

NUCS Board Meeting 2/7/2024 4:00pm

Agenda Item 1.

CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

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

Action Requested:

1.1 None

1.2 Approval

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

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 2.

PRESENTATIONS

Subject:

2.1 Student Presentation - Mt. Shasta Learning Center (MSLC)

Action Requested:

None

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

Several third grade students at MSLC will present their volcano projects.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 3.

CONSENT AGENDA

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

Subject:

3.1 Consideration of Approval of Warrants & Payroll for NU-Humboldt Charter School

Action Requested:

Approval

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

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

Fiscal Implications:

Warrants: NU-Humboldt Charter School - \$77,526.76

Payroll: NU-Humboldt Charter School - \$257,162.84

Contact Person/s: Shari Lovett, Kelley Withers

Checks Dated 01/01/2024 through 01/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000227102	01/04/2024	AMAZON CAPITAL SERVICES	62-4310	office supplies		167.14
3000227103	01/04/2024	BRIGHT THINKER	62-4110	PO HC24-0081		476.30
3000227104	01/04/2024	CDW GOVERNMENT	62-4310	Acad Google Chrome Edu Lic	640.00	
				Chromebooks	6,865.45	7,505.45
3000227105	01/04/2024	CITI CARDS	62-5205	Dec Statement	751.30-	
			62-5207	Dec Statement	1,350.00	598.70
3000227106	01/04/2024	MENDES SUPPLY COMPANY	62-4374	Supplies - CRC		84.46
3000227107	01/04/2024	Miller III, Harold K	62-5800	Movers		1,040.00
3000227108	01/04/2024	PHELAN-SHAHIN, LAURA	62-5800	Nov/Dec Statement		900.00
3000227109	01/04/2024	PITNEY BOWES BANK INC PURCHASE POWER	62-5950	Jan 2024 - Meter Refill		500.00
3000227110	01/04/2024	RAINBOW RESOURCE CENTER	62-4110	supplies		44.96
3000227950	01/11/2024	CITY OF ARCATA	62-5520	Dec 2023 - 1539 F St Apt A	93.69	
			62-5530	Dec 2023 - 1539 F St	86.43	180.12
3000227951	01/11/2024	DOMINICK, JENNIFER	62-5800	Piano lessons - L.Coppini		120.00
3000227952	01/11/2024	Edgewood Custom Interiors	62-5800	Update flooring - Siskiyou		13,755.59
3000227953	01/11/2024	Fire Monkey Catering Services	62-5800	December 2023		1,076.50
3000227954	01/11/2024	HUMBOLDT MOVING & STORAGE INC	62-5800	01/01/24-01/31/24 Record storage		78.70
3000227955	01/11/2024	Infinity Communications & Consulting Inc.	62-5800	E-Rate consulting services fee		2,550.00
3000227956	01/11/2024	KOROBI STABLES	62-5800	Riding lessons		560.00
3000227957	01/11/2024	MENDES SUPPLY COMPANY	62-4374	Office supplies - CRC		90.25
3000227958	01/11/2024	RECOLOGY HUMBOLDT COUNTY	62-5560	Dec 2023 statement		260.31
3000227959	01/11/2024	Restif Cleaning Service Cooper ative, Inc	62-5800	Contracted cleaning - ELC / Admin		1,810.00
3000227960	01/11/2024	SHRED AWARE	62-5560	Dec 2023 statement		121.88
3000227961	01/11/2024	STATE OF CALIFORNIA EDD	62-9540	EDD SUI 2023 Q4		426.58
3000229191	01/25/2024	ADVANCED SECURITY SYSTEMS	62-5800	Commerical fire monitoring	96.00	
				Onsite service visit	130.00	226.00
3000229192	01/25/2024	AMBROSINI, DENNIS	62-5612	FEB 2024 RENT		2,000.00
3000229193	01/25/2024	BEGINNINGS INC	62-5612	FEB 2024 RENT		1,000.00
3000229194	01/25/2024	Boldway, Denise	62-4310	Dec statement		220.00
3000229195	01/25/2024	California Association, FFA	62-5800	CA Assoc FFA dues		90.00
3000229196	01/25/2024	CAMPTON PLAZA	62-5612	FEB 2024 RENT		5,625.00
3000229197	01/25/2024	Churchill Bos, Janna E	62-5205	Airfaire & Parking/Ground Transport	500.29	
			62-5209	Airfaire & Parking/Ground Transport	102.17	602.46
3000229198	01/25/2024	CITI CARDS	62-5207	Dec statement	413.20	
			62-5800	Dec statement	149.90	
			62-5881	Dec statement	50.22	613.32
3000229199	01/25/2024	CliftonLarsonAllen LLP	62-5822	Jan statement		4,830.00

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

Checks Dated 01/01/2024 through 01/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000229200	01/25/2024	CUTTEN COMMUNITY CHURCH	62-5612	FEB 2024 RENT		5,000.00
3000229201	01/25/2024	CUTTEN COMMUNITY CHURCH	62-5520	Utilities - Feb 2024	763.88	
			62-5530	Utilities - Feb 2024	310.20	
			62-5560	Utilities - Feb 2024	654.63	1,728.71
3000229202	01/25/2024	DAGGETT, PETER JAY	62-5612	FEB 2024 RENT		3,800.00
3000229203	01/25/2024	Dharmarts	62-5800	Jan statement		800.00
3000229204	01/25/2024	EUREKA CITY SCHOOLS BUSINESS AND FISCAL SERVICES	62-5800	12/23 Meals provided by ECS		4,003.20
3000229205	01/25/2024	EUREKA RUBBER STAMP	62-4310	Office supplies		14.88
3000229206	01/25/2024	GREAT AMERICA FINANCIAL SERV	62-5623	Jan statement		816.25
3000229207	01/25/2024	H.C.S.D.	62-5530	Dec statement - ELC water		166.10
3000229208	01/25/2024	Harmon, Christopher S	62-4310	Materials & Supplies		51.95
3000229209	01/25/2024	HOUGHTON MIFFLIN HARCOURT PUBL	62-4110	Supplies		1,595.19
3000229210	01/25/2024	Kerr, Wendy	62-4310	Materials / Supplies / Parking	76.78	
			62-5207	Materials / Supplies / Parking	275.00	
			62-5210	Materials / Supplies / Parking	18.00	369.78
3000229211	01/25/2024	KGK RENTALS LLC	62-5612	FEB 2024 RENT		5,544.36
3000229212	01/25/2024	Musgrove, Annessa	62-4310	Materials & Supplies		204.21
3000229213	01/25/2024	NORTH COAST JOURNAL	62-5831	Jan statement		481.00
3000229214	01/25/2024	P G & E	62-5520	Jan Statement - ELC		631.75
3000229215	01/25/2024	PHOENIX CERAMIC & FIRE SUPPLY	62-4310	Jan statement		170.89
3000229216	01/25/2024	PITNEY BOWES BANK INC PURCHASE POWER	62-5950	Jan statement		65.25
3000229217	01/25/2024	SKETCHFORSCHOOLS PUBLISH INC	62-4310	Sketchbooks		59.22
3000229218	01/25/2024	STAPLES ADVANTAGE	62-4310	Supplies	21.97	
			62-4351	Office supplies	87.12	109.09
3000229219	01/25/2024	UBEO West, LLC	62-5637	Jan statement		1,025.48
3000229220	01/25/2024	VALLEY PACIFIC PETROLEUM SERV	62-4364	Dec statement		155.30
3000229221	01/25/2024	FAGEN FRIEDMAN & FULFROST LLP	62-5207	Virtual SpEd Symposium Registration		135.00
3000229222	01/25/2024	KGK RENTALS LLC	62-4377	Door Lever	535.21	
			62-5800	Door Lever	299.99	835.20
3000229223	01/25/2024	REPUBLIC INDEMNITY	62-9542	Jan statement		1,969.48
3000229224	01/25/2024	Wright, Meghan M	62-5205	ACSA's Every Child Counts Symposium		240.75
Total Number of Checks					55	77,526.76

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

Checks Dated 01/01/2024 through 01/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	55	77,526.76
	Total Number of Checks	55	77,526.76
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		77,526.76

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.

Pay Date 01/31/2024

Fiscal Year 2023/24

EARNINGS by Earnings Code	Income	Adjustments
Regular	257,162.84	
TOTAL	257,162.84	

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	15,316.72		15,316.72	232,405.41
State Withholding	5,663.17		5,663.17	232,405.41
Social Security	5,140.28	5,140.28	10,280.56	82,907.66
Medicare	3,718.76	3,718.76	7,437.52	256,463.68
SUI		128.26	128.26	256,463.68
Workers' Comp		1,872.23	1,872.23	256,463.68
SUBTOTAL	29,838.93	10,859.53	40,698.46	

EARNINGS by Group	Income	Adjustments
Base Pay	251,716.35	
Extra Duty	2,013.50	
Overtime	7.99	
Stipends	3,425.00	
TOTAL	257,162.84	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	2,147.70	8,185.73	10,333.43	30,681.10
PERS / 62	3,902.15	13,013.71	16,915.86	48,777.01
STRS / 60	9,514.07	17,728.59	27,242.66	92,819.78
STRS / 62	8,194.35	15,336.68	23,531.03	80,296.71
Tax Sheltered Annuit	300.00		300.00	
Supplemental Insuran	699.16		699.16	
SUBTOTAL	24,757.43	54,264.71	79,022.14	

EARNINGS	Person Type	Female Employees
Certificated	33	25
Classified	28	24
TOTAL	61	49

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Health & Welfare	808.64	72,689.91	73,498.55	
Supplemental Insuran	375.59		375.59	
Summer Savings	11,235.04		11,235.04	67,410.22
SUBTOTAL	12,419.27	72,689.91	85,109.18	
TOTALS	67,015.63	137,814.15	204,829.78	

Vendor Summary for Pay Date 01/31/2024

Cancel/Reissue for Process Date 01/31/2024

Vendor Checks
Vendor Liabilities

Reissued
Cancel Checks
Void ACH

BALANCING DATA

NET

Gross Earnings	257,162.84	190,147.21	Net Pay
District Liability	137,814.15	67,015.63	Deductions
		137,814.15	Contributions
	394,976.99	394,976.99	

Direct Deposits	169,065.32	50
Checks	21,081.89	11
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	190,147.21	61

Selection Grouped by Org, Filtered by (Org = 75, Fiscal Year = 2024, Starting Pay Date = 1/31/2024)

Agenda Item 3.

CONSENT AGENDA

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

Subject:

3.2 Consideration of Approval of Warrants & Payroll for NU-Siskiyou Charter School (0102, 0108, 0118, 0125)

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 - \$263,436.37

Payroll: NU-Siskiyou Charter School - \$85,879.32

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 0102

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 0102	16868.77	
	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: _____
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

DISTRICT: 043 NORTHERN UNITED SISKIYOU
BATCH: 0102 2324 NUSCS BATCH 0102
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		
00637499	000151/	ALSCO				
		PO-000004	1. 62-3213-0-5500-0000-8100-000-00000	INVOICE# LMED2269402		33.79
			WARRANT TOTAL			\$33.79
00637500	000244/	AMAZON CAPITAL SERVICES				
		PO-000178	1. 62-0000-0-4300-0000-8100-000-00000	INVOICE# 1WGC-HGJP-YRT1		85.18
		PO-000182	1. 62-6388-0-4300-1110-1000-000-00000	INVOICE# 1FDW-3GDJ-F4MR		2,103.99
			WARRANT TOTAL			\$2,189.17
00637501	000074/	AMERICAN FAMILY LIFE INSURANCE				
		PO-000003	1. 62-0000-0-9514-0000-0000-000-00000	INVOICE# 396675		584.44
			WARRANT TOTAL			\$584.44
00637502	000065/	BLICK ART MATERIALS				
		PO-000171	1. 62-0000-0-4300-1110-1000-000-00000	INVOICE# 1952101		94.77
			WARRANT TOTAL			\$94.77
00637503	000002/	BOB STONE				
		PO-000000	1. 62-0000-0-5612-0000-8700-000-20007	FEBRUARY 2024		3,250.00
			WARRANT TOTAL			\$3,250.00
00637504	000307/	CINTAS CORP				
		PO-000096	1. 62-0000-0-4300-0000-8100-000-00000	INVOICE# 4177007509		85.73
			1. 62-0000-0-4300-0000-8100-000-00000	INVOICE# 4177007521		62.67
			1. 62-0000-0-4300-0000-8100-000-00000	INVOICE# 4177007572		58.12
			1. 62-0000-0-4300-0000-8100-000-00000	INVOICE# 4177007527		42.23
			WARRANT TOTAL			\$248.75
00637505	000267/	COURTNEY'S LIFE COACHING				
		PO-000140	1. 62-0000-0-5800-1110-1000-000-20008	INVOICE# 2508		460.00
			WARRANT TOTAL			\$460.00
00637506	000289/	DANIEL D. NELSON				
		PO-000002	1. 62-0000-0-5612-0000-8700-000-20007	FEBRUARY 2024 RENT		4,800.00
			WARRANT TOTAL			\$4,800.00

DISTRICT: 043 NORTHERN UNITED SISKIYOU
 BATCH: 0102 2324 NUSCS BATCH 0102
 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		
00637507	000215/	GOLDEN ARROW INVESTMENTS				
	PO-000001	1. 62-0000-0-5612-0000-8700-000-20007		FEBRUARY 2024 RENT		3,750.00
				WARRANT TOTAL		\$3,750.00
00637508	000296/	GREAT AMERICAN FINANCIAL SERV				
	PO-000032	2. 62-0000-0-5600-0000-2700-000-00000		INVOICE# 35527154		49.83
		2. 62-0000-0-5600-0000-2700-000-00000		INVOICE# 35527154		21.36
		1. 62-0000-0-5600-1110-1000-000-00000		INVOICE# 35527154		166.10
				WARRANT TOTAL		\$237.29
00637509	000294/	HUNTER COMMUNICATION & TECH				
	PO-000010	2. 62-0000-0-5922-0000-2700-000-00000		INVOICE# 501374		46.71
		3. 62-0000-0-5922-0000-7200-000-00000		INVOICE# 501374		20.03
		1. 62-0000-0-5922-1110-1000-000-00000		INVOICE# 501374		155.71
	PV-240038	62-0000-0-5800-0000-7200-000-00000		INVOICE# 501374 LATE FEE		3.34
				WARRANT TOTAL		\$225.79
00637510	000295/	JOHN SMITH SANITATION				
	PO-000020	1. 62-0000-0-5550-0000-8100-000-00000		INVOICE# 147897		25.25
				WARRANT TOTAL		\$25.25
00637511	000139/	JON DOVE				
	PV-240037	62-0000-0-5200-0000-2700-000-00000		MILEAGE REIMBURSEMENT 12/11/23		51.75
				WARRANT TOTAL		\$51.75
00637512	000013/	PACIFIC POWER				
	PO-000018	1. 62-0000-0-5520-0000-8100-000-00000		ACCNT# 64034125-002 8		1,216.65
		1. 62-0000-0-5520-0000-8100-000-00000		ACCNT# 64034125-002 8		738.93
		1. 62-0000-0-5520-0000-8100-000-00000		ACCNT# 64034125-002 8 (CREDIT)		1,212.81
				WARRANT TOTAL		\$742.77
00637513	000014/	SHASTA VALLEY PEST CONTROL				
	PO-000024	1. 62-0000-0-5800-0000-8100-000-00000		INVOICE# 121223-10		40.00

