administrative positions not paid through payroll	
a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.	_____
b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.	
<div style="border: 1px solid black; width: 100%; height: 40px; margin: 10px 0;"></div>	
<b>B. Salaries and Benefits - All Other Activities</b>	
1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000)	4,038,911.83
<b>C. Percentage of Plant Services Costs Attributable to General Administration</b>	
(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6)	7.73%
<b>Part II - Adjustments for Employment Separation Costs</b>	
When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.	
Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.	
Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.	
<b>A. Normal Separation Costs (optional)</b>	
Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.	_____
<b>B. Abnormal or Mass Separation Costs (required)</b>	
Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.	0.00
<b>Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)</b>	
<b>A. Indirect Costs</b>	
1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	374,835.96
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	15,907.00



3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	7,148.10
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	20,780.61
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	418,671.66
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	418,671.66
<b>B. Base Costs</b>	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	2,965,005.39
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,242,106.82
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	533,151.90
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	5,920.71
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	0.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	12,786.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	85,324.05
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	248,050.01
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	5,092,344.89
<b>C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment</b> (For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	8.22%
<b>D. Preliminary Proposed Indirect Cost Rate</b> (For final approved fixed-with-carry-forward rate for use in 2024-25 see <a href="http://www.cde.ca.gov/fg/act/ic">www.cde.ca.gov/fg/act/ic</a> ) (Line A10 divided by Line B19)	8.22%

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates



the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

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

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	418,671.66
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	169,354.69
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (13.08%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (13.08%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	0.00
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	0.00
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	0.00

Approved indirect cost rate: 13.08%  
 Highest rate used in any program: 0.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
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Unaudited Actuals  
2022-23 Unaudited Actuals  
LOTTERY REPORT  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	113,594.98		86,355.04	199,950.02
2. State Lottery Revenue	8560	71,351.52		35,565.87	106,917.39
3. Other Local Revenue	8600-8799	297.38		0.00	297.38
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		185,243.88	0.00	121,920.91	307,164.79
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	1,000.00		0.00	1,000.00
2. Classified Salaries	2000-2999	2,000.00		0.00	2,000.00
3. Employee Benefits	3000-3999	393.90		0.00	393.90
4. Books and Supplies	4000-4999	42,039.77		25,841.49	67,881.26
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	21,373.86			21,373.86
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			22,038.00	22,038.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		66,807.53	0.00	47,879.49	114,687.02
<b>C. ENDING BALANCE (Must equal Line A6 minus Line B12)</b>	979Z	118,436.35	0.00	74,041.42	192,477.77
<b>D. COMMENTS:</b>					
The costs shown in object 5xxx were for access to online textbooks and other online curriculum.					

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

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

Unaudited Actuals  
2022-23  
General Fund and Charter Schools Funds  
Program Cost Report

Goal	Program/Activity	Direct Costs			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
<b>Instructional Goals</b>							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00		0.00
1110	Regular Education, K-12	4,347,358.89	0.00	4,347,358.89	351,247.97		4,698,606.86
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3500	County Community Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3600	Juvenile Courts	0.00	0.00	0.00	0.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00		0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	647,076.33	0.00	647,076.33	52,280.99		699,357.32
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
<b>Other Goals</b>							
7110	Nonagency - Educational	0.00	0.00	0.00	0.00		0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	0.00	0.00	0.00	0.00		0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00
8600	County Services to Districts	0.00	0.00	0.00	0.00		0.00
<b>Other Costs</b>							
---	Food Services					197,657.67	197,657.67
---	Enterprise					0.00	0.00
---	Facilities Acquisition & Construction					0.00	0.00
---	Other Outgo					3,228.00	3,228.00
<b>Other Funds</b> ---	Adult Education, Child Development, Cafeteria, Foundation [(Column 3 + CAC, line C5) times CAC, line E]		0.00	0.00	0.00		0.00
---	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				0.00		0.00
---	<b>Total County School Service and Charter Schools Funds Expenditures</b>	<b>4,994,435.22</b>	<b>0.00</b>	<b>4,994,435.22</b>	<b>403,528.96</b>	<b>200,885.67</b>	<b>5,598,849.85</b>



Unaudited Actuals  
2022-23  
General Fund and Charter Schools Funds  
Program Cost Report  
Schedule of Direct Charged Costs (DCC)

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
<b>Instructional Goals</b>													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K-12	2,414,527.79	1,349.00	122,526.88	1,118,230.94	323,500.80	0.00	5,920.71			92,472.15	268,830.62	4,347,358.89
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3500	County Community Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3600	Juvenile Courts	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	550,477.60	0.00	0.00	0.00	96,598.73	0.00	0.00			0.00	0.00	647,076.33
6000	ROC/IP	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
<b>Other Goals</b>													
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8600	County Services to Districts		0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
<b>Total Direct Charged Costs</b>		<b>2,965,005.39</b>	<b>1,349.00</b>	<b>122,526.88</b>	<b>1,118,230.94</b>	<b>420,099.53</b>	<b>0.00</b>	<b>5,920.71</b>	<b>0.00</b>	<b>0.00</b>	<b>92,472.15</b>	<b>268,830.62</b>	<b>4,994,435.22</b>

\* Functions 7100-7199 for goals 8100 and 8500



Unaudited Actuals  
2022-23  
General Fund and Charter Schools Funds  
Program Cost Report  
Schedule of Allocated Support Costs (AC)

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
<b>Instructional Goals</b>					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K-12	0.00	0.00	0.00	0.00
3100	Alternative Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3500	County Community Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3600	Juvenile Courts	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4810	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4820	Adult Correctional Education	0.00	0.00	0.00	0.00
4830	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	0.00	0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00
<b>Other Goals</b>					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
8600	County Services to Districts	0.00	0.00	0.00	0.00
<b>Other Funds</b>					
--	Adult Education (Fund 11)	0.00	0.00	0.00	0.00
--	Child Development (Fund 12)	0.00	0.00	0.00	0.00
--	Cafeteria (Funds 13 and 61)	0.00	0.00	0.00	0.00
<b>Total Allocated Support Costs</b>		0.00	0.00	0.00	0.00

Unaudited Actuals  
2022-23  
General Fund and Charter Schools Funds  
Program Cost Report  
Schedule of Central Administration Costs (CAC)

<b>A.</b>	<b>Central Administration Costs in County School Service and Charter Schools Funds</b>	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	0.00
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000 - 7999)	0.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	387,621.96
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	15,907.00
5	Total Central Administration Costs in County School Service and Charter Schools Funds	403,528.96
<b>B.</b>	<b>Direct Charged and Allocated Costs in County School Service and Charter Schools Funds</b>	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	4,994,435.22
2	Total Allocated Costs (from Form PCR, Column 2, Total)	0.00
3	Total Direct Charged and Allocated Costs in County School Service and Charter Schools Funds	4,994,435.22
<b>C.</b>	<b>Direct Charged Costs in Other Funds</b>	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	0.00
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	0.00
<b>D.</b>	<b>Total Direct Charged and Allocated Costs (B3 + C5)</b>	4,994,435.22
<b>E.</b>	<b>Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)</b>	8.08%

Unaudited Actuals  
2022-23  
General Fund and Charter Schools Funds  
Program Cost Report  
Schedule of Other Costs (OC)

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 6500)	Other Outgo (Functions 9000- 9999)	Total
Food Services (Objects 1000-5999, 6400-6920)	197,657.67				197,657.67
Enterprise (Objects 1000-5999, 6400-6920)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6700)			0.00		0.00
Other Outgo (Objects 1000 - 7999)				3,228.00	3,228.00
<b>Total Other Costs</b>	197,657.67	0.00	0.00	3,228.00	<b>200,885.67</b>

Unaudited Actuals  
2022-23  
Form and Charter Schools Funds  
Program Cost Report  
Schedule of Allocation Factors (AF) for Support Costs

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

Unaudited Actuals  
2022-23  
Form and Charter Schools Funds  
Program Cost Report  
Schedule of Allocation Factors (AF) for Support Costs

	Teacher Full-Time Equivalents				Classroom Units		Pupils Transported	
	Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)	
Cafeteria (Funds 13 & 61)								
<b>C. Total Allocation Factors</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	



Unaudited Actuals  
Unaudited Actuals 2022-23  
**Technical Review Checks**  
Phase - All  
Display - All Technical Checks

Northern United - Humboldt Charter

Humboldt County

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

**F** - Fatal (Data must be corrected; an explanation is not allowed)

**W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

**O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

### IMPORT CHECKS

**BALANCE-FDxRS** - (Fatal) - Adjusted Beginning Fund Balance plus Revenues minus Expenditures minus Assets minus Deferred Outflows of Resources plus Liabilities plus Deferred Inflows of Resources, must total zero by fund and resource, except for agency funds 76 and 95. **Passed**

**BALANCE-FDxRS-AGENCY** - (Fatal) - Assets (objects 9100-9489) minus Liabilities (objects 9500-9689) must total zero by fund and resource for agency funds 76 and 95. **Passed**

**CHECKFUNCTION** - (Fatal) - All FUNCTION codes must be valid. **Passed**

**CHECKFUND** - (Fatal) - All FUND codes must be valid. **Passed**

**CHECKGOAL** - (Fatal) - All GOAL codes must be valid. **Passed**

**CHECKOBJECT** - (Fatal) - All OBJECT codes must be valid. **Passed**

**CHECKRESOURCE** - (Warning) - All RESOURCE codes must be valid. **Passed**

**CHK-FDXRS7690xOB8590** - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

**CHK-FUNCTIONxOBJECT** - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

**CHK-FUND09-ACTIVITY** - (Fatal) - There is no activity in Fund 09. **Passed**

**CHK-FUNDxFUNCTION-A** - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

**CHK-FUNDxFUNCTION-B** - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

**CHK-FUNDxGOAL** - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

**CHK-FUNDxOBJECT** - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxRESOURCE - (Warning)** - All FUND and RESOURCE account code combinations should be valid. **Passed**

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

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

**CHK-RES6500XOBJ8091 - (Fatal)** - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

**CHK-RESOURCExOBJECTA - (Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RESOURCExOBJECTB - (Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RS-LOCAL-DEFINED - (Fatal)** - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

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

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

**SPECIAL-ED-GOAL - (Fatal)** - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

## **GENERAL LEDGER CHECKS**

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

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

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

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

**CONTRIB-RESTR-REV - (Fatal)** - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

<b>CONTRIB-UNREST-REV - (Fatal)</b> - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund.	<u>Passed</u>
<b>DUE-FROM=DUE-TO - (Fatal)</b> - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610).	<u>Passed</u>
<b>EFB-POSITIVE - (Warning)</b> - All ending fund balances (Object 979Z) should be positive by resource, by fund.	<u>Passed</u>
<b>EPA-CONTRIB - (Fatal)</b> - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400).	<u>Passed</u>
<b>EXCESS-ASSIGN-REU - (Fatal)</b> - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95).	<u>Passed</u>
<b>EXP-POSITIVE - (Warning)</b> - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.	<u>Passed</u>
<b>INTERFD-DIR-COST - (Fatal)</b> - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.	<u>Passed</u>
<b>INTERFD-IN-OUT - (Fatal)</b> - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629).	<u>Passed</u>
<b>INTERFD-INDIRECT - (Fatal)</b> - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds.	<u>Passed</u>
<b>INTERFD-INDIRECT-FN - (Fatal)</b> - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function.	<u>Passed</u>
<b>INTRAFFD-DIR-COST - (Fatal)</b> - Transfers of Direct Costs (Object 5710) must net to zero by fund.	<u>Passed</u>
<b>INTRAFFD-INDIRECT - (Fatal)</b> - Transfers of Indirect Costs (Object 7310) must net to zero by fund.	<u>Passed</u>
<b>INTRAFFD-INDIRECT-FN - (Fatal)</b> - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<u>Passed</u>
<b>LCFF-TRANSFER - (Fatal)</b> - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.	<u>Passed</u>
<b>LOTTERY-CONTRIB - (Fatal)</b> - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).	<u>Passed</u>
<b>NET-INV-CAP-ASSETS - (Warning)</b> - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund.	<u>Passed</u>
<b>OBJ-POSITIVE - (Warning)</b> - All applicable objects should have a positive balance by resource, by fund.	<u>Passed</u>
<b>PASS-THRU-REV=EXP - (Warning)</b> - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource.	<u>Passed</u>
<b>REV-POSITIVE - (Warning)</b> - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<u>Passed</u>



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

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

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

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

**SUPPLEMENTAL CHECKS**

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

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

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

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

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

**DEBT-POSITIVE - (Fatal)** - In Form DEBT, long-term liability ending balances must be positive. Passed

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

**ESMOE-ADA - (Fatal)** - If Form ESMOE is completed, ADA must be reported in Section II, Line A. Passed

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

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

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

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

Board and Superintendent (Form ICR, Part III, Line B7) 0.00

Explanation: The charter school's administrative structure does not include a superintendent. In addition, board members serve on a volunteer basis so there are no board expenses.

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

Board and Superintendent (Form ICR, Part III, Line B7)	\$0.00
Other General Administration, less portion charged to restricted resources or specific goals (Form ICR, Part III, Line A1)	\$374,835.96
Ratio is	\$0.00 %

Explanation: The charter school's administrative structure does not include a superintendent. In addition, board members serve on a volunteer basis so there are no board expenses.

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

**IC-PCT - (Warning)** - The straight indirect cost percentage before the carry-forward adjustment (Form ICR, Part III, Line C) is between 2% and 9%. **Passed**

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

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

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

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

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

**EXPORT VALIDATION CHECKS**

**CHK-DEPENDENCY - (Fatal)** - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

**CHK-EXTRACTED-DATA-SOURCE - (Warning)** - All forms that extract data from a prior reporting period use the same source extraction submission **Passed**

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

**CHK-UNBALANCED-B - (Fatal)** - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

**ICR-PROVIDE - (Fatal)** - Indirect Cost Rate Worksheet (Form ICR) must be provided. **Passed**

**UNAUDIT-CERT-PROVIDE - (Fatal)** - Unaudited Actual Certification (Form CA) must be provided. **Passed**

**VERSION-CHECK - (Warning)** - All versions are current. **Passed**



Unaudited Actuals  
Budget 2023-24  
**Technical Review Checks**  
Phase - All  
Display - All Technical Checks

Northern United - Humboldt Charter

Humboldt County

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

**F** - Fatal (Data must be corrected; an explanation is not allowed)

**WWC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

**O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

### IMPORT CHECKS

<b>CHECKFUNCTION</b> - (Fatal) - All FUNCTION codes must be valid.	<u>Passed</u>
<b>CHECKFUND</b> - (Fatal) - All FUND codes must be valid.	<u>Passed</u>
<b>CHECKGOAL</b> - (Fatal) - All GOAL codes must be valid.	<u>Passed</u>
<b>CHECKOBJECT</b> - (Fatal) - All OBJECT codes must be valid.	<u>Passed</u>
<b>CHECKRESOURCE</b> - (Warning) - All RESOURCE codes must be valid.	<u>Passed</u>
<b>CHK-FDXRS7690xOB8590</b> - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>Passed</u>
<b>CHK-FUNCTIONxOBJECT</b> - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid.	<u>Passed</u>
<b>CHK-FUND09-ACTIVITY</b> - (Fatal) - There is no activity in Fund 09.	<u>Passed</u>
<b>CHK-FUNDxFUNCTION-A</b> - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>Passed</u>
<b>CHK-FUNDxFUNCTION-B</b> - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>Passed</u>
<b>CHK-FUNDxGOAL</b> - (Warning) - All FUND and GOAL account code combinations should be valid.	<u>Passed</u>
<b>CHK-FUNDxOBJECT</b> - (Fatal) - All FUND and OBJECT account code combinations must be valid.	<u>Passed</u>
<b>CHK-FUNDxRESOURCE</b> - (Warning) - All FUND and RESOURCE account code combinations should be valid.	<u>Passed</u>
<b>CHK-GOALxFUNCTION-A</b> - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC.	<u>Passed</u>

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

**CHK-RES6500XOBJ8091 - (Fatal)** - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). Passed

**CHK-RESOURCExOBJECTA - (Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. Passed

**CHK-RESOURCExOBJECTB - (Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. Passed

**CHK-RS-LOCAL-DEFINED - (Fatal)** - All locally defined resource codes must roll up to a CDE defined resource code. Passed

