

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 1.

CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

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

Action Requested:

1.1 None

1.2 Adopt the Agenda

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

1.2 A trustee, administrator or a member of the public may request that an item be removed from the agenda or the order of the agenda be changed at the pleasure of the Board. Agenda items may be added to the agenda if an "emergency situation" exists or "immediate action" is needed.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 2.

CONSENT AGENDA

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

Subject:

2.1 Consideration of Approval of Warrants and 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 - \$321,833.73

Payroll: NU-Humboldt Charter School - \$384,269.87

Contact Person/s: Shari Lovett, Lynda Speck, Kelley Withers

Checks Dated 06/01/2024 through 06/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000242975	06/06/2024	AMAZON CAPITAL SERVICES	62-4310	Supplies	210.00	
			62-4374	Janitorial supplies	127.33	337.33
3000242976	06/06/2024	Austin Allison	62-5800	DJ for High School Prom 2024		250.00
3000242977	06/06/2024	Boldway, Denise	62-4310	Floral - :Leis	150.00	
				Floral - flowers for crows & wristlet	150.00	
				Floral - flowers for final project	220.00	
				Floral - Mother's day subscriptions	265.00	
				Floral - Prom flowers	150.00	935.00
3000242978	06/06/2024	CITY OF ARCATA	62-5520	May statement - Apt A	93.69	
			62-5530	May statement	100.95	194.64
3000242979	06/06/2024	COMPUGROUP MEDICAL INC	62-5800	May statement		230.51
3000242980	06/06/2024	EUREKA OXYGEN CO	62-4310	Deposit for Helium Tank		150.00
3000242981	06/06/2024	Harmon, Christopher S	62-4310	Supplies for ORBE / Office supplies	58.35	
			62-5950	Supplies for ORBE / Office supplies	22.50	80.85
3000242982	06/06/2024	Jones, Althea M	62-5201	MAY 2024 MILEAGE		102.51
3000242983	06/06/2024	Musgrove, Annessa	62-5201	MAY 2024 MILEAGE		39.20
3000242984	06/06/2024	Shermer, Catherine M	62-4364	Gas for Van - AVID college career		109.20
3000242985	06/06/2024	SOFTCHOICE CORP	62-5800	Microsoft licenses		3,923.19
3000243411	06/10/2024	Fire Monkey Catering Services	62-5800	May/June 2024 Meals for Siskiyou		2,979.00
3000243412	06/10/2024	Gomes, Sarah L	62-4310	Supplies for end of year picnic		473.84
3000243413	06/10/2024	H.C.S.D.	62-5530	May statement - ELC Water		166.10
3000243414	06/10/2024	Kerr, Wendy	62-5201	MAY 2024 MILEAGE		107.20
3000243415	06/10/2024	PIERSON'S BUILDING CENTER	62-4377	Tools - T.Mueller		75.10
3000243416	06/10/2024	RECOLOGY HUMBOLDT COUNTY	62-5560	May statement - ELC		260.31
3000243417	06/10/2024	Sharp, Amanda B	62-4310	Supplies		52.49
3000243418	06/10/2024	UBEO West, LLC	62-5637	June statement - printing services		948.39
3000243419	06/10/2024	Williamson, Caleb M	62-4310	Supplies	16.72	
			62-5201	JUN 2024 MILEAGE	26.80	
				MAY 2024 MILEAGE	16.08	59.60
3000243924	06/13/2024	Aaron Souza North Coast Music	62-5800	Guitar Lessons - J.Coppini, M.Bornman		140.00
3000243925	06/13/2024	BEGINNINGS INC	62-5800	May statement - BLC		3,757.50
3000243926	06/13/2024	Daena L Velasco Acosta	62-5800	May statement - ELC Yardwork		75.00
3000243927	06/13/2024	FASTRAK INVOICE PROCESSING DEP	62-5884	Golden gate bridge toll: Van -7104		9.75
3000243928	06/13/2024	Humboldt Bay Fire	62-5800	Humboldt Fire No. 1 Protect Dist 23-24		216.00
				Benefit Assess.		
3000243929	06/13/2024	HUMBOLDT MOVING & STORAGE INC	62-5800	June statement		71.70
3000243930	06/13/2024	Kerr, Wendy	62-4310	Supplies for ORBE		23.56
3000243931	06/13/2024	NU-SCS	62-8699	NUSCS CEI Grant		8,750.00

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 06/01/2024 through 06/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000243932	06/13/2024	RAINBOW RESOURCE CENTER	62-4110	Replacement order for Biesecker family		355.42
3000243933	06/13/2024	Restif Cleaning Service Cooper ative, Inc	62-5800	Apr statement - cleaning services	2,190.00	
				March statement - cleaning services	2,065.00	4,255.00
3000243934	06/13/2024	Rosie Bosco	62-5800	Piano Lessons - Z.Prescott		72.00
3000243935	06/13/2024	Sylvia, Jennah L	62-5201	MAY 2024 MILEAGE	737.00	
				MAY 24 MILEAGE	123.28	860.28
3000243936	06/13/2024	VALLEY PACIFIC PETROLEUM SERV	62-4364	May statement - gasoline		1,325.62
3000243937	06/13/2024	Walkner, Laura S	62-5210	Contracted Service		660.00
3000245066	06/24/2024	BEGINNINGS INC	62-5800	Breakfast and Lunch BLC		1,343.75
3000245067	06/24/2024	CITI CARDS	62-4310	June Statement	161.59	
			62-5560	June Statement	803.53	965.12
3000245068	06/24/2024	DEPARTMENT OF JUSTICE CASHIERING UNIT	62-5861	May 2024 statement		32.00
3000245069	06/24/2024	DOMINICK, JENNIFER	62-5800	Piano Lessons: L.Coppini May/June	210.00	
				Piano Lessons: R.Bornman May/June	240.00	450.00
3000245070	06/24/2024	Gomes, Sarah L	62-4310	Cupcakes Graduation ceremonies	1,000.00	
				Materials / Custodial supplies	262.43	
			62-4381	Materials / Custodial supplies	121.85	1,384.28
3000245071	06/24/2024	GREAT AMERICA FINANCIAL SERV	62-5623	June statement		816.25
3000245072	06/24/2024	Hayhurst, Melody	62-4393	Materials & Supplies		25.00
3000245073	06/24/2024	Jones, Althea M	62-5201	APR 2024 MILEAGE	26.00	
				JUNE 2024 MILEAGE	52.80	
			62-5209	Parking Fee	36.00	114.80
3000245074	06/24/2024	KOROBI STABLES	62-5800	Riding Lessons		910.00
3000245075	06/24/2024	Musgrove, Annessa	62-4310	Materials & Supplies	108.61	
			62-5201	JUNE 2024 MILEAGE	23.52	132.13
3000245076	06/24/2024	P G & E	62-5520	May statement - ELC		346.38
3000245077	06/24/2024	PITNEY BOWES BANK INC PURCHASE POWER	62-5950	Postage		48.35
3000245078	06/24/2024	PITNEY BOWES INC	62-5623	Apr - Jul statement		461.06
3000245079	06/24/2024	Restif Cleaning Service Cooper ative, Inc	62-5800	May statement		2,065.00
3000245080	06/24/2024	Schaefer, Sarah E	62-5801	Gas for Van		198.54
3000245081	06/24/2024	SHRED AWARE	62-5560	May ALC Pickup	6.38	
				May ELC Pickup	73.33	79.71
3000245082	06/24/2024	SIMMONS, LORENZA	62-5800	Piano Lessons: Freitas Family	400.00	
				Piano Lessons: Hess Family	200.00	600.00
Total Number of Checks					51	42,018.66

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Checks Dated 06/01/2024 through 06/30/2024

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

<u>Fund</u>	<u>Description</u>	<u>Check Count</u>	<u>Expensed Amount</u>
62	CHARTER SCHOOLS ENTERI	51	42,018.66
	Total Number of Checks	51	42,018.66
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		42,018.66

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Checks Dated 07/01/2024 through 07/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000246168	07/10/2024	ACSA	62-5300	2024-2025 ACSA Renewal		1,181.82
3000246169	07/10/2024	AMBROSINI, DENNIS	62-5612	JUL 2024 RENT		2,000.00
3000246170	07/10/2024	Andrew Paul	62-5885	OGA check		250.00
3000246171	07/10/2024	BEGINNINGS INC	62-4351	Apr / May Utilities - BLC	17.59	
			62-4374	Apr / May Utilities - BLC	176.14	
			62-5612	JUL 2024 RENT	1,000.00	
			62-5623	Apr / May Utilities - BLC	814.68	
			62-5800	Apr / May Utilities - BLC	1,744.95	
			62-5909	Apr / May Utilities - BLC	74.04	
			62-5922	Apr / May Utilities - BLC	473.00	4,300.40
3000246172	07/10/2024	CAMPTON PLAZA	62-5612	JUL 2024 RENT		5,625.00
3000246173	07/10/2024	CHACTERSTRONG	62-5210	Professional develop. - J. Churchill-Bos		3,998.00
3000246174	07/10/2024	CHARTER SAFE	62-5450	Paid in Full - 24-25 Package Premium		90,699.00
3000246175	07/10/2024	CITY OF ARCATA	62-5520	June statement - ALC (Apt A)	86.43	
			62-5530	June statement - ALC	231.66	318.09
3000246176	07/10/2024	CUTTEN COMMUNITY CHURCH	62-5520	Jul 2024 utilities	80.76	
			62-5530	Jul 2024 utilities	40.37	
			62-5560	Jul 2024 utilities	71.14	192.27
3000246177	07/10/2024	CUTTEN COMMUNITY CHURCH	62-5612	JUL 2024 RENT		5,700.00
3000246178	07/10/2024	Daena L Velasco Acosta	62-5800	May statement - Yardwork ELC		75.00
3000246179	07/10/2024	DAGGETT, PETER JAY	62-5612	JUL 2024 RENT		2,200.00
3000246180	07/10/2024	EUREKA CITY SCHOOLS BUSINESS AND FISCAL SERVICES	62-5800	May / Jun Meals - ELC/CLC		10,256.75
3000246181	07/10/2024	FOLLET SCHOOL SOLUTIONS, LLC	62-5800	Renewal 06/1/24 - 06/30/25		2,514.29
3000246182	07/10/2024	HUMBOLDT MOVING & STORAGE INC	62-5610	Jul 24 statement		71.70
3000246183	07/10/2024	Infinity Communications & Consulting Inc.	62-5800	E-Rate consulting services		850.00
3000246184	07/10/2024	Josef McCasland	62-5800	Boxing - PE Class - ELC		380.00
3000246185	07/10/2024	Kerr, Wendy	62-5201	Parking reimburse - AVID		105.59
3000246186	07/10/2024	KGK RENTALS LLC	62-5450	JUL 2024 RENT	116.91	
			62-5612	JUL 2024 RENT	5,544.36	5,661.27
3000246187	07/10/2024	MAPLEService, Inc.	62-4400	Toilet installed - TK Room	907.75	
			62-5800	Drinking fountain installed - CLC	8,956.77	
				Drinking fountain installed - CRC	4,425.71	
				Drinking fountain installed - ELC	8,334.89	22,625.12
3000246188	07/10/2024	Merrill, Brandon	62-5201	MAY-JUN 24 MILEAGE		93.93
3000246189	07/10/2024	Mueller, Timothy F	62-5201	JUN 2024 MILEAGE		73.03
3000246190	07/10/2024	P G & E	62-5520	May statement - ALC	441.57	
				May statement- Admin / CRC	629.52	1,071.09

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Checks Dated 07/01/2024 through 07/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000246191	07/10/2024	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	62-5623	Meter rental - Jun statement		461.06
3000246192	07/10/2024	RECOLOGY HUMBOLDT COUNTY	62-5560	Jun 2024 statement - ALC	803.53	
				June statement - ELC	260.31	1,063.84
3000246193	07/10/2024	Rodrigues, Joshua	62-4310	Materials & Supplies	181.41	
			62-4364	Materials & Supplies	101.84	283.25
3000246194	07/10/2024	STATE OF CALIFORNIA EDD	62-9540	2024 SUI Q2		422.77
3000246195	07/10/2024	Sylvia, Jennah L	62-5201	JUN 2024 MILEAGE		124.62
3000246196	07/10/2024	UBEO West, LLC	62-5637	Jul 2024 statement		948.39
3000246197	07/10/2024	YOUNG MINNEY & CORR LLP	62-5823	General services		170.00
3000246885	07/17/2024	AMAZON CAPITAL SERVICES	62-4310	Office supplies - Admin		39.70
3000246886	07/17/2024	AVID CENTER	62-5300	AVID membership		5,909.00
3000246887	07/17/2024	EDMENTUM	62-5800	Appex Learning courses subscription		16,250.00
3000246888	07/17/2024	EUREKA OXYGEN CO	Cancelled	Cylinder rental		8.26 *
		Cancelled on 07/30/2024, Cancel Register # AP07302024				
3000246889	07/17/2024	H.C.S.D.	62-5530	June statement - ELC		176.20
3000246890	07/17/2024	Hubner, Brenda M	62-4310	TK program supplies		1,932.90
3000246891	07/17/2024	LAKESHORE	62-4310	Materials - TK program	90.48	
			62-4400	Materials - TK program	1,852.62	1,943.10
3000246892	07/17/2024	Louis Emmerik Larson DBA:Daisy Fresh Carpet and Upholstery	62-5800	Classroom A - CLC		145.00
3000246893	07/17/2024	MITCHELL, NATALIE S	62-4310	TK program supplies		357.89
3000246894	07/17/2024	P G & E	62-5520	June statement - ELC		292.09
3000246895	07/17/2024	PITNEY BOWES BANK INC PURCHASE POWER	62-5950	Apr statement		104.06
3000246896	07/17/2024	PITNEY BOWES INC Reserve Acct.	62-5950	Meter refill - postage		1,000.00
3000246897	07/17/2024	Restif Cleaning Service Cooper ative, Inc	62-5800	June statement- ELC / Admin		1,555.00
3000246898	07/17/2024	SCHOOL PATHWAYS LLC	62-5800	PLS/SIS/SPArchiving Annual subscription		19,371.82
3000246899	07/17/2024	STAPLES ADVANTAGE	62-4310	TK program supplies	3,120.12	
			62-4351	Office supplies - Admin	77.53	
			62-4374	Janitorial supplies - Admin	63.41	3,261.06
3000246900	07/17/2024	VALLEY PACIFIC PETROLEUM SERV	62-4364	June statement - Humboldt / Siskiyou		676.06
3000247519	07/24/2024	AMAZON CAPITAL SERVICES	62-4310	TK Program supplies		276.46
3000247520	07/24/2024	CDW GOVERNMENT	62-4310	Network equipment		1,155.03
3000247521	07/24/2024	CITI CARDS	62-5800	June statement		258.55
3000247522	07/24/2024	CITY OF ARCATA	62-5520	Closing bill - 6/28/24 - 7/11/24		42.57
3000247523	07/24/2024	GREAT AMERICA FINANCIAL SERV	62-5623	July statement		816.25
3000247524	07/24/2024	LEHMANN, NATHAN	62-5800	Piano Lessons: Jan-Jun 2024		1,050.00
3000247525	07/24/2024	PITNEY BOWES BANK INC PURCHASE POWER	62-5950	June statement - SendPro Pstg		51.65
3000247526	07/24/2024	Withers, Kelley L	62-5950	Postage		29.20

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Checks Dated 07/01/2024 through 07/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000248112	07/31/2024	AMAZON CAPITAL SERVICES	62-4310	TK program supplies	8,888.86	
			62-4400	TK program supplies	820.15	9,709.01
3000248113	07/31/2024	AMBROSINI, DENNIS	62-5612	AUG 2024 RENT - WCLC		2,000.00
3000248114	07/31/2024	BEGINNINGS INC	62-5612	AUG 2024 RENT - BLC		1,000.00
3000248115	07/31/2024	CAMPTON PLAZA	62-5612	AUG 2024 RENT - CRC / Admin		5,625.00
3000248116	07/31/2024	CUTTEN COMMUNITY CHURCH	62-5612	AUG 2024 RENT - CLC		5,700.00
3000248117	07/31/2024	CUTTEN COMMUNITY CHURCH	62-5520	Aug statement - CLC utilities	365.26	
			62-5530	Aug statement - CLC utilities	182.61	
			62-5560	Aug statement - CLC utilities	321.78	869.65
3000248118	07/31/2024	DAGGETT, PETER JAY	62-5612	AUG 2024 RENT - ALC		2,200.00
3000248119	07/31/2024	DISCOUNT SCHOOL SUPPLY	62-4310	TK program supplies	6,510.98	
			62-4400	TK program supplies	7,746.47	14,257.45
3000248120	07/31/2024	KGK RENTALS LLC	62-5450	AUG 2024 RENT - ELC	114.50	
			62-5612	AUG 2024 RENT - ELC	5,429.86	5,544.36
3000248121	07/31/2024	KGK RENTALS LLC	62-5450	Aug statement - ELC insur	2.41	
			62-5612	Aug statement - ELC insur	114.50	116.91
3000248122	07/31/2024	LAKESHORE	62-4310	TK program supplies	7,681.93	
			62-4400	TK program supplies	2,954.60	10,636.53
3000248123	07/31/2024	P G & E	62-5520	June statement - Admin / CRC		597.62
3000248124	07/31/2024	STAPLES ADVANTAGE	62-4310	TK program supplies	226.51	
			62-4400	TK program supplies	540.58	767.09
3000248125	07/31/2024	UBEO West, LLC	62-5800	Canon uniFLOW subscription		373.32
Total Number of Checks					68	279,815.07