APY250 L.00.06

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 01/09/2024

01/09/24 PAGE 3

DISTRICT: 043 NORTHERN UNITED SISKIYOU
BATCH: 0102 2324 NUSCS BATCH 0102
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.	62-0000-0-5800-0000-8100-000-00000	INVOICE# 121223-6		40.00
		1.	62-0000-0-5800-0000-8100-000-00000	INVOICE# 121223-9		40.00
			WARRANT TOTAL			\$120.00
00637514	000007/		SISKIYOU COUNTY OFFICE OF ED			
		3.	62-0000-0-5800-0000-2700-000-00000	INVOICE# 240308		55.00
			WARRANT TOTAL			\$55.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	16	TOTAL AMOUNT OF CHECKS:	\$16,868.77*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	16	TOTAL AMOUNT:	\$16,868.77*
***	BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	16	TOTAL AMOUNT OF CHECKS:	\$16,868.77*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	16	TOTAL AMOUNT:	\$16,868.77*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	16	TOTAL AMOUNT OF CHECKS:	\$16,868.77*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	16	TOTAL AMOUNT:	\$16,868.77*

SISKIYOU COUNTY OFFICE OF EDUCATION REQUEST FOR WARRANT PROCESSING

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0108

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 0108	15620.27	
	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: 1/9/24

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

DISTRICT: 043 NORTHERN UNITED SISKIYOU
 BATCH: 0108 2324 MUSCS BATCH 0108
 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	
00637738	000151/	ALSCO				
		PO-000004	1. 62-3213-0-5500-0000-8100-000-00000		INVOICE# LMED2276638	33.79
			WARRANT TOTAL			\$33.79
00637739	000280/	ALYSON D'ARMS				
		PV-240040	62-0000-0-5930-0000-2700-000-00000		POSTAGE FOR STUDENT WORK	19.46
			WARRANT TOTAL			\$19.46
00637740	000002/	BOB STONE				
		PO-000000	1. 62-0000-0-5612-0000-8700-000-20007		MARCH 2024 RENT	3,250.00
			WARRANT TOTAL			\$3,250.00
00637741	000004/	CAL-ORE COMMUNICATIONS				
		PO-000012	2. 62-0000-0-5922-0000-2700-000-00000		INVOICE # 0324005379 CR	5.82-
			2. 62-0000-0-5922-0000-2700-000-00000		INVOICE #0324005379	41.58
			3. 62-0000-0-5922-0000-7200-000-00000		INVOICE #0324005379	17.82
			3. 62-0000-0-5922-0000-7200-000-00000		INVOICE # 0324005379 CR	2.49-
			1. 62-0000-0-5922-1110-1000-000-00000		INVOICE# 0324005379 CR	19.40-
			1. 62-0000-0-5922-1110-1000-000-00000		ACCOUNT #0324005379	138.60
		PV-240042	62-0000-0-5600-0000-8100-000-00000		ACCOUNT # 0324005379	5.00
			WARRANT TOTAL			\$175.29
00637742	000307/	CINTAS CORP				
		PO-000096	1. 62-0000-0-4300-0000-8100-000-00000		INVOICE 4179225621	54.73
			1. 62-0000-0-4300-0000-8100-000-00000		INVOICE 4179225669	38.84
			1. 62-0000-0-4300-0000-8100-000-00000		INVOICE# 4179225596	85.57
			1. 62-0000-0-4300-0000-8100-000-00000		INVOICE# 4179225580	59.29
			WARRANT TOTAL			\$238.43
00637743	000289/	DANIEL D. NELSON				
		PO-000002	1. 62-0000-0-5612-0000-8700-000-20007		MARCH 2024 RENT	4,800.00
			WARRANT TOTAL			\$4,800.00

DISTRICT: 043 NORTHERN UNITED SISKIYOU
 BATCH: 0108 2324 NUSCS BATCH 0108
 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		
00637744	000215/	GOLDEN ARROW INVESTMENTS				
		PO-000001	1. 62-0000-0-5612-0000-8700-000-20007	MARCH 2024 RENT		3,750.00
			WARRANT TOTAL			\$3,750.00
00637745	000071/	HUE & CRY INC				
		PO-000011	1. 62-0000-0-5500-0000-8100-000-00000	INVOICE# 851160		201.70
			WARRANT TOTAL			\$201.70
00637746	000295/	JOHN SMITH SANITATION				
		PO-000020	1. 62-0000-0-5550-0000-8100-000-00000	INVOICE # 150703		27.00
			WARRANT TOTAL			\$27.00
00637747	000182/	KATHERINE O'BRIEN				
		PV-240039	62-7825-0-5200-0000-7200-000-00000	PARKING FOR CEI TRIP		21.00
			WARRANT TOTAL			\$21.00
00637748	000033/	KIRK MILLER				
		PV-240041	62-0000-0-5800-0000-2700-000-00000	CONTRACTED SERVICES TUTOR		69.95
			WARRANT TOTAL			\$69.95
00637749	000299/	MCHALE SIGN COMPANY				
		PO-000183	1. 62-0000-0-4400-0000-8100-000-00000	INVOICE 15137		955.67
			2. 62-0000-0-5800-0000-8100-000-00000	INVOICE 15137		1,273.30
			WARRANT TOTAL			\$2,228.97
00637750	000061/	PITNEY BOWES GLOBAL FINANCIAL				
		PO-000019	2. 62-0000-0-5600-0000-2700-000-00000	INVOICE 3106475519		26.12
			1. 62-0000-0-5600-1110-1000-000-00000	INVOICE 3106475519		60.94
		PO-000189	1. 62-0000-0-4300-0000-2700-000-00000	ORDER# 21510520		81.77
			WARRANT TOTAL			\$168.83
00637751	000005/	SISKIYOU TELEPHONE COMPANY				
		PO-000029	1. 62-0000-0-5922-1110-1000-000-00000	ACCNT#4000 01/01-01/31		49.95
			WARRANT TOTAL			\$49.95
00637752	000052/	STAPLES ADVANTAGE				
		PO-000187	1. 62-0000-0-4300-0000-2700-000-00000	3556320640		104.65

APY250 L.00.06

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 01/11/2024

01/11/24 PAGE 3

DISTRICT: 043 NORTHERN UNITED SISKIYOU
BATCH: 0108 2324 NUSCS BATCH 0108
FUND : 62 CHARTER SCH. ENTERPRISE FUND

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

WARRANT TOTAL						\$104.65
00637753	000311/	WENDY JAMES				
	PO-000126	1.	62-6331-0-5800-1110-1000-000-00000		INVOICE NUCS1123	275.00
		1.	62-6331-0-5800-1110-1000-000-00000		INVOICE NUCS1223	206.25
					WARRANT TOTAL	\$481.25
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	16	TOTAL AMOUNT OF CHECKS:	\$15,620.27*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	16	TOTAL AMOUNT:	\$15,620.27*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	16	TOTAL AMOUNT OF CHECKS:	\$15,620.27*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	16	TOTAL AMOUNT:	\$15,620.27*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	16	TOTAL AMOUNT OF CHECKS:	\$15,620.27*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	16	TOTAL AMOUNT:	\$15,620.27*

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0118

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXXXX	XXXXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0118	20945.35	
	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: 1/22/24
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

APY250 L.00.06

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 01/25/2024

01/25/24 PAGE 1

DISTRICT: 043 NORTHERN UNITED SISKIYOU
BATCH: 0118 2324 NUSCS BATCH 0118
FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT REQ#	VENDOR/ADDR	NAME (REMIT) REFERENCE	LN	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
00638489	000244/	AMAZON CAPITAL SERVICES														
		PO-000185	2.	62-0000-0-4300-0000-8100-000-00000											INVOICE#19XW-FTQ6-3M3C	20.21
			1.	62-0000-0-4300-1110-1000-000-00000											INVOICE# 19XW-FTQ6-3M3C	126.11
		PO-000188	1.	62-0000-0-4300-0000-2700-000-00000											INVOICE#1WJJ-K3LQ-1Q7T	24.76
		PO-000190	1.	62-0000-0-4300-0000-2700-000-00000											INVOICE# 11VK-GJMJ-CK1X	43.37
															WARRANT TOTAL	\$214.45
00638490	000307/	CINTAS CORP														
		PO-000096	1.	62-0000-0-4300-0000-8100-000-00000											INVOICE #4179853929	59.29
			1.	62-0000-0-4300-0000-8100-000-00000											INVOICE#4179853972	82.34
			1.	62-0000-0-4300-0000-8100-000-00000											INVOICE# 4179854032	54.73
			1.	62-0000-0-4300-0000-8100-000-00000											INVOICE#4179854010	38.84
															WARRANT TOTAL	\$235.20
00638491	000063/	G & G HARDWARE INC														
		PO-000192	1.	62-0000-0-4300-0000-8100-000-00000											G&GHARDWARE INVOICE#333582	26.52
															WARRANT TOTAL	\$26.52
00638492	000031/	HOLIDAY INN EXPRESS														
		PO-000199	1.	62-0000-0-5200-0000-7200-000-20002											BATCH #0118 SHARI LOVETT	120.04
															WARRANT TOTAL	\$120.04
00638493	000020/	KEENAN C/O SETECH														
		PO-000016	1.	62-0000-0-9514-0000-0000-000-00000											JANUARY 2024 VISION	286.00
			1.	62-0000-0-9514-0000-0000-000-00000											JANUARY 2024 DENTAL	1,599.00
			1.	62-0000-0-9514-0000-0000-000-00000											JANUARY 2024 MEDICAL	17,050.00
															WARRANT TOTAL	\$18,935.00
00638494	000033/	KIRK MILLER														
		PV-240044		62-0000-0-5800-0000-7200-000-00000											PV REIMBURSMENT KIRK MILLER	150.00
															WARRANT TOTAL	\$150.00
00638495	000053/	SHARI LOVETT														
		PV-240043		62-0000-0-5200-0000-7200-000-20002											SCOE ADMIN 12/12-12/14/24	313.09

APY250 L.00.06

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 01/25/2024

01/25/24 PAGE 2

DISTRICT: 043 NORTHERN UNITED SISKIYOU
BATCH: 0118 2324 NUSCS BATCH 0118
FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT GOAL FUNC SCH LOCAL	DESCRIPTION		
WARRANT TOTAL						\$313.09
00638496	000315/	PACE				
	PO-000147	1.	62-0000-0-5800-0000-8100-000-00000	SC24-0158	INVOICE 2400250-28	157.80
WARRANT TOTAL						\$157.80
00638497	000189/	WALLACE ENTERPRISE				
	PO-000030	1.	62-0000-0-5800-0000-8100-000-00000	SC24-0030	INVOICE 2151 \$640.00	640.00
WARRANT TOTAL						\$640.00
00638498	000016/	YREKA TRANSFER LLC				
	PO-000031	1.	62-0000-0-5550-0000-8100-000-00000	INVOICE#INV9673		109.00
WARRANT TOTAL						\$109.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	10	TOTAL AMOUNT OF CHECKS:	\$20,901.10*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	10	TOTAL AMOUNT:	\$20,901.10*
*** BATCH	TOTALS ***		TOTAL NUMBER OF CHECKS:	10	TOTAL AMOUNT OF CHECKS:	\$20,901.10*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	10	TOTAL AMOUNT:	\$20,901.10*
*** DISTRICT	TOTALS ***		TOTAL NUMBER OF CHECKS:	10	TOTAL AMOUNT OF CHECKS:	\$20,901.10*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	10	TOTAL AMOUNT:	\$20,901.10*

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0125

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 0125	210001.98	
	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: 1/24/24
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 0125

To batch: 0125

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

019

043 NORTHERN UNITED SISKIYOU
 2324 NUSCS BATCH 0125 PRELIST

J22457

ACCOUNTS PAYABLE PRELIST
 BATCH: 0125 2324 NUSCS BATCH 0125
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount			
000151/00	ALSCO							
PO-000004	01/17/2024	INVOICE # LMED2281504	1 62-3213-0-5500-0000-8100-000-00000 NN P	36.02	36.02			
		TOTAL PAYMENT AMOUNT		36.02 *	36.02			
000074/00	AMERICAN FAMILY LIFE INSURANCE							
PO-000003	01/15/2024	INVOICE # 396675	1 62-0000-0-9514-0000-0000-000-00000 NN P	487.56	487.56			
		TOTAL PAYMENT AMOUNT		487.56 *	487.56			
000188/00	AMERICAN SAFETY COUNCIL	000000000						
PO-000204	01/16/2024	INVOICE INASC937	1 62-6300-0-4100-1110-1000-000-00000 NN F	103.60	80.00			
		TOTAL PAYMENT AMOUNT		80.00 *	80.00			
000307/00	CINTAS CORP							
PO-000096	01/18/2024	INVOICE #4180597048	1 62-0000-0-4300-0000-8100-000-00000 NN P	72.27	72.27			
PO-000096	01/18/2024	INVOICE #4180597070	1 62-0000-0-4300-0000-8100-000-00000 NN P	95.46	95.46			
PO-000096	01/18/2024	INVOICE # 4180597091	1 62-0000-0-4300-0000-8100-000-00000 NN P	134.14	134.14			
PO-000096	01/18/2024	INVOICE # 4180597182	1 62-0000-0-4300-0000-8100-000-00000 NN P	118.25	118.25			
		TOTAL PAYMENT AMOUNT		420.12 *	420.12			
000063/00	G & G HARDWARE INC							
PO-000197	01/05/2024	SC24-0207 REPAIRS SUPP.	1 62-0000-0-4300-0000-8100-000-00000 NN F	18.30	18.30			
		TOTAL PAYMENT AMOUNT		18.30 *	18.30			
000296/00	GREAT AMERICAN FINANCIAL SERV							
PO-000032	01/16/2024	INVIOCE # 35733023	1 62-0000-0-5600-1110-1000-000-00000 NN P	125.44	237.29			
		TOTAL PAYMENT AMOUNT		237.29 *	237.29			
000294/00	HUNTER COMMUNICATION & TECH	000000000						
PO-000010	01/18/2024	INVOICE # 520575	1 62-0000-0-5922-1110-1000-000-00000 NN P	225.84	225.84			
		TOTAL PAYMENT AMOUNT		225.84 *	225.84			

043 NORTHERN UNITED SISKIYOU
2324 NUSCS BATCH 0125 PRELIST

J22457

ACCOUNTS PAYABLE PRELIST
BATCH: 0125 2324 NUSCS BATCH 0125
FUND : 62 CHARTER SCH. ENTERPRISE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount			

000319/00 ILANNA GREENFIELD

PO-000201	12/14/2023	SC24-0210 ELVES WORKSHOP	1 62-6331-0-5800-1110-1000-000-00000 NN F	150.00	150.00			
TOTAL PAYMENT AMOUNT				150.00 *	150.00			

000011/00 MT SHASTA SPRING WATER

680174022

PO-000015	01/22/2024	INVOICE #319205	1 62-0000-0-4300-0000-8100-000-00000 NN P	32.74	32.74			
TOTAL PAYMENT AMOUNT				32.74 *	32.74			