**SPECIAL-ED-GOAL - (Fatal)** - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. Passed

## GENERAL LEDGER CHECKS

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

**CONTRIB-RESTR-REV - (Fatal)** - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. Passed

**CONTRIB-UNREST-REV - (Fatal)** - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. Passed

**EFB-POSITIVE - (Warning)** - All ending fund balances (Object 979Z) should be positive by resource, by fund. Passed

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

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

**EXP-POSITIVE - (Warning)** - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. Passed

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

**INTERFD-IN-OUT - (Fatal)** - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). Passed

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

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

<b>INTRAFD-DIR-COST - (Fatal)</b> - Transfers of Direct Costs (Object 5710) must net to zero by fund.	<b><u>Passed</u></b>
<b>INTRAFD-INDIRECT - (Fatal)</b> - Transfers of Indirect Costs (Object 7310) must net to zero by fund.	<b><u>Passed</u></b>
<b>INTRAFD-INDIRECT-FN - (Fatal)</b> - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<b><u>Passed</u></b>
<b>LCFF-TRANSFER - (Fatal)</b> - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.	<b><u>Passed</u></b>
<b>LOTTERY-CONTRIB - (Fatal)</b> - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).	<b><u>Passed</u></b>
<b>OBJ-POSITIVE - (Warning)</b> - All applicable objects should have a positive balance by resource, by fund.	<b><u>Passed</u></b>
<b>PASS-THRU-REV=EXP - (Warning)</b> - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource.	<b><u>Passed</u></b>
<b>REV-POSITIVE - (Warning)</b> - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<b><u>Passed</u></b>
<b>RS-NET-POSITION-ZERO - (Fatal)</b> - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	<b><u>Passed</u></b>
<b>SE-PASS-THRU-REVENUE - (Warning)</b> - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.	<b><u>Passed</u></b>
<b>UNASSIGNED-NEGATIVE - (Fatal)</b> - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.	<b><u>Passed</u></b>
<b>UNR-NET-POSITION-NEG - (Fatal)</b> - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.	<b><u>Passed</u></b>
<b><u>EXPORT VALIDATION CHECKS</u></b>	
<b>CHK-DEPENDENCY - (Fatal)</b> - If data has changed that affect other forms, the affected forms must be opened and saved.	<b><u>Passed</u></b>
<b>CHK-EXTRACTED-DATA-SOURCE - (Warning)</b> - All forms that extract data from a prior reporting period use the same source extraction submission	<b><u>Passed</u></b>
<b>CHK-UNBALANCED-A - (Warning)</b> - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	<b><u>Passed</u></b>
<b>CHK-UNBALANCED-B - (Fatal)</b> - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	<b><u>Passed</u></b>
<b>VERSION-CHECK - (Warning)</b> - All versions are current.	<b><u>Passed</u></b>

NUCS Board Meeting 9/13/23 4:00pm

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.3 Approval of Updated 2023-2024 NU-SCS LCAP

Action Requested:

Approval

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

The 2023-2024 LCAP was adopted by the board on June 29, 2023. It then went through a review by the Siskiyou County Office of Education. In addition to the LCAP, SCOE also reviewed the 2023-2024 Annual Budget. They found some discrepancies between the budget and the LCAP. The amendments were made and the attached includes all necessary amendments.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller





## LCAP Pending Approval for Northern United

1 message

Mark Lewin <mlewin@siskiyoucoe.net>  
To: slovett@nuarters.org  
Cc: "kmiller@nuarters.org" <kmiller@nuarters.org>

Wed, Jul 19, 2023 at 3:47 PM

Hi Shari,

The Northern United LCAP is pending approval. I have questions, or there are some changes that need to take place in the LCAP to meet the requirements for approval on the program side.

The following items need to be included/corrected in order for me to send the LCAP to the Budget Dept. for final approval:

### Budget Overview for Parents

Change the following amounts – Total LCFF Funds from \$1,129,890 to \$1,414,924. Total Projected Revenue from \$1,724,007 to \$2,009,101. Total Budgeted Expenditures in the LCAP from \$1,067,372 to \$1,067,732.

### Plan Summary

No changes

### Engaging Educational Partners

No changes

### Goals & Actions

**Goal 1 - Goal Analysis Prompt #2** - Please describe the material difference for Action 1.5 (Chromebooks).

**Goal 2 - Goal Analysis Prompt #1** - Please include successes of Goal 2.

**Goal 2 - Goal Analysis Prompt #2** - Please address material difference of Action 2.1.

**Goal 3** - .No changes

### Demonstration of Increased and Improved Services

**Projected Additional LCFF Concentration Grant (15 percent)** - Please change amount from \$31,580 to **\$19,102**.

### Action Tables

**LCFF Carryover Table** - The Estimated Actual LCFF Base Grant (Box 9) should be \$1,125,439. The Estimated Actual LCFF S&C Grants (Box 6) should be \$312,973. The Total Percentage to Increase or Improve Services for the Current School Year (Box 10) should be 27.81%.

Please reply to this email when you have made these changes.  
Feel free to contact me should you have questions or need further assistance.

Mark Lewin, State and Federal Programs Director

Siskiyou County Office of Education

609 South Gold Street, Yreka CA 96097-3110

Phone 530.842.8415 Fax 530.842.8436

<http://www.siskiyoucoe.net>

# LCFF Budget Overview for Parents

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

CDS Code: 47-10470-0137372

School Year: 2023-24

LEA contact information:

Shari Lovett

Director

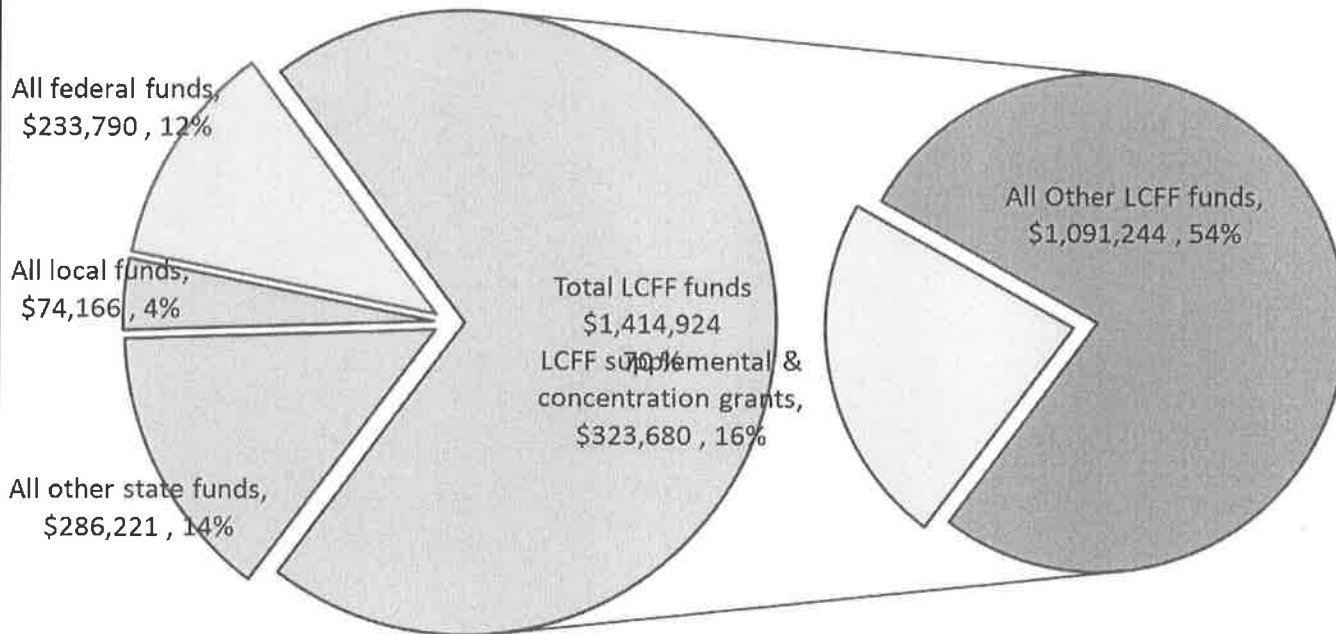
slovett@nuarters.org

707.445.2660

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

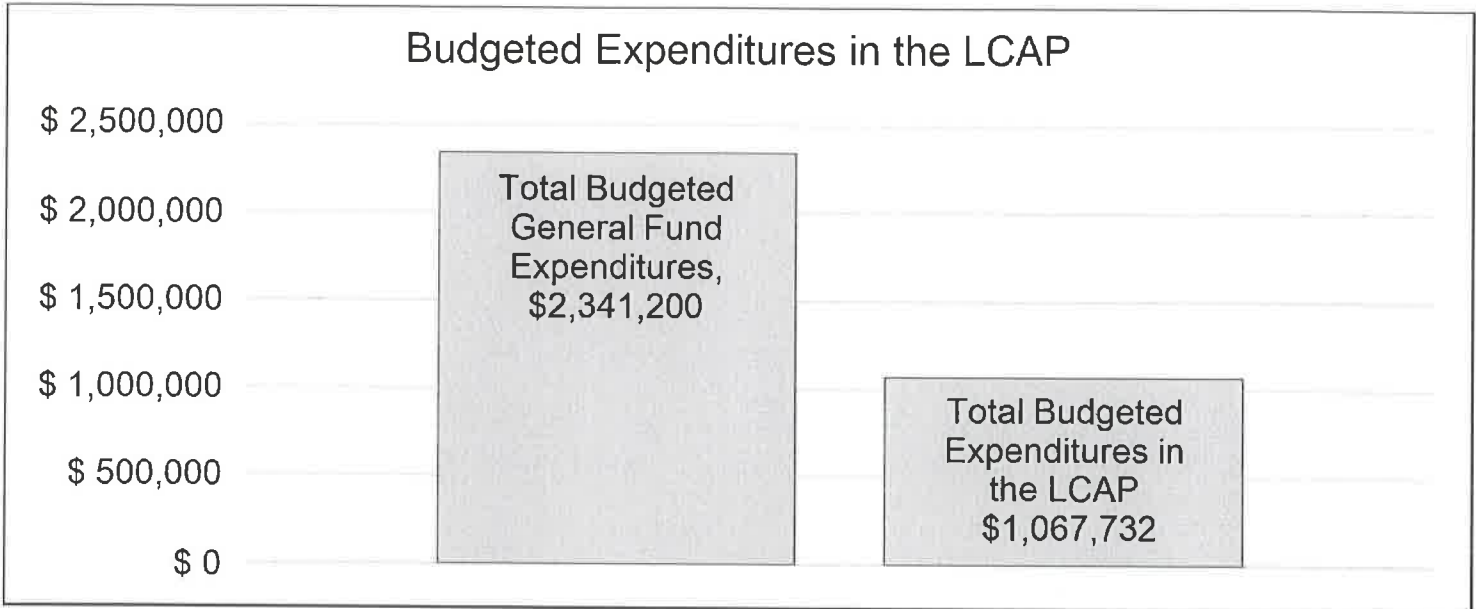


This chart shows the total general purpose revenue Northern United - Siskiyou Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern United - Siskiyou Charter School is \$2,009,101, of which \$1,414,924 is Local Control Funding Formula (LCFF), \$286,221 is other state funds, \$74,166 is local funds, and \$233,790 is federal funds. Of the \$1,414,924 in LCFF Funds, \$323,680 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Northern United - Siskiyou Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Northern United - Siskiyou Charter School plans to spend \$2,341,200 for the 2023-24 school year. Of that amount, \$1,067,732 is tied to actions/services in the LCAP and \$1,273,468 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

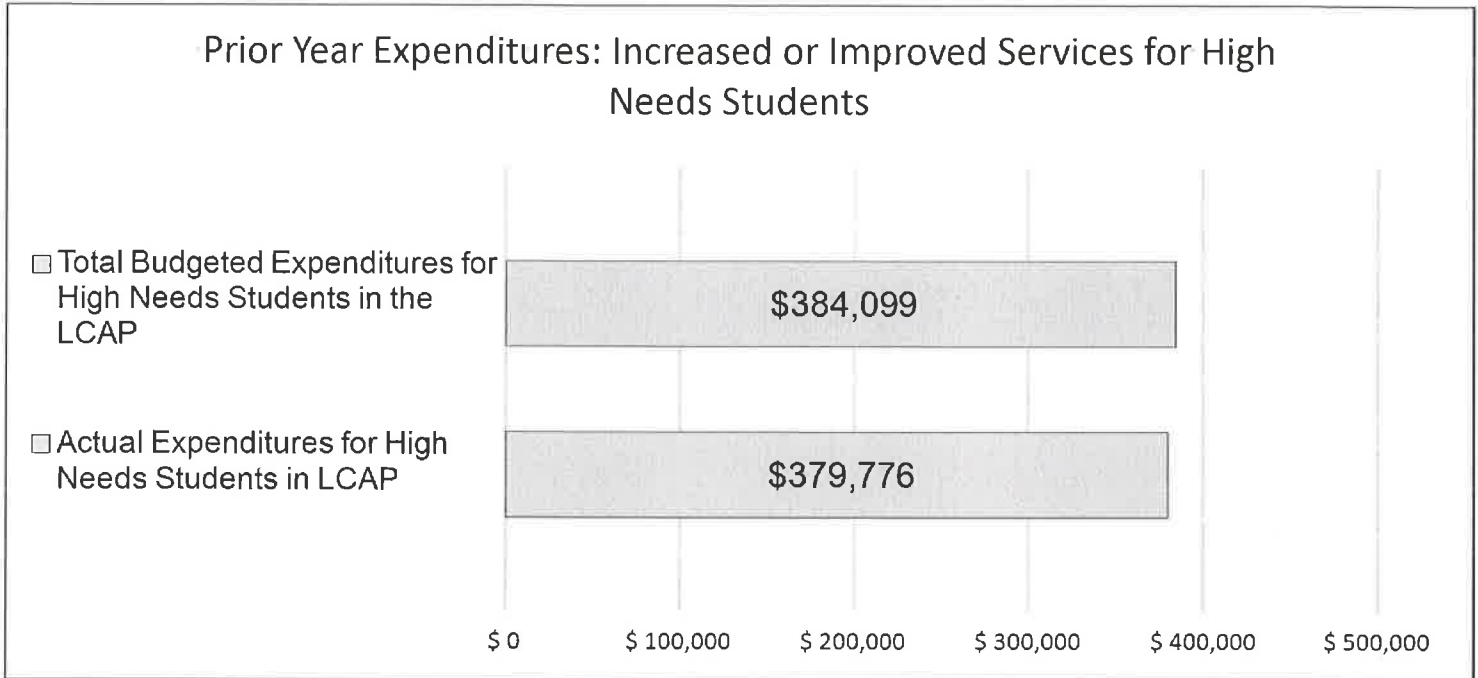
liability insurance, telephone services, electricity services, water services, waste disposal, audit fees, legal fees, fingerprinting fees, authorizing fee, and equipment rental

### **Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year**

In 2023-24, Northern United - Siskiyou Charter School is projecting it will receive \$323,680 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Siskiyou Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Siskiyou Charter School plans to spend \$376,022 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Northern United - Siskiyou Charter School's LCAP budgeted \$384,099 for planned actions to increase or improve services for high needs students. Northern United - Siskiyou Charter School actually spent \$379,776 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-4,323 had the following impact on Northern United - Siskiyou Charter School's ability to increase or improve services for high needs students:

Though our actual expenditures for actions and services to increase or improve services for high needs students in 2022-2023 is less than the total budgeted expenditures for those planned actions and services, we budgeted more expenditures than the supplemental/concentration revenues we were allocated. In other words, we spent all of the revenue we received for high needs students. We budgeted even more expenditures than we received to target those students. However, in Goal 2, Action 8 we spent less than we originally planned for PBIS professional development because we use a consultant from SCOE rather than the consultant we originally planned to use.



# Local Control and Accountability Plan

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

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

## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Northern United - Siskiyou Charter School (NU-SCS) is an independent study charter school serving Siskiyou County. NU-SCS serves students in grades TK-12, with four facilities in two Siskiyou County communities. We are WASC accredited and are an AVID certified school. We offer our students a variety of instructional opportunities including concurrent enrollment, CTE pathways, and outdoor science education. NU-SCS is a non-classroom based charter serving students through a standards-based comprehensive education.

The enrollment in NU-SCS decreased since 2021, with some fluctuations in the demographic distribution. The percentage of White and Hispanic students generally increased, while the proportion of American Indian, African American, Asian, and students of two or more races decreased. The percentage of students with disabilities and socio-economically disadvantaged students increased, while the percentage of homeless and foster students varied. There were no English Learners recorded in any of the data points.

Enrollment numbers and demographics:

2021 2022 2023

Enrollment 164 120 123

White 59.8% 62.5% 69.1%

American Indian 4.3%% 2.5% 1.6%

African American 0.6% 0% 0%

Asian 1.2% 0% 0.8%

Two or more races 14.6% 9.2% 8.9%

Hispanic 19.5% 25.8% 19.5%

Students with disabilities 8.5% 11.6% 14.6%

Homeless and Foster 8.5% 5% 8%

Socio-economically disadvantaged 80.5% 98% 87%

English Learners 0% 0% 0%

Students who choose NU-SCS, typically do so for one or more of the following reasons:

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

Northern United – Siskiyou Charter School students are educated through personalized learning programs. Within that context, students may receive their instruction through home-based learning and through classes and/or activities at a learning center. Students completely home-based meet with their teacher a minimum of once every 20 days, as required by law, to assess each student's educational progress. Some students meet with teachers on a more frequent basis to receive instructional support based on identified needs. Classes occur four days a week, in-person, online, or both. Online classes are offered synchronously and asynchronously. Tutoring is available every day, both in-person and online. Students who chose to attend one of our learning centers meet with their teachers on a more regular basis.