Cancel	Count 1	Amount 8.26
Net Issue		279,806.81

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	67	279,806.81
Total Number of Checks		67	279,806.81
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			279,806.81

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 06/28/2024

Fiscal Year 2023/24

EARNINGS by Earnings Code					Adjustments			
Regular		304,134.96						
TOTAL		304,134.96						
EARNINGS by Group					Income		Adjustments	
Base Pay		240,403.69						
Docks		2,313.11-						
Extra Duty		4,942.00						
Stipends		61,102.38						
TOTAL		304,134.96						
EARNINGS					Person Type		Female Employees	
Certificated		33	235,279.83	24	179,619.83			
Classified		24	68,855.13	19	54,177.96			
TOTAL		57	304,134.96	43	233,797.79			
Vendor Summary for Pay Date 06/28/2024								
Vendor Checks								
Vendor Liabilities								
BALANCING DATA								
Gross Earnings		304,134.96	217,458.86	Net Pay				
District Liability		138,297.29	86,676.10	Deductions				
		442,432.25	138,297.29	Contributions				
			442,432.25					

TAXES		Employee		Employer		Total		Subject Grosses	
Federal Withholding		22,658.76				22,658.76		275,092.61	
State Withholding		9,680.50				9,680.50		275,092.61	
Social Security		4,690.00		4,690.00		9,380.00		75,645.34	
Medicare		4,400.47		4,400.47		8,800.94		303,478.86	
SUI				151.77		151.77		303,478.86	
Workers' Comp				2,215.45		2,215.45		303,478.86	
SUBTOTAL		41,429.73		11,457.69		52,887.42			
REDUCTIONS		Employee		Employer		Total		Subject Grosses	
PERS		1,720.02		6,555.66		8,275.68		24,571.35	
PERS / 62		3,239.03		10,802.19		14,041.22		40,487.99	
STRS / 60		12,226.49		22,782.92		35,009.41		119,282.28	
STRS / 62		10,900.71		20,402.01		31,302.72		106,816.71	
Tax Sheltered Annuit		300.00				300.00			
Supplemental Insuran		656.10				656.10			
SUBTOTAL		29,042.35		60,542.78		89,585.13			
DEDUCTIONS		Employee		Employer		Total		Subject Grosses	
Health & Welfare		1,872.75		66,296.82		68,169.57			
Supplemental Insuran		316.62				316.62			
Summer Savings		14,014.65				14,014.65		84,087.68	
SUBTOTAL		16,204.02		66,296.82		82,500.84			
TOTALS		86,676.10		138,297.29		224,973.39			
Cancel/Reissue for Process Date 06/28/2024									
Reissued									
Cancel Checks									
Void ACH									
NET									
Direct Deposits		195,022.59		46					
Checks		22,436.27		11					
Partial Net ACH									
Negative Net									
Check Holds									
Zero Net									
TOTAL		217,458.86		57					

Selection Grouped by Org, Filtered by (Org = 75, Fiscal Year = 2024, Starting Pay Date = 6/28/2024)

ERP for California

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Pay Date 07/10/2024

Fiscal Year 2023/24

EARNINGS by Earnings Code	Income	Adjustments
Regular	3,496.19	
TOTAL	3,496.19	

EARNINGS by Group	Income	Adjustments
Extra Duty	1,996.19	
Stipends	1,500.00	
TOTAL	3,496.19	

EARNINGS	Person Type	Female Employees
Certificated	1	1,500.00
Classified	2	1,996.19
TOTAL	3	3,496.19

Vendor Summary for Pay Date 07/10/2024

Vendor Checks
Vendor Liabilities

BALANCING DATA

Gross Earnings	3,496.19	2,878.30	Net Pay
District Liability	1,020.82	617.89	Deductions
		1,020.82	Contributions
	4,517.01	4,517.01	

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	19.16		19.16	3,188.06
State Withholding	116.14		116.14	3,188.06
Social Security	123.76	123.76	247.52	1,996.19
Medicare	50.70	50.70	101.40	3,496.19
SUI		1.75	1.75	3,496.19
Workers' Comp		25.52	25.52	3,496.19
SUBTOTAL	309.76	201.73	511.49	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	32.59	124.20	156.79	465.50
PERS / 62	122.46	408.39	530.85	1,530.69
STRS / 62	153.08	286.50	439.58	1,500.00
SUBTOTAL	308.13	819.09	1,127.22	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
SUBTOTAL			.00	
TOTALS	617.89	1,020.82	1,638.71	

Cancel/Reissue for Process Date 07/10/2024

Reissued
Cancel Checks
Void ACH

NET

Direct Deposits		
Checks	2,878.30	3
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	2,878.30	3

Kelley Withers

Selection: Grouped by Org, Filtered by (Org = 75, Fiscal Year = 2024, Starting Pay Date = 7/10/2024, Ending Pay Date = 7/10/2024)

ERP for California

Page 1 of 1

Pay Date 07/31/2024

Fiscal Year 2024/25

EARNINGS by Earnings Code	Income	Adjustments
Regular	76,638.72	
TOTAL	76,638.72	

EARNINGS by Group	Income	Adjustments
Base Pay	74,004.72	
Extra Duty	1,344.00	
Stipends	1,290.00	
TOTAL	76,638.72	

EARNINGS	Person Type	Female Employees
Certificated	5	36,873.28
Classified	8	39,765.44
TOTAL	13	76,638.72

Vendor Summary for Pay Date 07/31/2024

Vendor Checks
Vendor Liabilities

BALANCING DATA

		57,400.74	Net Pay
Gross Earnings	76,638.72	19,237.98	Deductions
District Liability	41,828.32	41,828.32	Contributions
	118,467.04	118,467.04	

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	5,314.83		5,314.83	69,634.02
State Withholding	2,136.51		2,136.51	69,634.02
Social Security	2,446.19	2,446.19	4,892.38	39,454.55
Medicare	1,106.75	1,106.75	2,213.50	76,327.83
SUI		38.19	38.19	76,327.83
Workers' Comp		557.20	557.20	76,327.83
SUBTOTAL	11,004.28	4,148.33	15,152.61	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	1,122.77	4,338.69	5,461.46	16,039.50
PERS / 62	1,798.08	6,079.75	7,877.83	22,475.94
STRS / 60	3,212.11	5,985.46	9,197.57	31,337.50
STRS / 62	560.85	1,049.69	1,610.54	5,495.78
Supplemental Insuran	310.89		310.89	
SUBTOTAL	7,004.70	17,453.59	24,458.29	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Health & Welfare	1,179.60	20,226.40	21,406.00	
Supplemental Insuran	49.40		49.40	
SUBTOTAL	1,229.00	20,226.40	21,455.40	
TOTALS	19,237.98	41,828.32	61,066.30	

Cancel/Reissue for Process Date 07/31/2024

Reissued
Cancel Checks
Void ACH

NET

Direct Deposits	54,569.42	12
Checks	2,831.32	1
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	57,400.74	13

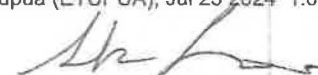
Selection Grouped by Org, Filtered by (Org = 75, Fiscal Year = 2025, Starting Pay Date = 7/31/2024)

ERP for California

Page 1 of 1

075 - Northern United Charter

Generated for Evelyn Tupua (ETUPUA), Jul 23 2024 1:08PM



NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item .

CONSENT AGENDA

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

Subject:

2.2 Consideration of Approval of Warrants (batches 0715,0724,0730,23/24#1,23/24#2,23/24#3) and Payroll for NU-Siskiyou Charter School

Action Requested:

Approval

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

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

Fiscal Implications:

Warrants: NU-Siskiyou Charter School - \$332,380.70

Payroll: NU-Siskiyou Charter School - \$22,661.67

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 0715

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 0715	78498.57	
	Batch Total		

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

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

District Superintendent/Administrator: Kelley Withers Date: 7/12/24
Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

043 NORTHERN UNITED SISKIYOU
24/25 NUSCS A/P PRELIST

J44348

ACCOUNTS PAYABLE PRELIST

APY500 L.00.22 07/12/24 07:05 PAGE 0

Batch status: A All

From batch: 0715

To batch: 0715

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU
24/25 NUSCS A/P PRELIST

J44348

ACCOUNTS PAYABLE PRELIST
BATCH: 0715 NUSCS A/P BATCH 0715
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 07/12/24 07:05 PAGE 1
<< Open >>

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			

000330/00 YREKA MOTORS
1545 SOUTH MAIN ST.
YREKA, CA 96097

PO-250024 07/09/2024	ACCORD/ODYSSEY YREKA MOTORS	1 62-6331-0-4400-1110-1000-000-000000	NN F	78,498.57	78,498.57
	NON-CAPITALIZED EQUIP.				
	TOTAL PAYMENT AMOUNT	78,498.57 *			78,498.57
	TOTAL FUND PAYMENT	78,498.57 **			78,498.57
	TOTAL BATCH PAYMENT	78,498.57 ***	0.00		78,498.57
	TOTAL DISTRICT PAYMENT	78,498.57 ****	0.00		78,498.57
	TOTAL FOR ALL DISTRICTS:	78,498.57 ****	0.00		78,498.57

Number of checks to be printed: 1, not counting voids due to stub overflows.

78,498.57

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0724

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 0724	66759.03	
	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: 7/22/24

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 0724

To batch: 0724

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

161.11
3,550.00
3,150.11
1,016.11
1,016.11
1,120.11
1,150.11
1,150.11
237.11
101.11
102.11
1,100.11
89.71
105.30
553.00
37.00
51.00
37.11
1,100.11

043 NORTHERN UNITED SISKIYOU
NUSCS ACCOUNTS PAYABLE

J45425

ACCOUNTS PAYABLE PRELIST
BATCH: 0724 2425 NUSCS A/P BATCH 0724
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 07/22/24 13:04 PAGE 1

<< Open >>

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			

000244/00	AMAZON CAPITAL SERVICES	0000000000						
	PO BOX 035184							
	SEATTLE, WA 98124							

PO-250025	07/12/2024	INVOICE# 131N-7QYJ-WR1F	1 62-0000-0-4300-0000-2700-000-00000 NN F	261.73	261.73
		SUPPLIES			
PO-250025	07/12/2024	INVOICE# 131N-7QYJ-WR1F	2 62-0000-0-4300-0000-8100-000-00000 NN F	199.67	199.67
		SUPPLIES			
		TOTAL PAYMENT AMOUNT	461.40 *		461.40

000002/00	BOB STONE	559781278						
	P.O. BOX 601							
	YREKA, CA 96097							

PO-250000	07/10/2024	423 RENT FOR JULY	1 62-0000-0-5612-0000-8700-000-20007 N1 P	3,350.00	3,350.00
		NORTH UNITED RENT/LEASE BLDG			
PO-250000	07/10/2024	423 RENT FOR AUGUST	1 62-0000-0-5612-0000-8700-000-20007 N1 P	3,350.00	3,350.00
		NORTH UNITED RENT/LEASE BLDG			
		TOTAL PAYMENT AMOUNT	6,700.00 *		6,700.00

000289/00	DANIEL D. NELSON	567925190						
	A-1 MINI STORAGE							
	PO BOX 600							
	MT SHASTA, CA 96067							

PO-250002	07/10/2024	MTSHASTA RENT FOR JULY	1 62-0000-0-5612-0000-8700-000-20007 NY P	4,944.00	4,944.00
		NORTH UNITED RENT/LEASE BLDG			
PO-250002	07/10/2024	MTSHASTA RENT FOR AUGUST	1 62-0000-0-5612-0000-8700-000-20007 NY P	4,944.00	4,944.00
		NORTH UNITED RENT/LEASE BLDG			
		TOTAL PAYMENT AMOUNT	9,888.00 *		9,888.00

000261/00	EDMENTUM							
	PO BOX 776725							
	CHICAGO, IL 60677-6725							

PO-250022	07/01/2024	CUSTOMER # 197734	1 62-0000-0-5800-1110-1000-000-00000 NN F	9,000.00	9,000.00
		PROFES'L/CONSULTG SVCS/OP EXP			
		TOTAL PAYMENT AMOUNT	9,000.00 *		9,000.00

043 NORTHERN UNITED SISKIYOU J45425
NUSCS ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
BATCH: 0724 2425 NUSCS A/P BATCH 0724
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 07/22/24 13:04 PAGE 2

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

000215/00	GOLDEN ARROW INVESTMENTS	833970988							
	950 NORTHVIEW DR.								
	YREKA, CA 96097								

PO-250001	07/10/2024	505 RENT FOR JULY	1	62-0000-0-5612-0000-8700-000-20007	N1 P			4,250.00	4,250.00
				NORTH UNITED RENT/LEASE BLDG					
PO-250001	07/10/2024	505 RENT FOR AUGUST	1	62-0000-0-5612-0000-8700-000-20007	N1 P			4,250.00	4,250.00
				NORTH UNITED RENT/LEASE BLDG					
		TOTAL PAYMENT AMOUNT						8,500.00 *	8,500.00

000296/00 GREAT AMERICAN FINANCIAL SERV
PO BOX 660831
DALLAS, TX 95266-0831

PO-250026	07/16/2024	INVOICE# 37019032	1	62-0000-0-5600-1110-1000-000-00000	NN P			166.10	166.10
				RENTALS, LEASES & REPAIRS,N.C.					
PO-250026	07/16/2024	INVOICE# 37019032	2	62-0000-0-5600-0000-2700-000-00000	NN P			49.83	49.83
				RENTALS, LEASES & REPAIRS,N.C.					
PO-250026	07/16/2024	INVOICE# 37019032	3	62-0000-0-5600-0000-7200-000-00000	NN P			21.36	21.36
				RENTALS, LEASES & REPAIRS,N.C.					
		TOTAL PAYMENT AMOUNT						237.29 *	237.29

000071/00 HUE & CRY INC
PO BOX 548
ANDERSON, CA 96007

PO-250013	07/08/2024	INVOICE # 864073	1	62-0000-0-5500-0000-8100-000-00000	NN P			76.30	76.30
				OPERATION & HOUSEKEEPING SERV					
PO-250013	07/08/2024	INVOICE # 864073	2	62-0000-0-5800-0000-8100-000-00000	NN P			125.40	125.40
				PROFES'L/CONSULTG SVCS/OP EXP					
		TOTAL PAYMENT AMOUNT						201.70 *	201.70

000294/00 HUNTER COMMUNICATION & TECH
PO BOX 24644
SEATTLE, WA 98124-0644

PO-250017	07/16/2024	INVOICE# 644986	1	62-0000-0-5922-1110-1000-000-00000	NN P			36.92	36.92
				COMMUNICATION - TELEPHONE SVCS					
PO-250017	07/16/2024	INVOICE# 644986	2	62-0000-0-5922-0000-2700-000-00000	NN P			11.08	11.08
				COMMUNICATION - TELEPHONE SVCS					
PO-250017	07/16/2024	INVOICE# 644986	3	62-0000-0-5922-0000-7200-000-00000	NN P			4.74	4.74
				COMMUNICATION - TELEPHONE SVCS					
		TOTAL PAYMENT AMOUNT						52.74 *	52.74

043 NORTHERN/UNITED SISKIYOU
NUSCS ACCOUNTS PAYABLE

J45425

ACCOUNTS PAYABLE PRELIST
BATCH: 0724 2425 NUSCS A/P BATCH 0724
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 07/22/24 13:04 PAGE 3
<< Open >>

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			
000020/00	KEENAN C/O SETECH PO BOX 4328 TORRANCE, CA 90510	0000000000						
PO-250009	07/10/2024	MEDICAL JULY 2024	1 62-0000-0-9514-0000-0000-0000-000000 NN P H & W PASS THROUGH	15,257.00	15,257.00			
PO-250009	07/10/2024	DENTAL JULY 2024	1 62-0000-0-9514-0000-0000-0000-000000 NN P H & W PASS THROUGH	1,476.00	1,476.00			
PO-250009	07/10/2024	VISION JULY 2024	1 62-0000-0-9514-0000-0000-0000-000000 NN P H & W PASS THROUGH	276.00	276.00			
		TOTAL PAYMENT AMOUNT	17,009.00 *		17,009.00			
000013/00	PACIFIC POWER PO BOX 26000 PORTLAND, OR 97256-0001							
PO-250006	07/03/2024	ACCOUNT #64034125-002 8 YREKA	1 62-0000-0-5520-0000-8100-000-000000 NN P ELECTRICITY	633.00	633.00			
PO-250006	07/16/2024	64034125-003 6 2409 MS	1 62-0000-0-5520-0000-8100-000-000000 NN P ELECTRICITY	105.30	105.30			
PO-250006	07/16/2024	64034125-001 0 2409-2411 MS	1 62-0000-0-5520-0000-8100-000-000000 NN P ELECTRICITY	89.70	89.70			
		TOTAL PAYMENT AMOUNT	828.00 *		828.00			
000061/00	PITNEY BOWES GLOBAL FINANCIAL PO BOX 981026 BOSTON, MA 02298-1026	0000000000						
PO-250012	07/01/2024	INVOICE # 3106736802	1 62-0000-0-5600-1110-1000-000-000000 NN P RENTALS, LEASES & REPAIRS,N.C.	60.94	60.94			
PO-250012	07/01/2024	INVOICE # 3106736802	2 62-0000-0-5600-0000-2700-000-000000 NN P RENTALS, LEASES & REPAIRS,N.C.	26.12	26.12			
PO-250012	07/01/2024	ACCOUNT 8000-9890-0069-5077	4 62-0000-0-5930-0000-2700-000-000000 NN P COMMUNICATION - POSTAGE/METER	51.65	51.65			
		TOTAL PAYMENT AMOUNT	138.71 *		138.71			

043 NORTHERN UNITED SISKIYOU
NUSCS ACCOUNTS PAYABLE

J45425

ACCOUNTS PAYABLE PRELIST
BATCH: 0724 2425 NUSCS A/P BATCH 0724
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 07/22/24 13:04 PAGE 4

<< Open >>

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

000006/00 SCHOOL PATHWAYS HOLDINGS LLC
PO BOX 432
PORTOLA, CA 96122

PO-250020 07/10/2024 INVOICE #140-INV6983

1 62-1100-0-5800-1110-1000-000-000000 NN P 12,391.46 12,391.46
PROFES'L/CONSULTG SVCS/OP EXP

TOTAL PAYMENT AMOUNT 12,391.46 * 12,391.46

000023/00 UBEO
PO BOX 301062
LOS ANGELES, CA 90030-1062

PO-250011 07/01/2024 INVOICE # 4559342

1 62-0000-0-5600-1110-1000-000-000000 NN P 945.51 945.51
RENTALS, LEASES & REPAIRS, N.C.