000086/00 NUCS - HUMBOLT

PO-000013	01/05/2024	2024-MOU-01	1 62-0000-0-5800-0000-7200-000-00000 NN P	17,291.68	17,291.68			
PO-000013	01/05/2024	2024-MOU-01	2 62-0000-0-5800-0000-7200-000-00000 NN P	20,653.92	20,653.92			
PO-000013	01/05/2024	2024-MOU-01	3 62-0000-0-5800-1110-2420-000-00000 NN P	11,261.97	11,261.97			
PO-000013	01/05/2024	2024-MOU-01	4 62-0000-0-5800-0000-2700-000-00000 NN P	5,324.85	5,324.85			
PO-000013	01/05/2024	2024-MOU-01	5 62-0000-0-5800-0000-2700-000-00000 NN P	12,180.99	12,180.99			
PO-000013	01/05/2024	2024-MOU-01	6 62-0000-0-5800-0000-2700-000-00000 NN P	2,895.35	2,895.35			
PO-000013	01/05/2024	2024-MOU-01	7 62-0000-0-5800-0000-2700-000-00000 NN P	6,605.85	6,605.85			
PO-000013	01/05/2024	2024-MOU-01	8 62-0000-0-5800-0000-2700-000-00000 NN P	13,974.68	13,974.68			
PO-000013	01/05/2024	2024-MOU-01	9 62-0001-0-5800-1110-3110-000-00000 NN P	4,812.08	4,812.08			
PO-000013	01/05/2024	2024-MOU-01	10 62-3010-0-5800-1110-3110-000-30002 NN P	5,745.88	5,745.88			
PO-000013	01/05/2024	2024-MOU-01	11 62-6500-0-5800-5760-1120-000-00000 NN P	17,906.60	17,906.60			
PO-000013	01/05/2024	2024-MOU-01	12 62-6500-0-5800-5760-1120-000-00000 NN P	7,779.95	7,779.95			
PO-000013	01/05/2024	2024-MOU-01	13 62-0000-0-5800-0000-2700-000-00000 NN P	6,653.09	6,653.09			
PO-000198	01/05/2024	INVOICE #24010524	1 62-0000-0-5200-1110-1000-000-00000 NN P	1,284.08	1,284.08			
PO-000198	01/05/2024	INVOICE #24010524	2 62-6500-0-5200-5760-1120-000-00000 NN P	212.80	212.80			
PO-000198	01/05/2024	INVOICE #24010524	3 62-0000-0-5200-0000-2700-000-00000 NN P	3,145.50	3,145.50			
PO-000198	01/05/2024	INVOICE #24010524	4 62-0000-0-5400-0000-7200-000-00000 NN P	39,819.00	39,819.00			
PO-000198	01/05/2024	INVOICE #24010524	5 62-0000-0-5800-1110-1000-000-00000 NN P	6,516.50	6,516.50			
PO-000198	01/05/2024	INVOICE #24010524	6 62-0000-0-5830-0000-7191-000-00000 NN P	16,210.00	16,210.00			
PO-000198	01/05/2024	INVOICE #24010524	7 62-0000-0-5801-0000-7100-000-00000 NN P	195.00	195.00			
PO-000198	01/05/2024	INVOICE #24010524	8 62-0000-0-5922-0000-2700-000-00000 NN P	3,387.22	3,387.22			
TOTAL PAYMENT AMOUNT				203,856.99 *	203,856.99			

000013/00 PACIFIC POWER

PO-000018	01/08/2024	ACCOUNT 64034125-002 8	1 62-0000-0-5520-0000-8100-000-00000 NN P	1,450.24	1,450.24			
TOTAL PAYMENT AMOUNT				1,450.24 *	1,450.24			

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	5	GETTING PAID FIRST TIME	1		
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 1/3 OPTION: P	\$0.000
APD TO CHECKING	16	STARTING APD CHECKING NEXT MONTH	0	RET SYSTEM 2/4 OPTION: P	\$0.000
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0	FICA OPTION:	
TOTAL GETTING PAID	21	GETTING PAID BALANCE OF CONTRACT	0		

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	ADJ	NML	ADJ	NML	ADJ	NML	ADJ	NML	ADJ
66,444.18	0.00	0.00	0.00	6,296.13	0.00	6,296.13	0.00	72,740.31	0.00
ADJ NML	66,444.18*	ADJ NML	0.00*	ADJ NML	6,296.13*	ADJ NML	6,296.13*	ADJ NML	72,740.31*
STIP	700.01	STIP	0.00	STIP	0.00	STIP	0.00	STIP	700.01
SLV	0.00	SLV	0.00	SLV	264.00	SLV	264.00	SLV	264.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	700.01*	NON-NML	0.00*	NON-NML	264.00*	NON-NML	264.00*	NON-NML	964.01*
TOTAL	67,144.19**	TOTAL	0.00**	TOTAL	6,560.13**	TOTAL	6,560.13**	TOTAL	73,704.32**

TOTAL NUMBER HOURS WORKED: 285.75 TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP	GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
73,704.32		0.00	900.64	0.00	7,055.60	65,748.08	3,388.15	265.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI	
1,149.15	0.00	24,946.62	1,546.68	72,803.68	1,055.66	0.00	0.00	
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED	
0.00	0.00	0.00	52,240.00	5,347.25	21,972.09	1,708.35	1,081.44	
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR		
58,162.64	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	65,748.08	3,675.66	1,671.59	0.00	345.92	1,362.43	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	
35,860.00	16,380.00	0.00	4,941.67	17,030.42	0.00	0.00	0.00	

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	15	GETTING PAID FIRST TIME	4		
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 1/3 OPTION: P	\$0.000
APD TO CHECKING	0	STARTING APD CHECKING NEXT MONTH	0	RET SYSTEM 2/4 OPTION: P	\$0.000
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0	FICA OPTION:	
TOTAL GETTING PAID	15	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	11,675.00	SUP	0.00	SUP	0.00	SUP	0.00	SUP	11,675.00
STIP	500.00	STIP	0.00	STIP	0.00	STIP	0.00	STIP	500.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	12,175.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	12,175.00*
TOTAL	12,175.00**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	12,175.00**

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

GROSS	FED IMP GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
12,175.00	0.00	0.00	0.00	470.96	11,704.04	0.00	0.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI
0.00	0.00	8,275.00	513.05	12,175.00	176.52	0.00	0.00
SURV-BEN	SBI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED
0.00	0.00	0.00	3,900.00	398.96	900.00	72.00	0.00
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR	
11,014.47	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	11,704.04	220.37	178.59	0.00	0.00	72.00	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
2,150.00	1,750.00	0.00	0.00	900.00	0.00	0.00	0.00

Agenda Item 3.

CONSENT AGENDA

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

Subject:

3.3 Consideration of Approval of Minutes from the January 10th Board Meeting

Action Requested:

Approval

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

The minutes from prior meetings are inspected, corrected if needed, and approved. This is a routine monthly process for the Board. The minutes for the January 10, 2024 board meeting are attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Northern United Charter Schools

Board of Directors

Regular Board Meeting

January 10, 2024

4:00 pm.

Members Present: Rosemary Kunkler, Jere Cox, and Briana Oesterle

Members Absent: Aime Snider, Melissa Johnson

Staff Present: Shari Lovett, Kirk Miller, Kelley Withers, Rebekah Davis, Lynda Speck, Jennifer Rand, Lisa Ambrosini, Julia Anderson, Eric Clause, Colleen Allen and Donnie Allen

Guests: Nikolys Ramirez

1.0 CALL TO ORDER: Rosemary Kunkler called the meeting to order at 4:07 pm.

1.1 Pledge of Allegiance

1.2 Adopt the Agenda: A motion to adopt the agenda as posted was made by Briana Oesterle and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Briana Oesterle-Aye and Rosemary Kunkler –aye. Motion carries.

2.0 STUDENT PRESENTATION: Nikolys Ramirez presented on the different functions and work that he has been creating in his CTE Manufacturing and Product Development class. Nikolys is a student at the Yreka Learning Center. Great presentation Nikolys!

3.0 CONSENT AGENDA

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

3.2 Consideration of Approval of Warrants and Payroll for Northern United-Siskiyou Charter School (1205, 1218, 0103):

3.3 Consideration of Approval of Minutes for the December 13, 2023 Board Meeting:

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

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

A motion to approve the consent agenda as posted was made by Jere Cox and seconded by Briana Oesterle. Vote taken: Jere Cox-Aye, Briana Oesterle-Aye and Rosemary Kunkler –aye. Motion carries.

4.0 PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA: In honor of Board Member Appreciation Month, Rebekah Davis recognized all the board members for the time and commitment that they have given to our schools.

5.0 ACTION ITEMS TO BE CONSIDERED:

5.1 Approval of IRS Mileage Rates for 2024: Shari Lovett reported the new rates. A motion to approve the IRS Mileage rates for 2024 was made by Briana Oesterle and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Briana Oesterle-Aye and Rosemary Kunkler –aye. Motion carries.

5.2 Approval of the School Accountability Report Card for Northern United-Humboldt Charter School: Shari Lovett explained the process for the SARC. A motion to approve the School Accountability Report Card for Northern United-Humboldt Charter School was made

by Jere Cox and seconded by Briana Oesterle. Vote taken: Jere Cox-Aye, Briana Oesterle-Aye and Rosemary Kunkler –aye. Motion carries.

5.3 Approval of the School Accountability Report Card for Northern United-Siskiyou Charter School: A motion to approve the School Accountability Report Card for Northern United-Siskiyou Charter School was made by Briana Oesterle and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Briana Oesterle-Aye and Rosemary Kunkler –aye. Motion carries.

5.4 Approval of Certification of Signatures for Northern United-Siskiyou Charter School: Shari Lovett explained that with a new board member and a staff member resigning this form had to be re-done. A motion to approve the Certification of Signatures for Northern United-Siskiyou Charter School was made by Jere Cox and seconded by Briana Oesterle. Vote taken: Jere Cox-Aye, Briana Oesterle-Aye and Rosemary Kunkler –aye. Motion carries.

6.0 DISCUSSION ITEMS:

6.1 Onboarding New Board Member: This item was postponed.

7.0 REPORTS:

7.1 Enrollment and Attendance Report: In board packet

7.2 Financial Report for Northern United-Humboldt and Siskiyou Charter Schools: In board packet

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

- In lieu of property tax allotment for Northern United-Siskiyou Charter School

7.4 Northern United-Humboldt Charter School Report: In board packet. Jere Cox wanted to recognize Cathie Shermer for her hard work in opening a new FFA chapter.

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

7.6 Board Report:

Jere Cox spoke on being humbled to being recognized as a board member and wanted to thank everyone.

Briana Oesterle wanted to thank everyone who worked on getting the new vinyl flooring put in at the Yreka Learning Center.

Rosemary Kunkler spoke on the cobbler that she had gotten at the Cutten Learning Center Holiday Crafts fair. It was delicious. She gave a shout out to her fellow board members to say thank you for serving on the board.

8.0 NEXT BOARD MEETING:

8.1 Possible Agenda Items: Onboarding as a discussion item, closed session verbiage on 2024 Board Calendar, Comprehensive School Safety Plan and cost analysis of food services.

8.2 Next Board Meeting: February 7, 2024 at 4pm

9.0 ADJOURNMENT:

9.1 Rosemary Kunkler adjourned the meeting at 5:28 pm.

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: 2/1/2024

RESIGNATIONS

NAME	DATE	LOCATION	COMMENTS
Vivien Hastert	1/31/2024	NU-Siskiyou/YLC	RETIRING
Melissa Nakoa	1/19/2024	Both Schools	Resigned

HIRES

NAME	DATE	LOCATION	COMMENTS

LEAVES

NAME	DATE	LOCATION	COMMENTS

CHANGE OF ASSIGNMENTS

NAME	DATE	LOCATION	COMMENTS

Agenda Item 4.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

4.1 Comments by the Public

Action Requested:

None

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.1 Approval of the NUCS Comprehensive School Safety Plan

Action Requested:

Approval

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

The Board is to approve the school safety plan each year. The plan was updated by staff and reviewed by the NU-HCS and the NU-SCS parent advisory committees. The appendices of the plan are confidential and, therefore, not part of the packet.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Northern United Charter Schools
2023 - 2024 Comprehensive School Safety Plan



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Comprehensive Safety Plan Purpose & Compliance

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

- Comprehensive School Safety Plans must include the following elements:
- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card. Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents,

pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

Northern United Charter Schools' Guiding Principles

Safety Plan Vision

To support the core vision of Northern United Charter Schools, we strive for a safe learning environment where

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

Working together with our community, we will provide a safe learning environment by effectively identifying and addressing issues that improve our schools' physical and social climate.

Components of the Comprehensive School Safety Plan

Northern United Charter Schools' School Safety Planning Committee

- Regional Director - Northern United - Humboldt Charter School
- Regional Director - Northern United - Siskiyou Charter School
- Learning Center Coordinator/Teacher
- Teacher
- Classified Employees
- Parents

Assessment of School Safety

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

Based upon the information that is revisited annually, Northern United Charter Schools' families feel safe, welcomed and believe that their students are in an environment conducive to learning. Learning Centers are positioned in areas that do not have high crime rates and provide a safe environment for all who are part of our learning communities.

Safety Strategies and Programs

Northern United Charter Schools' recognize the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Director or designee will implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs and school-sponsored activities. The School Safety Planning Committee will monitor and update strategies and programs on an as needed basis.

Child Abuse Reporting Procedures

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his/her professional capacity or within the scope of his or her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six hours of receiving the information concerning the incident.

Northern United Charter Schools' will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

Emergency Preparedness and Crisis Response Plan

The Northern United Charter Schools' Board recognizes that all school staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the school's comprehensive school safety plan. These plans will be developed in compliance with the California Standardized Emergency Management System (SEMS) and the National

Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Northern United Charter Schools' Crisis Response plan is included in the appendices and accomplishes the following:

Appendix B: Crisis Response Plan, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS.

- Provides ALICE training (Alert, Lockdown, Inform, Counter, Evacuate).
- Provides emergency contact information for school staff in Appendix B.1: Staff Emergency Contacts – Confidential.
- Provides emergency contact information for school site staff in Appendix B.2: Campus Staff Emergency Contacts – Confidential.
- Describes the ICS structure for the school's crisis response team in Appendix B.3: Northern United Charter Schools' Incident Command System
- Defines specific evacuation procedures for the school sites
- Developed with considerations for students with physical disabilities in Appendix B.4: Emergency Fire Evacuation Maps

Appendix C: Emergency Response Guidelines and Appendix D: Types of Emergencies & General Procedures

- Provides guidance for emergency response to a variety of potential hazards and incidents, including drop, hold on, and cover procedures following an earthquake

School Suspension, Expulsion and Involuntary Removal

S-16 Student Suspension and Expulsion Policy

Adopted on 9/20/2018, 11/10/2021

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at Northern United Charter Schools. In creating this policy, Northern United Charter Schools has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. Northern United Charter Schools is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Northern United Charter Schools' policy and procedures for student suspension, expulsion and involuntary removal and it may be amended

from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Northern United Charter Schools' staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Northern United Charter Schools' administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these Policy and its Procedures are available on request at each Charter School Learning Center.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Northern United Charter Schools has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Northern United Charter Schools will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Involuntary Dismissal

A student may be dismissed from Northern United Charter Schools by the School Director for any of the following reasons:

Failure to fulfill the terms of the enrollment contract.

If the Northern United Charter Schools' School Director determines that any of the above conditions have been met, the School Director may place the student on a contract to correct the issue for the next thirty (30) calendar days. If the issue has not been corrected at the end of the thirty-day (30) period, the School Director may dismiss the student, subject to the requirements below. If the student has made some progress toward correcting the issue, the

School Director may choose to extend the contract for an additional period at his/her discretion. If the student and/or the student's parent/guardian does not agree to such a contract, the School Director may immediately dismiss the student, subject to the requirements below.

No student shall be involuntarily removed by Northern United Charter Schools for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, Northern United Charter Schools shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind,

and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products by a pupil.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - o Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - o Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - o Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - o An act of cyber sexual bullying.
 - o For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - o For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs one (1) and two (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (l) (a)-(b).

- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

- Brandished a knife at another person.

- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.

- Willfully used force or violence upon the person of another, except self-defense.

- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind,

and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.
- ~~Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.~~
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to

commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- Causing a reasonable student to experience substantial interference with their academic performance.

- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - o Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - o Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - o Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - o An act of cyber sexual bullying.

For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs one (1) and two (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

· A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

· Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

· Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

· Brandished a knife at another person.

· Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

· Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Northern United Charter Schools' Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

Northern United Charter Schools will use the following definitions:

· The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a

weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

· The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

· The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Northern United Charter Schools' School Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Director or designee.