Parent teacher collaboration is important at NU-SCS. While many of our students attend classes that provide direct instruction in core and elective subjects up to four days a week, parents remain the primary facilitators of their child's instruction, and are responsible for direct instruction, with guidance and support from a credentialed teacher, in the subject areas not covered through class offerings.

Professional learning and parent education are available and encouraged. We work with all of our students and parents by providing them with educational resources, a credentialed teacher, and access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning.

Northern United - Siskiyou Charter School provides a safe environment and positive culture for our students. We utilize PBIS, a behavioral framework, to help support our students achieve improved social and academic outcomes. We are an ALiCE-certified school with staff who are trained in active shooter response. To help support the social/emotional needs of our students, we have a counselor and school psychologist. We are also participating in the community of practice created by Siskiyou County Office of Education promoting social and emotional learning in schools.

## Reflections: Successes

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

NU-SCS experienced numerous successes this year, including significant improvements in various academic performance indicators, graduation and dropout rates, and access to high-quality instruction and resources. These achievements are as follows:

~CAASPP ELA Academic Indicator Results: Various student groups showed significant improvement between the 2020-21 and 2021-22 school years, with all students experiencing an 11.97 percentage point increase (from 36.36% to 48.33%). Socioeconomically

~Disadvantaged (SED) and Hispanic or Latino (H/L) students demonstrated remarkable growth.

~Star Renaissance ELA Assessments: The average student growth percentile for grades 2-8 increased from the 52nd to the 53rd percentile between the 2021-22 and 2022-23 school years, indicating improved ELA performance compared to nationwide rankings.

~CAASPP Math Academic Indicator Results: While overall students' performance experienced a slight increase, SED students demonstrated notable growth, with a 5 percentage point increase (from 15% to 20.00%).

~Star Renaissance Math Assessments: The average student growth percentile for grades 2-8 increased from the 45th to the 47th percentile between the 2021-22 and 2022-23 school years for grades 2-11, indicating improved math performance compared to nationwide rankings.

~Graduation rate: A significant improvement in graduation rates, reaching 100% in 2021-22.

~High school dropout rate: A considerable decrease to 3.5% in 2021-22.

~Chronic absenteeism: A substantial reduction to 6.5% in 2021-22.

~Suspension and expulsion rates: The school maintained a 0% suspension and expulsion rate in 2021-22.

~Teacher assignments: No inappropriately assigned teachers in 2021-22 and 2022-23.

~Access to standards-based curriculum: 100% of students had access throughout the three-year period.

~Facilities: The school maintained a 100% score for facilities in good repair on the FIT throughout the three-year period.

~A-G Eligibility: An increase in the number of students graduating with A-G eligibility.

~IEP and 504 Plans: 100% of students with IEP or 504 plans received appropriate services throughout the three-year period.

~SAT Participation: Consistent participation at 6 students in both 2021-22 and 2022-23.

~Language Other Than English Requirement: An increase in the number of students taking an "e" approved language other than English.

~AVID Electives: The number of students taking AVID Electives increased for both middle school and high school levels.

These successes reflect the school's commitment to providing high-quality education and resources to its students, fostering an inclusive and supportive learning environment, and promoting college and career readiness.

Our successes based on education partner feedback:

~Its fun and it has aspects like cooking that really help with life skills

~They give clear lessons and classes that teach life lessons

~It is great because it has a lot of support if you need it and there is a good amount of homework.

~Because it is a cool and fun school

~I like the science, STEM, math, and English

~I like how many teachers are there an students so its not to crowded an I'm always supervised

~Generally this school is very relaxed and the people here are very nice to me.

~The Gmail and Zoom classes work fine so I'm satisfied

~They are always here when I need to talk or if I have a Question.

~I can almost always call my teachers if I need help and they almost always have time for me.

~Yes. It's a nice place with comfortable class rooms.

~They have a tutor always available.

~They have done a lot of work to make me educated in being a-g ready.

~I've always felt free to teach in a way that works for my child

~The time and effort being put in to make the work easily accessible on the site shows that have a genuine interest in the student.

~Staff is very supportive and goes above and beyond for the students

~The teacher and staff take time to keep me updated about my kids progress and areas of improvement when it's needed and it's always respectful even though my kiddo has behavioral challenges

~I love that even though it's a small building they have a quite area my kid can use when she is overwhelmed.

Actions included in our 2021-24 LCAP intended to maintain or improve upon successes from the prior LCAP include:

~An increase in our academic tutoring program to support improvements in student academic achievement, college or career readiness, dropout rate, chronic absenteeism rate and attendance rate.

~An increase in social and emotional supports for students to maintain and build upon our positive and welcoming school climate. This will not only help us maintain a positive stakeholder perception of our school climate, and help support a low suspension rate, but it will also aid in keeping students engaged, which has a positive impact on chronic absenteeism and dropout rates.

~Positive outcomes regarding parent involvement and school/parent communication channels will be improved upon by creating a parent training programs, and by using ParentSquare to develop a more comprehensive school/family notification strategy.



We applied for and received a California Community Schools Partnership Program planning grant. We are hiring a coordinator for that program who will help organize and institute the above actions.

## Reflections: Identified Need

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

~Improve CAASPP Math Academic Indicator results: Performance in math, especially for Students with Disabilities (SWD) and Hispanic or Latino (H/L) students, showed a decline. Focus on providing targeted support and interventions to improve math outcomes for these student groups. Also increase support for parents as educators. Actions 1.1, 1.2, 1.5, 1.6, 1.7, 2.5, 3.1, 3.2

~Increase parent, student, and staff engagement in school climate surveys: The response rates for climate surveys are low, particularly for parents and students. Develop strategies to encourage increased participation to gather more representative feedback. Actions 3.1, 3.2

~Enhance parent engagement: Focus on increasing positive parent engagement survey results in areas such as building relationships, cultural knowledge of students, communication, and seeking input for decision-making. Action 3.1

~Encourage greater awareness of advisory groups and provide more opportunities for parents to participate in the decision-making process. Action 3.1

~Improve school climate survey results: Address areas where the percent of positive responses has declined or is lower than desired, such as student, parent, and staff perceptions of safety, relationships, conditions for learning, and empowerment. Actions 3.1, 3.2, 3.3

~Address the gap in A-G eligibility: Despite improvements, there remains a gap in A-G eligibility among graduating students. Implement strategies to increase the number of students graduating with A-G eligibility. 1.8

~Continue to support and expand AVID Electives: As the number of students taking AVID Electives has increased, it is essential to continue supporting and expanding the program to benefit more students at both middle school and high school levels. Actions 1.11, 2.4

~Maintain and enhance support for students with IEPs and 504 plans: Ensure that students with special needs continue to receive appropriate services and support to improve their academic outcomes. Action 2.1

~Further promote college and career readiness: Continue to support SAT participation and expand opportunities for students to meet the Language Other Than English requirement and engage in college-preparatory coursework. Actions 1.9, 2.9



~Encourage and support students to complete online AP courses. Action 1.10

~Create additional social/emotional services for students. Action 3.2

~Create parent training materials, including clearly defined benchmarks, to help provide instructional support and monitor the progress of their children more effectively. Action 3.1

~Continue to provide opportunities to increase staff PBIS awareness. Action 3.2

Actions listed above are intended to address each identified need. By addressing these identified needs, NU-SCS can continue to improve academic performance, promote a positive school climate, and enhance college and career readiness for all students.

## **LCAP Highlights**

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

With input from our community and an analysis of our school data, we developed our LCAP with three goals and supporting actions. These goals and actions are designed to meet the needs of our students by addressing the eight State priorities.

Highlights of the 2023-24 LCAP include:

An continued focus on our academic intervention program to support the conditions for learning (Priorities 1, 2, 3 and 7). Actions 1.1, 1.2, 1.5, 1.6, 1.7, 2.5, 3.1, 3.2

An increase in social and emotional supports to improve student outcomes (Priorities 4, 6 and 8). Actions 3.1, 3.2, 3.3

Improved access to a broad course of study to support our college and career readiness goals (Priorities 1, 5 and 7). Actions 1.8, 1.9, 1.10, 1.11, 2.9

Parent training to increase parent engagement and student achievement through supported student learning in the home (Priority 3 and 4). Actions 2.5, 3.1, 3.2

## **Comprehensive Support and Improvement**

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

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

N/A

## **Support for Identified Schools**

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

N/A

## **Monitoring and Evaluating Effectiveness**

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

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

NU-SCS actively solicited stakeholder feedback through public input meetings. Meetings where the LCAP was discussed included our annual Northern United Charter Schools Summit (both schools, all staff training days in August), monthly NUCS administration meetings, monthly teacher's circle meetings, NUCS board meetings, Parent Advisory Council meetings, held on the first Monday of every month, weekly staff meetings, back-to-school events, and two meetings in April and May that combines north and south county families in person and on Zoom. Surveys regarding State Priorities 3 and 6 were distributed to all students, parents and staff. Links to the surveys are also on our school website. We consulted with the SELPA director in a meeting on January 26th, 2023. We do not have a collective bargaining unit, nor do we have an ELAC due to having no English learners.

Public hearing date is June 28th and Board approval date is June 29th.

## A summary of the feedback provided by specific educational partners.

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. However, several concerns have emerged that need to be addressed to improve the school climate and promote student success:

- ~Learning environment: Both students and staff reported a decline in satisfaction with the overall learning conditions. The school should investigate the underlying issues and take action to improve the learning environment, ensuring it remains conducive to academic success.
- ~Communication: Parents, students, and staff identified communication as an area needing improvement. The school should develop and implement more transparent and effective communication channels, keeping stakeholders informed and engaged in school-related matters.
- ~Involvement in decision-making: Parents expressed a desire for greater involvement in the decision-making process. NU-SCS should provide more opportunities for parents to participate in discussions and decisions that impact their children's education.
- ~Cultural knowledge and resource provision: Parents highlighted room for improvement in understanding the cultural backgrounds of students and providing relevant information and resources. 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.
- ~Empowerment: Staff members reported a decrease in their perceptions of empowerment. To address this, the school should create opportunities for staff to take on leadership roles, participate in decision-making, and feel valued in their contributions to the school community.

By addressing these concerns and focusing on improvements in the learning environment, communication, stakeholder involvement, cultural knowledge, and staff empowerment, NU-SCS can enhance its school climate and promote academic success for all students.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

By addressing these goals, NU-SCS will be able to improve academic achievement across all student groups, enhance the overall learning environment, and increase stakeholder involvement in decision-making processes, ultimately leading to a more positive school climate and better academic outcomes for all students.

Goal 1: Improve academic achievement across all student groups - Actions 1.1, 1.2, 1.5, 1.6, 1.7, 2.5, 3.1, 3.2

~Implement targeted intervention programs and support services for underperforming students, particularly those in the Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) groups.

~Provide professional development opportunities for teachers, focusing on differentiated instruction and culturally responsive teaching practices to better meet the diverse needs of all students.

~Regularly monitor student progress through formative assessments and data-driven analysis to identify areas of improvement and adjust instructional strategies accordingly.

~Strengthen parent engagement in their child's education by offering workshops or informational sessions on the curriculum and ways they can support their child's learning at home.

Goal 2: Enhance the overall learning environment - Actions 1.11, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3

~Continuously review and update the curriculum to ensure it is engaging, culturally relevant, and meets the diverse needs of all students.

~Provide ongoing professional development opportunities for teachers to improve their instructional strategies and classroom management skills.

~Integrate technology and innovative teaching methods to create a more dynamic, interactive, and student-centered learning environment.

~Address any concerns related to the physical learning environment (e.g., classroom layout, lighting, and cleanliness) to ensure a comfortable and conducive space for learning.

Goal 3: Increase stakeholder involvement in decision-making processes - Actions 3.1, 3.2, 3.3

~Create opportunities for parents, students, and staff to actively participate in decision-making processes through committees, focus groups or regular meetings.

~Improve awareness and promote participation in advisory groups, with a special focus on underrepresented groups.

~Solicit feedback from stakeholders through surveys, town hall meetings, or suggestion boxes, and use their input to inform school improvement strategies and policies.

~Foster a culture of collaboration and transparency by involving stakeholders in the development, implementation, and evaluation of school initiatives.

# Goals and Actions

## Goal

Goal #	Description
1	NU-SCS will improve student performance on statewide assessments and other performance outcomes.

An explanation of why the LEA has developed this goal.

NU-SCS has developed this goal to address LCFF Priorities 4 and 8, student outcomes.

When NU-SCS first opened in the fall of 2018, the WASC visiting committee left us with three areas of focus. Two of them - increasing the numbers of students taking college entrance exams and increasing the number of students graduating with a-g eligibility requirements met - addressed improving outcomes related to college and career readiness. The third related to staff professional development goals. Actions related to college and career readiness are included in Goal 1 and Goal 2 of this LCAP. Staff professional development is included in all three of our goals.

Upon reflection of our current and historical student performance data on the California School Dashboard, our local data and feedback from stakeholders, we identified barriers to learning that many of our students face. In order to improve student performance, we created actions to help address those barriers, including lack of supplies, food, transportation, technology, and internet connectivity. We also are increasing our academic intervention program to support students who are demonstrating gaps in skills or knowledge, and expanding our academic course offerings (a-g and AP) and academic counseling efforts.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Academic Indicator: CAASPP ELA (Priority 4)	2018-19 All students - 43% met or exceeded SED: 45% SWD: 45%	2020-21 All students - 36.36% met or exceeded SED: 27.5% SWD: 25%	2021-22 All students - 48.33% met or exceeded SED: 48.00% SWD: 5 students - too few to report EL: N/A no current EL students		20-21 Statewide average: 49.01% 20-21 Countywide average: 40.54% All students - 52% met or exceeded SED: 52% SWD: 50% (county avg. 15.20%)
Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL);	EL: N/A no current EL students H/L: 49%	EL: N/A no current EL students H/L: 33.34%			