PO-250011 07/01/2024 INVOICE # 4559342

2 62-0000-0-5600-0000-2700-000-000000 NN P 283.65 283.65
RENTALS, LEASES & REPAIRS, N.C.

PO-250011 07/01/2024 INVOICE # 4559342

3 62-0000-0-5600-0000-7200-000-000000 NN P 121.57 121.57
RENTALS, LEASES & REPAIRS, N.C.

TOTAL PAYMENT AMOUNT 1,350.73 * 1,350.73

TOTAL FUND PAYMENT 66,759.03 ** 66,759.03

TOTAL BATCH PAYMENT 66,759.03 *** 0.00 66,759.03

TOTAL DISTRICT PAYMENT 66,759.03 **** 0.00 66,759.03

TOTAL FOR ALL DISTRICTS: 66,759.03 **** 0.00 66,759.03

Number of checks to be printed: 13, not counting voids due to stub overflows.

66,759.03

SISKIYOU COUNTY OFFICE OF EDUCATION

REQUEST FOR WARRANT PROCESSING

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0730

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 0730	478.12	
	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: 7/30/24
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

043 NORTHERN UNITED SISKIYOU
NUSCS ACCOUNTS PAYABLE

J46292

ACCOUNTS PAYABLE PRELIST

APY500 L.00.22 07/30/24 13:14 PAGE 0

Batch status: A All

From batch: 0730

To batch: 0730

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU
NUSCS ACCOUNTS PAYABLE

J46292

ACCOUNTS PAYABLE PRELIST
BATCH: 0730 NUSCS A/P BATCH 0730
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 07/30/24 13:14 PAGE 1
<< Open >>

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

000031/00 HOLIDAY INN EXPRESS
707 MONTAGUE ROAD
YREKA, CA 96097

PO-250027	07/22/2024	CONFIRMATION# 44013594	1	62-0000-0-5200-0000-7200-000-00000	NN P	252.43	252.43	
						TRAVEL & CONFERENCE		
TOTAL PAYMENT AMOUNT						252.43 *	252.43	

000014/00 SHASTA VALLEY PEST CONTROL 822402374
467 SOUTH 7TH ST
MONTAGUE, CA 96064

PO-250007	07/19/2024	INVOICE#14 505 YREKA	1	62-0000-0-5800-0000-8100-000-00000	NY P	40.00	40.00	
						PROFES'L/CONSULTG SVCS/OP EXP		
PO-250007	07/19/2024	INVOICE# 13 423 YREKA	1	62-0000-0-5800-0000-8100-000-00000	NY P	40.00	40.00	
						PROFES'L/CONSULTG SVCS/OP EXP		
PO-250007	07/19/2024	INVOICE#8 2409/2411 MS	1	62-0000-0-5800-0000-8100-000-00000	NY P	40.00	40.00	
						PROFES'L/CONSULTG SVCS/OP EXP		
TOTAL PAYMENT AMOUNT						120.00 *	120.00	

000331/00 SIERRA SPRINGS
P.O BOX 660579
DALLAS, TX 75266

PO-250028	07/26/2024	INVOICE 072624	1	62-0000-0-4300-0000-8100-000-00000	NN P	68.94	68.94	
						SUPPLIES		
TOTAL PAYMENT AMOUNT						68.94 *	68.94	

000016/00 YREKA TRANSFER LLC
303 YAMA STREET
YREKA, CA 96097

PO-250008	07/19/2024	INVOICE INV50663	1	62-0000-0-5550-0000-8100-000-00000	NN P	36.75	36.75	
						DISPOSAL/GARBAGE REMOVAL		
TOTAL PAYMENT AMOUNT						36.75 *	36.75	

TOTAL FUND	PAYMENT	478.12 **		478.12
TOTAL BATCH PAYMENT		478.12 ***	0.00	478.12
TOTAL DISTRICT PAYMENT		478.12 ****	0.00	478.12
TOTAL FOR ALL DISTRICTS:		478.12 ****	0.00	478.12

Number of checks to be printed: 4, not counting voids due to stub overflows.

478.12

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

District # 43 District Name: Northern United Siskiyou Charter School Batch 23/24-1

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 23/24-1	16550.27	
	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: 6/25/24

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

043 NORTHERN UNITED SISKIYOU
23/24 ACCOUNTS PRELIST 23/24-1

J43111

ACCOUNTS PAYABLE PRELIST
BATCH: 2324 23/24 BATCH #1
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 06/26/24 12:56 PAGE 1
<< Open >>

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
000244/00	AMAZON CAPITAL SERVICES PO BOX 035184 SEATTLE, WA 98124	000000000							
CL-240001	07/01/2024	INVOICE #1HG4-PFX1-743P		62-6053-0-4300-1110-1000-000-00000	NN P			2,096.20	2,096.20
				SUPPLIES					
CL-240002	06/17/2024	INVOICE# 1XR6-3JGC-PF41		62-6053-0-4300-1110-1000-000-00000	NN P			1,302.63	1,302.63
				SUPPLIES					
		TOTAL PAYMENT AMOUNT		3,398.83 *					3,398.83
000323/00	California Department of ED PO Box 515006 Sacramento, CA 95851								
CL-240003	06/07/2024	INVOICE# C-072518		62-4126-0-8290-0000-0000-000-00000	NN P			1,118.00	1,118.00
				ALL OTHER FEDERAL REVENUES					
		TOTAL PAYMENT AMOUNT		1,118.00 *					1,118.00
000329/00	HAND 2 MIND 500 GREENVIEW COURT VERNON HILLS, IL 60061								
CL-240004	06/14/2024	ORDER# 310777899		62-6053-0-4300-1110-1000-000-00000	NN P			1,571.57	1,571.57
				SUPPLIES					
		TOTAL PAYMENT AMOUNT		1,571.57 *					1,571.57
000071/00	HUE & CRY INC PO BOX 548 ANDERSON, CA 96007	000000000							
CL-240005	06/13/2024	INVOICE# 862498		62-0000-0-5500-0000-8100-000-00000	NN P			272.00	272.00
				OPERATION & HOUSEKEEPING SERV					
		TOTAL PAYMENT AMOUNT		272.00 *					272.00
000182/00	KATHERINE O'BRIEN 1805 TIMMONS ROAD GRENADA, CA 96038								
CL-240000	07/19/2024	REIMBURSEMENT KATE		62-6331-0-5200-1110-1000-000-00000	NN F			350.27	350.27
				TRAVEL & CONFERENCE					
		TOTAL PAYMENT AMOUNT		350.27 *					350.27

043 NORTHERN UNITED SISKIYOU
23/24 ACCOUNTS PRELIST 23/24-1

J43111

ACCOUNTS PAYABLE PRELIST
BATCH: 2324 23/24 BATCH #1
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 06/26/24 12:56 PAGE 2
<< Open >>

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
000136/00		LAKESHORE LEARNING MATERIALS 2695 E DOMINGUEZ STREET CARSON, CA 90895						
CL-240006	06/14/2024	INVOICE#597608061924		62-6053-0-4300-1110-1000-000-00000	NN P		4,049.48	4,049.48
				SUPPLIES				
		TOTAL PAYMENT AMOUNT		4,049.48 *				4,049.48
000011/00		MT SHASTA SPRING WATER 1878 TWIN VIEW BLVD REDDING, CA 96003	680174022					
CL-240007	06/20/2024	ACCOUNT# 123772		62-0000-0-4300-0000-8100-000-00000	NN P		15.24	15.24
				SUPPLIES				
		TOTAL PAYMENT AMOUNT		15.24 *				15.24
000013/00		PACIFIC POWER PO BOX 26000 PORTLAND, OR 97256-0001						
CL-240008	07/01/2024	64034125-001 0		62-0000-0-5520-0000-8100-000-00000	NN P		240.07	240.07
				ELECTRICITY				
		TOTAL PAYMENT AMOUNT		240.07 *				240.07
000007/00		SISKIYOU COUNTY OFFICE OF ED 609 SOUTH GOLD STREET YREKA, CA 96097						
CL-240012	07/12/2024	INVOICE # 240876		62-0000-0-5800-1110-1000-000-20009	NN P		5,000.00	5,000.00
				PROFES'L/CONSULTG SVCS/OP EXP				
		TOTAL PAYMENT AMOUNT		5,000.00 *				5,000.00
000023/00		UBEO PO BOX 301062 LOS ANGELES, CA 90030-1062	000000000					
CL-240009	06/01/2024	INVOICE# 4493291		62-0000-0-5600-1110-1000-000-00000	NN P		349.21	349.21
				RENTALS, LEASES & REPAIRS,N.C.				
CL-240010	06/01/2024	INVOICE# 4493291		62-0000-0-5600-0000-2700-000-00000	NN P		104.76	104.76
				RENTALS, LEASES & REPAIRS,N.C.				
CL-240011	06/01/2024	INVOICE# 4493291		62-0000-0-5600-0000-7200-000-00000	NN P		44.90	44.90
				RENTALS, LEASES & REPAIRS,N.C.				
		TOTAL PAYMENT AMOUNT		498.87 *				498.87

043 NORTHERN UNITED SISKIYOU J43111
23/24 ACCOUNTS PRELIST 23/24-1

ACCOUNTS PAYABLE PRELIST
BATCH: 2324 23/24 BATCH #1
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 06/26/24 12:56 PAGE 3
<< Open >>

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

000016/00 YREKA TRANSFER LLC
303 YAMA STREET
YREKA, CA 96097

CL-240013 06/19/2024 INVOICE # 45095	62-0800-0-5550-0000-8100-000-00000 NN P	36.75	36.75
	DISPOSAL/GARBAGE REMOVAL		
TOTAL PAYMENT AMOUNT	36.75 *		36.75
TOTAL FUND PAYMENT	16,551.08 **		16,551.08
TOTAL BATCH PAYMENT	16,551.08 ***	0.00	16,551.08
TOTAL DISTRICT PAYMENT	16,551.08 ****	0.00	16,551.08
TOTAL FOR ALL DISTRICTS:	16,551.08 ****	0.00	16,551.08

Number of checks to be printed: 11, not counting voids due to stub overflows. 16,551.08

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 23/24 #2

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 23/24 #2	167305.89	
	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: 7/8/24
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

043 NORTHERN UNITED SISKIYOU
23/24 EOY #2

Payables Payment Transactions
Date: 00/00/0000 - 99/99/9999
PO#: 240015 - 240039

J43645 PCL200 L.00.01 07/08/24 PAGE 1
BATCH NO. 0002 BATCH 23/24 #2

EP NO	PO NO	REQ NO	VE NO/ADDR	VENDOR NAME	TAX ID NO	EP DATE	DATE PAID	STATUS	UT	UT	OBJ	RATE	DISC	RT
INV DATE	INV DESC		1099	ENTERED	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL	PAYMENT	USE TAX AMT	UT	UT	OBJ	DISC AMT	NET PAYMENT
240015	000003		000074/00	AFLAC					07/08/2024				P	
06/25/2024	INVOICE#	465806			62-0000-0-9514-0000-0000-000000					N				
		N	07/08/2024		P		487.56		0.00			0.00		487.56
TOTAL AMOUNT:							487.56 *		0.00 *			0.00 *		487.56 *
240016	000006		000022/00	CITY OF YREKA					07/08/2024				P	
06/20/2024	ACCOUNT	012142-001		505 YREKA	62-0000-0-5530-0000-8100-000-00000					N				
		N	07/08/2024		P		107.54		0.00			0.00		107.54
TOTAL AMOUNT:							107.54 *		0.00 *			0.00 *		107.54 *
240017	000013		000086/00	NUCS - HUMBOLT					07/08/2024				P	
06/28/2024	INVOICE	2024-MOU-02			62-0000-0-5800-0000-7200-000-00000					N				
		N	07/08/2024		P		-17,291.68		0.00			0.00		17,291.68
TOTAL AMOUNT:							17,291.68 *		0.00 *			0.00 *		17,291.68 *
240018	000013		000086/00	NUCS - HUMBOLT					07/08/2024				P	
06/28/2024	INVOICE	2024-MOU-02			62-0000-0-5800-0000-7200-000-00000					N				
		N	07/08/2024		P		20,653.92		0.00			0.00		20,653.92
TOTAL AMOUNT:							20,653.92 *		0.00 *			0.00 *		20,653.92 *
240019	000013		000086/00	NUCS - HUMBOLT					07/08/2024				P	
06/28/2024	INVOICE	2024-MOU-02			62-0000-0-5800-1110-2420-000-00000					N				
		N	07/08/2024		P		11,261.97		0.00			0.00		11,261.97
TOTAL AMOUNT:							11,261.97 *		0.00 *			0.00 *		11,261.97 *
240020	000013		000086/00	NUCS - HUMBOLT					07/08/2024				P	
06/28/2024	INVOICE	2024-MOU-02			62-0000-0-5800-0000-2700-000-00000					N				
		N	07/08/2024		P		5,324.85		0.00			0.00		5,324.85
TOTAL AMOUNT:							5,324.85 *		0.00 *			0.00 *		5,324.85 *
240021	000013		000086/00	NUCS - HUMBOLT					07/08/2024				P	
06/28/2024	INVOICE	2024-MOU-02			62-0000-0-5800-0000-2700-000-00000					N				
		N	07/08/2024		P		12,180.99		0.00			0.00		12,180.99
TOTAL AMOUNT:							12,180.99 *		0.00 *			0.00 *		12,180.99 *

043 NORTHERN UNITED SISKIYOU
23/24 EOY #2

Payables Payment Transactions
Date: 00/00/0000 - 99/99/9999
PO#: 240015 - 240039

J43645 PCL200 L.00.01 07/08/24 PAGE 2
BATCH NO. 0002 BATCH 23/24 #2

EP NO	PO NO	REQ NO	VE NO/ADDR	VENDOR NAME	TAX ID NO	EP DATE	DATE PAID	STATUS	UT	UT	OBJ	RATE	DISC	RT
INV DATE	INV DESC		1099	ENTERED	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL	USE TAX AMT	UT	UT	OBJ	DISC AMT	NET PAYMENT	
240022	000013		000086/00	NUCS - HUMBOLT		07/08/2024								
06/28/2024	INVOICE	2024-MOU-02			62-0000-0-5800-0000-2700-000-00000									
		N		07/08/2024		P	2,895.35	0.00				0.00	2,895.35	
TOTAL AMOUNT:							2,895.35 *	0.00 *				0.00 *	2,895.35 *	
240023	000013		000086/00	NUCS - HUMBOLT		07/08/2024								
06/28/2024	INVOICE	2024-MOU-02			62-0000-0-5800-0000-2700-000-00000									
		N		07/08/2024		P	6,605.85	0.00				0.00	6,605.85	
TOTAL AMOUNT:							6,605.85 *	0.00 *				0.00 *	6,605.85 *	
240024	000013		000086/00	NUCS - HUMBOLT		07/08/2024								
06/28/2024	INVOICE	2024-MOU-02			62-0000-0-5800-0000-2700-000-00000									
		N		07/08/2024		P	13,974.68	0.00				0.00	13,974.68	
TOTAL AMOUNT:							13,974.68 *	0.00 *				0.00 *	13,974.68 *	
240025	000013		000086/00	NUCS - HUMBOLT		07/08/2024								
06/28/2024	INVOICE	2024-MOU-02			62-0001-0-5800-1110-3110-000-00000									
		N		07/08/2024		P	4,812.08	0.00				0.00	4,812.08	
TOTAL AMOUNT:							4,812.08 *	0.00 *				0.00 *	4,812.08 *	
240026	000013		000086/00	NUCS - HUMBOLT		07/08/2024								
06/28/2024	INVOICE	2024-MOU-02			62-3010-0-5800-1110-3110-000-30002									
		N		07/08/2024		P	5,745.88	0.00				0.00	5,745.88	
TOTAL AMOUNT:							5,745.88 *	0.00 *				0.00 *	5,745.88 *	
240027	000013		000086/00	NUCS - HUMBOLT		07/08/2024								
06/28/2024	INVOICE	2024-MOU-02			62-6500-0-5800-5760-1120-000-00000									
		N		07/08/2024		P	17,906.60	0.00				0.00	17,906.60	
TOTAL AMOUNT:							17,906.60 *	0.00 *				0.00 *	17,906.60 *	
240028	000013		000086/00	NUCS - HUMBOLT		07/08/2024								
06/28/2024	INVOICE	2024-MOU-02			62-0000-0-5800-0000-2700-000-00000									
		N		07/08/2024		P	6,653.09	0.00				0.00	6,653.09	
TOTAL AMOUNT:							6,653.09 *	0.00 *				0.00 *	6,653.09 *	