The conference may be omitted if the Northern United Charter Schools' School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the pupil and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following

suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the date when the student may return to school. If Northern United Charter Schools' officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Northern United Charter Schools' School Director or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when Northern United Charter Schools has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parent/guardian, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments during Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 through 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Northern United Charter Schools' Board of Directors following a hearing before it or by the Northern United Charter Schools'

Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Northern United Charter Schools' Board of Directors as needed. The Administrative Panel should consist of at least three (3) members who are certificated and neither a teacher of the pupil or a member of the Charter Schools' Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Northern United Charter Schools' Board of Directors shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Northern United Charter Schools' disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Northern United Charter Schools may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- Northern United Charter Schools must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

- If one or both of the support persons is also a witness, Northern United Charter Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall

admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Northern United Charter Schools' Board of Directors ultimately decides not to expel, the pupil shall immediately be returned to their educational program.

Written Notice to Expel

The School Director or designee, following a decision of the Northern United Charter Schools' Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Northern United Charter Schools.

The School Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

Northern United Charter Schools shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Northern United Charter Schools' Board of Directors' decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Northern United Charter Schools shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from Northern United Charter Schools shall be given a rehabilitation plan upon expulsion as developed by the Northern United Charter Schools' Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil after the end of the pupil's expulsion term or to admit a previously expelled pupil from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the School Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director or designee shall make a recommendation to the Northern United Charter Schools' Board of Directors following the meeting regarding the School Director or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

Northern United Charter Schools shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of Special Education Local Plan Area (SELPA)

Northern United Charter Schools shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Northern United Charter Schools, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Northern United Charter Schools, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Northern United Charter Schools, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Northern United Charter Schools had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- ~~Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.~~

If Northern United Charter Schools, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and Northern United Charter Schools agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if Northern United Charter Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Northern United Charter Schools may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than forty five (45) school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Northern United Charter Schools' personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Northern United Charter Schools' School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Northern United Charter Schools' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Northern United Charter Schools shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Northern United Charter Schools knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

~~If Northern United Charter Schools had no basis for knowledge of the student's disability, it shall~~ proceed with the proposed discipline. Northern United Charter Schools shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

Northern United Charter Schools shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Discrimination, Harassment and Bullying

S-20 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Adopted on 9/20/2018, 11/10/2021

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Northern United Charter Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy.

To the extent possible, Northern United Charter Schools will make a reasonable effort to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take

action to investigate, respond, address and report on such behaviors in a timely manner. Northern United Charter Schools' staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Northern United Charter Schools will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Northern United Charter Schools does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Northern United Charter Schools will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Northern United Charter Schools complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Shari Lovett
School Director
2120 Campton Road, Suite H, Eureka, CA 95503
(707)445-2660 x110

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by Northern United Charter Schools.

Northern United Charter Schools is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106

may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and

- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with the pupil's academic performance.
- Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by Northern United Charter Schools.

***“Reasonable pupil”** is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the pupil's age, or for a person of the pupil's age with the pupil's exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - o Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above

- o Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
- o Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - o The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - o “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Northern United Charter Schools’ education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the Charter School investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Northern United Charter Schools has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Northern United Charter Schools advises students:

- To never share passwords, personal data, or private photos online.

- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Northern United Charter Schools informs Charter School employees, students, and parents/guardians of the Charter Schools' policies regarding the use of technology in and out of the classroom. Northern United Charter Schools encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Northern United Charter Schools' employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Northern United Charter Schools advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Northern United Charter Schools and encourages students to practice compassion and respect each other.

Northern United Charter Schools educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Northern United Charter Schools' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Northern United Charter Schools informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Northern United Charter Schools annually makes available the online training module developed by the California Department of Education pursuant to Education Code section

32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Northern United Charter Schools informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Northern United Charter Schools also informs certificated employees about the groups of students determined by the Charter School and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Northern United Charter Schools encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School students.

Grievance Procedures

Scope of Grievance Procedures

Northern United Charter Schools will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Northern United Charter Schools’ UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment,

intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Northern United Charter Schools will utilize the following grievance procedures in addition to its UCP when applicable.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Northern United Charter Schools Board of Directors requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Shari Lovett

School Director

2120 Campton Road, Suite H, Eureka, CA 95503

(707)445-2660 x110

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Northern United Charter Schools will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the School Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Northern United Charter Schools acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law,

carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Northern United Charter Schools prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Northern United Charter Schools' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties of the Charter Schools' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Northern United Charter Schools will maintain, as confidential, any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Northern United Charter Schools to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Northern United Charter Schools, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days, and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

- A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- A statement that Northern United Charter Schools prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

Northern United Charter Schools may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Northern United Charter Schools' policies.

Northern United Charter Schools may remove a respondent from the Charter Schools' education program or activity on an emergency basis, in accordance with Northern United Charter Schools' policies, provided that the Charter School undertakes an individualized safety

and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Informal Resolution

If a formal complaint of sexual harassment is filed, Northern United Charter Schools may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Northern United Charter Schools offers such a process, it will do the following:

- Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.

Northern United Charter Schools will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Investigation Process

The decision-maker will not be the same person(s) as the Coordinator or the investigator. Northern United Charter Schools shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Prior to completion of the investigative report, Northern United Charter Schools will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

If the investigation reveals that the alleged harassment did not occur in a Northern United Charter Schools' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Northern United Charter Schools' policy.

Northern United Charter Schools may dismiss a formal complaint of sexual harassment if:

- The complainant provides a written withdrawal of the complaint to the Coordinator;
- The respondent is no longer employed or enrolled at Northern United Charter Schools;
or
- The specific circumstances prevent Northern United Charter Schools from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

If a formal complaint of sexual harassment or any of the claims therein are dismissed, Northern United Charter Schools will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Northern United Charter Schools will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

- The allegations in the formal complaint of sexual harassment;
- All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions about the application of Northern United Charter Schools' code of conduct to the facts;
- The decision and rationale for each allegation;
- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Northern United Charter Schools or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Northern United Charter Schools in response to a formal complaint of sexual harassment.

Right of Appeal

Should the reporting individual find Northern United Charter Schools' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of the Northern United Charter Schools' decision or resolution, submit a written appeal to the Chair of the Northern United Charter Schools' Board or Directors, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and Northern United Charter Schools will implement appeal procedures equally for both parties.
- Northern United Charter Schools will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Northern United Charter Schools will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.

Records of any appeal of a formal sexual harassment complaint and the results of that appeal.

- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

S-20a Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Adopted on 9/20/2018, 11/10/2021

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Northern United Charter Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by Northern United Charter Schools:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

School - Wide Dress Code

Northern United Charter Schools' believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. While students are at NUCS learning centers they must adhere to the following dress and appearance standards:

- Shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not safe or acceptable.
- Clothing, jewelry and other personal items shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, or which advocate racial, ethnic, religious or gender prejudice.
- Clothing, jewelry and other personal items shall be free of advertising, promotions, likenesses, or logos depicting items inappropriate for student use (drugs, alcohol, tobacco, etc.).
- Clothing shall be sufficient to completely conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, spaghetti straps, and skirts or shorts shorter than mid-thigh are prohibited.

A student who violates these standards shall be subject to appropriate disciplinary action.

Procedure for Safe Ingress and Egress to and from School

Northern United Charter Schools takes pride in being a school that has a mission to provide a safe environment for all students, parents, and school employees. Our school will take measures to promote safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will encourage that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also make efforts to remove potential obstructions and hazards from such areas. To achieve this goal, the school works closely with local law enforcement agencies to encourage that the school's immediate community is safe.

Through the joint efforts of administrators and faculty, NUCS has developed a plan to promote the safe arrival and departure of students, staff, and visitors. Northern United Charter Schools' encourages input from our community and reviews this plan on an annual basis. Any problems associated with safe ingress and egress will be addressed immediately.

The following procedures are to be followed in order to maintain a safe environment for students and staff at Northern United Charter Schools:

- All visitors are to check into the office and sign in.
- Visitors will be issued a (paper) name tag that indicates they are checked into the office.
- Visitors will return to the office at the end of their visit to sign out.
- Staff will ask all visitors name tags to check into the office or staff will notify the office for assistance

- Police services will be called upon in the event of any visitor not complying with posted regulations.

A Safe and Orderly School Environment Conducive to Learning

Safe Climate Goal: *Our Schools' Resource Center and individual Learning Centers are a source of pride where students are provided with safe and clean facilities in which students can learn, achieve, thrive and succeed in a healthy conducive environment for learning.*

Objectives	Action Steps	Resources	Project Lead	Outcome
<i>Identify and address/secure critical facility vulnerabilities and hazards</i>	<i>FIT</i>		<i>Site Coordinator or Administrator</i>	
<i>Maintain Emergency Lockdown Classroom supplies for each classroom</i>	<i>Maintain Safety Bucket</i>	<i>Required Elements</i>	<i>Site Coordinator or Administrator</i>	
<i>Implement and Practice Crisis Response Plans</i>	<i>Practice mandated Drills</i>	<i>Safety Plan discussion annually</i>	<i>Site Coordinator or Administrator</i>	
<i>Provide Students with Behavioral and Emotional Support</i>	<i>Implementation of SST's schoolwide</i>	<i>School Counselor or School Psychologist</i>	<i>Director of Student Support</i>	
<i>Provide Students with Academic Support</i>	<i>Teachers, instructional aides</i>	<i>Site Coordinator or Administrator or Director</i>	<i>Lead Teacher or Administrator</i>	

School Discipline Rules and Consequences

Positive Behavior Interventions and Support

Northern United Charter Schools utilize PBIS as their primary system for encouraging a positive school wide climate. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture for all students in a school to achieve social, emotional and academic success. **For more information see www.pbis.org**

Core Components of PBIS

- Development of clear behavioral expectations and routines for staff and students
- Direct teaching of expectations
- Acknowledge desired behaviors
- Focus on proactive supports for the prevention of problem behavior
- Make problem behaviors ineffective and inefficient
- High quality instruction
- Multi-tiered levels of intervention/ continuum of behavior supports
- End goal: to make life at a learning center better for all students and staff

CharacterStrong

CharacterStrong is a Research-Based Social Emotional Learning and Character Education. It provides research-based Pre-K through 12th grade social & emotional learning curricula and professional learning services that positively impact lives. The curricula and professional learning is grounded in research and focused on fostering the Whole Child with vertically-aligned lessons that teach SEL competencies and character education, side-by-side. SEL competencies include; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Character education involves developing thoughtful, healthy, and kind human beings. Our character is informed by our personal values and choices.

MTSS (Multi-tiered System of Support)

A Multi-tiered System of Support for Behavior is utilized by all teachers. The Behavior RTI-Response to Intervention, is supported through the on-boarding of the precepts of the Positive Behavior Interventions and Supports ("PBIS") methodology. All personnel who work directly with students are trained and receive refresher training on PBIS to ensure the development of clear behavioral expectations and routines for staff and students. Our staff will work closely with Humboldt and Siskiyou County Office of Education in regard to training for

Charter School staff in restorative practices as part of our continuing practice of fostering a positive school climate and mitigating the loss of academic progress of our students.

Adaptations for Students with Disabilities

Statutes for Services in Schools

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any school program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with special needs. This plan will be evaluated annually to ensure appropriate adaptations for those with disabilities. Parents and others may bring a concern about a student's safety to the Director.

A. The Americans with Disabilities Act (ADA) of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides "a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities." The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with special needs throughout the nation. IDEA specifies 13 primary categories under the lead definition of a "child with a disability." (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provide the child with educational benefits.

C. Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child's academic achievement and functional performance and specifies accommodations and modifications to be provided for the student. Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services

must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

Table 1. Categories of Disability under IDEA Law

Disability	Specifics	Characteristics	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experiencing anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disturbance	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency

Mental retardation	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle- cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language impairment	Communication disorder, stuttering	A disorder related to accurately producing or articulating the sounds of language to communicate	Sign language, hand signals, specialized communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and	

		speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Mitigation and Prevention

Mitigation is the action schools take to identify barriers students with special needs may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year).

Review how an emergency may impact the daily routine of students with special needs.

Know who is on your school site: Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.

Identify the students who are severely handicapped and who might need extra support in emergency crises.

Make a list of the students on the school site who are on medication and their medication schedule.

Maintain a list of all resources regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment.

Identify all the stakeholders who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others.

Determine what short term accommodations to provide for students with temporary disabilities

Assess potential hazards. Review evacuation equipment.

Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.

B. Identify a pre-evacuation site that is accessible to students with disabilities

Plan a primary and secondary evacuation route from each location the student is in during the course of the day.

Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.

Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.

Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

C. Preparedness

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

Mitigation Strategies

Consult parents or guardians concerning care considerations if the special needs student is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.

Obtain necessary equipment and supplies, create evacuation maps and facilities information.

Inform and train staff about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of an IEP meeting or other review.

Buddy System

Pairing students up with special needs students for emergency response, e.g., the "buddy system", can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a special need. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

Give the student the opportunity to select his or her own buddy.

Identify a buddy who is appropriate (e.g. strong enough).

Designate a backup buddy.

Train for the specific need of the special needs student.
Hold practice sessions to assure that buddies can handle their tasks.
Train the buddies on how to communicate with the students and how to safely evacuate.
Buddies must be able to make contact quickly with the special needs student when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.

The buddy cannot locate the person with a special need because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.

The buddy has left the class/program, and a new one has yet to be identified.
Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.

The buddy forgets or is frightened and abandons the special needs person.
Check on each special needs student to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.

Suicide Policies and Procedures

Northern United Charter Schools' recognizes that suicide is a leading cause of death among youth and should be taken seriously. Charter School personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed measures and strategies and procedures for suicide prevention, intervention, and postvention.

In compliance with Education Code Section 215, this policy has been developed in consultation with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations in planning, implementing, and evaluating the Charter School's strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

The Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;

- Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care; and
 - Youth who have suffered traumatic experiences.
-
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines;
 - Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - Charter School -approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This suicide prevention policy shall be prominently displayed on the Charter School Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, the Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;

- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Intervention and Emergency Procedures

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

- School Director
- School Psychologist
- School Counselor

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the School Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at the Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the School Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the School Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. The Charter School staff may receive assistance from the Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the School Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for reintegration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in the Charter School activities to notify a teacher, the School Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the School Director to:
- Confirm death and cause;
- Identify a staff member to contact deceased's family (within 24 hours);
- Enact the Suicide Postvention Response;

- Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
- Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify what social media platforms students are using to respond to suicide death, and identify/train staff to monitor social media outlets if needed;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Guidelines for Mental Health Professionals and School Counselors

Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
- b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
- c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

Procedures for Responding to Opioids

Northern United Charter Schools recognizes that deaths from opioids have reached epidemic levels. For this reason, school staff have been trained in recognizing the signs of opioid overdose and in administering an opioid antagonist, along with summoning emergency responders. These opioid antagonists are kept at our Resource Center and each Learning Center. The antagonist will be administered to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Procedures for Responding to Pesticide or other Toxic Substances

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1 - Substance released inside a room or a building

Scenario 2 - Substance released outdoors and localized

Scenario 3 - Substance released in the surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Scenario 1: Substance Released Inside a Room or Building

1. The School Administrator will initiate the EVACUATE BUILDING action as described. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator or center coordinator will call 911 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator or center coordinator will notify staff
4. The School Administrator or center coordinator will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.

5. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
6. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
7. Any affected areas will not be reopened until the appropriate agency provides clearance and the Schools' Director gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action.
2. The School Administrator will call 911 and will provide the exact location and nature of the emergency.
3. The Security Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
4. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
5. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
6. Any affected areas will not be reopened until the appropriate agency provides clearance and the Schools' Director gives authorization to do so.

Scenario 3: Substance Released In Surrounding Community

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.