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Hispanic or Latino (H/L); American Indian or Alaskan Native (AI/AN) (California School Dashboard)	AI/AN: Too few to report	AI/AN: Too few to report	H/L: 50.00% (12 students) AI/AN: 3 students - too few to report		EL: N/A no current EL students H/L: 52% AI/AN: Typically, too few to report
Academic Indicator: CAASPP math (Priority 4) Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL); Hispanic or Latino (H/L) (California School Dashboard)	2018-19 All students - 21% met or exceeded SED: 22% SWD: 0% EL: N/A no current EL students H/L: 8% AI/AN: Too few to report	2020-21 All students - 19% met or exceeded SED: 15% SWD: 25% EL: N/A no current EL students H/L: 7.14% AI/AN: Too few to report	2021-22 All students - 20.00% met or exceeded SED: 20.00% SWD: 0.00% (5 students) EL: N/A no current EL students H/L: 0.00% (13 students) AI/AN: 3 students - too few to report		20-21 Statewide average: 33.76% 20-21 Countywide average: 26.75% All students - 32% met or exceeded SED: 32% SWD: 10% (county avg. 9.90%) EL: N/A no current EL students H/L: 32% AI/AN: Typically, too few to report
Assessments: Star Renaissance English/Language Arts assessments (Priority 8)	2020-21: Average student growth percentile, grades 2-8: Fall/Spring: 48 (nationwide percentile ranking)	2021-22: Average student growth percentile, grades 2-8: Fall/Spring: 52 (nationwide percentile ranking)	2022-23 Average student growth percentile, grades 2-8: Fall/Winter 53rd (nationwide percentile ranking)		Average student growth percentile, grades 2-8: Fall/Spring: 58
Assessments: Star Renaissance math	2020-21:	2021-22:	2022-23		Average student growth percentile. Grades 2-11:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
assessments (Priority 8)	Average student growth percentile. Grades 2-11: Fall/Spring: 38 (nationwide percentile ranking)	Average student growth percentile, grades 2-8: Fall/Spring: 45 (nationwide percentile ranking)	Average student growth percentile, grades 2-11: Fall/Spring: 47th (nationwide percentile ranking)		Fall/Spring: 48
Increase the number of students who meet their projected growth					
Weekly tutoring minutes available per student per week	2020-21: 12 minutes per student per week	2021-22: 26 minutes per student per week	2022-23: 28 minutes per student per week		24 minutes per student per week
Number of students graduating with A-G eligibility	2019-20: 0 students	2020-2021: 1 student	2021-22: 5 students		10 students
Percentage of students with IEPs or 504 plans receiving appropriate services	100% of students with IEP or 504 plan receive appropriate services	100% of students with IEP or 504 plan receive appropriate services	100% of students with IEP or 504 plan receive appropriate services		100% of students with IEP or 504 plan will receive appropriate services
Number of students taking the PSAT	2020-21 - zero students (due to pandemic)	2021-22 - 1 student	2022-23: 1 student		10 students
Number of students taking the SAT	2020-21 - zero students (due to pandemic)	2021-22 - 6 students	2022-23: 6 student		8 students
Number of students concurrently enrolled	2020-21 - 3 students (lower than what is typical due to pandemic)	2021-22 - 2 students	2022-23: 0 students		15 students
Number of students passing an AP course with a score of 3 or higher	2020-21 - No students taking AP courses	2021-22 - Two students taking AP courses, AP test results reported in 2022-23 LCAP	2022-23: 0 students		5 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
English Learner (EL) pupils who are Reclassified Fluent English Proficient (RFEP)	Zero EL students in 2020-21	Zero EL students reclassified in 2021-22	Zero EL students reclassified in 2022-23		Zero EL students in 2020-21
English Learner Progress Indicator	One EL student in 2019-20, no ELPAC due to COVID-19	Zero EL students in 2020-2021	Zero EL students in 2022-23		100% of EL students will demonstrate progress based on ELPAC scores
Percent of graduates considered college and career Prepared per the California School Dashboard CCI	2018-19 - 13.6%	2019-20 - 7.1%	Data not included on 2022 CA Dashboard		35%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide professional development to staff related to CAASPP	Provide training around SBAC and using interim assessments, the CERS, and Smarter Tools for Teachers.  Priority 4 CAASPP Coordinator 0.10 of FTE	\$12,457.00	No
1.2	Expand academic intervention program	Hire intervention coordinators to lead data analysis efforts and create an early warning system that uses individual student data to generate indicators of "on-track" status and enable staff to identify and monitor progress of students falling below an identified threshold, and work with teachers to consider additional actions and services designed to help each student improve his or her performance.	\$161,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Data team stipends Title I Intervention tutoring and classes Priority 4 and 8		
1.4	Provide supplies and technology to unduplicated students	Purchase backpacks and other school related supplies to provide to unduplicated students Provide additional data to students who do not have reliable internet access at home. School and personal hygiene supplies provided by SCOE Priority 4	\$3,000.00	Yes
1.5	Purchase Chromebooks and hot spots	Maintain a 1:1 device ratio. Replace outdated, broken, or missing Chromebooks and hot spots Priority 4	\$5,000.00	No
1.6	Purchase online curriculum, intervention and academic support platforms for students	Purchase various online services to support student achievement, such as: Star Renaissance, Apex, Study.com, and iXL. Star Renaissance, Apex, Study.com , iXL , Subject Priority 4 and 8	\$16,125.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Create parent training program	<p>Create and provide training to parents regarding various topics including, but not limited to, interpreting assessment results, supporting student instruction at home, and determining individual student needs.</p> <p>Provide childcare to assist parents in accessing training sessions.</p> <p>Stipend for building program and materials creation</p> <p>Stipends for meeting coordination</p> <p>Stipends for leading meetings</p> <p>Stipends for providing childcare</p>	\$13,288.54	Yes
1.8	Expand A-G course offerings	<p>Expand synchronous online A-G courses offered</p> <p>Spanish teacher Maria's HS hours (See Goal 2)</p> <p>Provide Subject online curriculum. It has many a-g approved courses and AP courses. (Included in Goal 1.6)</p> <p>LCFF Personnel</p> <p>Donnie Allen high school math (included in 2.9)</p> <p>Jon Dove science labs</p> <p>Eric Clause science and math</p> <p>Paul Moore tutoring hours (included in 1.2)</p> <p>Priority 4</p>	\$154,039.68	No
1.9	Increase FTE of academic counselor	<p>Provide academic counseling - increase FTE of counseling staff</p> <p>Priority 4</p>	\$49,922.41	Yes



Action #	Title	Description	Total Funds	Contributing
1.10	Provide AP courses	Provide AP courses using online curriculum companies AP Tutor Stipend (included in Action 1.8) AP exam costs: Subject Online AP courses (Included in Goal 1.6) Priority 4	\$200.00	No
1.11	Support AVID at all grade levels	NU-SCS will remain an AVID certified school and implement AVID strategies designed to close the achievement gap by preparing all students for college readiness and success. Provide AVID digital training Employ AVID coordinator Provide academic planners to support AVID program goals AVID yearly dues AVID Summer Institute (AVID also addressed by actions in Goal 2.4) Priority 4 and 8	\$10,532.00	No
1.12	Provide Support to EL students	Hire and train EL coordinator and ELPAC test administrators Provide translated materials Provide translation services to parents for parent training and other school events Priority 4 and 8 [No Current EL students, so no charge as yet] Coordinator position	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Test Administrator		
1.13	Increase FTE to student ratio	Hire part time IST in Yreka	\$49,620.21	Yes

### Goal Analysis [2022-23]

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

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

Goal 1 - Substantive differences in planned actions are as follows:  
 Action 2 - National Tutoring training did not happen over the summer. In the spring semester, we piloted a company called Braintrust, an online literacy and math tutoring service that works with students multiple times a week. [LCFF]  
 Action 3 - There is no action 3  
 Action 4 - Our supplies for unduplicated students were largely supplied by SCOE. We provided hotspots for students to use at home.  
 Action 5 - We received better pricing on Chromebooks and needed to replace fewer than anticipated.  
 Action 6 - We purchased online curriculum from Apex, Study.com, and Subject Technologies as planned.  
 Action 7 - We were not successful in implementing the parent training program, due to lack of staff availability in the late summer, and also during the year. We have since created a Community Schools Advisory Council and are hiring a coordinator for that program who will be able to help implement this action.  
 Action 8 - Diana Diyarza only taught online HS Math I for one semester due to scheduling conflict with other school.  
 Action 9 - We had a high school counselor as planned. It was a position shared with our Humboldt school. For this coming year, we have hired our own counselor.  
 Action 10 - No students registered for AP Courses.  
 Action 11 - We sent staff to the AVID Summer Institute, as planned.  
 Action 12 - We have not yet had any EL students enroll in our school, but remain ready in the eventuality that we do.  
 Action 13 - We maintained the desired FTE to student ratio.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 - Substantive differences in budgeted expenses are as follows:  
Action 2 - Increased hours and pay rate for tutors coming from Title I  
Action 5 - We received better pricing on Chromebooks and needed to replace fewer than anticipated.  
Action 7 - We were not successful in implementing the parent training program [Title I], due to lack of staff availability in the late summer, and also during the year. Title I funds were shifted to increased in-person tutoring hours and pay rates.

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

Between the 2020-21 and 2021-22 school years, there has been significant improvement in CAASPP ELA Academic Indicator results for various student groups. All students experienced an increase of 11.97 percentage points (from 36.36% to 48.33%). Socioeconomically Disadvantaged (SED) students showed the most substantial growth, with an increase of 20.5 percentage points (from 27.5% to 48.00%). Hispanic or Latino (H/L) students also demonstrated significant progress, with a 16.66 percentage point increase (from 33.34% to 50.00%).

In the 2021-22 school year, the average student growth percentile for grades 2-8 on the Star Renaissance ELA assessments was 52 (nationwide percentile ranking). This increased to the 53rd percentile in the 2022-23 school year for grades 2-8.

For the CAASPP Math Academic Indicator results, all students experienced a slight increase of 1 percentage point (from 19% to 20.00%). Socioeconomically Disadvantaged (SED) students demonstrated notable growth, with an increase of 5 percentage points (from 15% to 20.00%). However, Students with Disabilities (SWD) and Hispanic or Latino (H/L) students showed a decline in performance. SWD students decreased from 25% to 0.00%, while H/L students' performance dropped from 7.14% to 0.00%.

In the 2021-22 school year, the average student growth percentile for grades 2-8 on the Star Renaissance math assessments was 45 (nationwide percentile ranking). This increased to the 47th percentile in the 2022-23 school year for grades 2-11.

The number of students graduating with A-G eligibility increased from 1 student in 2020-21 to 5 students in 2021-22. 100% of students with IEP or 504 plans received appropriate services. The number of students taking the PSAT remained consistent, with 1 student taking the test in both 2021-22 and 2022-23. The number of students taking the SAT was also consistent, with 6 students taking the test in both 2021-22 and 2022-23. The number of students concurrently enrolled decreased from 2 students in 2021-22 to 0 students in 2022-23.

These results highlight the need for targeted interventions and resources to support student achievement in math, particularly for SWD and H/L students, as well as the positive impact of efforts to support student growth in both ELA and math. The data also suggests progress in A-G eligibility, consistent participation in standardized tests such as the PSAT and SAT, and the provision of appropriate services for students with IEP or 504 plans.

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

N/A

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
2	NU-SCS will provide all students access to appropriate educational conditions of learning and a broad course of study.

An explanation of why the LEA has developed this goal.

NU-SCS has developed this goal to address LCFF Priorities 1, 2 and 7, the basic conditions for learning.

NU-SCS has a significant number of teachers who are new to the profession, as well as a few who are nearing retirement. For this reason, we feel it is appropriate to place an emphasis on recruiting and retaining qualified and effective teachers. Based on teacher survey data regarding implementation of standards, will provide professional learning and collaboration opportunities that are designed to deepen understanding of the California State Standards and how to integrate them into their daily practice. Results of that survey also informed a review of our curricula. We have identified an inconsistency between learning centers regarding our elementary math curriculum, so we will purchase enough so all teachers have the same curriculum, which will allow seamless sharing of Zoom classes. and make whole school collaboration more meaningful. We also identified social studies curriculum as a weakness, especially in the elementary grades.

NU-SCS seeks to develop and maintain facilities that meet state standards for safety, cleanliness, and adequacy, as well as promote the health and wellbeing of occupants, conserve energy and water, and promote clean indoor air. NU-SCS must also consider the manner in which a facility best supports our personalized learning program.

Actions in this goal related to priority 7, course access, were chosen to align with our previously stated WASC identified areas of need that focus on college and career readiness. We want to continue to work with SCOE to create outdoor science opportunities for our students, to offer students access to field experiences in science. A core group of teachers will participate in a multi-year project to create a coding pathway across grades, schoolwide. To expand course access we will also seek to expand our ASL program and hire a high school Spanish teacher.

To provide access to in-person classes at our facilities, we will continue to provide bus passes, and also offer van pickup, as needed. We also want to continue to offer Zoom classes so that students are not limited to access to classes by geographic location.

## Measuring and Reporting Results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Teachers inappropriately assigned	2020-21: One teacher	2021-22: No teachers inappropriately assigned.	2022-23: No teachers inappropriately assigned.		Zero teachers
Average score for Priority 2 State Standards self reflection tool.	2020-21: 3.65	2021-22: 3.2	2022-23: 2.72		4.5
Number of students that meet both A-G and CTE completion	Zero students meet both requirements	One student met both requirements	Zero students meet both requirements		6
Number of parents who attend parent-educator workshops.	Zero (new program)	Zero	Zero		30
Number of students taking AVID Electives per year	2020-21: Middle school: 0 2020-21: High School: 8	2021-22: Middle school: 6 students 2021-22: High School: 6 students	2022-23: Middle school: 7 students 2022-23: High School: 9 students		Middle school: 8 High School: 16
Percentage of parent training attendees who report initial implementation of standards	Zero (new program)	Zero	Zero		60%
Percentage of students who have access to standards based curriculum	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Percentage of facilities scoring in good repair on FIT	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Percentage of staff PBIS trained	2020-21: 90%	2021-22: 53%	2022-23: 81%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Number of students taking teen skill building or life coaching classes	Zero (new program)	Zero	Nine students		24
Number of students taking "e" approved language other than English requirement	2020-21: 3 students	2021-22: 15 students	2022-23: 16 students		10 students
Number of students participating in the SCOE Outdoor Education program	2020-21: 38 students participated	2021-22: 35 students	2022-23: 29 students		60 students participating
Number of students completing CTE pathway	2020-21: 3	2021-22: 1	2022-23: 3		24
Number of teachers participating in coding pathways professional learning	Zero (new program)	Zero	Zero		5

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Recruit and retain qualified and effective teachers.	Hire certificated teachers. Provide ATE induction to newly credentialed teachers ATE-Tehama Co. Dept. of Ed	\$4,200.00	No
2.2	Equipping Staff - Professional Development	Provide professional development designed to deepen teachers' understanding of the California State Standards.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Need to focus on:  SEL  Behavior support  Ethnic Studies.  Getting Reading Right  New phonics program  Math standards</p> <p>Priority 2</p>		
2.3	Establish a culture of ongoing collaboration	<p>Designate time for meaningful collaboration between teachers of center and/or Zoom classes and independent study teachers to communicate individual student needs.</p> <p>Implement intervention screening collaboration meetings, which includes designated time for staff to review student assessment data, collaborate on response to student needs, and creation of an action/intervention plan for identified students.</p> <p>Establish communication channel between academic counselor and independent study teachers to monitor student readiness for high school and college or career training.</p> <p>Included in Goal 1, Action 2</p> <p>Priority 2</p>	\$0.00	Yes
2.4	Expand AVID Elective course offerings	<p>Expand AVID Elective class for middle school  Expand AVID Elective for high school  Provide AVID Elective training to staff  AVID Elective teacher</p>	\$90,368.64	Yes

Action #	Title	Description	Total Funds	Contributing
		AVID Summer Institute (included in Goal 1.11) Priority 7		
2.5	Supporting Parent Educators	Provide training materials to parents regarding state standards. Provide training to parents relating to using standards based curriculum. Administer survey to parents regarding understanding of state standards Included in Goal 1.7 Priority 4	\$0.00	Yes
2.6	Purchase standards based curriculum	Purchase math curriculum for new middle school program in Mt Shasta that matches the curriculum used in Yreka. Purchase new social studies, ELA and science curriculum for middle school program in Mt Shasta. Purchase K-8 standards based Art curriculum for Mt Shasta. Priority 1	\$22,000.00	No
2.7	Lease and maintain facilities	Continue to lease facilities in Mt Shasta and Yreka. Perform ongoing maintenance of property and buildings to keep them in good repair. Install security cameras at new location.	\$190,537.52	No

Action #	Title	Description	Total Funds	Contributing
2.8	Support non-academic needs of students	Maintain school meal program Hire food service staff Food service coordinator 0.3 Provide PBIS staff training To support the social and emotional needs of students, contract with local counselors to provide individual counseling and social skills building classes. Hire life coach for regular teen group sessions. Expand to Mount Shasta Contract with Health Services department of SCOE for nursing services Daybreak health online program Priority 7	\$39,500.00	Yes
2.9	Course Access and College readiness	Hire ASL and CTE Digital Media Arts teacher: Hire Spanish teacher Contract with SCOE to provide outdoor education days Hire CTE Sustainable Ag teacher Create K-12 coding pathway LCFF Non-Personnel SCOE Outdoor Ed Fuel for vans for field trips Priority 7	\$48,390.40	Yes



## Goal Analysis [2022-23]

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

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

Goal 2 - Substantive differences in planned actions are as follows:

Action 1 - We only had one staff member in the induction program this year. The other staff member we had planned on being in the induction program did not register for the program in time. That staff member will begin the program next school year.  
Action 2 and 3 - Professional development and a collaborative culture were fostered through teacher circle meetings, SCOE training, and the AVID Summer Institute. Our collaborative culture was reinforced with weekly staff meetings, monthly all-staff gatherings, data champion meetings, and direct interactions between teachers and academic counselors.  
Action 4 - We met our goals regarding AVID elective and AVID middle school.  
Action 5 - The parent training program did not occur, for reasons explained in Goal 1.  
Action 6 - We purchased curricula as planned  
Action 7 - We leased and maintained our facilities, as planned. Midway through semester 2, we were presented with an opportunity to improve our south county location by combining two properties into one. We will be at our new location beginning July 1.  
Action 8 - We were not able to book Ernie Mendes for SEL training at back to school Summit, and Lassen Counseling lost all their counselors and ceased operations. We used Jeremy Tacbas instead. Also, we didn't order as much food as planned because we provided pre-packaged reimbursable meals.  
Action 9 - Key developments include: Hiring ASL and Spanish teachers, Establishing a contract with SCOE for outdoor education, Hiring a Sustainable Agriculture teacher for CTE, Creating and staffing a CTE Digital Media Arts pathway, Launching a K-12 coding pathway with an administrator and a CTE teacher, Enabling diverse field trips and educational activities using vans.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 - Material differences in budgeted expenses are as follows:

Action 1 - One teacher did not apply to the induction program on time, meaning we had only one in the program.  
Action 8 - We were not able to book Ernie Mendes for SEL training at back to school Summit, and Lassen Counseling lost all their counselors and ceased operations. We used Jeremy Tacbas instead. Also, we didn't order as much food as planned because we provided pre-packaged reimbursable meals.