043 NORTHERN UNITED SISKIYOU
23/24 EOY #2

Payables Payment Transactions
Date: 00/00/0000 - 99/99/9999
PO#: 240015 - 240039

J43645 PCL200 L.00.01 07/08/24 PAGE 3
BATCH NO. 0002 BATCH 23/24 #2

EP NO	PO NO	REQ NO	VE NO/ADDR	VENDOR NAME	TAX ID NO	EP DATE	DATE PAID	STATUS	UT	UT	OBJ	RATE	DISC	RT
INV DATE	INV DESC		1099	ENTERED	FD RESC Y OBJT GOAL FUNC SCH LOCAL	USE TAX AMT	UT	UT	OBJ	DISC AMT	NET PAYMENT			
240029	000306		000086/00	NUCS - HUMBOLT		07/08/2024		P						
06/28/2024	INVOICE # 240628				62-0000-0-5200-1110-1000-000-00000		N							
	N			07/08/2024	P	1,747.09	0.00			0.00	1,747.09			
TOTAL AMOUNT:						1,747.09 *	0.00 *			0.00 *	1,747.09 *			
240030	000306		000086/00	NUCS - HUMBOLT		07/08/2024		P						
06/28/2024	INVOICE # 240628				62-6331-0-5200-1110-1000-000-00000		N							
	N			07/08/2024	P	1,022.78	0.00			0.00	1,022.78			
TOTAL AMOUNT:						1,022.78 *	0.00 *			0.00 *	1,022.78 *			
240031	000306		000086/00	NUCS - HUMBOLT		07/08/2024		P						
06/28/2024	INVOICE # 240628				62-6331-0-5200-1110-1000-000-00000		N							
	N			07/08/2024	P	1,712.57	0.00			0.00	1,712.57			
TOTAL AMOUNT:						1,712.57 *	0.00 *			0.00 *	1,712.57 *			
240032	000306		000086/00	NUCS - HUMBOLT		07/08/2024		P						
06/28/2024	INVOICE # 240628				62-6331-0-5800-1110-1000-000-00000		N							
	N			07/08/2024	P	3,927.00	0.00			0.00	3,927.00			
TOTAL AMOUNT:						3,927.00 *	0.00 *			0.00 *	3,927.00 *			
240033	000306		000086/00	NUCS - HUMBOLT		07/08/2024		P						
06/28/2024	INVOICE # 240628				62-6331-0-5200-1110-1000-000-00000		N							
	N			07/08/2024	P	1,057.28	0.00			0.00	1,057.28			
TOTAL AMOUNT:						1,057.28 *	0.00 *			0.00 *	1,057.28 *			
240034	000306		000086/00	NUCS - HUMBOLT		07/08/2024		P						
06/28/2024	INVOICE # 240628				62-0000-0-5830-0000-7191-000-00000		N							
	N			07/08/2024	P	12,705.00	0.00			0.00	12,705.00			
TOTAL AMOUNT:						12,705.00 *	0.00 *			0.00 *	12,705.00 *			
240035	000306		000086/00	NUCS - HUMBOLT		07/08/2024		P						
06/28/2024	INVOICE # 240628				62-6331-0-5200-1110-1000-000-00000		N							
	N			07/08/2024	P	1,473.40	0.00			0.00	1,473.40			
TOTAL AMOUNT:						1,473.40 *	0.00 *			0.00 *	1,473.40 *			

043 NORTHERN UNITED SISKIYOU
23/24 EOY #2

Payables Payment Transactions
Date: 00/00/0000 - 99/99/9999
PO#: 240015 - 240039

J43645 PCL200 L.00.01 07/08/24 PAGE 4
BATCH NO. 0002 BATCH 23/24 #2

EP NO	PO NO	REQ NO	VE NO/ADDR	VENDOR NAME	TAX ID NO	EP DATE	DATE PAID	STATUS	UT	UT	OBJ	RATE	DISC	RT
INV DATE	INV DESC		1099	ENTERED	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL	USE TAX AMT	UT	UT	OBJ	DISC AMT	NET PAYMENT	
240036	000306		000086/00	NUCS - HUMBOLT		07/08/2024								
06/28/2024	INVOICE # 240628				62-0000-0-5801-0000-7100-000-00000									
	N		07/08/2024		P		262.50	0.00				0.00	262.50	
TOTAL AMOUNT:							262.50 *	0.00 *				0.00 *	262.50 *	
240037	000019		000061/00	PITNEY BOWES GLOBAL FINANCIAL		07/08/2024								
06/29/2024	INVOICE # 3106736802				62-0000-0-5600-1110-1000-000-00000									
	N		07/08/2024		P		60.94	0.00				0.00	60.94	
TOTAL AMOUNT:							60.94 *	0.00 *				0.00 *	60.94 *	
240038	000019		000061/00	PITNEY BOWES GLOBAL FINANCIAL		07/08/2024								
06/29/2024	INVOICE # 3106736802				62-0000-0-5600-0000-2700-000-00000									
	N		07/08/2024		P		26.12	0.00				0.00	26.12	
TOTAL AMOUNT:							26.12 *	0.00 *				0.00 *	26.12 *	
240039	000025		000007/00	SISKIYOU COUNTY OFFICE OF ED		07/08/2024								
06/21/2024	INVOICE # 240902				62-0000-0-5800-0000-7200-000-00000									
	N		07/08/2024		P		16,804.22	0.00				0.00	16,804.22	
TOTAL AMOUNT:							16,804.22 *	0.00 *				0.00 *	16,804.22 *	
TOTAL FOR 07/08/2024							166,700.94 **	0.00 **				0.00 **	166,700.94 **	
BATCH NO. TOTAL							166,700.94 ***	0.00 ***				0.00 ***	166,700.94 ***	
GRAND TOTAL							166,700.94 ***	0.00 ***				0.00 ****	166,700.94 ***	

043 NORTHERN UNITED SISKIYOU
0002- BATCH 23/24 #2

Payables Payment Transactions
Date: 00/00/0000 - 99/99/9999
PO#: 240014 - 240014

J43649 PCL200 L.00.01 07/08/24 PAGE 1
BATCH NO. 0002 BATCH 23/24 #2

EP NO	PO NO	REQ NO	VE NO/ADDR	VENDOR NAME	TAX ID NO	EP DATE	DATE PAID	STATUS			
	INV DATE	INV DESC			FD RESC Y OBJT GOAL FUNC SCH LOCAL		UT UT OBJ	RATE DISC RT			
			1099	ENTERED	PAID STATUS	PAYMENT	USE TAX AMT	DISC AMT	NET PAYMENT		
240014	000000		000205/00	COLLEEN ALLEN		07/02/2024		F			
	06/01/2024	REMIBURSEMENT 240014			62-0000-0-5200-1110-2700-000-00000		N				
			N	07/02/2024	F	604.95	0.00	0.00	604.95		
		TOTAL AMOUNT:				604.95 *	0.00 *	0.00 *	604.95 *		
		TOTAL FOR 07/02/2024				604.95 **	0.00 **	0.00 **	604.95 **		
		BATCH NO. TOTAL				604.95 ***	0.00 ***	0.00 ***	604.95 ***		
		GRAND TOTAL				604.95 ***	0.00 ***	0.00 ****	604.95 ***		

SISKIYOU COUNTY OFFICE OF EDUCATION REQUEST FOR WARRANT PROCESSING

District # 43 District Name: Northern United Siskiyou Charter School BATCH 2324 #3

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 2324 #3	2788.82	
	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: 7/12/24

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

043 NORTHERN UNITED SISKIYOU
2324 A/P #3

J44361

ACCOUNTS PAYABLE PRELIST

APY500 L.00.22 07/12/24 09:37 PAGE 0

Batch status: A All

From batch: 0003

To batch: 0003

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J44361 ACCOUNTS PAYABLE PRELIST APY500 L.00.22 07/12/24 09:37 PAGE 1
 2324 A/P #3 BATCH: 0003 2324 A/P #3 << Open >>
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

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

000282/00	FIRST BOOK MARKETPLACE							
	1319 F STREET NW SUITE 1000							
	WASHINGTON, DC 20004							

CL-240040	06/28/2024	INVOICE # 7001345971	62-6053-0-4300-1110-1000-000-00000	NN P	2,711.37	2,711.37
			SUPPLIES			
		TOTAL PAYMENT AMOUNT	2,711.37 *			2,711.37

000294/00	HUNTER COMMUNICATION & TECH	0000000000
	PO BOX 24644	
	SEATTLE, WA 98124-0644	

CL-240041	07/16/2024	BILL # 642471	62-0000-0-5922-1110-1000-000-00000	NN P	54.22	54.22
			COMMUNICATION - TELEPHONE SVCS			
CL-240042	07/16/2024	BILL # 642471	62-0000-0-5922-0000-2700-000-00000	NN P	16.26	16.26
			COMMUNICATION - TELEPHONE SVCS			
CL-240043	07/16/2024	BILL # 642471	62-0000-0-5922-0000-7200-000-00000	NN P	6.97	6.97
			COMMUNICATION - TELEPHONE SVCS			
		TOTAL PAYMENT AMOUNT	77.45 *			77.45

TOTAL FUND	PAYMENT	2,788.82 **		2,788.82
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TOTAL BATCH PAYMENT	2,788.82 ***	0.00	2,788.82
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TOTAL DISTRICT PAYMENT	2,788.82 ****	0.00	2,788.82
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TOTAL FOR ALL DISTRICTS:	2,788.82 ****	0.00	2,788.82
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Number of checks to be printed:	2, not counting voids due to stub overflows.	2,788.82
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043 NORTHERN UNITED SISKIYOU
NUSCS PAYROLL PRELIST

PAYNAME: REG

PAYROLL AUDIT PRELIST
DISTRICT TOTALS

J44349 PAY510 L.00.22 07/12/24 PAGE 4
PAY DATE: 07/31/2024 END DATE: 07/31/2024

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	1	GETTING PAID FIRST TIME	0	
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 1/3 OPTION: P %0.000
APD TO CHECKING	5	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:
-----		GETTING PAID BALANCE OF CONTRACT	0	
TOTAL GETTING PAID	6			

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	16,241.67	NML	0.00	NML	4,432.50	NML	4,432.50	NML	20,674.17
ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00
ADJ NML	16,241.67*	ADJ NML	0.00*	ADJ NML	4,432.50*	ADJ NML	4,432.50*	ADJ NML	20,674.17*
STIP	212.50	STIP	0.00	STIP	0.00	STIP	0.00	STIP	212.50
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	212.50*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	212.50*
TOTAL	16,454.17**	TOTAL	0.00**	TOTAL	4,432.50**	TOTAL	4,432.50**	TOTAL	20,886.67**

TOTAL NUMBER HOURS WORKED: 204.00 TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP	GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
20,886.67		0.00	0.00	0.00	1,886.93	18,999.74	723.11	150.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI	
268.53	0.00	9,082.50	563.12	20,886.67	302.86	0.00	0.00	
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED	
0.00	0.00	0.00	11,804.17	1,207.46	8,493.33	679.47	0.00	
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR		
16,992.12	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	18,999.74	646.60	560.86	0.00	0.00	679.47	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	
6,308.34	5,495.83	0.00	0.00	8,493.33	0.00	0.00	0.00	

Kelley Withers

7/12/24

043 NORTHERN UNITED SISKIYOU
NUSCS SUPP PRELIST

PAYNAME: SUPP

PAYROLL AUDIT PRELIST
DISTRICT TOTALS

J46692 PAY510 L.00.22 08/01/24 PAGE 2
PAY DATE: 08/08/2024 END DATE: 07/31/2024

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	2	GETTING PAID FIRST TIME	0	
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:
	-----	GETTING PAID BALANCE OF CONTRACT	0	/
TOTAL GETTING PAID	2			

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*
STIP	1,775.00	STIP	0.00	STIP	0.00	STIP	0.00	STIP	1,775.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	1,775.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	1,775.00*
TOTAL	1,775.00**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	1,775.00**

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
1,775.00		0.00	0.00	0.00	0.00	1,775.00	0.00	0.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI	
0.00	0.00	1,775.00	110.05	1,775.00	25.74	0.00	0.00	
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR		
1,639.21	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	1,775.00	0.00	0.00	0.00	0.00	0.00	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	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Kelley Withers

8/1/24

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 2.

CONSENT AGENDA

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

Subject:

2.3 Consideration of Approval of Minutes for the June 26, 2024 and June 27, 2024 Board Meetings

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 June 26, 2024 and June 27, 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 Minutes

June 26, 2024

Members Present: Rosemary Kunkler, Jere Cox, Brian Payton and Melissa Johnson

Members Absent: Briana Oesterle

Staff: Shari Lovett, Rebekah Davis, Kirk Miller, Lynda Speck, Lisa Ambrosini, Kelley Withers, and Greta de la Pedraja

CALL TO ORDER: Rosemary Kunkler called the meeting to order at 4:04pm.

1.1 Pledge of Allegiance

1.2 Adopt the Agenda: A motion to adopt the agenda as posted was made by Melissa Johnson and seconded by Brian Payton. Vote taken: Brian Payton-Aye, Melissa Johnson-Aye, and Rosemary Kunkler-Aye. Motion carries.

2.0 CONSENT AGENDA:

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

2.2 Consideration of Approval Warrants and Payroll for Northern United-Siskiyou Charter School (0502, 0515, 0529, 0614, 0617,0618):

2.3 Consideration of Approval of Minutes for the May 20th, 2024 and June 5th Board Meetings:

2.4 Consideration of Resignations, Hires, Leaves and Change of Assignment:

2.5 Consideration of Approval of Williams' Uniform Complaint, Quarterly Report for Northern United-Siskiyou Charter School
A motion to approve the consent agenda was made by Melissa Johnson and seconded by Brian Payton. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.

3.0 PUBLIC COMMENTS: There were no comments.

4.0 PUBLIC HEARINGS:

4.1 Public Hearing: 2024-2025 Education Protection Account Resolution and Planned Expenditures for Northern United-Humboldt Charter School:

Rosemary Kunkler opened the public hearing at 4:09pm. No public. Rosemary Kunkler closed the public hearing at 4:10pm.

4.2 Public Hearing: 2024-2025 Education Protection Account Resolution and Planned Expenditures for Northern United-Siskiyou Charter School:

Rosemary Kunkler opened the public hearing at 4:10pm. No public. Rosemary Kunkler closed the public hearing at 4:11pm.

- 4.3 **Public Hearing: 2024-2025 Final Budget Adoption for Northern United-Humboldt Charter School:** Rosemary Kunkler opened the public hearing at 4:11pm. Kelley Withers gave a presentation on the budget. No public. Rosemary Kunkler closed the public hearing at 4:25pm.
- 4.4 **Public Hearing: 2024-2025 Final Budget Adoption for Northern United-Siskiyou Charter School:** Rosemary Kunkler opened the public hearing at 4:25pm. Kelley Withers gave a presentation on the budget. No public. Rosemary Kunkler closed the public hearing at 4:36pm.
- 4.5 **Public Hearing: 2024-2025 Budget Overview for Parents and Local Control and Accountability Plan with 2023-2024 Annual Update for Northern United-Humboldt Charter School:** Rosemary Kunkler opened the public hearing at 4:36pm. Shari Lovett presented the LCAP. No public. Rosemary Kunkler closed the public hearing at 4:41pm.
- 4.6 **Public Hearing: 2024-2025 Budget Overview for Parents and Local Control and Accountability Plan with 2023-2024 Annual Update for Northern United-Siskiyou Charter School:** Rosemary Kunkler opened the public hearing at 4:41pm. Shari Lovett presented the LCAP. No public. Rosemary Kunkler closed the public hearing at 4:43pm.

5.0 ACTION ITEMS:

- 5.1 **Approval of Education Protection Account Resolution and 2023-2024 EPA Planned Expenditures for Northern United-Humboldt Charter School:** Shari Lovett explained how the money was spent. Motion to approve the Education Protection Account Resolution and 2023-2024 EPA Planned Expenditures for Northern United-Humboldt Charter School was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.2 **Approval of Education Protection Account Resolution and 2023-2024 EPA Planned Expenditures for Northern United-Siskiyou Charter School:** Shari Lovett explained how the money was spent. Motion to approve the Education Protection Account Resolution and 2023-2024 EPA Planned Expenditures for Northern United-Siskiyou Charter School was made by Melissa Johnson and seconded by Jere Cox. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.3 **Approval of Warrant Distribution Authorization Form CS-1 and Certification Form CS-7 for Northern United-Humboldt Charter School:** Shari Lovett went over who would be approved for signing and picking up checks. A motion was made to approve the Warrant Distribution Authorization Form CS-1 and Certification Form CS-7 for Northern United-Humboldt Charter School by Jere Cox and seconded by Brian Payton. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.4 **Approval of Certification of Signatures for Northern United-Siskiyou Charter School:** Shari Lovett went over who would be approved for signing and picking up of checks. A motion to approve the Certification of Signatures for

Northern United-Siskiyou Charter School was made by Melissa Johnson and seconded by Jere Cox. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.