2. Upon receiving the SHELTER-IN-PLACE notification, turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using whatever means without leaving the building.
4. The School Administrator will call (911) and will provide the exact location and nature of the emergency.
5. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
6. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Active Shooter & Violent Intruder Policies and Procedures

Purpose

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The School Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

Responsibilities

School Incident Commander

- Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown whether or not 911 notification has already taken place. 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of "Who? What? Where? When? How?" will provide the necessary details to make an informed decision.
- Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct command post staff to maintain contact with teachers reporting pertinent emergency information via phone, email, texting, ParentSquare. All information received via eye-witnesses or through an in-house surveillance camera system will be used to inform the building occupants of the event in as real-time as possible.
- Notify the Director's office and request activation of the communications plan for media and parent notification protocols.
- Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.

Teachers and Staff

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, immediately begin COUNTER strategies, and then EVACUATE or take control of the intruder.
- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building.

- If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom individuals are to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

Other Procedures

- After the active shooter or armed intruder(s) has been subdued, the School Incident Commander in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.1 Presentation of LCAP Mid-Year Monitoring Report for the 2023-24 LCAP for NU-HCS

Action Requested:

Discussion

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

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kelley Withers

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP – ELA – All Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - ELA - All Students Exceeded 15% Met 27% Nearly Met 22% Not Met 35%	2020/2021 ELA - All Students Exceeded 22% Met 37% Nearly Met 20% Not Met 22%	2021/2022 ELA - All Students Exceeded 13.53% Met 30% Nearly Met 33.53% Not Met 22.94%	2022/2023 ELA - All Students Exceeded 19.05% Met 33.33% Nearly Met 28.57% Not Met 19.05%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP – ELA – Students with Exceptional Needs	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019- Exceeded 13% Met 15% Nearly 25% Not Met 48%	2020/2021 Exceeded 13% Met 20% Nearly Met 27% Not Met 40%	2021/2022 Exceeded 15.63% Met 18.75% Nearly Met 31.25% Not Met 34.38%	2022/2023 Exceeded 8.7% Met 30.43% Nearly Met 34.78% Not Met 26.09%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP – Math - All Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 11% Met 19% Nearly Met 27% Not Met 43%	2020/2021 Exceeded 16% Met 26% Nearly Met 25% Not Met 32%	2021/2022 Exceeded 10.65% Met 17.75% Nearly Met 37.28% Not Met 34.32%	2022/2023 Exceeded 16.89% Met 24.32% Nearly Met 33.78% Not Met 25%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP - Math - Students with Exceptional Needs	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 11% Met 12% Nearly Met 28% Not Met 43%	2020/2021 Exceeded 23% Met 8% Nearly Met 15% Not Met 54%	2021/2022 Exceeded 9.38% Met 12.5% Nearly Met 31.25% Not Met 46.88%	2022/2023 Exceeded 17.39% Met 0% Nearly Met 39.13% Not Met 43.48%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP - ELA - Hispanic Students	2019/2020 - CAASPP administration was waived due to COVID 19	2020/2021 Exceeded 27% Met 27% Nearly Met 27%	2021/2022 Exceeded 8.70% Met 34.78% Nearly Met 47.83%	2022/2023 Exceeded 21.43% Met 46.43% Nearly Met 21.43%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	2018/2019 - Exceeded 10% Met 17% Nearly Met 23% Not Met 50%	Not Met 18%	Not Met 8.70%	Not Met 10.71%	Decrease Not Met by 5%
CAASPP - Math - Hispanic Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 13% Met 7% Nearly Met 30% Not Met 50%	2020/2021 Exceeded 0% Met 35% Nearly Met 20% Not Met 45%	2021/2022 Exceeded 0% Met 21.74% Nearly Met 52.17% Not Met 26.09%	2022/2023 Exceeded 10.71% Met 28.57% Nearly Met 42.86% Not Met 17.86%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
% UC/CSU A-G course completion with a C or better	2019/2020 - 68.75% - 11 of 16 graduates with UC/CSU (A-G) course completion	2020/2021 - 50% - 8 of 16 graduates with UC/CSU (A-G) course completion	2021/2022 - 35.7% - 10 of 28 graduates with UC/CSU (A-G) course completion	2022/2023 - 19.2% - 5 of 26 graduates with UC/CSU (A-G) course completion	Increase UC/CSU A-G course completion to 75%
% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	2019/2020 - 0%	2020/2021 18.75%	2021/2022 0%	2022/2023 3.8%	Increase graduates meeting A-G requirements and completing a CTE pathway to 30%
% of ELs who progress in English proficiency (ELPAC)	2019/2020 - 0%	2020/2021 0%	2021/2022 Too few to report due to confidentiality	2022/2023 Too few to report due to confidentiality	Increase ELs who progress in English Proficiency to 95%
EL reclassification rate to FEP	2019/2020 - 0%	2020/2021 0%	2021/2022 Too few to report due to confidentiality	2022/2023 Too few to report due to confidentiality	Increase ELs who are reclassified to FEP to 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students that pass AP exams with a score of 3 or higher	2019/2020 - 0%	2020/2021 0%	2021/2022 0%	2022/2023 0%	Increase students score of 3 or higher to 30%
EAP college ready	2019/2020 - EAP did not occur because the CAASPP administration was waived due to COVID 19 2018/2019 - 2/38 students (5.3%)	2020/2021 ELA 31% Math 27%	2021/2022 ELA 47.06% Math 11.76%	2022/2023 ELA 55.41% Math 27.35%	Increase college ready on EAP to 5%
CAST Science Assessment - All	2019/2020 - CAST did not occur because the CAASPP was waived due to COVID-19 2018/2019 - Exceeded 7% Met 23% Nearly Met 44% Not Met 26%	2020/2021 CAST was not mandatory for 2020/2021 0%	2021/2022 Exceeded 7.89% Met 32.89% Nearly Met 43.42% Not Met 15.79%	2022/2023 Exceeded 9.22% Met 20.96% Nearly Met 53.94% Not Met 15.88%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
Access for English learners to CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency	2020/2021 - 100% of EL students have CCSS aligned curriculum with ELD standards embedded	2021/2022 100% of EL students have CCSS aligned curriculum with ELD standards embedded	2022/2023 100% of EL students have CCSS aligned curriculum with ELD standards embedded	As of January 26, 2023, this data is unavailable	Maintain 100% of EL students with CCSS aligned curriculum with ELD standards embedded
% of students who have successfully completed a CTE pathways	2019/2020 - CTE pathway completion rate of 0%	2020/2021 CTE pathway completion rate 18.75%	2021/2022 CTE pathway completion rate not reported for 2021/2022, however	2022/2023 CTE pathway completion rate 7.7%	Increase CTE pathway completion rate to 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			internal data shows that no 2022 graduates completed a CTE pathway		
Number of teachers without full credentials or misassigned	2019/2020 - 1 teacher misassigned and 100% with full credentials	2020/2021 0 teachers misassigned and 100% with full credentials	2021/2022 0 teachers misassigned and 100% with full credentials	2022/2023 0 teachers misassigned and 96% with full credentials	Decrease number of teachers without credentials or misassigned to 0
Access to standards-aligned instructional materials	2020/2021 Access to standards-aligned instructional materials 100% of students had access to standards aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	2021/2022 Access to standards-aligned instructional materials 100% of students had access to standards-aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	2022/2023 Access to standards-aligned instructional materials 100% of students had access to standards-aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	As of January 26, 2023, this data is unavailable	Maintain 100% of student's with access to standards aligned instructional materials
Implementation of academic content and performance standards	2020/2021 - 100% of teachers included academic content and performance standards for all courses for every	2021/2022 100% of teachers included academic content and performance standards for all courses for every	2022/2023 100% of teachers included academic content and performance standards for all courses for every	As of January 26, 2023, this data is unavailable	Maintain 100% of teachers including academic content and performance standards for all courses for every student in each learning record

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	student in each learning record	student in each learning period	student in each learning period		
Students have access and are enrolled in a broad course of study	2020/2021 - 100% of students have access and are enrolled in a broad course of study	2021/2022 100% of students have access and are enrolled in a broad course of study	2022/2023 100% of students have access and are enrolled in a broad course of study	As of January 26, 2023, this data is unavailable	Maintain 100% of students with access to a broad course of study
Programs and services developed and provided to students with exceptional needs	2020/2021 - 100% of special education case carriers had a student caseload of 20 or below	2021/2022 - 100% of special education case carriers had a student caseload of 20 or below	2022/2023 - 100% of special education case carriers had a student caseload of 20 or below	As of January 26, 2023, this data is unavailable	Maintain 100% of special education case carriers having a student caseload of 20 or below
Other Student Outcomes - K-8 Growth on Renaissance STAR Assessments - Reading and Math	2020/2021 - Reading 73.6% average student growth in reading from fall window to the spring window test administrations Math 68.3% average student growth in math from the fall window to the spring window test administrations	2021/2022 Reading 67% average student growth in reading from Fall window to the Spring window test administrations Math 70% average student growth in math from the fall window to the spring window test administrations	2022/2023 Reading 58% average student growth in reading from Fall window to the Spring window test administrations Math 51% average student growth in math from the fall window to the spring window test administrations	As of January 26, 2023, this data is unavailable	Increase Reading growth to 80% Increase Math growth to 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Other Student Outcomes - 9-12 College Career Indicator	2019 California School Dashboard - 10.5% Prepared	2020 California School Dashboard 45% Prepared	2021 California School Dashboard Not reported for the 2020-2021 school year	2022 California School Dashboard 32% Prepared	Increase number of Prepared students by 5%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	Employ highly qualified teachers, including special education teachers Target direct instruction in all subject areas	No	Partially Implemented	\$1,809,002.00	873,729.00
1.2	Employ highly qualified content area specialists Provide resources to staff and students, primarily directed to unduplicated youth and students with disabilities, in order to support them in making progress in content area standards	Yes	Partially Implemented	\$404,173.00	161,477.00
1.3	Purchase common core state standard aligned curriculum for all students, including unduplicated students and students with disabilities Provide and purchase high quality common core standard aligned curriculum for all students, including unduplicated students and students with disabilities.	No	Partially Implemented	\$37,500.00	40,312.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.4	Provide professional learning opportunities Provide professional development for all staff in core subject areas, differentiation, and universal design	No	Partially Implemented	\$4,000.00	45,516.00
1.5	Implement academic RTI Employ intervention coordinator, employ tutors, administer Renaissance, and provide intervention curriculum for unduplicated students, students with disabilities and at-risk students	Yes	Partially Implemented	\$157,434.00	47,796.00
1.6	Employ academic counselor Employ an academic counselor to offer academic, college/career and transition plans to graduates primarily directed to unduplicated youth and students with disabilities	Yes	Partially Implemented	\$110,113.00	86,812.00
1.7	Employ instructional aides Employ instructional aides to work with students in core academic areas, primarily focusing on unduplicated youth and students with disabilities who are not excelling in Common Core State Standards	Yes	Partially Implemented	\$177,570.00	159,326.00
1.8	Provide materials and supplies Provide curriculum, home and school supplies for unduplicated youth. Provide backpacks, gas mileage reimbursements and bus tickets.	Yes	Partially Implemented	\$13,045.00	1,232.00
1.9	Provide educational technology	Yes	Partially Implemented	\$11,500.00	14,055.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Provide laptops and internet through hot spots, or other means, to unduplicated youth				
1.10	Purchase educational contracted services Provide HERC library services, Destiny library, School Pathways (SIS), Apex, eDynamics, Education Network Services, CoOp Agreement, etc.	No	Partially Implemented	\$46,173.00	37,645.00
1.11	Contract vendors Provide community vendors for specialized educational opportunities, including special education services	No	Partially Implemented	\$19,000.00	14,670.00
1.12	Provide additional CTE pathways Provide additional CTE pathways to students, primarily focusing on unduplicated youth who are preparing for college/career readiness	Yes	Partially Implemented	\$23,440.00	14,496.00

Goal 2

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Parent satisfaction survey results	2020/2021 - 100% of the parents stated that they were satisfied with our school's academic program	2021/2022 100% of parents stated that they were satisfied with our school's academic program	2022/2023 84.6% of parents stated that they were satisfied with our school's academic program	As of January 26, 2023, this data is unavailable	Maintain 100% parent satisfaction with school's academic program
School connectedness	2020/2021 - 83.3% of teachers feel connected to all staff and regularly collaborate with other teachers and 100% of our staff feel connected to their students and our school.	2021/2022 81.9% of teachers feel connected to all staff and regularly collaborate with other teachers and 95.5% of our staff feel connected to their students and our school.	2022/2023 80% of teachers feel connected to all staff and regularly collaborate with other teachers and 100% of our staff feel connected to their students and our school.	As of January 26, 2023, this data is unavailable	Increase teachers feel connected to all staff to 95% and maintain 100% of staff feeling connected to their students and our school
Parent participation in programs for individual with exceptional needs	2020/2021 - 100% of parents participated in IEP meetings held for their students with exceptional needs	2021/2022 100% of parents participated in IEP meetings held for their students with exceptional needs	2022/2023 100% of parents participated in IEP meetings held for their students with exceptional needs	As of January 26, 2023, this data is unavailable	Maintain 100% participation at IEP meetings
School facilities in "good repair" using	2020/2021 -	2021/2022	2022/2023	2023/2024	Maintain 100% facilities in "good repair" using FIT

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
the Facilities Inspection Tool (FIT)	100% of our facilities were in "good repair" per FIT	100% of our facilities were in "good repair" per FIT	100% of our facilities were in "good repair" per FIT	100% of our facilities were in "good repair" per FIT	
Chronic Absenteeism for students of multiple races			2021/2022 Students of multiple races performed in the lowest status level (red) on the California School Dashboard	2022/2023 37.1% of students of multiple races performed in the lowest status level (red) on the California School Dashboard	Increase the status level of students of multiple races to the highest status level (blue)
Student safety survey results	2020/2021 - 100% of students felt safe at their school	2021/2022 100% of students felt safe at their school	2022/2023 100% of students felt safe at their school	As of January 26, 2023, this data is unavailable	Maintain 100% of students who feel safe at school
Student satisfaction survey results	2020/2021 - 82.9% of the students stated that they were satisfied with the school's academic program	2021/2022 50% of the students stated that they were satisfied with the school's academic program	2022/2023 100% of the students stated that they were satisfied with the school's academic program	As of January 26, 2023, this data is unavailable	Increase student satisfaction with the school's academic program to 95%
Attendance rate	2019/2020 - 97.26% school attendance rate	2020/2021 95.2% school attendance rate	2021/2022 95.94% school attendance rate	2022/2023 95.75% school attendance rate	Increase school attendance rate to 98%
Chronic Absenteeism	2019/2020 - 8.88% Chronic absentee rate	2020/2021 17.9% Chronic absentee rate	2021/2022 12.4% Chronic absentee rate (all students)	2022/2023 17.1% Chronic absentee rate	Decrease chronic absentee rate to 5%
Suspension rate	2019/2020 - 1.5% suspension rate	2020/2021 0% suspension rate	2021/2022 .8% suspension rate	2022/2023 .6% suspension rate	Decrease suspension rate to 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Expulsion rate	2019/2020 - 0% expulsion rate	2020/2021 0% expulsion rate	2021/2022 0% expulsion rate	2022/2023 0% expulsion rate	Maintain 0% expulsion rate
High School graduation rate	2019/2020 - 94.1% graduation rate	2020/2021 84.2% graduation rate	2021/2022 74.4% graduation rate	2022/2023 92.3% graduation rate	Increase graduation rate to 98%
Middle School drop out rate	2019/2020 - 0% middle school drop out rate	2020/2021 .01% middle school drop out rate (1 of 99 6-8 grade students)	2021/2022 0% middle school drop out rate	2022/2023 0% of middle school drop out rate	Maintain 0% middle school drop out rate
High School drop out rate	2019/2020 - 5.82% student drop out rate	2020/2021- 10.5% student drop out rate	2021/2022 25.6% student drop out rate	2022/2023 7.7% student drop out rate	Decrease student drop out rate to 3%
Parent participation in programs for all students, including unduplicated students	2019/2020 - 76.54% parents participated in programs for all students, including unduplicated students	2020/2021 95.6% parents participated in programs for all students, including unduplicated students.	2021/2022 88.5% parents participated in programs for all students, including unduplicated students	As of January 26, 2023, this data is unavailable	Increase parent participation in programs for all students, including unduplicated students to 85%
Parent input in decision making	2020/2021 - 19.7% of parents provided input in decision making process	2021/2022 85.7% of parents provided input in decision-making process	2022/2023 82.4% of parents provided input in decision-making process	As of January 26, 2023, this data is unavailable	Increase parent input in decision making process to 50%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	Increase parent communication Parent Square; maintain newsletter; advertise school events; mail flyers; distribute school handbook	No	Partially Implemented	\$15,437.00	11,743.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	Employ social/emotional counselor Employ a half-time counselor to support unduplicated students and students with disabilities	No	Partially Implemented		
2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies Provide professional learning in PBIS, Second Step, etc.	Yes	Partially Implemented	\$5,500.00	0.00
2.4	Implement behavioral RTI Employ intervention coordinator; employ ORBE coordinator; purchase social/emotional curriculum; purchase gas, materials and supplies for ORBE program, etc.	Yes	Partially Implemented	\$52,425.00	37,218.00
2.5	Employ school psychologist Employ school psychologist to support students with disabilities and unduplicated youth	No	Partially Implemented	\$11,423.00	11,391.00
2.6	Offer food program Provide meals for unduplicated students	Yes	Partially Implemented	\$147,690.00	83,129.00
2.7	Maintain instructional facilities Provide facilities for unduplicated students and students with disabilities to receive services	No	Partially Implemented	\$424,487.00	268,679.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.2 Presentation of LCAP Mid-Year Monitoring Report for the 2023-24 LCAP for NU-SCS