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

In summary, NU-SCS has made progress in various areas related to providing all students access to appropriate educational conditions and a broad course of study. Over the three-year period, no teachers were inappropriately assigned after 2020-21, and 100% of the students had

access to standards-based curriculum throughout the three years. Facilities scoring in good repair on FIT remained consistent at 100%. The desired outcome for 2023-24 focuses on maintaining these achievements and continuing to improve in other areas.

The school has seen an increase in the number of students taking AVID Electives, participating in SCOE Outdoor Education program, and completing the "e" approved language other than English requirement. However, there is still room for growth in the number of students meeting both A-G and CTE completion, taking teen skill-building or life coaching classes, and completing CTE pathways.

Parent and staff engagement metrics, such as the number of parents attending parent-educator workshops and percentage of staff PBIS trained, have shown some fluctuations over the years. The desired outcomes for 2023-24 aim to increase parental involvement and achieve 100% PBIS-trained staff.

Additionally, there is a need for improvement in the average score for Priority 2 State Standards self-reflection tool and the implementation of new programs like coding pathways professional learning and parent training. The desired outcomes for these areas in 2023-24 include increasing the self-reflection tool score to 4.5, having 60% of parent training attendees report initial implementation of standards, and having 5 teachers participating in coding pathways professional learning.

Overall, NU-SCS has demonstrated progress in various aspects of Goal 2 while also identifying areas for growth and improvement. The desired outcomes for 2023-24 emphasize the need for increased student achievement, engagement, and support, as well as enhanced professional development and parent involvement opportunities.

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

N/A

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
3	NU-SCS will increase stakeholder engagement and maintain a positive school climate.

An explanation of why the LEA has developed this goal.

NU-SCS has developed this goal to address LCFF Priorities LCFF Priorities 3, 5, and 6, engagement.

While feedback from parents and guardians was overwhelmingly positive in terms of communication, NU-SCS continues to strive for increased communication among all stakeholders, and to increase parent and student engagement.

In the 2020-21 school year our attendance rate, chronic absenteeism rate, high school dropout rate, and high school graduation rate all improved. Our efforts to reengage students through our missed assignment policies and procedures, and MTSS program were effective in improving outcomes in this area. We want to now ensure that we maintain the gains we made in this area. Because our dropout rate was twice as high as countywide and statewide rates, we prioritized strategies and actions to ensure students are actively engaged in our school, and are being provided a broad course of study. In the 2021-22 school year, only one 11th grader left our school and did not enroll in another.

While our attendance rate and chronic absenteeism rate improved from 2020-21, we want to continue to improve in this area.

Because of the pandemic and the impact that it has had on all students and staff, we are aware that we will need to support our stakeholders. Promoting school climate and student/parent engagement can only occur when the mental health needs of our community are met. This is a very important goal for our school to concentrate on given the unprecedented times we have lived through.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent engagement survey results	2020-21: Percent who responded positively:	2021-22: Percent who responded positively:	2022-23: Percent who responded positively:		Percent who respond positively: Building Relationships between School Staff and Families -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Building Relationships between School Staff and Families - *Relationships 95.7 *Environment 91.4 *Cultural knowledge of students 82.7 *Communication 82.7 Building Partnerships for Student Outcomes - *Information and resources 82.7 *Made aware of legal rights 91.3 Seeking Input for Decision-making - *Opportunities to participate 78.2 *Made aware of advisory groups 65.2	Building Relationships between School Staff and Families - *Relationships 100% *Environment 82.3% *Cultural knowledge of students 70.5% *Communication 88.2% Building Partnerships for Student Outcomes - *Information and resources 82.3% *Made aware of legal rights 70.5% Seeking Input for Decision-making - *Opportunities to participate 70.5% *Made aware of advisory groups 52.9%	Building Relationships between School Staff and Families - *Relationships 85.19% *Environment 81.48% *Cultural knowledge of students 74.07% *Communication 77.78% Building Partnerships for Student Outcomes - *Information and resources 59.26% *Made aware of legal rights 70.37% Seeking Input for Decision-making - *Opportunities to participate 540.74% *Made aware of advisory groups 68.18%		*Relationships - 98 *Environment - 98 *Cultural knowledge of students - 90 *Communication - 90 Building Partnerships for Student Outcomes - *Information and resources - 90 *Made aware of legal rights - 98 Seeking Input for Decision-making - *Opportunities to participate - 85 *Made aware of advisory groups - 75
School climate survey results	2020-21: Percent who responded positively: Students: Safety - 100% Relationships - 92.3% Conditions for learning - 92.3% Empowerment - 100%	2021-22: Percent who responded positively: Students: Safety - 100% Relationships - 94.6% Conditions for learning - 93% Empowerment - 100%	2022-23: Percent who responded positively: Students: Safety - 100% Relationships - 85.5% Conditions for learning - 80.93% Empowerment - 90%		Percent who responded positively: Students: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Parents: Safety - 100% Relationships - 92.9% Conditions for learning - 92.9% Empowerment - 92.9%  Staff: Safety - 100% Relationships - 85.7% Conditions for learning - 85.7% Empowerment - 61.9%	Parents: Safety - 85.7% Relationships - 87.9% Conditions for learning - 97% Empowerment - 75.8%  Staff: Safety - 100% Relationships - 100% Conditions for learning - 90.3% Empowerment - 75%	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**		Parents: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95%  Staff: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95%
Percent of stakeholders who respond to climate survey.	2020-21: Parents - 9.6% Students - 3.4% Staff - 36.8%	2021-22: Parents - 9% Students - 4.2% Staff - 20.1%	2022-23: Parents - 6.25% Students - 18.75% Staff - 38.8%		Parents - 25% Students - 70% Staff - 70%
Attendance rate	2019-20: 93.3%	2020-21: 97.46%	2021-22: 96.98%	97%	
Chronic absenteeism	2019-20: 13.48%	2020-21: 10.9%	2021-22: 6.5%	7%	
HS Dropout rate	2019-20 17.8%	2020-21: 10.7%	2021-22: 3.5%		3.5%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduation rate	2019-20: 60%	2020-21: 82.1%	2021-22: 100%		80%
Suspension rate	2019-20: 3%	2020-21: 0%	2021-22: 0%		2%
Expulsion rate	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%
Middle school dropout rate	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide opportunities for parental engagement	<p>Publicize School Board meetings, Parent Advisory Council meetings, and Community Schools Advisory Council meetings.</p> <p>Provide a dedicated email address for parent input.</p> <p>Purchase a new, more engaging parent notification system. - Parent Square</p> <p>Maintain school website parent and student resource page</p> <p>Organize and publicize back-to-school and open house events</p> <p>Provide school newsletter to keep parents informed about school news, events and activities, and opportunities for parent involvement.</p> <p>Provide transportation and child care support for parents to attend school events or training sessions.</p> <p>Priority 3</p>	\$3,530.00	Yes
3.2	Pupil engagement	<p>Provide behavioral interventions:</p> <p>Hire intervention coordinator</p> <p>Hire school psych</p> <p>Support student social, emotional, and mental health:</p>	\$11,388.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide teen life coaching classes in Yreka and Mt Shasta            Build Capacity for Staff Support and Wellness            Provide professional learning opportunities, SEL (SCOE),            PBIS (DR Dale, Patty Parnell - SCOE),            MHFA (Ernie Mendes free online workshops) ,            Restorative Justice</p> <p>Create and distribute student surveys to aid in programmatic planning.</p> <p>Intervention Coordinator (included in Goal 1)</p> <p>Courtney Chase (included in Goal 2)</p> <p>Priority 5</p>		
3.3	School Climate	<p>Administer school climate survey on safety, relationships, conditions for teaching and learning, and empowerment.</p> <p>Promote PBIS principals school-wide to provide a supportive and engaging physical environment</p> <p>Hire intervention coordinator</p> <p>Provide a continuum of supports to student mental health:</p> <p>Provide student and staff suicide prevention training</p> <p>Purchase Anti-bullying curriculum</p> <p>D.A.R.E., provided by the Siskiyou County Sheriff free of charge included anti-bullying curriculum and lessons.</p> <p>Purchase student safety and device management software</p> <p>Expand school counseling or school social work services to student groups and grade levels at risk of poor school attendance</p> <p>Post climate survey results on school website</p> <p>Priority 6</p>	\$0.00	Yes

## Goal Analysis [2022-23]

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

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

Goal 3 - Substantive differences in planned actions are as follows:

Action 1 - Rather than a School Site Council, Charter Schools should have a parent advisory council. The advisory council has been meeting regularly. We have also created a Community Schools Advisory Council. We were successful in implementing the other elements of this action, like Parent Square, social media posts, and newsletters.

Action 2 - We didn't create and distribute student surveys specific to aiding in programmatic planning. We did provide teen life coaching in Yreka, and will be expanding to Yreka this coming year. We also had numerous staff participate in PBIS training and support, SEL training, and restorative justice training.

Action 2 and 3 - Lassen Counseling stopped serving this area. Otherwise, We successfully implemented steps to improve our school climate. This includes conducting a comprehensive survey, implementing Positive Behavioral Interventions and Supports, and hiring an Intervention Coordinator. We've enhanced student mental health support, acquired safety software, and expanded counseling services. In addition, we've made the survey results accessible on our school website for transparency.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 - Substantive differences in budgeted expenses are as follows:

Action 1 - The cost of the Parent Messaging System was \$200 less than anticipated.

Action 2 - Dr. Dale's PBIS training happened on Zoom, due to Covid-19, thus reducing travel expenses.

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

In summary, NU-SCS has made progress in various areas related to parent engagement, school climate, and student outcomes. Over the three-year period, the school has seen improvements in graduation rates, reductions in high school dropout rates, and consistent low suspension and expulsion rates. The desired outcomes for 2023-24 focus on maintaining these achievements and continuing to improve in other areas.

Parent engagement survey results show fluctuations in different categories, such as building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. The desired outcomes for 2023-24 aim to increase the percentage of parents who respond positively in all categories.

School climate survey results indicate varying levels of satisfaction from students, parents, and staff in areas such as safety, relationships, conditions for learning, and empowerment. The desired outcomes for 2023-24 emphasize improving the percentage of respondents who feel positively about these aspects of the school climate.

The percentage of stakeholders who respond to the climate survey has room for growth, with the desired outcomes for 2023-24 aiming for increased participation rates among parents, students, and staff.

Attendance rates have remained high over the three years, while chronic absenteeism has seen a significant decrease. The desired outcomes for 2023-24 include maintaining a high attendance rate and further reducing chronic absenteeism.

Overall, NU-SCS has demonstrated progress in various aspects of parent engagement, school climate, and student outcomes. The desired outcomes for 2023-24 emphasize the need for increased satisfaction and engagement from all stakeholders, as well as continued improvement in student outcomes such as graduation rates and dropout rates.

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

This year we learned that rather than a School Site Council, we need to have a parent advisory group that includes parents who represent all the different subgroups enrolled in our school. In response we developed a Parent Advisory Council. We applied for and received a Community Schools Planning Grant. We developed a Community Schools Advisory Council as a result.

With the planning grant for the California Community Schools we are going to be hiring a full time Coordinator for that program.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$323,680	\$19,102

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.65%	0.00%	\$0.00	28.65%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

### Goal 1, Action 2

Expand academic intervention program:

On the 2022 CA School Dashboard our Socioeconomically Disadvantaged (SED) rate was 81.7%. On the 2021 dashboard, the rate was 80.5%, and in 2019 it was 80.6%. With such a high historic rate of students eligible for SED students, actions targeted to them should provide a benefit to all students. We only have one student currently in foster care. That student is also represented in the SED percentage.

To improve our academic performance we will have an intervention coordinators at each learning center to lead data analysis efforts and create an early warning system that uses individual student data to generate indicators of “on-track” status and enable staff to identify and monitor progress of students falling below an identified threshold, and work with teachers to consider additional actions and services designed to help each student improve his or her performance. This action will be effective because it will allow us to better understand the needs of each individual student through an analysis of periodic screening data, a personalized intervention plan, and an expansion of one on one tutoring opportunities. Data from our intervention program this year demonstrated a nationwide percentile growth of 4 percent in ELA and 7 percent in math for grades 2-8 on our Star Renaissance growth reports.



We will also designate time for staff to participate in regular and ongoing review of data, both on an individual student level and an aggregate, school wide level, to spot trends in individual students and/or groups of students. In 2022-23, the regular data meetings were well attended.

In 2022-23, we maintained our in-person tutoring hours, and also contracted with an online tutoring company that focuses on large gaps in literacy and numeracy.

**Goal 1, Action 4**

Provide supplies and technology to unduplicated students:

Unduplicated students, low-income students in particular, often lack the supplies and educational technology needed to be successful. By providing materials and supplies, including backpacks, Chromebooks, hotspots, and bus tickets or van transportation to unduplicated youth, we will remove barriers that limit their access to our educational program and from learning that might otherwise stand in the way of their academic success. This action is available to all students, but is principally directed towards SED and other unduplicated students.

**Goal 1, Action 7**

Create parent training program:

To be successful in a nonclassroom based, independent study, personalized learning school, parents need to be thoroughly engaged in their child's education. With such a high percentage of unduplicated students, it is likely that their parents might need additional support in terms of learning at home. Improving parents' ability to provide instructional support at home will improve student outcomes, and shorten the gap between when a student needs support and when it is available to them. Removing barriers to participating in evening training sessions we make available is also important, so we decided to provide childcare and/or transportation to assist parents' ability to attend if they wish. We did not have the capacity to institute this, but with the hiring of a Community Schools Coordinator, we anticipate being able to organize such events.

**Goal 1, Action 9**

Increase FTE of academic counselor:

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

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

This action was included in our 2019-20 and it was successful in that we increased the number of students who took the PSAT and were on track to take the SAT (before cancellation of testing dates). Due to budget concerns, this action was not included in the 2020-21 school year. We resumed this action in the 2021-22 school year, and increased it by 0.1 FTE and were successful in increasing the numbers of students who took the PSAT and SAT.

#### Goal 1, Action 12

##### Provide Support to EL students

English Learners were considered first when developing this action. The objective is to support English learners so they can not only excel in academics, but they can also partake in social activities and have the ability to communicate with their peers and teachers. Taking EL a step beyond primary and secondary school is the objective for students to perform well in institutes of higher education.

#### Goal 1, Action 13

##### Increase FTE to student ratio

The more one-on-one attention and individualized teaching students can glean, the higher the quality and personalization of their learning. A lower ratio tends to indicate a more positive and tailored teaching approach that benefits high need students. By creating a new part-time IST position in Yreka, we are able to both increase the number of teachers relative to students, but also reduce the size of the grade span that our teachers are responsible for.

#### Goal 2, Action 3

##### Establish a culture of ongoing collaboration:

Meeting the needs of students in any educational setting can only be improved by embedding a culture of collaboration among school personnel. When meeting the needs of socio-economically and/or educationally disadvantaged students, it is especially important that a team-centered, whole child approach is utilized. Due to the fact that our school is a countywide benefit school, with learning centers in two different communities, and the fact that as independent study teachers, our staff regularly personalizes their approach to facilitating their students' education, it is easy for them to work completely independently, without much collaboration among colleagues. Making a concerted effort to create a collaborative culture in our school will help staff learn from each other, have discussions about resources, academic interventions and instructional strategies, and create a team centered approach to eliminating barriers our students may face in accessing all that our program has to offer.

Goal 2, Action 4

Expand AVID Elective courses offered:

Socio-economically disadvantaged students often live in situations where attending college is not an expectation (14.4% of our parents completed a four year college degree). AVID Elective courses provide all students with the tools necessary to be able to achieve academic success and it prepares them to be successful in any post-secondary endeavor.

Goal 2, Action 5

Supporting Parent Educators:

As stated in Goal 1, Action 7, parents perform an important instructional role in our school setting, and as such, would benefit from an increased understanding of state standards and how to effectively use standards based curriculum when working with their children enrolled in our school. With such a high percentage of unduplicated students, it is likely that their parents might need additional support in terms of understanding state standards. Improving parents' ability to provide standards-based instructional support at home will improve student outcomes, and shorten the gap between when a student needs support and when it is available to them. Removing barriers to participating in evening training sessions we make available is also important, so we decided to provide childcare and/or transportation to assist parents' ability to attend if they wish.

Goal 2, Action 8

Support non-academic needs of students:

Unduplicated students, especially those with low income, have food insecurity as a barrier to learning. Because of this, these students were considered first. Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Because our unduplicated students are overrepresented in many of our school metrics, including dropout rate, suspension rate, and chronic absenteeism, employing an additional school counselor will benefit and add to the unduplicated students' success.

By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success. By providing additional learning opportunities in PBIS, staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs. By employing an additional counselor who will be addressing the social/emotional needs of students, unduplicated youth will receive additional support in addressing their mental health.