- 5.5 **Approval of 2024-2025 Consolidated Application for Funding for Northern United-Humboldt Charter School:** Shari Lovett explained the Con App. A motion to approve the Consolidated Application for Funding for Northern United-Humboldt Charter School was made by Melissa Johnson and seconded by Brian Payton. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.6 **Approval of 2024-2025 Consolidated Application for Funding for Northern United-Siskiyou Charter School:** Shari Lovett explained the Con App. A motion to approve the Consolidated Application for Funding for Northern United-Siskiyou Charter School was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.7 **Approval of Proposition 28 Arts and Music in Schools Funding Annual Report for Northern United-Humboldt Charter School:** Shari Lovett explained Prop 28 and that no money was spent. A motion to approve Proposition 28 Arts and Music in Schools Funding Annual Report for Northern United-Humboldt Charter School was made by Melissa Johnson and seconded by Brian Payton. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.8 **Approval of Proposition 28 Arts and Music in Schools Funding Annual Report for Northern United-Siskiyou Charter School:** Shari Lovett explained Prop 28 and how the money was spent. A motion to approve Proposition 28 Arts and Music in Schools Funding Annual Report for Northern United-Siskiyou Charter School was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.9 **Approval of Lease Agreement for 2120 Campton Rd, Eureka-Cutten Resource Center for Northern United-Humboldt Charter School:** Shari Lovett reported that there is no increase in the lease. A motion to approve the lease agreement for 2120 Campton Rd., Eureka was made by Jere Cox and seconded by Brian Payton. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.10 **Approval of Lease Agreement for 2020 Campton Rd. Eureka-Cutten Learning Center for Northern United-Humboldt Charter School:** Shari Lovett reported that there is a \$700 per month increase in lease as we added the TK/K room to our lease. A motion to approve the lease for 2020 Campton Rd., Eureka was made by Melissa Johnson and seconded by Brian Payton. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.

5.11 Approval of Northern United Charter Schools' School Director Contract for 2024/2025 -2026/2027: Rosemary Kunkler read the terms to the School

Director's contract:

- Contract will be from July 1, 2024 through June 30, 2027
- Contract is for 220 days with 12 days of sick leave
- Salary will be \$130,000 with increases being negotiable annually
- A cell phone stipend of \$480 per year
- Compensation for mileage according to policy
- ACSA membership paid
- Medical insurance paid in accordance with annual board approval as per all employees
- Board will evaluate School Director in April of each year with a mutually agreed on evaluation process

A motion to approve the School Director's contract for the 2024/2025-2026/2027 school years was made by Jere Cox and seconded by Melissa Johnson. Vote taken: Melissa Johnson-Aye, Brian Payton-Aye, Jere Cox-Aye and Rosemary Kunkler-Aye. Motion carries.

6.0 REPORTS:

6.1 Enrollment and Attendance Report: In packet

6.2 Financial Report for Northern United Humboldt and Siskiyou Charter Schools: In packet

6.3 Directors Report: Shari Lovett went over the following topics:

- Graduation for both schools
- Administrative changes
- Open positions
- Grants for both schools
- Vacation and time she will be gone

6.4 Northern United-Humboldt Charter School Report: In packet

6.5 Northern United-Siskiyou Charter School Report: In packet

6.6 Board Report:

Jere Cox: Said that he is sorry that he will miss the June 27th board meeting. Wished everyone a good and safe summer.

Brian Payton: Looking forward to seeing the school grow and the changes to come.

Melissa Johnson: Thanked all the staff for a good year and making it good for all of our students.

Rosemary Kunkler: Spoke of her telephone conversation with the auditor. She had two grandsons graduate this year at NUCS. Wanted to thank Tim for working his magic with the behind the scene work that made the graduation go smoothly. Thanked her fellow board members for a fun year and that they do make a difference.

7.0 NEXT BOARD MEETING:

7.1 Possible Agenda Items: Board evaluation, policies

7.2 Next Board Meeting Date: June 27th at 4pm

9.0 ADJOURNMENT: Rosemary Kunkler adjourned the meeting at 5:35pm.

Northern United Charter Schools

Board of Directors

Regular Board Meeting Minutes

June 27, 2024

Members Present: Rosemary Kunkler, Brian Payton and Briana Oesterle

Members Absent: Jere Cox and Melissa Johnson

Staff: Shari Lovett, Rebekah Davis, Kirk Miller, Lynda Speck, Sara Thompson, Kelley Withers, and Greta de la Pedraja

1.0 CALL TO ORDER: Rosemary Kunkler called the meeting to order at 4:04pm.

1.1 Pledge of Allegiance

1.2 Adopt the Agenda: A motion to approve the agenda with correction to item 3.2 was made by Briana Oesterle and seconded by Brian Payton. Vote taken: Brian Payton-Aye, Briana Oesterle-Aye, and Rosemary Kunkler-Aye. Motion carries. Correction was to change NU-HCS to NU-SCS.

2.0 PUBLIC COMMENTS: There were no comments.

3.0 ACTION ITEMS:

3.1 Approval of 2024-2025 Budget Overview for Parents and Local Control and Accountability Plan with 2023-2024 Annual Update for Northern United-Humboldt Charter School: A motion to approve the 2024-2025 Budget Overview for Parents and Local Control and Accountability Plan with 2023-2024 Annual Update for Northern United-Humboldt Charter School was made by Brian Payton and seconded by Briana Oesterle. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.

3.2 Approval of 2024-2025 Overview for Parents and Local Control and Accountability Plan with 2023-2024 Annual Update for Northern United-Siskiyou Charter School: A motion to approve the 2024-2025 Budget Overview for Parents and Local Control and Accountability Plan with 2023-2024 Annual Update for Northern United-Siskiyou Charter School was made by Briana Oesterle and seconded by Brian Payton. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.

3.3 Approval of 2024-2025 Final Budget Adoption for Northern United-Humboldt Charter School: A motion to approve the 2024-2025 final budget adoption for Northern United-Humboldt Charter School was made by Brian Payton and seconded by Briana Oesterle. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.

3.4 Approval of 2024-2025 Final Budget Adoption and Budget Transfer Resolution for Northern United-Siskiyou Charter School: A motion to approve the 2024-2025 final budget adoption and budget transfer resolution for

Northern United-Siskiyou Charter School was made by Briana Oesterle and seconded by Brian Payton. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.

- 3.5 Approval of LCFF Local Indicator Data Report for Northern United-Humboldt Charter School:** A motion to approve the LCFF Local Indicator Data Report for Northern United-Humboldt Charter School was made by Brian Payton and seconded by Briana Oesterle. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 3.6 Approval of LCFF Local Indicator Data Report for Northern United-Siskiyou Charter School:** A motion to approve the LCFF Local Indicator Data Report for Northern United-Siskiyou Charter School was made by Briana Oesterle and seconded by Brian Payton. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 3.7 Approval of the Revised LCAP Every Student Succeeds Act Federal Addendum for Northern United-Humboldt Charter School:** Shari Lovett explained the revision and what it means. A motion to approve the revised LCAP Every Student Succeeds Act Federal Addendum for Northern United-Humboldt Charter School was made by Brian Payton and seconded by Briana Oesterle. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 3.8 Approval of the Revised LCAP Every Student Succeeds Act Federal Addendum for Northern United-Siskiyou Charter School:** Shari Lovett explained the revision and what it means. A motion to approve the revised LCAP Every Student Succeeds Act Federal Addendum for Northern United-Siskiyou Charter School was made by Briana Oesterle and seconded by Brian Payton. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 3.9 Approval of the Beginnings, Inc. Food Service Agreement for 2024-2025 for Northern United-Humboldt's Briceland Learning Center:** Shari Lovett explained the increase per meal for the coming year. A motion to approve the Beginnings, Inc. food service agreement for 2024-2025 was made by Brian Payton and seconded by Briana Oesterle. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 3.10 Approval of the Eureka City Schools Food Service Agreement for 2024-2025 for Northern United-Humboldt's Cutten and Eureka Learning Centers and the Cutten Resource Center:** Shari Lovett explained that there is no increase in the cost of the meals. A motion to approve the Eureka City Schools Food Service Agreement for 2024-2025 for Northern United-Humboldt's Cutten and Eureka Learning Centers and the Cutten Resource Center was made by Briana Oesterle and seconded by Brian Payton. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 3.11 Approval of the Fire Monkey Food Service Agreement for 2024-2025 for Northern United-Siskiyou's Mt. Shasta and Yreka Learning Centers:** Shari

Lovett explained that there would be a 15 cent increase in the lunches for the 9-12th grades and a 15 cent decrease in the cost of the lunches for the TK-8th grades. A motion to approve the Fire Monkey Food Service Agreement for 2024-2025 for Northern United-Siskiyou's Mt. Shasta and Yreka Learning Centers was made by Briana Oesterle and seconded by Brian Payton. Vote taken: Briana Oesterle-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.

4.0 NEXT BOARD MEETING:

4.1 Possible Agenda Items: Board evaluation, policies

4.2 Next Board Meeting Date: August 14, 2024 at 4pm.

9.0 ADJOURNMENT: Rosemary Kunkler adjourned the meeting at 4:52 pm.

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 2.

CONSENT AGENDA

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

Subject:

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

Action Requested:

Approval

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck



Northern United Charter Schools

Resignations, Hires, and Leaves

For Month Ending: 7/31/2024

Resignations

Name	Date	Location	Comments
Caitlin Conners	5/31/2024	Eureka Learning Center	Resigned
Grant Bryant	6/14/2024	Cutten Learning Center	Resigned
Maritza Popoca	6/14/2024	Cutten Learning Center	Resigned
Raven Markee	6/14/2024	Cutten Learning Center	Position Ended
Dawn Fryling	6/14/2024	Mt. Shasta Learning Center	Retired
Tracy Hardy	6/14/2024	NU-Humboldt	Resigned
Andrew Allen	6/14/2024	Yreka Learning Center	Resigned
Caleb Williamson	6/14/2024	Cutten Learning Center	Resigned

HIRES

Name	Date	Location	Comments
Oscar Lopez	8/21/2024	Ind. Study, Humboldt	Ind. Study Teacher
Kristal Jackson	8/21/2024	NU-Siskiyou	Special Education Teacher
Natalie Mitchell	8/21/2024	Cutten Learning Center	TK-K Teacher
Brenda Hubner	8/21/2024	Cutten Learning Center	1-2 Teacher
Blair Soffe	8/21/2024	Briceland Learning Center	5-6 Teacher
William Helwer Carlson	8/21/2024	Eureka Learning Center	CTE Teacher/FFA Advisor
Amanda Cobine	8/1/2024	Eureka Learning Center	Rehire
Aiden Lovett	8/26/2024	Cutten Learning Center	Instructional Aide
Lyndon Rhoomes	8/26/2024	Eureka Learning Center	Van Driver
Annalee Head	8/26/2024	Yreka Learning Center	Tutor/SGI
Renee Jones	8/21/2024	Cutten Learning Center	SGI/Instructional Aide

Leaves

Name	Date	Location	Comments
Annessa Musgrove	8/26/2024	Eureka Learning Center	Maternity Leave

Change Of Assignment

Name	Date	Location	Comments
Rebecca Zuspan	8/21/2024	Cuttent Learning Center	Becoming Ind. Study Teacher
Kirk Miller	8/21/2024	Mt. Shasta Learning Center	Director/Teacher
Colleen Allem	7/1/2024	Yreka Learning Center	Director/Teacher

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 3.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

3.1 Comments by the Public

Action Requested:

None \

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.1 Review of the Vendor Services Policy - 1st Reading

Action Requested:

Review

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

This policy needed to be updated in order to match our practices.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

E-42 Vendor Services Policy Draft

Adopted 9/20/2018, 10/14/2021
Revised 3/19/2020

Northern United Charter Schools believes it is important to create quality education opportunities for students. The charter school receives ADA funding for the purpose of supporting new learning for a student and minimal practice of those newly learned skills. Northern United Charter Schools' teachers will determine if a vendor is needed to meet state standards.

Outside vendors will only be used when the service that is being provided is not a service that Northern United Charter Schools can provide (e.g., swim lessons, music lessons, specialized physical fitness programs like karate, dance etc.). Student may only utilize one vended class per semester for either visual and performing arts or life skills.

Outside vendors must be pre-approved by Northern United Charter Schools to ensure that all have been fingerprinted and received background clearance through the Department of Justice in accordance with Education Code Section 45125.1, to ensure TB testing and clearance as applicable, and to ensure that facilities where vendors operate are reviewed against California's Megan's law website for the presence of registered sex offenders.

Outside vendor services must be on the Northern United Charter Schools' approved vendor list.

The following types of vendors are acceptable:

- Academic tutoring and/or small group instruction
- Music enrichment
- Art enrichment
- PE enrichment (Gymnastics, Martial Arts, Swimming, Tennis)

E-42 Tutoring/Vendor Services Policy

Adopted 9/20/2018, 10/14/2021
Revised 3/19/2020

Northern United Charter Schools knows it is important to create quality opportunities for its students. It is the responsibility of the teacher to counsel their families to identify the type of vending/tutoring services that will best improve each individual student's education.

Outside vendors will only be used when the service that is being provided is not a service that Northern United Charter Schools can provide (e.g., swim lessons, music lessons, specialized physical fitness programs like karate, dance etc.). Outside vendors must be pre-approved by Northern United Charter Schools to ensure that all have been fingerprinted and received background clearance through the Department of Justice in accordance with Education Code Section 45125.1, to ensure TB testing and clearance as applicable, and to ensure that facilities where vendors operate are reviewed against California's Megan's law website for the presence of registered sex offenders.

Northern United Charter Schools' teachers who work at a learning center and are receiving a salary cannot submit for tutoring or small group instruction. Teachers cannot be paid as a vendor for tutoring their own children.

Small group instruction will be defined as any class with three (3) or more students actively enrolled. Any class that drops below three (3) students will be considered tutoring and the pay will reflect the change.

PLEASE NOTE: ANY EXCEPTIONS TO THIS POLICY MUST BE APPROVED BY THE NORTHERN UNITED CHARTER SCHOOLS' SCHOOL DIRECTOR OR DESIGNEE

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.2 Review of the Curriculum and Instructional Materials Policy - 1st Reading

Action Requested:

Review

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

This policy needed to be updated in order to match our practices.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

S-10 Curriculum and Instructional Materials Policy Draft

All students at Northern United Charter Schools will be provided all supplies and/or equipment that are necessary for their core-academic programs and services. Any additional instructional materials or specialized curriculum needed to enhance the educational program of a Northern United Charter Schools' student must be pre-approved by the Northern United Charter Schools' School Director.

ADA funding is received for the purpose of supporting new learning for a student and some minimal practice of those newly learned skills.

All items purchased with school funds are the property of Northern United Charter Schools.

All non-consumable materials must be returned to Northern United Charter Schools at the end of the school year or when a student is no longer enrolled in the school for re-use.

All instructional materials purchased must be used for a Northern United Charter Schools' student. Materials must not be sectarian nor denominational.

Any additional instructional materials approved and purchased must be represented in the learning record.

The following purchases are acceptable:

- Basic school and office supplies adequate for learning basic course skills (non-professional or school-grade only).
- Enough basic raw materials for learning basic course skills in one learning record documented educational project: fabrics, wood, yarn enough for one project, etc. (Exception: no food purchases allowed).
- Art supplies that are of student-grade only (non-professional supplies).
- Basic equipment for documented learning as needed by student.

The following types of items are not acceptable:

- Furniture
- Internal computer parts
- Ready-made clothes
- Ready-made jewelry
- Toys
- Personal PE items
- Home and office equipment
- Kitchen equipment
- Yard equipment
- Picture frames
- Religious materials of any type: Curriculum, Books, CDs, Videos, Cassettes, Tapes, Posters, etc.

S-10 Instructional Funds Policy

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

Instructional funds are money allocated for each Independent Study student, not attending a learning center, enrolled with Northern United Charter Schools. These funds will be used for the student's educational needs. The amounts of funding that is allocated to the instructional fund accounts will be based upon the student's enter date. The maximum dollar amount will be set for each year prior to the first day of school. **All items purchased with Instructional Funds are the property of Northern United Charter Schools. All non-consumable materials must be returned to Northern United Charter Schools at the end of the school year for re-use.**

Instructional funds for students enrolled in a center based program will be combined into that center's budget and used to pay for the materials and services you receive through the learning center. This means there are no individual instructional funds accounts separate from the center. Even though these center based programs do not have individual instructional fund accounts, this policy still applies for any requested purchases of materials or services by the center as a whole (or any individual student of the center).

A Northern United Charter Schools' teacher will meet with each student's parent/guardian at the start of each semester to assess the necessary academic materials and services for the student. The teacher will ensure that the Charter School makes all necessary purchases for the student up to the maximum dollar amount of the instructional funds; no actual money will be given to the parent/guardian.

All requests for the use of instructional funds must go through the teacher who will submit the proper forms to the business office for approval. No materials or services may be purchased without approval from the Northern United Charter Schools' administration office. The business office will be responsible for tracking all student accounts.

All students at Northern United Charter Schools will be provided all supplies and/or equipment that are necessary for their core-academic programs and services. Instructional funds can be used to purchase additional supplies, equipment, and/or services, which will enhance the educational program of the student.