Action Requested:

Discussion

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

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller, Kelley Withers

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Academic Indicator: CAASPP ELA (Priority 4) Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL); Hispanic or Latino (H/L); American Indian or Alaskan Native (AI/AN) (California School Dashboard)	2018-19 All students - 43% met or exceeded SED: 45% SWD: 45% EL: N/A no current EL students H/L: 49% AI/AN: Too few to report	2020-21 All students - 36.36% met or exceeded SED: 27.5% SWD: 25% EL: N/A no current EL students H/L: 33.34% AI/AN: Too few to report	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 H/L: 50.00% (12 students) AI/AN: 3 students - too few to report	2022-23 All students - 39% met or exceeded SED: 38 % met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report	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%) EL: N/A no current EL students H/L: 52% AI/AN: Typically, too few to report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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	2022-23 All students - 21% met or exceeded SED: 21% met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - 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)	2023-24 Winter window not yet closed	Average student growth percentile, grades 2-8: Fall/Spring: 58
Assessments: Star Renaissance math assessments (Priority 8) Increase the number of students who meet their projected growth	2020-21: Average student growth percentile. Grades 2-11: Fall/Spring: 38 (nationwide percentile ranking)	2021-22: Average student growth percentile, grades 2-8: Fall/Spring: 45 (nationwide percentile ranking)	2022-23 Average student growth percentile, grades 2-11: Fall/Spring: 47th (nationwide percentile ranking)	2023-24 Winter window not yet closed	Average student growth percentile. Grades 2-11: Fall/Spring: 48
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	2023-24: 5 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	2022-23: 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 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	2023-24: Test not administered yet	10 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of students taking the SAT	2020-21 - zero students (due to pandemic)	2021-22 - 6 students	2022-23: 6 student	2023-24: Test not administered yet	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	2022-23: 3 student	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	2023-24: 0 students	5 students
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 reclassified in 2023-24	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	Zero EL students in 2023-24	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	2022-23: 29.4% prepared	35%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Provide professional development to staff related to CAASPP Provide training around SBAC and using interim assessments, the CERS, and Smarter Tools for Teachers.</p> <p>Priority 4 CAASPP Coordinator 0.10 of FTE</p>	No	Partially Implemented	<p>2022-23 ELA: All students - 39% met or exceeded SED: 38 % met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report</p>		\$12,457.00	\$7,137.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Math: 2022-23 All students - 21% met or exceeded SED: 21% met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report			
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. Data team stipends Title I Intervention tutoring and classes Priority 4 and 8	Yes	Partially Implemented	2023-24 Winter window not yet closed Tutoring availability 5 minutes per student per week	Tutors have left the school and we are having a hard time replacing them.	\$161,682.00	\$40,075.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p>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.</p> <p>School and personal hygiene supplies provided by SCOE</p> <p>Priority 4</p>	Yes	Fully Implemented	<p>2022-23 ELA: All students - 39% met or exceeded SED:38 % met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report</p> <p>Math: 2022-23 All students - 21% met or exceeded SED: 21% met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report</p> <p>2022-23: 5 students a-g ready</p> <p>2022-23: 29.4% college and career prepared</p>		\$3,000.00	\$1,849.00
1.5	<p>Purchase Chromebooks and hot spots Maintain a 1:1 device ratio. Replace outdated, broken, or missing Chromebooks and hot spots</p>	No	Fully Implemented	<p>2022-23 ELA: All students - 39% met or exceeded SED:38 % met or exceeded</p>		\$5,000.00	\$3,309.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Priority 4			SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report Math: 2022-23 All students - 21% met or exceeded SED: 21% met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report 2022-23: 5 students a-g ready 2022-23: 29.4% college and career prepared			
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	No	Fully Implemented	2022-23 ELA: All students - 39% met or exceeded SED:38 % met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report		\$16,125.00	\$9,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				AI/AN: 1 student - too few to report Math: 2022-23 All students - 21% met or exceeded SED: 21% met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report 2022-23: 5 students a-g ready 2022-23: 29.4% college and career prepared			
1.7	<p>Create parent training program 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 Stipends for meeting coordination Stipends for leading meetings Stipends for providing childcare</p>	Yes	Planned	No meetings yet	Unable to find staff to create and run program. At our most recent PAC, some parents expressed interest in helping to create the program.	\$13,288.54	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.8	<p>Expand A-G course offerings 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 Donnie Allen high school math (included in 2.9) Jon Dove science labs Eric Clause science and math Paul Moore tutoring hours (included in 1.2)</p> <p>Priority 4</p>	No	Partially Implemented	<p>2022-23: 5 students a-g ready</p> <p>2022-23: 29.4% college and career prepared</p>		\$154,039.68	\$77,854.00
1.9	<p>Increase FTE of academic counselor Provide academic counseling - increase FTE of counseling staff</p> <p>Priority 4</p>	Yes	Fully Implemented	<p>2022-23: 5 students a-g ready</p> <p>2022-23: 29.4% college and career prepared</p>		\$49,922.41	\$35,764.00
1.10	Provide AP courses	No	Partially Implemented	2023-24: 0 students		\$200.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Provide AP courses using online curriculum companies</p> <p>AP Tutor Stipend (included in Action 1.8)</p> <p>AP exam costs: Subject Online AP courses (Included in Goal 1.6)</p> <p>Priority 4</p>						
1.11	<p>Support AVID at all grade levels</p> <p>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.</p> <p>Provide AVID digital training</p> <p>Employ AVID coordinator</p> <p>Provide academic planners to support AVID program goals</p> <p>AVID yearly dues</p> <p>AVID Summer Institute</p> <p>(AVID also addressed by actions in Goal 2.4)</p> <p>Priority 4 and 8</p>	No	Fully Implemented	<p>2022-23: 5 students a-g ready</p> <p>2022-23: 29.4% college and career prepared</p>		\$10,532.00	\$6,558.00
1.12	Provide Support to EL students	Yes	Not Implementing	No EL students currently		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 Test Administrator						
1.13	Increase FTE to student ratio Hire part time IST in Yreka	Yes	Fully Implemented	2022-23: 5 students a-g ready 2022-23: 29.4% college and career prepared		\$49,620.21	\$27,548.00

Goal 2

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Teachers inappropriately assigned	2020-21: One teacher	2021-22: No teachers inappropriately assigned.	2022-23: No teachers inappropriately assigned.	2023-24: 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	2023-24: 3.87	4.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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	2022-23: 2 students	6
Number of parents who attend parent-educator workshops.	Zero (new program)	Zero	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	2022-23: Middle school: 4 students 2022-23: High School: 10 students	Middle school: 8 High School: 16
Percentage of parent training attendees who report initial implementation of standards	Zero (new program)	Zero	Zero	Zero	60%
Percentage of students who have access to standards based curriculum	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Percentage of facilities scoring in good repair on FIT	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Percentage of staff PBIS trained	2020-21: 90%	2021-22: 53%	2022-23: 81%	2022-23: 100%	100%
Number of students taking teen skill building or life coaching classes	Zero (new program)	Zero	Nine students	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	2023-24: 19 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	2022-23: 25 students	60 students participating
Number of students completing CTE pathway	2020-21: 3	2021-22: 1	2022-23: 3	2022-23: 3 students	24
Number of teachers participating in coding pathways professional learning	Zero (new program)	Zero	Zero	Zero	5

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Recruit and retain qualified and effective teachers. Hire certificated teachers. Provide ATE induction to newly credentialed teachers ATE-Tehama Co. Dept. of Ed</p>	No	Fully Implemented	2023-24: No teachers inappropriately assigned.		\$4,200.00	\$0.00
2.2	<p>Equipping Staff - Professional Development Provide professional development designed to deepen teachers' understanding of the California State Standards.</p> <p>Need to focus on: SEL Behavior support Ethnic Studies. Getting Reading Right New phonics program Math standards</p> <p>Priority 2</p>	No	Partially Implemented	2023-24: 3.87 average score for priority 2 standards self-reflection survey		\$10,000.00	\$18,034.00
2.3	<p>Establish a culture of ongoing collaboration Designate time for meaningful collaboration between teachers of center and/or Zoom classes and independent study teachers to</p>	Yes	Partially Implemented	2023-24: 3.87 average score for priority 2 standards self-reflection survey		\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
2.4	<p>Expand AVID Elective course offerings</p> <p>Expand AVID Elective class for middle school</p> <p>Expand AVID Elective for high school</p> <p>Provide AVID Elective training to staff</p> <p>AVID Elective teacher</p> <p>AVID Summer Institute (included in Goal 1.11)</p> <p>Priority 7</p>	Yes	Partially Implemented	<p>2022-23: Middle school: 4 students</p> <p>2022-23: High School: 10 students</p>		\$90,368.64	\$47,980.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	<p>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</p> <p>Included in Goal 1.7</p> <p>Priority 4</p>	Yes	Planned	Not yet implemented. Targeting semester 2.		\$0.00	\$0
2.6	<p>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.</p> <p>Priority 1</p>	No	Fully Implemented	2023-24: 100%		\$22,000.00	\$28,324.00
2.7	<p>Lease and maintain facilities Continue to lease facilities in Mt Shasta and Yreka.</p>	No	Fully Implemented	Percentage of facilities scoring in good repair on FIT = 100%		\$190,537.52	\$50,355.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Perform ongoing maintenance of property and buildings to keep them in good repair.</p> <p>Install security cameras at new location.</p>						
2.8	<p>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</p> <p>Priority 7</p>	Yes	Partially Implemented	<p>2022-23: 100% of staff PBIS trained</p> <p>9 students taking teen skill building or life coaching classes</p>		\$39,500.00	\$7,061.00
2.9	<p>Course Access and College readiness</p>	Yes	Partially Implemented	2022-23: 3 students completing CTE pathway	The number of students taking "e" approved	\$48,390.40	\$6,897.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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			19 students taking "e" approved language other than English requirement.	language reflects students taking the courses online. We have not yet been able to hire a Spanish teacher.		

Goal 3

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Parent engagement survey results	2020-21: Percent who responded positively: 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 -	2021-22: Percent who responded positively: Building Relationships between School Staff and Families - *Relationships 100% *Environment 82.3% *Cultural knowledge of students 70.5% *Communication 88.2%	2022-23: Percent who responded positively: Building Relationships between School Staff and Families - *Relationships 85.19% *Environment 81.48% *Cultural knowledge students 74.07% *Communication 77.78%	Surveys have not yet been administered this year.	Percent who respond positively: Building Relationships between School Staff and Families - *Relationships - 98 *Environment - 98 *Cultural knowledge of students - 90 *Communication - 90 Building Partnerships for Student Outcomes -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	*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 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 Partnerships for Student Outcomes - *Information and resources 59.26% *Made aware of legal rights 70.37% Seeking Input for Decision-making - *Opportunities to participate 54.74% *Made aware advisory groups 68.18%		*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% 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%	2021-22: Percent who responded positively: Students: Safety - 100% Relationships - 94.6% Conditions for learning - 93% Empowerment - 100% 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%	2022-23: Percent who responded positively: Students: Safety - 100% Relationships - 85.5% Conditions for learning - 80.93% Empowerment - 90% Parents: Safety - 75% Relationships - 79.16% Conditions for learning - 91.07% Empowerment - 82.5% Staff: Safety - 100% Relationships - 95.24% Conditions for learning - 77.55% Empowerment - 57.14% **Neutral responses were not included in the numerator, but were included in the denominator**	Surveys have not yet been administered this year.	Percent who responded positively: Students: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 100% Parents: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95% Staff: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	Surveys have not yet been administered this year.	Parents - 25% Students - 70% Staff - 70%
Attendance rate	2019-20: 93.3%	2020-21: 97.46%	2021-22: 96.98%	2022-23: 94.49%	97%
Chronic absenteeism	2019-20: 13.48%	2020-21: 10.9%	2021-22: 6.5%	2022-23: 16.1%	7%
HS Dropout rate	2019-20: 17.8%	2020-21: 10.7%	2021-22: 3.5%	2022-23: 17.6%	3.5%
Graduation rate	2019-20: 60%	2020-21: 82.1%	2021-22: 100%	2022-23: 82.4%	80%
Suspension rate	2019-20: 3%	2020-21: 0%	2021-22: 0%	2022-23: 0%	2%
Expulsion rate	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%
Middle school dropout rate	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Provide opportunities for parental engagement Publicize School Board meetings, Parent Advisory Council meetings, and Community Schools Advisory Council meetings.</p> <p>Provide a dedicated email address for parent input. Purchase a new, more engaging parent notification system. - Parent Square Maintain school website parent and student resource page Organize and publicize back-to-school and open house events Provide school newsletter to keep parents informed about school news, events and activities, and opportunities for parent involvement.</p>	Yes	Partially Implemented	Engagement surveys have not yet been administered this year.		\$3,530.00	\$711.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide transportation and child care support for parents to attend school events or training sessions. Priority 3						
3.2	Pupil engagement Provide behavioral interventions: Hire intervention coordinator Hire school psych Support student social, emotional, and mental health: 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 Create and distribute student surveys to aid in programmatic planning. Intervention Coordinator (included in Goal 1) Courtney Chase (included in Goal 2) Priority 5	Yes	Partially Implemented	Engagement surveys have not yet been administered this year. 100% of staff are PBIS trained (Goal 2) 9 students in teen life skills building class (Goal 2) 2 staff trained in Character strong		\$11,388.00	\$5,746.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>School Climate Administer school climate survey on safety, relationships, conditions for teaching and learning, and empowerment. Promote PBIS principals school-wide to provide a supportive and engaging physical environment Hire intervention coordinator Provide a continuum of supports to student mental health: Provide student and staff suicide prevention training Purchase Anti-bullying curriculum D.A.R.E., provided by the Siskiyou County Sheriff free of charge included anti-bullying curriculum and lessons. Purchase student safety and device management software Expand school counseling or school social work services to student groups and grade levels at risk of poor school attendance Post climate survey results on school website</p> <p>Priority 6</p>	Yes	Partially Implemented	Engagement surveys have not yet been administered this year.		\$0.00	

Agenda Item 7.
REPORTS

Subject:

7.1 Enrollment and Attendance Report

Action Requested:

None

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

Each month the Board receives this report to keep the Board apprised of enrollment and attendance patterns. As our revenue is generated by our enrollment and actual daily attendance, there are fiscal implications based on student numbers each day.