All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should

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

### Goal 2, Action 9

#### Course Access and College readiness:

Because we have such a high rate of unduplicated students, any action to increase college readiness will benefit those students. Working towards ensuring that all students gain the necessary skills to be prepared to enter college or the workforce by having access to a broad course of study will help our traditionally underserved students as well.

By hiring an ASL teacher, CTE sustainable Ag teacher, CTE digital media arts teacher, CTE building trades teacher, creating a k-12 coding pathway, contracting with the county office of education, and providing transportation to students to attend classes at one of our learning centers, we will become more effective at preparing all students for post secondary plans.

Individual actions previously included in our school's LCAP include the ASL teacher, CTE sustainable Ag teacher, and providing transportation. These actions have helped us increase the number of students graduating with a-g eligibility requirements met and have additional students on track to graduate a-g eligible. We hope to increase student participation in those already existing actions. The rest are new to this next LCAP cycle.

### Goal 3, Action 1

#### Provide opportunities for parental engagement:

Since our chronic absenteeism rate is higher for unduplicated students than other groups, finding efficient means to communicate with parents regularly regarding completion of assignments, performance in assessments, and participation in learning center activities is crucial. Our current notification system is not always user-friendly or engaging. Switching to a new platform that has a better track record of improving outcomes with regard to engagement will lead to more engagement and improved student outcomes.

As noted in earlier actions, unduplicated students and their families often face barriers to participation in school events. Providing transportation and child care support for parents to attend school events or training sessions will not only help increase parent understanding of providing standards based instructional support, it will also improve overall parent engagement.

### Goal 3, Action 2

#### Pupil engagement:



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

By providing additional learning opportunities in PBIS, SEL, MHFA, and Restorative Justice, staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease.

By employing a school psychologist to target the behavioral and social/emotional needs of unduplicated students through the RTI process, they will gain targeted additional support in this area. By reintroducing the Elevate program, unduplicated students will participate in life skills building and life goal setting group sessions designed to improve student engagement and school performance outcomes. Implementing behavioral RTI is essential to academic progress, in particular for our unduplicated students. Homeless, foster youth, and low-income students may need additional interventions to help eliminate barriers to success. By implementing behavioral RTI, all students, especially homeless, foster and low-income students will benefit, however, these actions are principally directed toward unduplicated youth.

The Elevate program was part of our 2019-20 LCAP, and it proved to be popular with students. We were unable to have Elevate the last two years due to the pandemic in 2020-21 and due to staffing shortages. Because we had to suspend this in-person program due to the pandemic, data is unavailable to determine the effectiveness of the program. In the place of Elevate, we hired Courtney Chase for YLC to conduct weekly teen life skills and empowerment classes. We will be expanding her role to include Mt Shasta this coming year. PBIS training was also included in our previous LCAP. The effectiveness of our PBIS program is difficult to gauge. During the 2020-21 we had zero suspensions, however, this was largely due to the fact that we were closed for in-person instruction for all but two months of the 2020-21 school year. We also had zero suspensions during the 2021-22 school year, in part due to many students choosing to stay home and participate in meetings and instruction on Zoom. We had only one suspension in 2022-23, however we saw some significant behavioral challenges that move beyond Tier 2 PBIS interventions.

### Goal 3, Action 3

#### School Climate:

To have a positive impact on the academic growth, health and well-being of unduplicated students and their families, it will be important for NU-SCS to provide resources in terms of instructional support, food, social and emotional support, and access to the internet. Creating a welcoming and safe climate for learning will make it easier for students to receive the kinds of support that we offer. Administering a school climate survey on safety, relationships, conditions for teaching and learning, and empowerment early in the year will provide us data to recognize and respond to student and family needs. Our intervention coordinator and school psychologist will help us identify students in need of academic and/or mental and emotional health. Providing a continuum of supports to student mental health.



Promoting PBIS strategies schoolwide to provide a supportive and engaging physical environment, and supporting parents with PBIS strategies to use at home will have a positive impact not only on the ecosystem of our school, but the family ecosystems referenced above.

Though the specific actions included in this section are supported by expenditures included in other actions in this LCAP, the services provided by Goal 3, Action 3 contribute to both the increased and improved services requirements.

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

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

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

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

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

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

and support to our tutors. We will be holding intervention classes in order to be more intentional and targeted for students needing additional support, principally targeted toward unduplicated students. We will also continue providing CTE programs to all students, specifically targeting our unduplicated students to ensure college/career readiness.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Northern United is a single school, non-classroom based independent charter school. We will use the additional 15% Concentration Grant Add-on funds to retain our staff. This is included in action 1.13.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:41
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:12

### 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$739,787.87			\$155,993.53	\$895,781.40	\$611,694.40	\$284,087.00	
Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Provide professional development to staff related to CAASPP	All	\$12,457.00				\$12,457.00
1	1.2	Expand academic intervention program	Foster Youth Low Income	\$85,194.00			\$76,488.00	\$161,682.00
1	1.4	Provide supplies and technology to unduplicated students	Foster Youth Low Income	\$3,000.00				\$3,000.00
1	1.5	Purchase Chromebooks and hot spots	All	\$5,000.00				\$5,000.00
1	1.6	Purchase online curriculum, intervention and academic support platforms for students	All				\$16,125.00	\$16,125.00
1	1.7	Create parent training program	English Learners	\$13,288.54				\$13,288.54
1	1.8	Expand A-G course offerings	All	\$146,784.00			\$7,255.68	\$154,039.68
1	1.9	Increase FTE of academic counselor	English Learners	\$49,922.41				\$49,922.41
1	1.10	Provide AP courses	All	\$200.00				\$200.00
1	1.11	Support AVID at all grade levels	All	\$10,532.00				\$10,532.00
1	1.12	Provide Support to EL students	English Learners	\$0.00				\$0.00
1	1.13	Increase FTE to student ratio	Low Income	\$39,695.36			\$9,924.85	\$49,620.21

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Recruit and retain qualified and effective teachers.	All				\$4,200.00	\$4,200.00
2	2.2	Equipping Staff - Professional Development	All	\$10,000.00				\$10,000.00
2	2.3	Establish a culture of ongoing collaboration	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.4	Expand AVID Elective course offerings	English Learners Foster Youth Low Income	\$90,368.64				\$90,368.64
2	2.5	Supporting Parent Educators	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.6	Purchase standards based curriculum	All				\$22,000.00	\$22,000.00
2	2.7	Lease and maintain facilities	All	\$190,537.52				\$190,537.52
2	2.8	Support non-academic needs of students	English Learners Foster Youth Low Income	\$19,500.00			\$20,000.00	\$39,500.00
2	2.9	Course Access and College readiness	English Learners Foster Youth Low Income	\$48,390.40				\$48,390.40
3	3.1	Provide opportunities for parental engagement	English Learners Foster Youth Low Income	\$3,530.00				\$3,530.00
3	3.2	Pupil engagement	English Learners Foster Youth Low Income	\$11,388.00				\$11,388.00
3	3.3	School Climate	English Learners Foster Youth Low Income	\$0.00				\$0.00



**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,129,890	\$323,680	28.65%	0.00%	28.65%	\$364,277.35	0.00%	32.24 %	Total:	\$364,277.35
								LEA-wide Total:	\$364,277.35
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Expand academic intervention program	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$85,194.00	
1	1.4	Provide supplies and technology to unduplicated students	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,000.00	
1	1.7	Create parent training program	Yes	LEA-wide	English Learners	All Schools	\$13,288.54	
1	1.9	Increase FTE of academic counselor	Yes	LEA-wide	English Learners	All Schools	\$49,922.41	
1	1.12	Provide Support to EL students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	
1	1.13	Increase FTE to student ratio	Yes	LEA-wide	Low Income	All Schools	\$39,695.36	
2	2.3	Establish a culture of ongoing collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Expand AVID Elective course offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,368.64	
2	2.5	Supporting Parent Educators	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.8	Support non-academic needs of students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,500.00	
2	2.9	Course Access and College readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,390.40	
3	3.1	Provide opportunities for parental engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,530.00	
3	3.2	Pupil engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,388.00	
3	3.3	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

**2022-23 Annual Update Table**

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$786,775.00	\$786,919.00		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide professional development to staff related to CAASPP	No	\$10,163	\$9,731
1	1.2	Expand academic intervention program	Yes	\$33,692	\$56,684
1	1.4	Provide supplies and technology to unduplicated students	Yes	\$3,802	\$3,888
1	1.5	Purchase Chromebooks and hot spots	No	\$7,000	\$6,045
1	1.6	Purchase online curriculum, intervention and academic support platforms for students	No	\$11,472	\$10,572
1	1.7	Create parent training program	Yes	\$14,180	\$0
1	1.8	Expand A-G course offerings	No	\$70,765	\$73,254
1	1.9	Increase FTE of academic counselor	Yes	\$52,063	\$51,744
1	1.10	Provide AP courses	No	\$900	\$0
1	1.11	Support AVID at all grade levels	No	\$10,532	\$10,700

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Provide Support to EL students	Yes	\$0	\$0
1	1.13	Increase FTE to student ratio	Yes	\$68,877	\$69,284
2	2.1	Recruit and retain qualified and effective teachers.	No	\$8,400	\$4,200
2	2.2	Equipping Staff - Professional Development	No	\$12,300	\$12,421
2	2.3	Establish a culture of ongoing collaboration	Yes	\$0	\$0
2	2.4	Expand AVID Elective course offerings	Yes	\$82,273	\$84,849
2	2.5	Supporting Parent Educators	Yes	\$0	\$0
2	2.6	Purchase standards based curriculum	No	\$28,000	\$30,425
2	2.7	Lease and maintain facilities	No	\$208,772	\$214,361
2	2.8	Support non-academic needs of students	Yes	\$49,780	\$33,360
2	2.9	Course Access and College readiness	Yes	\$95,906	\$98,713
3	3.1	Provide opportunities for parental engagement	Yes	\$1,990	\$1,800
3	3.2	Pupil engagement	Yes	\$15,908	\$14,888



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	School Climate	Yes	\$0	\$0

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFE Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
\$312,973	\$384,099.00	\$379,776.00	\$4,323.00	0.00%	0.00%	0.00%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Expand academic intervention program	Yes	\$13,500	\$21,250		
1	1.4	Provide supplies and technology to unduplicated students	Yes	\$3,802	\$3,888		
1	1.7	Create parent training program	Yes	\$0	\$0		
1	1.9	Increase FTE of academic counselor	Yes	\$52,063	\$51,744		
1	1.12	Provide Support to EL students	Yes	\$0	\$0.00		
1	1.13	Increase FTE to student ratio	Yes	\$68,877	\$69,284		
2	2.3	Establish a culture of ongoing collaboration	Yes	\$0	\$0		
2	2.4	Expand AVID Elective course offerings	Yes	\$82,273	\$84,849		
2	2.5	Supporting Parent Educators	Yes	\$0	\$0		
2	2.8	Support non-academic needs of students	Yes	\$49,780	\$33,360		
2	2.9	Course Access and College readiness	Yes	\$95,906	\$98,713		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Provide opportunities for parental engagement	Yes	\$1,990	\$1,800		
3	3.2	Pupil engagement	Yes	\$15,908	\$14,888		
3	3.3	School Climate	Yes	\$0	\$0		

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,125,439	\$312,973	0.30%	28.11%	\$379,776.00	0.00%	33.74%	\$0.00	0.00%



# Instructions

## Plan Summary

### Engaging Educational Partners

### Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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



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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### **Focus Goal(s)**

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lcl>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lcf/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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



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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be succinctly to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## **Requirements and Instructions**

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

#### **Required Descriptions:**

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

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

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

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

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



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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
  - **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
  - **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
  - **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
  - **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —



Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.  
  
For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

- Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."
- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
  - 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)



- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.4 Approval of LCAP Budget Transfer Resolution for NU-SCS

Action Requested:

Approval

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

Due to increases in revenue and amendments to match the LCAP, a 45 day budget revision was completed. It is included, as well as the resolution for SCOE to complete the budget transfers to align with the 45 day budget revisions. See attached sheets.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kelley Withers

# BUDGET TRANSFER RESOLUTION

Northern United - Siskiyou  
(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 \_\_\_\_\_ by the vote:  
(Date)

Ayes: \_\_\_\_\_

Noes: \_\_\_\_\_

Absent: \_\_\_\_\_

STATE OF CALIFORNIA, COUNTY OF SISKIYOU ss

I, \_\_\_\_\_, 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)

**AFTER YOUR BOARD HAS APPROVED AND SIGNED YOUR BUDGET TRANSFERS, PLEASE RETURN A SIGNED COPY TO THE SISKIYOU COUNTY OFFICE OF EDUCATION, BUSINESS DEPARTMENT.**

County Office Use Only:

Transfer Number:	Date Posted:	By:
240000	08/29/2023	Christine Ryan



ACCOUNT CLASSIFICATIONS SELECTED

FD   RESC   Y   OBJT   GOAL   FUNC   SCH   LOCAL      FI      RANGE

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

FIELD RANGES SELECTED

Update Mode: Report & Update  
 Auto Balance: Balance all Transfers  
 Number of transactions per transfer: 500  
 Transaction Date: 8/29/2023  
 Budget Development Year: 2024  
 Budget Development Model: 04  
 General Ledger Year: 2024  
 Balance Object: 9790  
 Transfers per Fund/Sub Fund: Any number of Balance sheet combo's on a  
 Transfer Status: All Transfers added as Unapproved  
 Transfer Description: Northern United Siskiyou Chart  
 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		Credit
											Working	Debit	
240000	1	62	-0000	-0	5800	-0000	-2700	-000	-000000	130,399.40	65,799.70		64,599.70
	2	62	-0000	-0	5800	-0000	-7200	-000	-000000	147,575.36	81,055.53		66,519.83
	3	62	-0000	-0	5800	-1110	-2420	-000	-000000	37,039.96	18,519.98		18,519.98
	4	62	-0001	-0	5800	-1110	-3110	-000	-000000	17,100.48	8,550.24		8,550.24
	5	62	-0053	-0	1100	-1110	-1000	-000	-10007	6,264.00	6,264.00		6,264.00
	6	62	-0053	-0	1300	-0000	-2700	-000	-10007	594.00	594.00		594.00
	7	62	-0053	-0	2400	-0000	-2700	-000	-10007	1,890.00	1,890.00		1,890.00
	8	62	-0053	-0	2900	-1110	-1000	-000	-10007	1,782.00	1,782.00		1,782.00
	9	62	-0053	-0	3101	-0000	-2700	-000	-10007	113.45	113.45		113.45
	10	62	-0053	-0	3101	-1110	-1000	-000	-10007	1,196.42	1,196.42		1,196.42
	11	62	-0053	-0	3202	-0000	-2700	-000	-10007	504.25	504.25		504.25
	12	62	-0053	-0	3202	-1110	-1000	-000	-10007	475.44	475.44		475.44
	13	62	-0053	-0	3302	-0000	-2700	-000	-10007	117.18	117.18		117.18
	14	62	-0053	-0	3302	-1110	-1000	-000	-10007	110.49	110.49		110.49
	15	62	-0053	-0	3311	-0000	-2700	-000	-10007	8.61	8.61		8.61
	16	62	-0053	-0	3311	-1110	-1000	-000	-10007	90.83	90.83		90.83
	17	62	-0053	-0	3312	-0000	-2700	-000	-10007	27.41	27.41		27.41
	18	62	-0053	-0	3312	-1110	-1000	-000	-10007	25.83	25.83		25.83
	19	62	-0053	-0	3501	-0000	-2700	-000	-10007	.30	.30		.30
	20	62	-0053	-0	3501	-1110	-1000	-000	-10007	3.14	3.14		3.14
	21	62	-0053	-0	3502	-0000	-2700	-000	-10007	.95	.95		.95
	22	62	-0053	-0	3502	-1110	-1000	-000	-10007	.90	.90		.90
	23	62	-0053	-0	3601	-0000	-2700	-000	-10007	4.04	4.04		4.04
	24	62	-0053	-0	3601	-1110	-1000	-000	-10007	42.60	42.60		42.60
	25	62	-0053	-0	3602	-0000	-2700	-000	-10007	12.85	12.85		12.85
	26	62	-0053	-0	3602	-1110	-1000	-000	-10007	12.12	12.12		12.12
	27	62	-3010	-0	5800	-1110	-3110	-000	-30002	18,192.00	9,096.00		9,096.00
	28	62	-5310	-0	5800	-0000	-3700	-000	-20008	43,294.52	21,647.26		21,647.26
	29	62	-6266	-0	5800	-1110	-1000	-000	-20001	4,200.00	3,303.00		897.00
	30	62	-6500	-0	5800	-5760	-1120	-000	-00000	61,395.20	33,197.60		28,197.60
	31	62	-7690	-0	3101	-1150	-1000	-000	-00000		46,747.00		46,747.00
	32	62	-0000	-0	9790	-0000	-0000	-000	-00000		149,639.51		149,639.51
	33	62	-0001	-0	9790	-0000	-0000	-000	-00000		8,550.24		8,550.24
	34	62	-0053	-0	9790	-0000	-0000	-000	-00000		13,276.81		13,276.81
	35	62	-3010	-0	9790	-0000	-0000	-000	-00000		9,096.00		9,096.00
	36	62	-5310	-0	9790	-0000	-0000	-000	-00000		21,647.26		21,647.26
	37	62	-6266	-0	9790	-0000	-0000	-000	-00000		897.00		897.00
	38	62	-6500	-0	9790	-0000	-0000	-000	-00000		28,197.60		28,197.60
	39	62	-7690	-0	9790	-0000	-0000	-000	-00000		278,916.31		278,916.31
Grand Total of All Transfers:										472,473.73	287,916.31	278,051.42	278,051.42

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.5 Approval of the NUCS Universal Meal Policy

Action Requested:

Approval

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

Due to the new universal meal requirement, we need a Universal Meals Policy. Universal meals requires all schools in the state to offer all students, regardless of eligibility status, two free meals per day. Because this is a new policy, we had a first reading at the August board meeting.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kelley Withers

## **S-37 UNIVERSAL MEALS PROGRAM POLICY**

Northern United Charter Schools' Board of Directors recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Northern United Charter School's School Director or designee shall facilitate and encourage the participation of students from low-income families in the Charter School's food service program.