Student instructional funds are applied for the year in which they are generated with no rollover from a previous year. Once one school year ends, the student's funding will end for that year also. New funding will begin on the next school year start date at the amounts stated for the student budget for that particular school year.

Some examples of materials and services that **may be** purchased with instructional funds include, but are not limited to, the following:

- Textbooks and workbooks, in addition to the core curriculum materials
- Core subject tutoring and small group instruction
- Manipulatives
- Supplemental school supplies and equipment
- Art Supplies
- Art Lessons

- Music Supplies
- Music Lessons
- PE services
- Drivers Education
- Materials for electives

Below is a more detailed criteria of the materials and services that may and may not be purchased using instructional funds.

Criteria of Materials That Can Be Purchased with Instructional Funds:

Definition: ADA funding is received for the purpose of supporting new learning for a student and some minimal practice of those newly learned skills. Therefore, ADA funding may be spent for basic educational items that support new learning and that fall into these categories:

Materials must be used to meet student standards for the student for whom the materials are being purchased.

The following purchases are acceptable:

- Basic school and office supplies adequate for learning basic course skills (non-professional or school grade only).
- Enough basic raw materials for learning basic course skills in one learning record documented educational project: fabrics, wood, yarn enough for one project, (Exception: no food purchases allowed) (Teachers are responsible for monitoring quantities of items purchased).
- Art supplies that are of student grade only (non-professional supplies).
- Basic equipment for documented learning as needed by student: sewing machine, cassettes players, manipulatives, cameras, tools (not power tools).

The following types of items are not acceptable:

- Furniture
- Internal computer parts for non-school owned computers
- Ready-made clothes
- Ready-made jewelry
- Toys
- Personal hygiene items
- Personal PE items including but not limited to: skis, bicycles and clothing
- Home and office equipment including but not limited to: faxes, copiers, telephones, answering machines, TVs, VCRs and DVD/CD Players
- Kitchen equipment including but not limited to: popcorn poppers, trays, plates, silverware
- Yard equipment including but not limited to: grass watering kits, garden ponds, swimming pools
- Picture frames

Materials must not be sectarian nor denominational.

The following types of items are strictly prohibited:

- Religious materials of any type: Books, CD- ROMS, CDs, Videos, Cassettes, Tapes, Posters, etc.

Materials must not expose teachers, students or staff to any dangerous materials or serious injury.

The following types of items are strictly prohibited:

- Poisons
- Knives
- Bows and Arrows
- Darts with sharp points
- Trampolines
- Swimming pools
- Rocket engines
- Weapons
- Power tools
- Large or heavy items must be limited to those items which the teacher can easily transport.

All materials purchased with instructional funds must be represented in the Learning Records for the student.

All requests for the use of instructional funds will be reviewed by Northern United Charter Schools' administration who may request further information from the teacher and/or parent/student.

Services purchased with instructional funds must be for the educational development of the student.

The following services are acceptable (including, but not limited to):

- Academic tutoring and small group instruction
- Music lessons
- Art lessons
- PE courses (Gymnastics, Martial Arts, Swimming, Tennis – must be offered through an insured instructor or staff member)
- Driver's Education courses

The following services are not acceptable (including, but not limited to):

- Boxing lessons
- Diving lessons
- Scuba diving
- Mountain bike riding
- Rock climbing
- Any service that may involve physical activities that could put the student, teacher or staff in danger. If the activity is not listed above as an acceptable service then the Northern United Charter Schools' administration office will review each requested service to ensure that it meets the safety standards of the Charter School.

Northern United Charter Schools may request proof of insurance from any business or person before approving for a service to begin. Additional insurance for any service may not be purchased through instructional funds.

All person(s) or businesses that perform services which are to be paid for with instructional funds must be cleared through the Northern United Charter Schools' administration office PRIOR to the start of the services being rendered.

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.3 Approval of the NUCS Independent Study Policy

Action Requested:

Approval

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

Each year, the Board is required to review and approve the Independent Study Policy. This year there were some required changes. On June 29, 2024, the Governor signed Senate Bill 153 ("SB 153"), otherwise known as the Education Omnibus Budget Trailer Bill. SB 153 makes significant amendments to the independent study requirements. These amendments trigger necessary changes to our independent study board policy that must be made before we commence independent study for the 2024-25 school year.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

S-08 Independent Study Policy Revision

Adopted 9/20/2018, 11/14/2019, 11/12/2020

Revised /Adopted 8/19/2021, 11/10/2021, 8/18/2022, 8/9/2023, [INSERT DATE]

Northern United Charter Schools shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. Northern United Charter Schools shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Northern United Charter Schools' Board of Directors for implementation at the Charter School:

- For pupils in all grade levels and programs offered by Northern United Charter Schools, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
- The Northern United Charter Schools' School Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - When any pupil fails to complete three (3) assignments during any period of twenty (20) school days.
 - In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs four (4) and five (5).
 - The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - Learning required concepts, as determined by the supervising teacher.
 - Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three (3) years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
- NUCS shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the

Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

- Northern United Charter Schools has adopted tiered reengagement strategies* for the following pupils:
 - All pupils who are not generating attendance for more than ten (10) percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50% of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- Verification of current contact information for each enrolled pupil;
- Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation;
- A plan for outreach from Northern United Charter Schools to determine pupil needs including connection with health and social services as necessary;
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:

- For pupils in transitional kindergarten through grade 3, inclusive, Northern United Charter Schools shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Meeting either in person, through telephonic communication or the internet or any combination of these formats as determined by the written independent study agreement.
- For pupils in grades 4 through 8, inclusive, Northern United Charter Schools shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Meeting either in person, through telephonic communication or the internet or any combination of these formats as determined by the written independent study agreement.
- For pupils in grades 9 through 12, inclusive, Northern United Charter Schools shall provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Meeting either in person, through telephonic communication or the internet or any combination of these formats as determined by the written independent study agreement.

Northern United Charter Schools shall transition pupils whose families wish to return to in- person

instruction from independent study expeditiously, and, in no case, later than five instructional days: The Charter School will provide options for local schools with in-person instruction.*

*The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to:

- a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
- b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
- c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Northern United Charter Schools files an affidavit seeking an allowance of attendance due to emergency conditions.

- A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation

Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.
- For a pupil participating in an independent study program that is scheduled for 15 school days or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Northern United Charter Schools shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.

The Northern United Charter Schools' School Director may establish regulations to implement these policies in accordance with the law.

S-08 Independent Study Policy

Adopted 9/20/2018, 11/14/2019, 11/12/2020

Revised /Adopted 8/19/2021, 11/10/2021, 8/18/2022, 8/9/2023

Northern United Charter Schools shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. Northern United Charter Schools shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Northern United Charter Schools' Board of Directors for implementation at the Charter School:

- For pupils in all grade levels and programs offered by Northern United Charter Schools, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
- The Northern United Charter Schools' School Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - When any pupil fails to complete three (3) assignments during any period of twenty (20) school days.
 - In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs four (4) and five (5).
 - The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - Learning required concepts, as determined by the supervising teacher.
 - Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three (3) years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
- Northern United Charter Schools shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the

Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

- Northern United Charter Schools has adopted tiered reengagement strategies for the following pupils:
 - All pupils who are not generating attendance for more than ten (10) percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50% of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- Verification of current contact information for each enrolled pupil;
- Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation;
- A plan for outreach from Northern United Charter Schools to determine pupil needs including connection with health and social services as necessary;
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Meeting either in person, through telephonic communication or the internet or any combination of these formats as determined by the written independent study agreement.
- For pupils in grades 4 through 8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Meeting either in person, through telephonic communication or the internet or any combination of these formats as determined by the written independent study agreement.
- For pupils in grades 9 through 12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Meeting either in person, through telephonic

communication or the internet or any combination of these formats as determined by the written independent study agreement.

- The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The Charter School will provide options for local schools with in-person instruction.
- A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the

case of a pupil who is referred or assigned to any school, class or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Northern United Charter Schools shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.

The Northern United Charter Schools' School Director may establish regulations to implement these policies in accordance with the law.

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.4 Approval of the NUCS Title IX Policy Prohibiting Discrimination on the Basis of Sex

Action Requested:

Approval

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

On April 19, 2024, the U.S. Department of Education ("DOE") finalized substantial changes to the Title IX regulations ("Final Rule") governing how educational institutions must handle allegations of sex discrimination and sex-based harassment. For California K-12 school districts, charter schools and county offices of education ("COE"), this represents an overhaul with several important changes from the 2020 Title IX regulations, described below. Districts, charter schools and COEs are required to be in compliance with the new Title IX regulations by August 1, 2024. Due to these changes, our Title IX policy requires revision. See attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Title IX Policy Prohibiting Discrimination on the Basis of Sex

Adopted on [INSERT DATE]

DRAFT

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Northern United Charter Schools to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

Northern United Charter Schools does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ Northern United Charter Schools will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Northern United Charter Schools’ education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom does Northern United Charter Schools’ business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the Northern United Charter Schools’ Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Northern United Charter Schools. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

¹ 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 and complaints of misconduct prohibited by this Policy.

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Northern United Charter Schools to provide an aid, benefit, or service under Northern United Charter Schools' education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Northern United Charter Schools' education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access Northern United Charter Schools' education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within Northern United Charter Schools' education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in Northern United Charter Schools' education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.

- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, 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 employment, education, 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 work or 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 Northern United Charter Schools.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, 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.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- 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.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Northern United Charter Schools' education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Northern United Charter Schools' Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Northern United Charter Schools' education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Northern United Charter Schools that objectively can be understood as a request for Northern United Charter Schools to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Northern United Charter Schools whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Northern United Charter Schools has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Northern United Charter Schools' prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Northern United Charter Schools' education program or activity, including measures that are designed to protect the safety of the parties or Northern United Charter Schools' educational environment; or (2) provide support during Northern United Charter Schools' grievance procedures or during an informal resolution process.

Title IX Coordinator

The Northern United Charter Schools Board of Directors has designated the following employee as the Title IX Coordinator:

Shari Lovett
School Director
2120 Campton Road, Suite H, Eureka, CA 95503
Phone: (707) 445-2660, ext. 110
Email: slovett@nucharters.org

The Coordinator is responsible for coordinating Northern United Charter Schools' efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decision maker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Northern United Charter Schools' consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the 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.

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 promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by

this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Northern United Charter Schools acknowledges and respects every individual's right to privacy. All reports and complaints 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 but is not limited to keeping the identity of the reporter and other personally identifiable information 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 designee on a case-by-case basis.

Retaliation

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 complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Northern United Charter Schools from requiring an employee or other person authorized by the Charter School to provide aid, benefit, or service under Northern United Charter Schools' education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Northern United Charter Schools, if any, can be found on the Northern United Charter Schools' website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Northern United Charter Schools could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Northern United Charter Schools from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Northern United Charter Schools' education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Northern United Charter Schools' educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Regional Director at rdavis@nucharters.org who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Northern United Charter Schools' decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Northern United Charter Schools' Title IX grievance procedures, Northern United Charter Schools may offer an informal resolution process to the parties. Northern United Charter Schools does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;

- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Northern United Charter Schools for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Northern United Charter Schools will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decision maker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Northern United Charter Schools has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in Northern United Charter Schools' education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Northern United Charter Schools requires that any Title IX Coordinator, investigator, or decision maker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decision maker may be the same person as the Coordinator or investigator.

Northern United Charter Schools will treat complainants and respondents equitably. Northern United Charter Schools presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Northern United Charter Schools may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Northern United Charter Schools allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before

the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Northern United Charter Schools will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Northern United Charter Schools will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, Northern United Charter Schools will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Northern United Charter Schools may dismiss a complaint if:

- Northern United Charter Schools is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Northern United Charter Schools' education program or activity and is not employed by Northern United Charter Schools;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Northern United Charter Schools determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Northern United Charter Schools determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Northern United Charter Schools will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Northern United Charter Schools policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decision maker for the appeal, and the parties' right to submit a statement to the decision maker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decision maker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decision maker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Northern United Charter Schools' grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Northern United Charter Schools;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Northern United Charter Schools provides a description of the evidence, the parties are

entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

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

Northern United Charter Schools may remove a respondent from Northern United Charter Schools' education program or activity on an emergency basis, in accordance with Northern United Charter Schools' policies, provided that Northern United Charter Schools undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

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

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Northern United Charter Schools has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Northern United Charter Schools to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Northern United Charter Schools obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decision maker before a determination of responsibility is made.

Northern United Charter Schools will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decision maker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decision maker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find Northern United Charter Schools' determination unsatisfactory, the party may, within five (5) business days of notice of Northern United Charter Schools' determination, submit a written appeal to the President of the Northern United Charter Schools' Board of Directors who will serve as the decision maker for the appeal or designate a decision maker for the appeal. The decision maker for the appeal must not have taken part in the investigation of the allegations.

The decision maker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Northern United Charter Schools or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Northern United Charter Schools including notification to the

complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Northern United Charter Schools' education program or activity.

No party, witness, or other person participating in Northern United Charter Schools' grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Northern United Charter Schools' determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Northern United Charter Schools will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Northern United Charter Schools employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Northern United Charter Schools' education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Northern United Charter Schools' obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Northern United Charter Schools' Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Northern United Charter Schools' leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity.

and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees, Coordinators and designees, investigators, decision makers, facilitators of the informal resolution process, and other persons who are responsible for implementing Northern United Charter Schools' grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

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

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Northern United Charter Schools took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Northern United Charter Schools will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Title IX Sex Discrimination and Harassment Complaint Form

Adopted on [INSERT DATE]

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

Signature of Complainant

Date: _____

Print Name

To be completed by Northern United Charter Schools:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

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

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
 - 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:
 - 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
 - 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
 - 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:
 - 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.
 - "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: _____

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.5 Approval of the NUCS Harassment, Intimidation, Discrimination, and Bullying Policy

Action Requested:

Approval

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

Previously, our Title IX policy included required language regarding harassment, intimidation, discrimination, and bullying. Due to extensive changes with Title IX, our legal counsel recommended creating a policy for just Title IX and a separate policy for harassment, intimidation, discrimination, and bullying. See attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Harassment, Intimidation, Discrimination, and Bullying Policy

DRAFT

Discrimination, 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, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, 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, locs, and twists), 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 reasonable efforts 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' employees who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Northern United Charter Schools does business, and all acts of Northern United Charter Schools' Board of Directors in enacting policies and procedures that govern Northern United Charter Schools.¹

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.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work

¹ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

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 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 student ² 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 the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Northern United Charter Schools.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video 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:
 - 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.

² "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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.
 - “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.

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 its employees, students, and parents/guardians of the 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 our 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 School' 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 all their 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 Education Code section 32283.5(a) to its certificated employees and all other 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 Northern United Charter Schools and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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 Northern United Charter Schools' students.

Complaint Procedures

Scope of the Complaint 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 they have 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 based on a protected characteristic, 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.

Northern United Charter Schools will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Northern United Charter Schools' Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Northern United Charter Schools' Title IX Policy and UCP is available on the school's website.

Submitting a Report or Complaint

All Northern United Charter Schools' 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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Director (or the President of the Northern United Charter Schools' Board of Directors if the complaint is against the Director) as soon as possible after the incidents giving rise to the report or complaint.

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

Northern United Charter Schools' students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Director, 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 and complaints 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 and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Northern United Charter Schools 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.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Director, a non-employee Board member who is not the President or a parent/guardian of a student at Northern United Charter Schools will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Northern United Charter Schools or termination of employment.

Right of Appeal

Should a complainant find Northern United Charter Schools' resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Northern United Charter Schools' decision or resolution, submit a written appeal to the President of the Northern United Charter Schools' Board of Directors, who will serve as the decision maker for the appeal or designate a decision maker for the appeal. The decision maker for the appeal will notify the complainant of the final decision.

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 5.
DISCUSSION ITEMS

Subject:
5.1 2024-2025 Annual Goals

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
The Board adopts goals each year to help focus administration on priorities for the schools. Goals will be discussed at this meeting and adopted at the September board meeting. See attached current LCAP goals and prior year annual goals.

Fiscal Implications:
None

Contact Person/s:
Shari Lovett

Northern United Charter Schools 2024-2025 Annual Goals Discussion

Current LCAP Goals:

NU-HCS:

1. Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.
2. Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

NU-SCS:

1. Accomplished Students: Establish, align, and deepen the implementation of quality learning, teaching, and leadership practices.
2. Supportive Environment: Institute inclusive environments where students, families, and staff feel safe and welcomed and are supported to attain goals based on high expectations.
3. Empowered Community: Foster and enhance collaborations among educational partners to empower the community and positively influence student success.

2023-2024 Annual Goals:

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

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 5.
DISCUSSION ITEMS

Subject:
5.2 NUCS Board Self Evaluation

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
At the April 17, 2024 NUCS board meeting, the Board received a copy of the NUCS Board Self Evaluation Tool and decided to complete it individually and discuss the results at the August 14, 2024 meeting.