Enrollment as of 1/26/2024 (LP5):
NU-Humboldt Charter School - 315
NU-Siskiyou Charter School - 125

Attendance as of 12/15/2023 (LP 4):
NU-Humboldt Charter School - 96.79%
NU-Siskiyou Charter School - 92.88%

Enrollment as of 1/27/2023 (LP 5):
NU-Humboldt Charter School - 318
NU-Siskiyou Charter School - 121

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

Fiscal Implications:

To be determined

Contact Person/s: Shari Lovett, Lynda Speck

**NORTHERN UNITED CHARTER SCHOOLS
ATTENDANCE AND ADA SUMMARY REPORT BY LEARNING PERIODS**

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL				NORTHERN UNITED-SISKIYOU CHARTER SCHOOL			
Date Range	End Enroll	ADA Enroll	% ADA	Date Range	End Enroll	ADA Enroll	% ADA
8/28-9/22	313	305.79	97.98%	8/28-9/22	124	110.95	94.23%
9/25-10/20	316	306.65	97.32%	9/25-10/20	122	115.8	92.16%
10/23-11/17	320	311.58	97.29%	10/23-11/17	125	114.42	90.73%
11/20-12/15	312	309.67	96.79%	11/20-12/15	123	116.53	92.88%
12/18-1/26	315			12/18-1/26	125		
1/29-2/23				1/29-2/23			
2/26-3/22				2/26-3/22			
3/25-4/19				3/25-4/19			
4/22-5/17				4/22-5/17			
5/20-6/14				5/20-6/14			
Year Overall				Year Overall			

Agenda Item 7.
REPORTS

Subject:

7.2 Financial Reports

Action Requested:

None

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

Each month a Financial Report is given in order to keep the Board apprised of the fiscal condition of each school.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kelley Withers

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 Through January

Object	Description	Budgeted	Revenue	Ending Balance
Revenue Detail				
LCFF Revenue Sources				
8011	REVENUE LIMIT ST AID-CURR YR	4,185,650.00	1,909,628.00	2,276,022.00
8012	REVENUE LIMIT-EPA	60,230.00	30,295.00	29,935.00
Total LCFF Revenue Sources		4,245,880.00	1,939,923.00	2,305,957.00
Federal Revenue				
8181	SP ED-ENTITLEMENT PER UDC	50,052.00		50,052.00
8221	NATIONAL LUNCH PROGRAM	45,000.00	13,137.80	31,862.20
8290	ALL OTHER FEDERAL REVENUES	130,239.00	2,500.00	127,739.00
8295	ALL FEDERAL REV PRIOR YEAR	446.00	109,896.00	109,450.00
Total Federal Revenue		225,737.00	125,533.80	100,203.20
Other State Revenues				
8520	CHILD NUTRITION	20,000.00	10,736.65	9,263.35
8550	MANDATED COST REIMBURSEMENTS	8,190.00	9,036.00	846.00
8560	STATE LOTTERY REVENUE	74,987.00	33,973.25	41,013.75
8590	ALL OTHER STATE REVENUES	245,423.00	116,530.00	128,893.00
8595	ALL OTHER STATE REV-PRIOR YR	102,107.00	102,536.82	429.82
Total Other State Revenues		450,707.00	272,812.72	177,894.28
Other Local Revenue				
8660	INTEREST	4,164.00	2,343.16	1,820.84
8677	INTERAGENCY SVCS BETWEEN LEA	46,500.00	7,696.63	38,803.37
8699	ALL OTHER LOCAL REVENUES	351,993.00	34,212.50	317,780.50
8792	TRANS OF APPORTION FROM COE	169,469.00	77,954.00	91,515.00
Total Other Local Revenue		572,126.00	122,206.29	449,919.71
Total Revenues		5,494,450.00	2,460,475.81	3,033,974.19

Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail					
Certificated Salaries					
1100	TEACHERS SALARIES - REGULAR	1,024,540.00	503,125.28	517,406.02	4,008.70
1104	SPECIAL ED TEACHER	364,100.00	141,583.35	186,100.02	36,416.63
1131	SUMMER TEACHERS	9,167.00		9,166.64	.36
1132	COACHES AND SPECIAL ADVISORS			2,500.00	2,500.00
1140	TEACHER SALARY - SUBSTITUTES	12,560.00		6,996.50	5,563.50
1150	TEACHER SALARY - OTHER PAY	41,800.00		15,597.50	26,202.50

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 1, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 Through January

Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)					
Certificated Salaries (continued)					
1200	CERT PUPIL SUPPORT SAL - REG	153,100.00	43,250.00	74,181.75	35,668.25
1300	CERT SUPRVSR & ADMINS' SAL	123,627.00	51,511.30	72,115.82	.12-
1311	COORDINATOR	69,500.00	34,750.00	34,750.00	.00
1350	CERT SUPRVSR & ADMN-OTH PAY	8,500.00		1,250.00	7,250.00
1900	OTHER CERT SALARY- REGULAR	324,700.00	133,591.75	163,208.45	27,899.80
	Total Certificated Salaries	2,131,594.00	907,811.68	1,083,272.70	140,509.62
Classified Salaries					
2100	CLASS INSTR AIDE SAL-REGULAR	92,586.00	52,960.68	43,066.10	3,440.78-
2122	INSTR AIDE SAL HRLY-SPECL ED	56,948.00	33,198.00	25,951.51	2,201.51-
2131	INSTR AIDE SAL XTR ASGN-REG	4,677.00		4,676.67	.33
2160	COACHES & ADVISORS	2,000.00			2,000.00
2210	FOOD SERVICE PERSONNEL	42,640.00	21,320.00	21,320.00	.00
2214	CUSTODIAN	9,673.00	5,056.80	3,631.20	985.00
2255	COMPUTER LAB TECHNICIAN	69,250.00	28,883.35	40,366.69	.04-
2304	BUSINESS MANAGER	109,750.00	42,604.20	67,145.88	.08-
2307	COORDINATOR	77,456.00	33,160.45	44,295.13	.42
2308	DIRECTOR	70,900.00	29,541.70	41,358.38	.08-
2309	ADMINISTRATIVE ASSISTANT	29,716.00	15,200.00	14,516.00	.00
2402	ACCOUNT TECHNICIAN	75,270.00	30,967.80	43,303.50	998.70
2403	CLERICAL TECHNICIAN	19,254.00	10,173.26	8,945.00	135.74
2405	ATTENDANCE TECHNICIAN	50,049.00	19,458.35	33,782.69	3,192.04-
2406	SECRETARY	29,280.00	15,360.00	15,040.00	1,120.00-
2450	CLASS CLER & OFFICE-OTH PAY	100.00		100.00	.00
2900	OTHER CLASS SALARIES-REGULAR	132,909.00	47,770.00	68,210.00	16,929.00
2950	OTHER CLASS SALARIES-OTH PAY			300.00	300.00-
	Total Classified Salaries	872,458.00	385,654.59	476,008.75	10,794.66
Employee Benefits					
3101	STRS - CERTIFICATED	548,135.00	163,628.80	187,751.41	196,754.79
3201	PERS - CERTIFICATED	47,466.00	13,584.60	24,916.52	8,964.88
3202	PERS - CLASSIFIED	209,120.00	97,013.84	113,190.82	1,084.66-
3311	SOCIAL SECURITY-CERTIFICATED	11,004.00	3,143.50	5,929.62	1,930.88
3312	SOCIAL SECURITY-CLASSIFIED	53,827.00	23,794.82	29,358.25	673.93
3331	MEDICARE-CERTIFICATED	30,854.00	13,139.90	15,680.02	2,034.08
3332	MEDICARE-CLASSIFIED	12,591.00	5,564.96	6,866.04	160.00
3411	HEALTH & WELFARE BENEFITS-CRT	562,716.00	266,156.00	290,848.00	5,712.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 1, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 Through January

Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)					
Employee Benefits (continued)					
3412	HEALTH & WELFARE BENEFITS-CLS	165,709.00	103,645.50	97,091.72	35,028.22-
3501	ST UNEMPLOYMENT INS-CERTIF	1,063.00	453.35	540.89	68.76
3502	ST UNEMPLOYMENT INS-CLASSIFD	434.00	191.84	235.15	7.01
3601	WORKER'S COMP-CERTIFICATED	15,530.00	6,615.40	7,872.38	1,042.22
3602	WORKER'S COMP-CLASSIFIED	6,338.00	2,801.73	3,431.94	104.33
Total Employee Benefits		1,664,787.00	699,734.24	783,712.76	181,340.00
Books and Supplies					
4110	TEXTBOOKS	29,102.00	329.57	27,976.82	795.61
4200	BOOKS OTHER THAN TEXTBOOKS	50.00			50.00
4310	MATERIALS & SUPPLIES	138,511.00	2,241.82	57,736.60	78,532.58
4312	SUBSCRIPTIONS/PERIODICALS	10,770.00		189.89	10,580.11
4314	TESTS	267.00			267.00
4351	OFFICE SUPPLIES	12,337.00	.01	1,449.69	10,887.30
4364	GASOLINE	6,026.00		3,350.16	2,675.84
4374	CUSTODIAL SUPPLIES	6,737.00	82.05	1,914.33	4,740.62
4377	GROUND SUPPLIES	742.00	795.86	1,093.59	1,147.45-
4381	BUILDING MAINTENANCE SUPPLS	500.00		1.01-	501.01
4382	SMALL TOOLS	61.00			61.00
4383	LOCKS AND KEYS	200.00		182.65	17.35
4384	REPAIR PARTS-BUILDING	210.00			210.00
4392	MEDICAL SUPPLIES	550.00			550.00
4393	WORKSHOP REFRESHMENTS	7,180.00	1,016.65	4,086.15	2,077.20
4396	FOOD SERVICE SUPPLIES	3,000.00	191.24	239.07	2,569.69
4400	EQUIPMENT	115,260.00			115,260.00
4445	COMPUTERS	5,407.00			5,407.00
4453	OTHER TECHNOLOGY	13,853.00			13,853.00
4710	FOOD	2,000.00	930.56	1,283.22	213.78-
Total Books and Supplies		352,763.00	5,587.76	99,501.16	247,674.08
Services and Other Operating Expenditures					
5201	EMPLOYEE MILEAGE	20,423.00		8,873.42	11,549.58
5205	AIRFARE	3,478.00		2,053.43	1,424.57
5207	REGISTRATION FEES	57,029.00	440.45	20,733.90	35,854.65
5209	ACCOMMODATIONS	40,235.00	386.05	14,998.73	24,850.22
5210	TRAVEL & CONFERENCES			18.00	18.00-
5261	BUS TICKETS FOR STUDENTS	1,000.00	85.00	1,000.00	85.00-

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 1, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 Through January

Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)					
Services and Other Operating Expenditures (continued)					
5300	DUES & MEMBERSHIPS	18,043.00		1,091.82	16,951.18
5450	OTHER INSURANCE	86,994.00	584.55	86,408.46	.99
5512	PROPANE	1,500.00		539.18	960.82
5520	ELECTRICITY SERVICES	17,743.00	6,220.94	10,816.18	705.88
5530	WATER SERVICES	6,850.00	2,724.01	4,024.07	101.92
5560	WASTE DISPOSAL	8,017.00	2,666.89	5,294.00	56.11
5565	HAZARDOUS WASTE DISPOSAL	150.00			150.00
5610	RENTALS AND LEASES	95.00			95.00
5612	RENTALS AND LEASES-BUILDINGS	274,457.00	91,554.48	182,902.91	.39-
5623	RENTALS AND LEASES-EQUIPMENT	18,160.00	4,929.81	7,912.28	5,317.91
5628	RENTALS AND LEASES-OTHER	227.00			227.00
5633	REPAIRS-VEHICLES	676.00		792.01	116.01-
5637	MAINTENANCE AGREEMENTS	17,956.00	4,250.60	7,317.70	6,387.70
5800	CONTRACTED SERVICES	314,045.00	22,208.38	205,310.99	86,525.63
5801	STUDENT TRAVEL/FIELDTRIPS	2,965.00		2,607.00	358.00
5805	PRINTING SERV-OUTSIDE VENDOR	1,263.00		1,357.76	94.76-
5812	LIBRARY CONTRACT	3,328.00			3,328.00
5819	OTHER INTER-LEA CONTRACTS	89,589.00			89,589.00
5822	AUDIT FEES	26,313.00		40,586.00	14,273.00-
5823	LEGAL FEES	10,695.00		1,337.00	9,358.00
5831	ADVERTISEMENT	10,000.00	6,081.00	3,281.00	638.00
5845	INFORMTN NETWORK SERV CONTR	9,595.00			9,595.00
5861	FINGERPRINTING	2,561.00		1,136.00	1,425.00
5881	OTHER CHARGES/FEES	29,980.00		3,013.97	26,966.03
5884	LICENSE, PERMIT, USE FEE, TX	1,002.00	60.00	80.00	862.00
5885	STUDENT AWARDS	100.00			100.00
5888	OTHER OPERATING EXPENSE	76,080.00			76,080.00
5909	TELEPHONE/COMMUNICATIONS	23,375.00		9,650.93	13,724.07
5922	TELEPHONE LINES - TECHNOLOGY	13,353.00		5,774.02	7,578.98
5950	POSTAGE	4,910.00		1,755.63	3,154.37
Total Services and Other Operating Expenditures		1,192,187.00	142,192.16	630,666.39	419,328.45
Tuition					
7142	OTH TUITN, EXCESS CSTS> COE	3,201.00			3,201.00
Total Tuition		3,201.00	.00	.00	3,201.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 1, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

Total Expenditures

6,216,990.00

2,140,980.43

3,073,161.76

1,002,847.81

Excess Revenues (Expenditures)

(612,685.95)

Account classifications selected
FD RESC Y OBJT GOAL FUNC SCH LOCAL

Field ranges selected
FI RANGE

	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL
1.	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-

Primary sort/rollup levels: FD
 Income summary level: 4
 Expense summary level: 4
 Data source: GLSTEX Standard Extract
 Report template: /var/opt/qss/data/CTFAR300: 07/07/2020 17:07:13
 Budget type: 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: 01/29/2024 15:37:39

FUND :01 GENERAL FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Beginning balance						
9110 CASH IN COUNTY TREASURY	0.00	0.00	0.00	0.00	0.00	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
Current year revenue						
8290 ALL OTHER FEDERAL REVENUES	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Current year revenue	0.00	0.00	0.00	0.00	0.00	
**Fund balance	0.00	0.00	0.00			**