Northern United Charter Schools shall provide two (2) nutritionally adequate meals free of charge to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by Northern United Charter School. This shall apply to all pupils in transitional kindergarten through grade twelve (12).

### **Universal Free Meals Application and Notification**

If Northern United Charter Schools participates in the National School Lunch Program ("NSLP") and/or federal School Breakfast Program ("SBP"), the Charter School will continue to collect meal application forms aligned with federal regulations. However, regardless of eligibility for federally funded free or reduced-price meals, ALL students who request meals will receive meals free of charge, consistent with this Policy and Education Code Section 49501.5. The Northern United Charter Schools' School Director or designee shall ensure that the application form for the universal meals program and related materials include the following statements:

1. Applications for school meals may be submitted at any time during a school day.
2. Regardless of eligibility for federally funded free or reduced-price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.

Children participating in the federal NSLP and/or SBP will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means. The application packet shall include the following notifications and information using simple and culturally appropriate language:

1. A notification that the child may qualify for free or reduced-cost health coverage.
2. A request for the applicant's consent for the child to participate in the Medi-Cal program, if eligible, and to have the information on the school lunch application shared with the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program.
3. A notification that Northern United Charter Schools will not forward the school lunch application to the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under



the Medi-Cal program, without the consent of the child's parent or guardian.

4. A notification that the school lunch application is confidential and, with the exception of forwarding the information for use in health program enrollment upon the consent of the child's parent or guardian, Northern United Charter Schools will not share the information with any other governmental agency, including the federal Department of Homeland Security and the Social Security Administration.
5. A notification that the school lunch application information will only be used by the entity designated by the State Department of Health Care Services to make an accelerated determination and the state and local agencies that administer the Medi-Cal program for purposes directly related to the administration of the Medi-Cal program and will not be shared with other governmental agencies, including the federal Department of Homeland Security and the Social Security Administration for any purpose other than the administration of the Medi-Cal program.
6. Information regarding the Medi-Cal program, including available services, program requirements, rights and responsibilities, and privacy and confidentiality requirements.

If Northern United Charter Schools elects to post its school meal application online, it will include the following:

1. Include a link to the Internet Web site on which translated applications are posted by the United States Department of Agriculture, with instructions in that language that inform the applicant how to submit the application.
2. Require completion of only those questions necessary for determining eligibility.
3. Include a clear statement that regardless of federal eligibility for free or reduced-price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.
3. Include clear instructions for families that are homeless or migrant.
4. Comply with the privacy rights and disclosure protections established by Public Laws 113-79 and 105-277.
5. Include links to all of the following:
  - (i) The online application to CalFresh.
  - (ii) The online single state application for health care.
  - (iii) The Internet Web page maintained by the State Department of Public Health entitled "About WIC and How to Apply," or another Internet Web page identified by the State Department of Public Health that connects families to the Special Supplemental Nutrition Program for Women, Infants and Children.

(iv)The Internet Web site of a summer lunch program authorized to participate within the city or school district.

### **Direct Certification**

Although every family should submit an application for school meals, in certain circumstances, Northern United Charter Schools may be able to determine student eligibility federally funded free or reduced-price meals without further application. Northern United Charter Schools shall directly certify as eligible the following students:

1. Any child who is a member of a household receiving assistance under the supplemental nutrition assistance program as eligible for free lunches and/or free breakfasts under the Child Nutrition Act of 1966.
2. Any child who is a member of a household that receives CalWORKs (also known as Temporary Assistance for Needy Families or "TANF") or CalFresh aid.
3. Any child who is a member of a household that receives the assistance of a Food Distribution program on Indian Reservations.
4. Any child identified as a foster, migrant, homeless or runaway youth, as defined by the California Education Code.

This Policy prohibits Northern United Charter Schools from disciplining a student which would result in the denial or delay of a nutritionally adequate meal to that student.

### **Confidentiality/Release of Records**

All applications and records related to the universal school meals program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order.

The Northern United Charter Schools' Board of Directors authorizes designated employees to use individual records pertaining to the universal meals program for the following purposes:

1. Disaggregation of academic achievement data
2. Identification of students eligible for alternative supports in any school identified as a Title 1 program improvement school

If a student transfers from Northern United Charter Schools to another charter school, district, county office of education program, or private school, the Northern United Charter Schools' School Director or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Northern United Charter Schools' School Director or designee may release the name and

~~eligibility status of a student participating in the free or reduced-price meal program to another charter school, school district, or county office of education that is serving a student living in the same household as an enrolled student for purposes related to program eligibility and data used in local control funding formula calculations.~~

The Northern United Charter Schools' School Director or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining funding allocations under the local control funding formula and for assessing accountability of that funding.

The Northern United Charter Schools' School Director or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals and if the applicant consents to the sharing of this information.

The Northern United Charter Schools' School Director or designee may also release information on the school lunch application to the local agency that determines eligibility for CalFresh or to an agency that determines eligibility for nutrition assistance programs if the student has been approved for free or reduced-price meals and if the applicant consents to the sharing of this information.

This information released shall adhere to the following requirements:

1. Individual indicators of participation in a free or reduced-price meal program shall not be maintained in the permanent record of any student, unless otherwise authorized by law.
2. The public release of information regarding individual student participation in a free or reduced-price meal program is not permitted.
3. All other confidentiality requirements imposed by law or regulation are met.

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.6 Approval of the Memorandum of Understanding between NU-HCS and NU-SCS

Action Requested:

Approval

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kelley Withers





# Northern United Charter Schools

*Learning Today, Learning Tomorrow*

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

## School Director

*Shari Lovett*

## Board of Directors

*Rosemary Kunkler – President*

*Aime Snider – Vice President*

*Jere Cox*

*Melissa Johnson*

## Memorandum of Understanding Between Northern United-Humboldt Charter School and Northern United-Siskiyou Charter School 2023-2024

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

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

NU-HCS will invoice and NU-SCS will reimburse NU-HCS two times a year once by January 10, 2024 and the other June 10, 2024. The term of this agreement is from July 1, 2023 through June 30, 2024.

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Chairman of the Board  
Northern United Charters Schools

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School Director  
Northern United Charter Schools



# Northern United Charter Schools

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## School Director

*Shari Lovett*

## Board of Directors

*Rosemary Kunkler – President*

*Aime Snider – Vice President*

*Jere Cox*

*Melissa Johnson*

## FISCAL YEAR 2023-2024 ATTACHMENT A

Qty.	Employee	Position	FTE	Contracted Services
1	Block, Mitch	Psychologist	.10	\$11,391.07
1	Churchill-Bos, Janna	Director of Special Education	.30	\$35,812.21
1	Hayhurst, Melody	Office Technician	.10	\$15,910.75
1	Jeffares, Amanda	Registrar	.30	\$24,361.40
1	Jespersen, Shelley	Food Service Coordinator	.20	\$19,015.51
1	Kerr, Wendy	Counselor	.10	\$9,620.79
1	Lovett, Shari	Director	.20	\$34,563.99
1	Mueller, Timothy	Director of Technology	.20	\$22,523.37
1	Rinehart, Shannon	Learning Record Checker	.30	\$27,949.35
1	Rybeck-Davis, Rebekah	Regional Director	.10	\$13,211.34
1	Speck, Lynda	Director of Personnel	.10	\$10,633.05
1	Withers, Kelley	Chief Business Official	.30	\$41,306.72
1	Wright, Megan	Intervention Coordinator	.20	\$15,559.92
			<b>Subtotal</b>	<b>\$264,900.48</b>

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

**Subject:**

6.1 Discussion of Board Member Terms

**Action Requested:**

None

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

The board will discuss board terms and possible appointments..

**Fiscal Implications:**

None

**Contact Person/s:**

Shari Lovett, Rosemary Kunkler

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

**Subject:**

7.1 Student Enrollment and Attendance Report

**Action Requested:**

None

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

Each month the Board receives this report to keep the Board apprised of enrollment and attendance patterns. As our revenue is generated by our enrollment and actual daily attendance, there are fiscal implications based on student numbers each day.

Enrollment as of 9/6/2023

NU-Humboldt Charter School - 312

NU-Siskiyou Charter School - 115

Attendance as of 9/6/2023:

NU-Humboldt Charter School - N/A

NU-Siskiyou Charter School - N/A

Enrollment as of 9/6/2022

NU-Humboldt Charter School - 302

NU-Siskiyou Charter School - 113

Attendance as of 9/6/2022:

NU-Humboldt Charter School - N/A

NU-Siskiyou Charter School - N/A

**Fiscal Implications:**

To be determined

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

## ENROLLMENT REPORT

### NORTHERN UNITED CHARTER SCHOOLS

September 6, 2023

#### Enrollment as of 9/6/2023 for Northern United-Humboldt Charter School

<b>LEARNING CENTER</b>	<b>Enrollment on 9/6/2023</b>
Arcata Learning Center	24
Briceland Learning Center	49
Cutten Learning Center	74
Eureka Learning Center	72
Independent Study	64
Willow Creek Learning Center	29
<b>TOTAL</b>	<b>312</b>

#### Enrollment as of 9/6/2023 for Northern United-Siskiyou Charter School

<b>LEARNING CENTER</b>	<b>Enrollment on 9/6/2023</b>
Mt. Shasta Learning Center	47
Yreka Learning Center	68
<b>TOTAL</b>	<b>115</b>



Agenda Item 7.

**REPORTS**

**Subject:**

7.2 Financial Report for NU-HCS and NU-SCS

**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, Kelley Withers

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 August

Object	Description	Balance Forward	Budgeted	Revenue	Ending Balance
<b>Revenue Detail</b>					
<b>LCFF Revenue Sources</b>					
8011	REVENUE LIMIT ST AID-CURR YR	4,241,737.00			4,241,737.00
8012	REVENUE LIMIT-EPA	60,990.00			60,990.00
	<b>Total LCFF Revenue Sources</b>	<b>4,302,727.00</b>	<b>.00</b>	<b>.00</b>	<b>4,302,727.00</b>
<b>Federal Revenue</b>					
8181	SP ED-ENTITLEMENT PER UDC	50,052.00			50,052.00
8221	NATIONAL LUNCH PROGRAM	45,000.00			45,000.00
8290	ALL OTHER FEDERAL REVENUES	144,005.00			144,005.00
	<b>Total Federal Revenue</b>	<b>239,057.00</b>	<b>.00</b>	<b>.00</b>	<b>239,057.00</b>
<b>Other State Revenues</b>					
8520	CHILD NUTRITION	20,000.00			20,000.00
8550	MANDATED COST REIMBURSEMENTS	8,190.00			8,190.00
8560	STATE LOTTERY REVENUE	74,892.00			74,892.00
8590	ALL OTHER STATE REVENUES	395,140.00			395,140.00
8595	ALL OTHER STATE REV-PRIOR YR	55,451.00			55,451.00
	<b>Total Other State Revenues</b>	<b>553,673.00</b>	<b>.00</b>	<b>.00</b>	<b>553,673.00</b>
<b>Other Local Revenue</b>					
8660	INTEREST	979.00		3,648.90	2,669.90-
8699	ALL OTHER LOCAL REVENUES	288,531.00		8,217.69	280,313.31
8792	TRANS OF APPORTION FROM COE	169,469.00			169,469.00
	<b>Total Other Local Revenue</b>	<b>458,979.00</b>	<b>.00</b>	<b>11,866.59</b>	<b>447,112.41</b>
	<b>Total Revenues</b>	<b>5,554,436.00</b>	<b>.00</b>	<b>11,866.59</b>	<b>5,542,569.41</b>

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
<b>Expenditure Detail</b>						
<b>Certificated Salaries</b>						
1100	TEACHERS SALARIES - REGULAR	1,127,274.99		885,812.71	5,825.01	235,637.27
1104	SPECIAL ED TEACHER	350,883.33		344,666.70	9,116.67	2,900.04-
1105	LEARNING SPECIALIST TEACHER	7,500.00				7,500.00
1131	SUMMER TEACHERS	2,500.00-			6,666.64	9,166.64-
1140	TEACHER SALARY - SUBSTITUTES	12,000.00				12,000.00
1150	TEACHER SALARY - OTHER PAY	24,000.00				24,000.00
1200	CERT PUPIL SUPPORT SAL - REG	85,500.00		152,500.00		67,000.00-
1300	CERT SUPRVRSRS' & ADMINS' SAL	113,324.74		103,022.60	10,302.26	.12-

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
<b>Expenditure Detail (continued)</b>						
<b>Certificated Salaries (continued)</b>						
1900	OTHER CERT SALARY- REGULAR	334,541.65	.00	267,183.50	14,808.35	52,549.80
	<b>Total Certificated Salaries</b>	<b>2,052,524.71</b>	<b>.00</b>	<b>1,753,185.51</b>	<b>46,718.93</b>	<b>252,620.27</b>
<b>Classified Salaries</b>						
2100	CLASS INSTR AIDE SAL-REGULAR	100,844.00				100,844.00
2122	INSTR AIDE SAL HRLY-SPECL ED	49,278.00				49,278.00
2131	INSTR AIDE SAL XTR ASGN-REG				4,676.67	4,676.67-
2160	COACHES & ADVISORS	2,000.00				2,000.00
2210	FOOD SERVICE PERSONNEL	60,348.66		44,833.40	4,483.34	11,031.92
2214	CUSTODIAN	9,178.50				9,178.50
2255	COMPUTER LAB TECHNICIAN	62,958.33		57,766.70	5,741.67	550.04-
2304	BUSINESS MANAGER	81,729.16		85,208.40	16,020.84	19,500.08-
2307	COORDINATOR	21,488.00		21,487.50		.50
2308	DIRECTOR	64,991.66		59,083.40	5,908.34	.08-
2309	ADMINISTRATIVE ASSISTANT	38,140.00				38,140.00
2402	ACCOUNT TECHNICIAN	65,187.00		38,550.00	6,411.00	20,226.00
2403	CLERICAL TECHNICIAN	12,883.00		500.00		12,383.00
2405	ATTENDANCE TECHNICIAN	54,466.33		39,416.70	5,520.67	9,528.96
2900	OTHER CLASS SALARIES-REGULAR	50,339.00			198.00	50,141.00
	<b>Total Classified Salaries</b>	<b>673,831.64</b>	<b>.00</b>	<b>346,846.10</b>	<b>48,960.53</b>	<b>278,025.01</b>
<b>Employee Benefits</b>						
3101	STRS - CERTIFICATED	569,152.96		302,725.92	7,963.87	258,463.17
3201	PERS - CERTIFICATED	27,671.44		44,778.00	1,329.56	18,436.12-
3202	PERS - CLASSIFIED	190,735.12		84,004.50	9,883.59	96,847.03
3311	SOCIAL SECURITY-CERTIFICATED	6,425.03		10,379.00	308.97	4,262.94-
3312	SOCIAL SECURITY-CLASSIFIED	44,533.09		21,311.60	3,016.28	20,205.21
3331	MEDICARE-CERTIFICATED	28,413.50		25,370.80	677.43	2,365.27
3332	MEDICARE-CLASSIFIED	10,414.62		4,984.30	705.42	4,724.90
3411	HEALTH & WELFARE BENEFITS-CRT	603,302.00		474,584.00	10,442.00	118,276.00
3412	HEALTH & WELFARE BENEFITS-CLS	214,553.00		85,570.00	8,557.00	120,426.00
3501	ST UNEMPLOYMENT INS-CERTIF	5,679.23		875.30	23.36	4,780.57
3502	ST UNEMPLOYMENT INS-CLASSIF	859.55		171.90	24.32	663.33
3601	WORKER'S COMP-CERTIFICATED	13,323.84		12,773.10	341.06	209.68
3602	WORKER'S COMP-CLASSIFIED	4,882.75		2,509.40	351.39	2,021.96
	<b>Total Employee Benefits</b>	<b>1,719,946.13</b>	<b>.00</b>	<b>1,070,037.82</b>	<b>43,624.25</b>	<b>606,284.06</b>