Fiscal Implications:
None

Contact Person/s:
Shari Lovett

Northern United Charter Schools
Board Self Evaluation
2023 - 2024

*Exceeded
Expectations*

*Met
Expectations*

*Did Not Meet
Expectations*

<p>1. Set the Direction for the Community's Schools</p> <ul style="list-style-type: none"> • Focus on student learning • Assess needs/obtain baseline data • Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators) • Ensure an appropriate inclusive process is used • Ensure these documents are the driving force for all efforts of the schools 			
<p>Comments:</p>			
<p>2. Establish an Effective and Efficient Structure for the Schools</p> <ul style="list-style-type: none"> • Employ and support the School Director • Establish a human resources framework that includes policies for hiring and evaluating other personnel • Oversee the development of and adopt policies • Set a direction for and adopt the curriculum and require data-producing assessment systems • Establish budget priorities, adopt the budget and oversee facilities issues 			
<p>Comments:</p>			

Northern United Charter Schools
Board Self Evaluation
2023 - 2024

<p>3. Provide Support Through Our Behavior and Actions</p> <ul style="list-style-type: none"> • Act with professional demeanor that models the schools' beliefs and vision • Make decisions and provide resources that support mutually agreed upon priorities and goals • Uphold board-approved policies and support staff implementation of board direction • Ensure a positive working climate exists • Be knowledgeable enough about the efforts of the schools to explain them to the public 			
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Comments:

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<p>4. Ensure Accountability to the Public</p> <ul style="list-style-type: none"> • Evaluate the School Director • Monitor, review and revise policies • Serve as a judicial and appeals body • Monitor student achievement and program effectiveness and require program changes as indicated • Monitor and adjust finances of the schools and periodically review facilities issues 			
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Comments:

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Northern United Charter Schools
Board Self Evaluation
2023 - 2024

5. Act As Community Leaders <ul style="list-style-type: none">• Speak with a common voice about the schools' priorities, goals and issues• Engage and involve the community in the schools and activities• Communicate clear information about policies, programs and fiscal condition of the schools• Educate the community and the media about the issues facing students, the schools and public education• Advocate for children, programs and public education to the general public, key community members and local, state and national leaders• Attend graduation ceremonies and other school functions			
Comments:			

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 5.
DISCUSSION ITEMS

Subject:
5.3 NUCS School Director Evaluation Tool

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
In June 2024, the Board and School Director agreed that they would collaborate to develop a new evaluation tool for the School Director. The tool must be agreed upon by the October board meeting. Please see attached options.

Fiscal Implications:
None

Contact Person/s:
Shari Lovett

Freshwater Elementary School District
PERFORMANCE EVALUATION FOR SUPERINTENDENT
COVERSHEET

SUPERINTENDENT:

Date of Evaluation: _____

School Year:

Steps in completing the Superintendent Evaluation:

1. Self-evaluation 1-2 pages
2. Each member of the board completes the attached evaluation instrument.
3. Each member of the board turns his/her completed instrument into the Board President.
4. The Board President compiles the data to build one evaluation result.
5. The Board President shares the compiled evaluation with the Board and Superintendent in closed session.

Evaluation Forms

Part 1: Performance Standards

Instructions

Attached are forms to be completed by each board member rating each of the nine performance standards. A separate page is provided for each performance standard.

SCORING RUBRIC

UNSATISFACTORY	Consistently performs below the established standard or in a manner that is inconsistent with the district's mission and goals
NEEDS IMPROVEMENT	Performance is often below the performance standard(s) and improvement is expected and necessary
PROFICIENT	Demonstrates basic competence on standard(s) performance and meets minimum expectations.
ACCOMPLISHED	Exceeds basic competence on standard(s) of performance. This is the rigorous expected level of performance.
DISTINGUISHED	Maintains performance, accomplishments, and behaviors that consistently and considerably surpass the establish performance standard(s).

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- ✓ Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement
- ✓ Promotes academic rigor that focuses on learning and excellence for schools
- ✓ Models learning for staff and students
- ✓ Promotes understanding and celebrating school/community cultures
- ✓ Promotes and expects a school-based climate of tolerance, acceptance and civility
- ✓ Develops, implements, promotes and monitors continuous improvement Processes

The superintendent's performance for this standard:

- ☐ UNACCEPTABLE
- ☐ NEEDS IMPROVEMENT
- ☐ PROFICIENT
- ☐ ACCOMPLISHED
- ☐ DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 2: POLICY AND GOVERNANCE

This standard describes the superintendent's ability to work with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- ✓ Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles
- ✓ Establishes procedures for superintendent/board interpersonal and working relationships
- ✓ Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local district and schools
- ✓ Uses legal counsel in governance and procedures to avoid civil and criminal liabilities

The superintendent's performance for this standard:

- ☐ UNACCEPTABLE
- ☐ NEEDS IMPROVEMENT
- ☐ PROFICIENT
- ☐ ACCOMPLISHED
- ☐ DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications and engagement with students, staff, parents, media, and the community as a whole.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- ✓ Develops formal and informal techniques to gain internal and external perceptions of district
- ✓ Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments)
- ✓ Promotes stakeholder involvement, engagement and participation in the process of schooling

The superintendent's performance for this standard:

- ☐ UNACCEPTABLE
- ☐ NEEDS IMPROVEMENT
- ☐ PROFICIENT
- ☐ ACCOMPLISHED
- ☐ DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- ✓ Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring
- ✓ Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs.
- ✓ Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues
- ✓ Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The superintendent's performance for this standard:

- ☐ UNACCEPTABLE
- ☐ NEEDS IMPROVEMENT
- ☐ PROFICIENT
- ☐ ACCOMPLISHED
- ☐ DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 5: CURRICULUM PLANNING DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies and that the district and schools meet the performance targets set by the district and state.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- ✓ Develops core curriculum design and delivery systems based on content and assessment standards and best practices
- ✓ Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation
- ✓ Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction
- ✓ Includes the use of computers, the Internet, distance learning and other technologies in educational programming
- ✓ Assesses student progress using a variety of appropriate techniques
- ✓ Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment
- ✓ Ensures that all schools will meet performance targets set by the district and state

The superintendent's performance for this standard:

- ☐ **UNACCEPTABLE**
- ☐ **NEEDS IMPROVEMENT**
- ☐ **PROFICIENT**
- ☐ **ACCOMPLISHED**
- ☐ **DISTINGUISHED**

Comments: (Use back of page if necessary)

Standard 6: INSTRUCTIONAL

Standard #5 addresses what is to be taught; this standard emphasized how it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all are met. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- ✓ Collaboratively develops, implements and monitors change process to improve student and adult learning
- ✓ Implements appropriate safety and security practices in schools
- ✓ Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners
- ✓ Analyzes available instruction resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes
- ✓ Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process
- ✓ Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes

The superintendent's performance for this standard:

- ☐ **UNACCEPTABLE**
- ☐ **NEEDS IMPROVEMENT**
- ☐ **PROFICIENT**
- ☐ **ACCOMPLISHED**
- ☐ **DISTINGUISHED**

Comments: (Use back of page if necessary)

Standard 7: HUMAN RESOURCES MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- ✓ Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development
- ✓ Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

The superintendent's performance for this standard:

- ☐ UNACCEPTABLE
- ☐ NEEDS IMPROVEMENT
- ☐ PROFICIENT
- ☐ ACCOMPLISHED
- ☐ DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- ✓ Exhibits multicultural and ethnic understanding and sensitivity
- ✓ Describes role of schooling in a democratic society
- ✓ Manifests a professional code of ethics and demonstrates personal Integrity
- ✓ Explores and develops ways to find common ground in dealing with difficult and divisive issues
- ✓ Promotes the establishment of moral and ethical practices in every classroom, every school and throughout the district

The superintendent's performance for this standard:

- ☐ **UNACCEPTABLE**
- ☐ **NEEDS IMPROVEMENT**
- ☐ **PROFICIENT**
- ☐ **ACCOMPLISHED**
- ☐ **DISTINGUISHED**

Comments: (Use back of page if necessary)

Standard 9: LABOR RELATIONS

This standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- ✓ Develops bargaining strategies based upon collective bargaining laws and processes
- ✓ Identifies contract language issues and proposes modifications
- ✓ Participates in the collective bargaining processes as determined by the board
- ✓ Establishes productive relationships with bargaining groups while managing contracts effectively

The superintendent's performance for this standard:

- ☐ UNACCEPTABLE
- ☐ NEEDS IMPROVEMENT
- ☐ PROFICIENT
- ☐ ACCOMPLISHED
- ☐ DISTINGUISHED

Comments: (Use back of page if necessary)

NOTE: Signature of the evaluatee indicates this performance evaluation was discussed with evaluatee and does not necessarily indicate agreement on the part of the evaluatee. If the evaluatee disagrees with this performance evaluation, he/she may submit a written statement within ten (10) working days from receipt to the evaluator, which will be attached to this appraisal.

Signature of Superintendent: _____ Date: _____

Signature of Board President: _____ Date: _____

Board Self-Evaluation Result

Freshwater Elementary School District



1. Conditions of Effective Governance

Number of members responded

Almost Always Often Less Often Rarely Not Sure

Board unity

1. The board is focused on achievement for all students.		4	1	0	0	0
2. The board is committed to a common vision.		3	2	0	0	0
3. The board stays focused on district priorities.		5	0	0	0	0
4. The board works well together.		3	2	0	0	0
5. The board commits the time to become informed.		3	1	1	0	0
6. Individual board members do not undermine board decisions.		4	1	0	0	0

Roles and responsibilities

7. Board members agree on the role and responsibilities of the board and the superintendent.		3	2	0	0	0
8. Board members follow board agreements regarding speaking for the board.		4	0	0	0	1
9. Board members keep confidential matters confidential.		5	0	0	0	0
10. The board gives direction to the superintendent only at board meetings.		3	2	0	0	0
11. Individual board members do not attempt to direct the superintendent.		4	1	0	0	0

A strength for most members

A strength for simple majority

Area of growth for simple majority

Area of growth for most members

1. Conditions of Effective Governance

Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Board culture						
12. The board treats the superintendent with respect.		4	1	0	0	0
13. The board manages internal conflicts in a productive manner.		4	1	0	0	0
14. Board members follow agreements on how they will act towards each other.		5	0	0	0	0
15. Board members treat each other with respect.		5	0	0	0	0
16. Board members demonstrate they understand other perspectives.		3	2	0	0	0
17. Board members usually discuss questions about agenda items with the superintendent prior to the board meeting.		2	2	0	0	1
Board operations						
18. The board governs within board-adopted policies, bylaws and protocols to manage board operations.		4	1	0	0	0
19. Board members receive timely information.		5	0	0	0	0
20. Board members receive adequate information.		5	0	0	0	0
21. All board members receive the same information.		4	1	0	0	0
22. Board members follow agreements about how to request clarifying or additional information about agenda items.		3	1	0	0	1
23. Board members follow agreements on how to bring up new ideas.		3	2	0	0	0
24. Board members follow agreements on how concerns from the community will be handled.		4	0	0	0	1



A strength for most
members



A strength for
simple majority



Area of growth for
simple majority



Area of growth for
most members

1. Conditions of Effective Governance

Number of members responded

Almost Always	Often	Less Often	Rarely	Not Sure
------------------	-------	---------------	--------	-------------

Board meetings

25. The board agrees on the role of the board president in managing board meetings.



5	0	0	0	0
---	---	---	---	---

26. Board meeting agendas reflect district priorities.



5	0	0	0	0
---	---	---	---	---

27. Board members come to meetings prepared.



3	2	0	0	0
---	---	---	---	---

28. The board effectively uses data in its decision-making.



4	1	0	0	0
---	---	---	---	---

29. The board confines its meetings to a reasonable length of time.



5	0	0	0	0
---	---	---	---	---

30. There is a good relationship between how long the board spends on an agenda item and the importance of the item.



4	1	0	0	0
---	---	---	---	---

31. The board effectively manages community input at board meetings.



4	0	0	0	1
---	---	---	---	---

Board development

32. The board agrees on the process for identifying officers.



3	1	0	0	1
---	---	---	---	---

33. The board plans for the development and training of the board.



4	1	0	0	0
---	---	---	---	---

34. The board effectively orients new members.



3	2	0	0	0
---	---	---	---	---

35. The board reviews its governance agreements regularly.



3	0	1	0	1
---	---	---	---	---



A strength for most members



A strength for simple majority



Area of growth for simple majority



Area of growth for most members

2. Board Responsibilities

Number of members responded

Almost Always	Often	Less Often	Rarely	Not Sure
------------------	-------	---------------	--------	-------------

Setting direction

36. The board provides opportunity for community input when developing the district's mission, core beliefs and vision.



3	2	0	0	0
---	---	---	---	---

37. The board adopts long-range priorities.



5	0	0	0	0
---	---	---	---	---

38. The board uses the district's mission, core beliefs and vision to drive district performance.



4	0	1	0	0
---	---	---	---	---

39. The board adopts clear and measurable indicators to assess district performance.



5	0	0	0	0
---	---	---	---	---

Structure

40. The board adopts a fiscally responsible budget aligned to the district's vision and goals.



5	0	0	0	0
---	---	---	---	---

41. The board regularly monitors the fiscal health of the district.



5	0	0	0	0
---	---	---	---	---

42. The board has an effective process to review, revise and adopt policies.



4	0	0	0	1
---	---	---	---	---

43. The board establishes priorities for the district's collective bargaining process that support the district vision and goals.



3	2	0	0	0
---	---	---	---	---

Support

44. The board demonstrates commitment to district priorities and goals.



4	1	0	0	0
---	---	---	---	---

45. The board demonstrates support for the superintendent in carrying out board directives.



5	0	0	0	0
---	---	---	---	---

46. The board is represented at key district events.



4	1	0	0	0
---	---	---	---	---

47. The board celebrates district accomplishments.



5	0	0	0	0
---	---	---	---	---



A strength for most members



A strength for simple majority



Area of growth for simple majority



Area of growth for most members

2. Board Responsibilities

Number of members responded

Almost Always	Often	Less Often	Rarely	Not Sure
------------------	-------	---------------	--------	-------------

Accountability

48. The board monitors student progress against established benchmarks.



4	1	0	0	0
---	---	---	---	---

49. The board monitors progress towards district goals based on established success indicators.



4	1	0	0	0
---	---	---	---	---

50. The board monitors the implementation of the adopted budget.



5	0	0	0	0
---	---	---	---	---

51. The board monitors the implementation of board policies.



4	1	0	0	0
---	---	---	---	---

52. The board evaluates the performance of the board.



4	0	0	0	1
---	---	---	---	---

53. The board evaluates the performance of the superintendent based on established expectations.



4	1	0	0	0
---	---	---	---	---

Community leadership

54. The board uses cohesive messages to communicate district priorities, goals and needs.



3	0	1	0	1
---	---	---	---	---

55. The board provides community leadership on educational issues.



2	2	1	0	0
---	---	---	---	---

56. The board pursues partnerships to support district efforts.



2	2	0	0	1
---	---	---	---	---

57. The board advocates on behalf of students and public education at the local, state and federal levels.



3	1	0	0	1
---	---	---	---	---

58. The board informs the community on district priorities, progress, needs and opportunities for involvement.



3	1	0	0	1
---	---	---	---	---



A strength for most members



A strength for simple majority



Area of growth for simple majority



Area of growth for most members

Agenda Item	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Effective Governance						CSBA Events: •Annual Education Conference •Orientation for New Board Members	Annual Study Session to: • Review governance team norms & protocols •Update Gov. Handbook/Calendar	CSBA Events: •The Brown Act •Board Presidents Workshop •Institute for New and First-term Board Members •Masters In Governance •SSDA Conference		•Approve Board Governance Calendar		•Budget Workshop
Board Organization						•Elect. of Board Officers •Appt. of Sec. to the Board					•Conduct Board Self-Eval.	•Review Board Evaluation
Closed Session									Supt. Eval	Supt. Contract Neg.		
Public Hearings		•Impact Aid Funds •Textbook & Instructional Materials	•Impact Aid Funds •Gann Limit		•Impact Aid Funds		•CSEA & ESTA Init. Prop & Accept.					•Annual Budget • District Internet Policy •LCAP
Presentations			•Unaudited Financial Report			•1st Interim Report	•Annual Finan. Audit Report		•2nd Interim Report			•Annual Budget
Consent Agenda						•Authorized Agent						•Approp. Transfer Resolution
Regular Agenda		•Resolution for Inst. Materials •Annual Review BP 3515.7, E (1) E (2) 3515.7 •Qrt. Rep Williams Uniform Complaint	•Cert. of Teacher Assignments •Annual Re-adopt of BP 1224 •Resolution for Gann Limit •Unaudited Financial Report	•Qrt. Rep. Williams Uniform Complaint	•Section 125 Plan Doc Update AmFid •Annual Report of Developer Fees	•1st Interim Financial Report	•Qrt. Rep Williams Uniform Complaint •CSEA/ESTA Init. Prop & Accept. •SARCS	•If needed - Res. For Non-Reelect of Cert. Staff •Res. For Reduction in Cert. Staff	•2nd Interim Report •Annual Cert. of Temp. Coaching Qualification •Summer/Extent School Year	•Qrt. Rep Williams Uniform Complaint •Governance Handbook •If needed - Res. Of Dismissal of Cert. Staff - Final	•Designation of CIF Reps •School Schedules & Calendars •Safe Schools Plan	•Supt. Work Calendar •Annual Budget/LCAP Adopt. •Budget Overview for Parents •Annual Cert. of Work Comp Reserve Funds •CBO Report on Estimated Accrued but Unfunded Work Comp Claims •Annual Cert Retirement & Welfare Ben. After 65 •EPA Spending Plan •Consolidated Ap •Single Plans

Alder Grove Charter School

714 F Street, Eureka, CA 95501

Director Evaluation

Director Name: _____

Date of Evaluation: _____

5: Exemplifies or exceeds
4: Effective
3: Satisfactory
2: Needs improvement
1: Unsatisfactory