FUND :62 CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	Used
Beginning balance						
9110 CASH IN COUNTY TREASURY	1,275,841.72	171,705.70	171,705.70	0.00	1,447,547.42	
9200 ACCOUNTS RECEIVABLE	0.00	2,000.00-	2,000.00-	0.00	2,000.00-	
9209 A/R SET-UP ODD YEARS	522,657.43	395,948.14-	395,948.14-	0.00	126,709.29	
9210 A/R POST	29,756.04	39,456.04-	39,456.04-	0.00	9,700.00-	
9330 PREPAID EXPENDITURES	9,683.26	0.00	0.00	0.00	9,683.26	
9508 USE TAX LIABILITY	101.81-	0.00	0.00	0.00	101.81-	
9509 ACCOUNTS PAYABLE SET UP-ODD YR	45,425.75-	0.00	0.00	0.00	45,425.75-	
9510 ACCOUNTS PAYABLE CURRENT LIAB	18,605.11-	51,013.86	51,013.86	0.00	32,408.75	
9511 STRS PASS THROUGH	1,434.50	0.00	0.00	0.00	1,434.50	
9512 PERS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9513 OASDHI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9514 H & W PASS THROUGH	23,990.42	14,289.24	14,289.24	0.00	38,279.66	
9515 SUI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9516 W/COMP PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9518 MEDICARE PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9556 MISC DISTRICT VOL-DEDS	3,370.26-	0.00	0.00	0.00	3,370.26-	
9650 DEFERRED REVENUE	325,042.97-	250,261.65	250,261.65	0.00	74,781.32-	
TOTAL Beginning balance	1,470,817.47	49,866.27	49,866.27	0.00	1,520,683.74	
Current year revenue						
8011 STATE AID - CURRENT YEAR	1,662,258.00	893,444.00	893,444.00	0.00	768,814.00	53.7
8012 EPA REVENUE	23,370.00	11,653.00	11,653.00	0.00	11,717.00	49.9
8019 STATE AID - PRIOR YEAR	0.00	0.00	0.00	0.00	0.00	N/A
8096 TRANSFERS TO CHART. IN LIEU TX	36,581.00	0.00	0.00	0.00	36,581.00	0.0
8290 ALL OTHER FEDERAL REVENUES	128,315.00	37,715.43	37,715.43	0.00	90,599.57	29.4
8550 MANDATED COST REIMBURSEMENTS	3,994.00	3,994.00	3,994.00	0.00	0.00	100.0
8560 STATE LOTTERY REVENUE	29,095.00	20,185.75	20,185.75	0.00	8,909.25	69.4
8590 ALL OTHER STATE REVENUES	178,126.00	17,929.50	17,929.50	0.00	160,196.50	10.1
8660 INTEREST	5,000.00	7,827.10	7,827.10	0.00	2,827.10-	156.5
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	29,756.00	0.00	0.00	0.00	29,756.00	0.0
8980 CONTRIBUTIONS FR UNRESTR REV	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Current year revenue	2,126,516.00	992,748.78	992,748.78	0.00	1,133,767.22	
*TOTAL Beginning balance + Revenue	3,597,333.47	2,463,566.25	2,463,566.25			*
Expense						
1100 CERTIFICATED TEACHERS SALARIES	533,957.00	251,881.76	251,881.76	271,383.38	10,691.86	98.0
1150 NUCS TUTOR	17,900.00	2,175.00	2,175.00	0.00	15,725.00	12.2
1200 CERT PUPIL SUPPORT SALARY	37,250.00	15,562.50	15,562.50	21,437.50	250.00	99.3
1300 CERTIFICATED SUPERV & ADM SAL	93,156.00	51,375.02	51,375.02	35,625.00	6,155.98	93.4
2100 INSTRUCTIONAL AIDE SALARIES	4,964.00	1,147.50	1,147.50	2,592.50	1,224.00	75.3
2200 CLASSIFIED SUPPORT SALARIES	27,120.00	18,196.57	18,196.57	8,571.90	351.53	98.7
2400 CLERICAL/TECHNICAL/OFFICE SAL	128,080.00	77,115.41	77,115.41	53,101.70	2,137.11-	101.7
2900 OTHER CLASSIFIED SALARIES	101,089.00	39,705.63	39,705.63	12,031.25	49,352.12	51.2
3101 STRS CERTIFICATED	221,769.74	50,889.45	50,889.45	49,435.58	121,444.71	45.2
3201 PERS CERTIFICATED	0.00	12,539.60	12,539.60	12,539.60	25,079.20-	N/A
3202 PERS CLASSIFIED	59,347.54	26,020.71	26,020.71	16,418.99	16,907.84	71.5

FUND :62 CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	Used
3301 SOCIAL SECURITY CERTIFICATED	0.00	3,044.02	3,044.02	2,914.00	5,958.02-	N/A
3302 SOCIAL SECURITY CLASSIFIED	15,936.79	8,547.19	8,547.19	4,730.44	2,659.16	83.3
3311 MEDICARE - CERTIFICATED	9,598.29	4,642.00	4,642.00	4,762.47	193.82	98.0
3312 MEDICARE - CLASSIFIED	3,726.53	1,998.81	1,998.81	1,106.32	621.40	83.3
3401 HEALTH & WELFARE CERTIFICATED	167,355.00	86,259.97	86,259.97	83,310.00	2,214.97-	101.3
3402 HEALTH & WELFARE CLASSIFIED	52,680.00	29,838.00	29,838.00	22,842.00	0.00	100.0
3501 UNEMPLOYMENT - CERTIFICATED	342.89	160.22	160.22	162.21	20.46	94.0
3502 UNEMPLOYMENT - CLASSIFIED	128.26	68.89	68.89	37.91	21.46	83.3
3601 WORKERS COMP - CERTIFICATED	4,699.04	2,176.94	2,176.94	2,227.96	294.14	93.7
3602 WORKERS COMP - CLASSIFIED	1,750.72	937.36	937.36	518.17	295.19	83.1
4100 APPRVD TEXTBKS/CORE CURRICULA	49,687.00	27,940.36	27,940.36	5,426.77	16,319.87	67.2
4200 BOOKS AND REFERENCE MATERIALS	3,705.00	3,704.91	3,704.91	0.00	0.09	100.0
4300 SUPPLIES	65,160.00	27,156.16	27,156.16	21,397.51	16,606.33	74.5
4310 NORTH UNITED SUPPLIES	7,602.00	0.00	0.00	0.00	7,602.00	0.0
4400 NON-CAPITALIZED EQUIP.	66,944.00	8,602.88	8,602.88	0.00	58,341.12	12.9
4700 FOOD	648.00	113.21	113.21	647.50	112.71-	117.4
5100 SUBAGREEMENTS FOR SERVICES	0.00	0.00	0.00	59,570.00	59,570.00-	N/A
5200 TRAVEL & CONFERENCE	80,548.00	13,391.99	13,391.99	8,716.44	58,439.57	27.4
5300 DUES & MEMBERSHIPS	18,304.00	8,665.00	8,665.00	0.00	9,639.00	47.3
5400 INSURANCE	25,000.00	0.00	0.00	81,819.00	56,819.00-	327.3
5500 OPERATION & HOUSEKEEPING SERV	15,000.00	3,984.34	3,984.34	9,127.12	1,888.54	87.4
5510 HEATING BUTANE, OIL	0.00	217.77	217.77	0.00	217.77-	N/A
5520 ELECTRICITY	25,000.00	3,687.89	3,687.89	14,523.76	6,788.35	72.8
5530 WATER&/OR SEWAGE	5,000.00	475.29	475.29	2,114.71	2,410.00	51.8
5550 DISPOSAL/GARBAGE REMOVAL	2,000.00	745.75	745.75	645.09	609.16	69.5
5600 RENTALS, LEASES & REPAIRS,N.C.	14,100.00	5,539.69	5,539.69	17,839.03	9,278.72-	165.8
5612 NORTH UNITED RENT/LEASE BLDG	141,600.00	104,076.00	104,076.00	35,400.00	2,124.00	98.5
5710 TRANSFERS OF DIRECT COSTS	0.00	0.00	0.00	0.00	0.00	N/A
5800 PROFES'L/CONSULTG SVCS/OP EXP	415,284.39	44,707.39	44,707.39	334,514.50	36,062.50	91.3
5801 LEGAL FEES	2,000.00	0.00	0.00	195.00	1,805.00	9.8
5830 AUDIT FEES	20,000.00	0.00	0.00	16,210.00	3,790.00	81.1
5864 CO-OP / SCOE	4,700.00	2,350.00	2,350.00	2,350.00	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	2,676.29	2,676.29	7,376.28	4,552.57-	182.8
5930 COMMUNICATION - POSTAGE/METER	750.00	157.16	157.16	750.00	157.16-	121.0
7142 OTH TUIT,EXC CST PMT TO COE	12,185.00	0.00	0.00	0.00	12,185.00	0.0
TOTAL Expense	2,466,128.19	942,882.51	942,882.51	1,224,371.59	298,874.09	
Ending balance						
9790 FUND BAL-UNDESIG/UNAPPROP	332,098.58	0.00	0.00	0.00	332,098.58	
9791 FUND BAL-BEGINNING BALANCE	1,470,817.47-	0.00	0.00	0.00	1,470,817.47-	
TOTAL Ending balance	1,138,718.89-	0.00	0.00	0.00	1,138,718.89-	
**Fund balance	1,131,205.28	1,520,683.74	1,520,683.74			**

FUND :77 SCHOOL / PAYROLL CLEARING 995

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance used
Beginning balance					
9110 CASH IN COUNTY TREASURY	6,090.60-	11.75	11.75	0.00	6,078.85-
9620 DUE TO OTHER AGENCIES	6,090.60	11.75-	11.75-	0.00	6,078.85
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00
**Fund balance	0.00	0.00	0.00		**

FUND :87 AP CLEARING (994)

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

Beginning balance						
9110 CASH IN COUNTY TREASURY	2,303.00-	32,014.98-	32,014.98-	0.00	34,317.98-	
9620 DUE TO OTHER AGENCIES	2,303.00	32,014.98	32,014.98	0.00	34,317.98	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
*TOTAL Beginning balance + Revenue	0.00	0.00	0.00			*
**Fund balance	0.00	0.00	0.00			**

Agenda Item 7.
REPORTS

Subject:

7.3 Director's Report

Action Requested:

Information

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

Each month the Director may give a report on the state of the schools.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 7.
REPORTS

Subject:

7.4 Northern United - Humboldt Charter School Report

Action Requested:

Information

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

Each month staff will give an update on NU-HCS events and programs. Please see attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis

Humboldt Regional Director Board Report 2-7-24

What's happening Schoolwide?

- A. Our Spelling Bees were a great time for all! Four of our Spellers have advanced to the Regional Spelling Bees.



- B. Science Fair and History Day. Feel free to come be a judge.



NU- Humboldt Charter School's Science Fair and History Day

Date: Friday, March 1, 2024

Time: Project set-up 10am, Judging 10:15am, Awards 2pm

Location: Arcata Learning Center- 1539 F St. Arcata



Winning 4-8th Projects will advance to the County.
Any questions, see Rebekah Davis



- C. Gate Academy 2024 was a great day at Cal Poly Humboldt for our students. Cathie Shermer presented.



D. Our Middle School Boys Basketball Team had a great first game vs. NPA. Thomas scored a record breaking 28 points!! Ricardo made a half-court shot!



E. We have partnered with Humboldt IPA through our Community Schools Grant. They will provide empowerment groups at CLC and ELC.



F. FFA students working on their SAEs- Supervised Agricultural Experiences.



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

A. ALC is offering after hours ceramics lab time for staff.

YOU ARE INVITED
Enrich your being at the first annual
Creative CLAY Gathering!
You will utilize the very basic essential elements:

WATER flow
FIRE kiln
EARTH clay
AIR lighter
ETHER creativity

A gathering for Northern Union Humboldt Teachers and Staff!

A course of alternations of playing with clay - creating masterpieces - and getting to know one another. All items created out of clay goes through several stages. Wet clay - extruded into a pot, details are added. It then gets fired in the kiln (a big oven) to remove all the moisture (bisque fired). Further details and color is added with glazes which turn into glass in the final firing! Your joy and laughter is the goal of this workshop - and vital to create a piece of art that you will treasure!

Meatballs and Appetizers!

Where: the ALC Ceramics Lab 1539 F St., Arcata, CA
When:

Friday January 19th, 1p-4p - start your pieces!
Friday February 16th, 1p-4p - get ready to bisque fire!
Friday, March 15th, 1p-4p - glaze your bisqued pieces!

You do not have to return to the center to pick up finished pieces - we will get them to you.

- B. CLC celebrated Kindness Week with The Great Kindness Challenge. They collected Kind Coins for students' school tuition in Kenya.
- C. CLC celebrated School Choice Week by wearing yellow (the color of School Choice Week) and listing all the reasons that they love our school.
- D. ELC's Floral Design students will participate in CR's CTE Field Day. The students have to complete 4 stations in 2 hours. The stations include naming 25 flowers, naming 25 tools used in floral design and creating various floral designs.

Agenda Item 7.
REPORTS

Subject:

7.5 Northern United - Siskiyou Charter School Report

Action Requested:

Information

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

Each month staff will give an update on NU-SCS events and programs. Please see attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller

NU-SCS Board Report February 2024

Mt Shasta Learning Center

Jarred Lincoln

We had a fun albeit short week at our Learning Center. Oak Leaf students had a mandala art project with Chrissy from the Community Resource Center.



Greta de la Pedraja

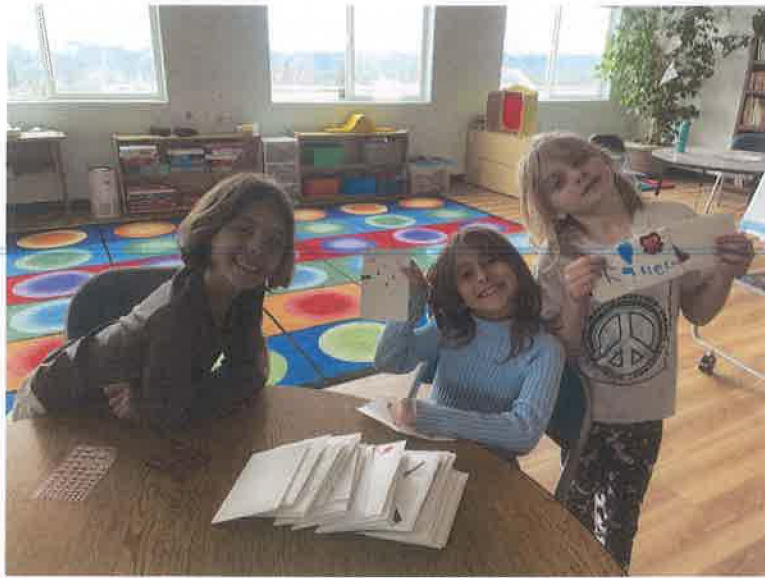
The students had a wonderful time at the Mt Shasta Ski Park educational program. Students received lessons and lift tickets for the day. This was the first of four days.





Avalanche Center Mosaic. Students got hands-on experience using probes and beacons.





Oak Leaves made Valentines for Grenada Gardens residents with Chrissy from the Community Resource Center. We may deliver them on Valentine's Day.

Project Based Volcano studies.



Ice Skating



Yreka Learning Center

Eric Clause

YLC had its annual Winter Social event. We had a representative from Siskiyou County Behavioral Health give a presentation on their services and how to access them. Manufacturing is producing LASER cut and etch projects now and this week's one was a keychain. The students create art and then format it for the LASER to draw and cut out. All the kids got the project done and many made more than one., and best of all they all had fun learning. Nik Ramirez gave a presentation to the board recently about this process.



Elizabeth Clause





At the end of LP5, K-8 students in Elizabeth's class participated in a field trip to Mt. Shasta Nordic center where they learned how to cross country ski with Christian Birch. The students showed great determination and resiliency as they practiced this new skill, and really enjoyed themselves in the snow! Outside of a school sponsored activity, these YLC students would rarely get a chance to experience cross country skiing.

Also in this learning period, the enrichment class in Yreka has been learning about color theory. They have been working on art activities that incorporate primary and secondary colors, color mixing, and a focus on warm and cool Van Gogh's Starry Night.

Tammi Van Housen

I will start teaching Positive Prevention Plus to 7th/8th graders starting Monday February 5th and completing the program in 7 weeks.... The 10th graders will be getting PP+ on Fridays for 7 weeks starting Feb 9th.... I am excited to give my students special elective credit for completing this course in full... I'm also working on recruiting professionals for our Career Night on March 7th (5-7 pm)!!!! We also have two students enrolled in concurrent enrollment at COS this spring semester... I am trying to build this number up each semester for our students. Thank you Tammi Van Housen

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 9.
ADJOURN