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 August

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
<b>Expenditure Detail (continued)</b>						
<b>Books and Supplies</b>						
4110	TEXTBOOKS	39,330.00		260.05	12,992.14	26,077.81
4200	BOOKS OTHER THAN TEXTBOOKS	50.00				50.00
4212	LIBRARY BOOKS	2,520.00				2,520.00
4310	MATERIALS & SUPPLIES	148,326.00	5,000.00	2,055.42	13,550.63	137,719.95
4312	SUBSCRIPTIONS/PERIODICALS	11,120.00				11,120.00
4314	TESTS	467.00				467.00
4351	OFFICE SUPPLIES	17,990.00		93.08	93.38	17,903.54
4364	GASOLINE	5,680.00			574.19	5,105.81
4374	CUSTODIAL SUPPLIES	5,590.00		70.44	90.87	5,428.69
4377	GROUND SUPPLIES	509.00				509.00
4381	BUILDING MAINTENANCE SUPPLS	891.00				891.00
4382	SMALL TOOLS	61.00				61.00
4383	LOCKS AND KEYS	25.00				25.00
4384	REPAIR PARTS-BUILDING	210.00				210.00
4392	MEDICAL SUPPLIES	550.00				550.00
4393	WORKSHOP REFRESHMENTS	7,430.00		1,016.65	3,069.50	3,343.85
4396	FOOD SERVICE SUPPLIES	3,000.00				3,000.00
4445	COMPUTERS	27,407.00				27,407.00
4453	OTHER TECHNOLOGY	13,853.00				13,853.00
4710	FOOD	37,030.00				37,030.00
4720	PREPARED FOOD	73.00				73.00
<b>Total Books and Supplies</b>		<b>322,112.00</b>	<b>5,000.00</b>	<b>3,495.64</b>	<b>30,370.71</b>	<b>293,245.65</b>
<b>Services and Other Operating Expenditures</b>						
5201	EMPLOYEE MILEAGE	20,140.00			1,327.55	18,812.45
5205	AIRFARE	1,245.00			830.90	414.10
5207	REGISTRATION FEES	36,691.00			1,150.00	35,541.00
5209	ACCOMMODATIONS	36,735.00			1,679.04	35,055.96
5261	BUS TICKETS FOR STUDENTS	1,000.00				1,000.00
5300	DUES & MEMBERSHIPS	21,977.18				21,977.18
5450	OTHER INSURANCE	33,818.91-			116.91	33,935.82-
5512	PROPANE	1,200.00				1,200.00
5520	ELECTRICITY SERVICES	31,310.42			1,778.01	29,532.41
5530	WATER SERVICES	6,313.37			551.41	5,761.96
5560	WASTE DISPOSAL	4,948.83			579.89	4,368.94
5565	HAZARDOUS WASTE DISPOSAL	150.00				150.00

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 August

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
<b>Expenditure Detail (continued)</b>						
<b>Services and Other Operating Expenditures (continued)</b>						
5610	RENTALS AND LEASES	95.00				95.00
5612	RENTALS AND LEASES-BUILDINGS	246,694.12			40,732.67	205,961.45
5623	RENTALS AND LEASES-EQUIPMENT	15,650.00			2,222.74	13,427.26
5628	RENTALS AND LEASES-OTHER	227.00				227.00
5637	MAINTENANCE AGREEMENTS	12,000.00			1,944.54	10,055.46
5800	CONTRACTED SERVICES	157,435.00			50,692.90	106,742.10
5801	STUDENT TRAVEL/FIELDTRIPS	1,965.00			1,995.00	30.00-
5805	PRINTING SERV-OUTSIDE VENDOR	1,263.00				1,263.00
5812	LIBRARY CONTRACT	3,328.00				3,328.00
5819	OTHER INTER-LEA CONTRACTS	193,281.00				193,281.00
5822	AUDIT FEES	19,225.00			17,511.00	1,714.00
5823	LEGAL FEES	10,500.00			752.00	9,748.00
5831	ADVERTISEMENT	10,000.00			700.00	9,300.00
5845	INFORMTN NETWORK SERV CONTR	9,595.00				9,595.00
5861	FINGERPRINTING	2,561.00			113.00	2,448.00
5881	OTHER CHARGES/FEES	29,980.00				29,980.00
5884	LICENSE, PERMIT, USE FEE, TX	1,002.00				1,002.00
5885	STUDENT AWARDS	63.00				63.00
5888	OTHER OPERATING EXPENSE	218,699.00				218,699.00
5909	TELEPHONE/COMMUNICATIONS	19,988.00			471.06	19,516.94
5922	TELEPHONE LINES - TECHNOLOGY	13,353.00			2,643.68	10,709.32
5950	POSTAGE	4,910.00			621.57	4,288.43
	<b>Total Services and Other Operating Expenditures</b>	<b>1,099,706.01</b>	<b>.00</b>	<b>.00</b>	<b>128,413.87</b>	<b>971,292.14</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>5,871,321.49</b>	<b>5,000.00</b>	<b>3,173,565.07</b>	<b>298,088.29</b>	<b>2,404,668.13</b>
	<b>Excess Revenues ( Expenditures )</b>				<b>(286,221.70)</b>	



Account classifications selected  
FD RESC Y OBJT GOAL FUNC SCH LOCAL

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	-	-	-	-	-	-	-	-	-	-

Field ranges selected  
FI RANGE

Primary sort/rollup levels: FD  
Income summary level: 4  
Expense summary level: 4  
Data source: GLSTEX Standard Extract  
Report template: /var/opt/qss/data/CTFAR300: 07/07/2020 17:07:13  
Budget type: 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: 09/01/2023 13:54:44

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	Used
Beginning balance						
9110 CASH IN COUNTY TREASURY	0.00	33,024.90-	39,543.61-	0.00	39,543.61-	
9209 A/R SET-UP ODD YEARS	0.00	0.00	24,199.92-	0.00	24,199.92-	
9210 A/R POST	0.00	0.00	8,900.00-	0.00	8,900.00-	
9510 ACCOUNTS PAYABLE CURRENT LIAB	0.00	1,618.33	32,408.75	0.00	32,408.75	
9511 STRS	0.00	0.00	0.00	0.00	0.00	
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	0.00	14,880.00	30,699.00	0.00	30,699.00	
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	
TOTAL Beginning balance	0.00	16,526.57-	9,535.78-	0.00	9,535.78-	
Current year revenue						
8011 STATE AID - CURRENT YEAR	1,386,730.00	81,222.00	162,444.00	0.00	1,224,286.00	11.7
8012 EPA REVENUE	20,160.00	0.00	0.00	0.00	20,160.00	0.0
8019 STATE AID - PRIOR YEAR	8,034.00	0.00	0.00	0.00	8,034.00	0.0
8290 ALL OTHER FEDERAL REVENUES	233,789.65	0.00	11.00	0.00	233,778.65	0.0
8550 MANDATED COST REIMBURSEMENTS	3,811.20	0.00	0.00	0.00	3,811.20	0.0
8560 STATE LOTTERY REVENUE	23,889.60	0.00	0.00	0.00	23,889.60	0.0
8590 ALL OTHER STATE REVENUES	258,520.96	0.00	0.00	0.00	258,520.96	0.0
8660 INTEREST	5,000.00	0.00	0.00	0.00	5,000.00	0.0
8699 ALL OTHER LOCAL REVENUES	30,021.00	0.00	0.00	0.00	30,021.00	0.0
8792 TF OF APPORT FROM COE	39,145.00	0.00	0.00	0.00	39,145.00	0.0
8980 CONTRIBUTIONS FR UNRESTR REV	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Current year revenue	2,009,101.41	81,222.00	162,455.00	0.00	1,846,646.41	
*TOTAL Beginning balance + Revenue	2,009,101.41	81,222.00	162,455.00			*
Expense						
1100 CERTIFICATED TEACHERS SALARIES	553,594.83	7,145.00	11,770.00	26,650.00	515,174.83	6.9
1200 CERT PUPIL SUPPORT SALARY	36,750.00	0.00	0.00	0.00	36,750.00	0.0
1300 CERTIFICATED SUPERV & ADM SAL	87,594.00	7,250.00	14,500.01	71,250.00	1,843.99	97.9
2100 INSTRUCTIONAL AIDE SALARIES	4,862.00	0.00	0.00	0.00	4,862.00	0.0
2200 CLASSIFIED SUPPORT SALARIES	25,807.00	3,703.13	6,100.26	17,256.30	2,450.44	90.5
2400 CLERICAL/TECHNICAL/OFFICE SAL	114,990.00	9,454.18	21,038.19	93,833.40	118.41	99.9
2900 OTHER CLASSIFIED SALARIES	158,722.00	4,787.00	7,127.00	0.00	151,595.00	4.5
3101 STRS CERTIFICATED	129,486.32	2,749.46	5,017.60	18,698.90	105,769.82	18.3
3202 PERS CLASSIFIED	81,208.86	3,613.37	7,180.63	25,034.76	48,993.47	39.7
3302 SOCIAL SECURITY CLASSIFIED	18,871.63	1,112.53	2,124.42	6,887.57	9,859.64	47.8
3311 MEDICARE - CERTIFICATED	9,830.13	208.72	380.90	1,419.56	8,029.67	18.3
3312 MEDICARE - CLASSIFIED	4,413.52	1,260.17	496.83	1,610.80	2,305.89	47.8
3401 HEALTH & WELFARE CERTIFICATED	181,518.00	1,475.00	2,950.00	14,750.00	163,818.00	9.8
3402 HEALTH & WELFARE CLASSIFIED	108,177.60	5,408.00	6,996.00	54,080.00	47,101.60	56.5
3501 UNEMPLOYMENT - CERTIFICATED	339.00	7.19	13.12	48.96	276.92	18.3
3502 UNEMPLOYMENT - CLASSIFIED	152.21	8.96	17.11	55.55	79.55	47.7
3601 WORKERS COMP - CERTIFICATED	4,609.99	97.88	178.63	665.72	3,765.64	18.3
3602 WORKERS COMP - CLASSIFIED	2,069.80	122.01	232.98	755.40	1,081.42	47.8

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance Used
4100 APPRVD TEXTBKS/CORE CURRICULA	33,753.60	7,329.70	7,329.70	12,646.55	13,777.35 59.2
4200 BOOKS AND REFERENCE MATERIALS	0.00	2,814.26	2,814.26	632.10	3,446.36- N/A
4300 SUPPLIES	41,069.00	5,163.62	5,163.62	3,714.13	32,191.25 21.6
4400 NON-CAPITALIZED EQUIP.	0.00	0.00	0.00	3,061.85	3,061.85- N/A
4700 FOOD	25,000.00	0.00	0.00	647.50	24,352.50 2.6
5200 TRAVEL & CONFERENCE	34,950.00	2,196.63	2,370.55	3,359.87	29,219.58 16.4
5300 DUES & MEMBERSHIPS	18,304.00	0.00	0.00	0.00	18,304.00 0.0
5400 INSURANCE	25,000.00	0.00	0.00	42,000.00	17,000.00- 168.0
5500 OPERATION & HOUSEKEEPING SERV	15,000.00	631.47	1,034.87	16,939.73	2,974.60- 119.8
5520 ELECTRICITY	25,000.00	1,374.84	1,374.30	18,050.16	5,575.54 77.7
5530 WATER&/OR SEWAGE	5,000.00	94.39	94.39	2,495.61	2,410.00 51.8
5550 DISPOSAL/GARBAGE REMOVAL	2,000.00	62.00	62.00	1,328.84	609.16 69.5
5600 RENTALS, LEASES & REPAIRS, N.C.	14,100.00	1,010.11	2,102.95	11,023.45	973.60 93.1
5612 NORTH UNITED RENT/LEASE BLDG	141,600.00	11,800.00	35,400.00	106,200.00	0.00 100.0
5800 PROFES'L/CONSULTG SVCS/OP EXP	572,288.92	17,188.67	27,049.67	309,810.31	235,428.94 58.9
5801 LEGAL FEES	2,000.00	0.00	0.00	0.00	2,000.00 0.0
5830 AUDIT FEES	20,000.00	0.00	0.00	0.00	20,000.00 0.0
5864 CO-OP / SCOE	4,700.00	0.00	0.00	4,700.00	0.00 100.0
5912 COMMUN - INTERNET SVCS/LINES	4,560.00	407.88	407.88	0.00	4,152.12 8.9
5922 COMMUNICATION - TELEPHONE SVCS	5,500.00	272.40	662.91	6,057.87	1,220.78- 122.2
5930 COMMUNICATION - POSTAGE/METER	750.00	0.00	0.00	750.00	0.00 100.0
7142 OTH TUIT,EXC CST PMT TO COE	12,185.00	0.00	0.00	0.00	12,185.00 0.0
TOTAL Expense	2,525,757.41	97,748.57	171,990.78	876,414.89	1,477,351.74

Ending balance					
9790 FUND BAL-UNDESIG/UNAPPROP	332,098.58	0.00	0.00	0.00	332,098.58
TOTAL Ending balance	332,098.58	0.00	0.00	0.00	332,098.58

\*\*Fund balance 516,656.00- 16,526.57- 9,535.78- \*\*

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: Rebekah Davis

**Humboldt Regional Director Board Report  
9-13-23**

**What's happening Schoolwide?**

- A. Our Fall Summit was a great time of team building, vision sharing, and kicking off the school year!



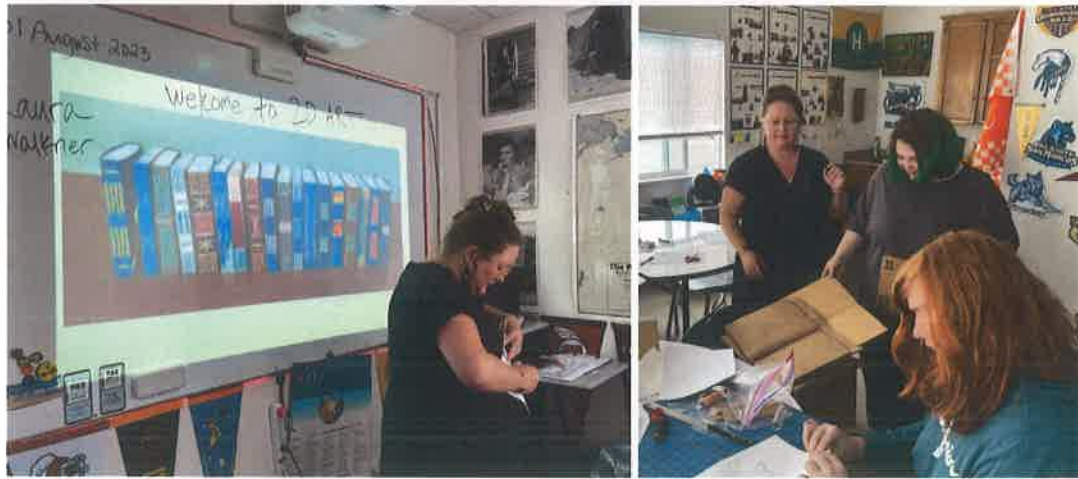
**What's happening at Individual Learning Centers that is Newsworthy?**

- A. CLC had a great first day of school. Sarah and Barbara created photo backdrops for photos.





B. ELC students are enjoying all of the electives: ceramics, digital media, AG floral design, and 2D art.



C. Mother & Daughters Native Moon donated feminine products to ELC.



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: Kirk Miller

# NU-SCS Board Report September 2023

## Mt Shasta Learning Center

It was quite a summer in Mt Shasta. We moved both locations. We previously had two separate locations that were a mile or so apart, which created some challenging staffing situations. Our new location is at the south end of town. We have two nearly new buildings (the others were very old and had quite a bit of deferred maintenance that needed to be taken care of). The buildings are on the same lot and are only about 30 feet from each other, so our staffing challenges will be much easier to deal with. Needless to say, packing, moving, painting, and unpacking took up all of the summer (we're still not 100% completed on the unpacking chore). Thank heavens for Greta and Lily!! It would have been impossible without them.

My car looked like this for a few weeks!



So many boxes!!





# Painting!



# The finished product





## MSLC Students



### Yreka Learning Center

Classes at YLC are running smoothly so far. We seem to have more students attending in person this year than we had last year, which makes us very happy!

We'll have some photos and individual teacher reports next month!

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 Next Board Meeting Date: October 11th

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

Agenda Item 9.

ADJOURN