1. SCHOOL LEADERSHIP		1	2	3	4	5
A.	Leads the school by example and with integrity.					
B.	Responsibly manages work and people.					
C.	Enlists everyone in the school vision.					
STANDARD 1 SUMMARY ASSESSMENT						
COMMENTS						

2. PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP		1	2	3	4	5
A.	Collaborates with families and community members.					
B.	Responds to diverse community interests and needs.					
C.	Uses community resources.					
STANDARD 2 SUMMARY ASSESSMENT						

COMMENTS

3. PERSONALIZED LEARNING CLIMATE		1	2	3	4	5
Creates and maintains a school environment that focuses on personalized learning:						
A.	high expectations for personal growth and achievement					
B.	professionalism.					
C.	Maintains opportunities for college and career readiness.					
D.	Maintains discipline and order...					
STANDARD 3 SUMMARY ASSESSMENT						

COMMENTS

4. PROFESSIONAL DEVELOPMENT AND HUMAN RESOURCE MANAGEMENT		1	2	3	4	5
A.	Encourages professional development.					
B.	Recruits and selects outstanding staff.					
C.	Effectively supervises teachers and staff to improve student learning.					
D.	Promotes good morale and professionalism.					
STANDARD 4 SUMMARY ASSESSMENT						

COMMENTS

5. FISCAL MANAGEMENT		1	2	3	4	5
Promotes conservative fiscal management to ensure continued longevity of the school.						
A.	Working with business service provider to prepare annual budget, contracts, and district, county and state reports as required.					
B.	Operates the school within or below Council approved annual budget.					
C.	Maintains a system of checks and balances to prevent abuse of the school finances.					
D.	Maintains strict oversight of all spending.					
STANDARD 5 SUMMARY ASSESSMENT						

6. SCHOOL MANAGEMENT AND DAILY OPERATIONS		1	2	3	4	5
A.	Manages school resources and facilities effectively.					
B.	Uses knowledge of policies and procedures to make sound decisions.					
C.	Ensures the efficient operation of the school.					
	STANDARD 6 SUMMARY ASSESSMENT					

COMMENTS

7. INTERPERSONAL EFFECTIVENESS Communicates well with diverse groups by:		1	2	3	4	5
A.	understanding and responding to values, goals and agendas.					
B.	understanding and responding to needs, concerns and feelings.					
C.	resolving conflicts productively.					
D.	engaging others in decision-making appropriately.					
STANDARD 7 SUMMARY ASSESSMENT						

COMMENTS

Director, Alder Grove Charter School _____

_____ Date

President of the Governance Council, Alder Grove Charter School _____

_____ Date

Jacoby Creek School District Administrator Self-Evaluation

EVALUATEE: _____ DATE: _____

Areas of Evaluation California Professional Standards for Education Leaders (CPSEL) Standards, Elements	Evaluation Rating
---	-------------------

	Satisfactory	Needs Improvement	Unsatisfactory
STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION			
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.			
Element 1A: Student-Centered Vision			
Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.			
Element 1B: Developing Shared Vision			
Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.			
Element 1C: Vision Planning and Implementation			
Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.			
STANDARD 2: INSTRUCTIONAL LEADERSHIP			
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.			
Element 2A: Professional Learning Culture			
Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.			
Element 2B: Curriculum and Instruction			
Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.			
Element 2C: Assessment and Accountability			
Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.			
STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT			
Education leaders manage the organization to cultivate a safe and productive learning and working environment.			
Element 3A: Operations and Facilities			
Leaders provide and oversee a functional, safe, and clean learning environment.			
Element 3B: Plans and Procedures			
Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.			
Element 3C: Climate			
Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.			

Jacoby Creek School District Administrator Self-Evaluation

Element 3D: Fiscal and Human Resources			
Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.			

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT			
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.			
Element 4A: Parent and Family Engagement			
Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.			
Element 4B: Community Partnerships			
Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.			
Element 4C: Community Resources and Services			
Leaders leverage and integrate community resources and services to meet the varied needs of all students.			
STANDARD 5: ETHICS AND INTEGRITY			
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.			
Element 5A: Reflective Practice			
Leaders act upon a personal code of ethics that requires continuous reflection and learning.			
Element 5B: Ethical Decision-Making			
Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.			
Element 5C: Ethical Action			
Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.			
STANDARD 6: EXTERNAL CONTEXT AND POLICY			
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.			
Element 6A: Understanding and Communicating Policy			
Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.			
Element 6B: Professional Influence			
Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.			
Element 6C: Policy Engagement			
Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.			

Jacoby Creek School District Administrator Self-Evaluation

Summary Comments: To be completed by the School Board President in collaboration with the Board.

Commendations:

Recommendations:

Continued Services: Recommended____Recommended, but needs improvement____Not Recommended____

SCHOOL BOARD PRESIDENT'S SIGNATURE_____

I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement.

____I desire to respond to this evaluation in writing.

EVALUATEE'S SIGNATURE_____

Evaluation Rubric Ratings:

- 1 = Meets or exceeds expectations.
- 2 = Making satisfactory progress toward expectations.
- 3 = Some improvements needed.
- 4 = Significant improvements needed.

USC Principal/Director Review Survey Draft 3/15/17

4 Exceeds Expectations **3** Meets expectations **2** Satisfactory **1** Did not meet expectations **NA** Not Observed/Applicable to my role
Board

1. Maintains a positive and effective relationship with authorizing school district.	4	3	2	1	NA
2. Prepares Board agendas, Board packets and attends meetings. Maintains the minutes of the Board and oversees completion of all records and forms.	4	3	2	1	NA
3. Provides information to the Board to identify school needs as the basis for developing short and long-term plans, in alignment with the shared vision.	4	3	2	1	NA
4. Implements the policies and procedures as adopted by the Board.	4	3	2	1	NA
Comments:					

Personnel

1. Conducts the training, supervision and evaluation of personnel effectively organization and fills staffing needs. Investigates complaints and ensures non-harassment.	4	3	2	1	NA
2. Assists teachers in building a professional learning community, choosing curriculum and administering assessment.	4	3	2	1	NA
3. Works with staff to establish policies, practices, and procedures that reflect the school culture. Communicates with and responds to staff in a timely effective way.	4	3	2	1	NA
Comments:					

Business: Budget / financial

1. Oversees preparation of school budget for Board approval, develops multi-year budget projections that maintain the fiscal integrity of the school.	4	3	2	1	NA
2. Oversees the ordering of materials and supplies.	4	3	2	1	NA
3. Oversees and acts as Board designee for the financial reports such as employee reimbursements, payroll, attendance reports, warrants, and other business aspects.	4	3	2	1	NA
Comments:					

Parking, Facilities and Site Maintenance and Operations

1. Supervises and facilitates site maintenance and operations in order to maintain a clean and safe environment. Monitors driveway to ensure safe ingress and egress of students.	4	3	2	1	NA
Comments:					

Accountability and Programs

1. Prepares required reports and plans: LCAP, SARC, REAP, and School Safety, which adhere to state and federal regulations.	4	3	2	1	NA
Comments:					

Student and Family Engagement

1. Supervises Special Education personnel and acts as LEA administrative authority to authorize FAPE at IEP's.	4	3	2	1	NA
2. Maintains Family Outreach: works with staff to write newsletter; interacts with parents, investigates complaints, and coordinates events; provides opportunities for families to give input at meetings and on the annual survey; communicates with and responds to families in a timely effective way.	4	3	2	1	NA
3. Maintains Positive School Climate: develops relationships with students via playground, support and guidance, substituting and visiting classrooms.	4	3	2	1	NA
Comments:					

Annual Professional Goals:**Reflection and Progress on Goals:****Committee Signatures:**

Date

Principal/Director Signature:

Employee Signature acknowledges receipt, but not necessarily agreement with the evaluation.

Date

Superintendent Evaluation: Name

A Sample School District

2060-61 School Year

Executive Summary

The overall performance of the superintendent is very strong. This assessment is based on two over-arching areas of performance. First and foremost, the superintendent's success in the five priority goals was very strong. In addition, the superintendent has engaged in additional efforts and accomplishments that he initiated or completed that contribute to the improvement of district operations. Finally, the superintendent's service to the board and his professional relationship with trustees has created a strong culture of trust and respect.

Note: The board writes this part last – providing an overall summary of the board's judgments, balancing the achievements and areas for improvement.

Part I: Achievement on Priority Goals

The overall performance of the superintendent with regard to the five priority goals is very strong. In four of the five goals, his efforts and accomplishments are either strong (goal 3), very strong (goal 4) or excellent (goals 1, 2 & 5).

Goal 1: The Superintendent will pursue land acquisition for the district to secure a site in area 51.

Average Rank: 4.0 Range of Scores 4 4 4 4
4

The superintendent's work in this area has been excellent. Lack of comment on the status of the bond was ...

Goal 2: Develop a Master Facility Plan for the district.

Note: The use of rating scales is the choice of the board and superintendent. If you do, consider a 4 point scale. Some boards prefer to assign descriptors to the numbers (for example, 4 = Very Strong).

In addition, you must decide whether to include the rating on the form. You may include just the average, or the range of scores, or both. Or you may use the scores just for the board, and not include them in the written evaluation.

Average Rank: 4.0 Range of Scores 4 4 4 4

The superintendent's work in this area has been excellent; he and his staff have developed an outstanding plan for the district.

Goal 3: The Superintendent will work collaboratively with "that other District" in their petition for the unification & keep Our Excellent District stakeholders informed about the process.

Average Rank: 3.6 Range of Scores 4 4 3 3

The superintendent's work in this area has been strong. The board recognizes that the superintendent has done very good job of coordinating a complicated effort.

The board believes that additional effort in providing information regarding the process and the status of the effort to the district staff and community will be beneficial.

Goal 4: The Superintendent will develop and implement a communications strategy that builds "buy-in" among district stakeholders, and creates a common commitment to establishing a culture of service in Our Excellent District.

Average Rank: 3.2 Range of Scores 4 4 3 3 2

The superintendent's work in this area has been very strong. Shifting the culture is a work in progress, and will take time, but very real progress has been made.

There was some confusion as to whether the metrics for this goal were clearly defined. However, the board does agree that some of the district's communication tools and strategies could and should be

improved, including an improved web site and feedback opportunities for all the district's stakeholders.

Goal 5: Implement the Program Improvement plan.

Average Rank: 3.8 Range of Scores 4 4 4 3 3.8*

The superintendent's work in this area is excellent. The Program Improvement Plan is comprehensive, and his passion for it is clear to the board and to the staff.

Part II: Achievement in Additional Areas

Beyond the five priority goals adopted by the board in summer 2007, the superintendent has engaged in a number of additional activities that have improved district operations and culture. Most notably the monthly meetings with trustees, serving as a substitute teacher, and meeting regularly with union leadership are examples of his efforts and his passions for leading the district by example.

Closing Remarks

It is a pleasure working with you.

Signature Lines for Each Trustees

Date _____

Note: Board
signs *before*
delivering to
Superintendent.

Sup signs when
he responds and
returns, usually
at the closed

Signature Line for Superintendent

Date _____

Another USD

Superintendent Evaluation Instrument 2010-11

Part 1: Long-range priorities

Here the superintendent helps the board develop specific annual goals that support the achievement of long-range goals.

Priority One: EXAMPLE - Preserve and strengthen district fiscal health

Annual Goal:

Check One:

- ☐ **Met Target:** Kept spending within budget.
- ☐ **Exceeded Target:** Spending within budget and developed new revenue sources
- ☐ **Did Not Meet Target:** Spending exceeded budget.

Board Member Comments / Commendations / Suggestions for Improvement

Priority Two: EXAMPLE - Narrow the achievement gap for underperforming subgroups.

Annual Goal:

Check One:

- ☐ **Met Target:** Reduce the gap by 7%
- ☐ **Exceeded Target:** Meet above criteria and reduce the gap for one or more subgroups by 12%
- ☐ **Did Not Meet Target:** Gap reductions are less than 7%

Board Member Comments / Commendations / Suggestions for Improvement

Priority Three: Increase rigor and increase pathway options.

Annual Goal:

Check One:

- ☐ **Met Target:** Write what the superintendent must do?
- ☐ **Exceeded Target:** What would exceed expectations?
- ☐ **Did Not Meet Target:** What would constitute failure?

Board Member Comments / Commendations / Suggestions for Improvement

Part 2: Board Service / Relationship

These criteria are adapted from *Superintendent Governance Standards* (ACSA / CSBA 2001). The board and superintendent may wish to identify a *limited number* (one or two) for focused improvement.

Supports Governance

1. Provides leadership based on the direction of the Board as a whole.
2. Helps the board build a unity of purpose and a common vision.
3. Implements the vision, goals and policies of the district.

Supports Governance culture

4. Helps the board create a positive organizational culture.
5. Recognizes and respects the differences of perspective and style on the Board
6. Treats board members and all staff, students, parents and community members with civility and respect.

Supports Governance Operations

7. Assists the board in preparing for and conducting meetings.
8. Provides all members of the Board with equal access to information.
9. Is responsive to board member communication.

Supports Governance Development

10. Supports the Board's continuous professional development.

Check One:

- ☐ **Met Target:**
- ☐ **Exceeded Target:**
- ☐ **Did Not Meet Target:**

Board Member Comments:

Part 3: California Professional Standards for Educational Leaders

These six over-arching standards from the CPSELs include 21 specific criteria. The superintendent may wish to recommend to the board a *limited number* (one or two)

A school administrator is an educational leader who promotes the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
3. Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
5. Modeling a personal code of ethics and developing professional leadership capacity
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

Check One:

- ☐ **Met Target**
- ☐ **Exceeded Target**
- ☐ **Did Not Meet Target**

Board Member Comments:

Part 4: District Operations (Optional)

Here the board and superintendent may wish to select a limited number of operational functions that require closer monitoring or change.

Check One:

- ☐ **Met Target**
- ☐ **Exceeded Target**
- ☐ **Did Not Meet Target**

Board Member Comments:

Part 5: Other Commendations

Board members may comment on additional achievements by the superintendent not covered elsewhere in this evaluation.

Part 6: Overall Evaluation

Overall the superintendent has:

- **Exceeded Expectations**
 - Exceeded expectations in at least # of # areas.
 - Met Target on most/ all other goals.
- **Met Expectations**
 - Met expectations on # or more areas.
 - Did not meet target on no more than # areas.
- **Did Not Meet Expectations**
 - Did not meet targets on # or more areas.

Note: 'Exceeded Expectations' or 'Met Expectations' will be considered satisfactory performance regarding the board's decisions regarding superintendent contract and salary.

Summary comments highlighting the board's perspective on the superintendent's performance consistent with and supportive of the overall rating above.

Superintendent Response:

[illegible]

Signature lines for superintendent _____

Signature lines for each board members _____

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 6.
REPORTS

Subject:

6.1 Student Enrollment and Attendance Report

Action Requested:

None

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

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

Enrollment as of 8/1/2024:
NU-Humboldt Charter School - 269
NU-Siskiyou Charter School - 110

Attendance as of 8/1/2024:
NU-Humboldt Charter School - NA
NU-Siskiyou Charter School - NA

Enrollment as of 8/1/2023:
NU-Humboldt Charter School - 275
NU-Siskiyou Charter School - 103

Attendance as of 8/1/2023:
NU-Humboldt Charter School - NA
NU-Siskiyou Charter School - NA

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	305.78	96.49%		12/18-1/26	116	119.44	94.96%	
1/29-2/23	320	307.6	96.57%		1/29-2/23	123	116.2	94.57%	
2/26-3/22	322	313.15	97.58%		2/26-3/22	133	122.05	95.35%	
3/25-4/19	318	310.73	96.90%		3/25-4/19	135	125.73	93.37%	
4/22-5/17	318	309	97.23%		4/22-5/17	131	120.55	90.44%	
5/20-6/14	317	311.58	98.20%		5/20-6/14	130	119.74	91.81%	
Year Overall	317	309.17	97.27%		Year Overall	130	118.02	92.97%	

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 6.
REPORTS

Subject:
6.2 Fiscal Report

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
Each month a Financial Report is given in order to keep the Board apprised of the fiscal condition of each school.

Fiscal Implications:
None

Contact Person/s: Kelley Withers

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 June Through June

Object	Description	Balance Forward	Budgeted	Revenue	Ending Balance
Revenue Detail					
LCFF Revenue Sources					
8011	REVENUE LIMIT ST AID-CURR YR	410,066.00		412,829.00	2,763.00-
8012	REVENUE LIMIT-EPA	15,481.00		15,481.00	.00
8096	TRANSFERS>CHARTERS IN LIEU TAX	4,509.00		1,678.00	2,831.00
	Total LCFF Revenue Sources	430,056.00	.00	429,988.00	68.00
Federal Revenue					
8181	SP ED-ENTITLEMENT PER UDC	53,895.00		53,895.00	.00
8182	SP ED-DISCRETIONARY GRANTS			3,869.00	3,869.00-
8221	NATIONAL LUNCH PROGRAM	26,147.51		28,540.57	2,393.06-
8290	ALL OTHER FEDERAL REVENUES	28,029.00		26,507.00	1,522.00
8295	ALL FEDERAL REV PRIOR YEAR	3,319.07-			3,319.07-
	Total Federal Revenue	104,752.44	.00	112,811.57	8,059.13-
Other State Revenues					
8520	CHILD NUTRITION	13,141.28		14,625.95	1,484.67-
8560	STATE LOTTERY REVENUE	21,748.15		47,997.59	26,249.44-
8590	ALL OTHER STATE REVENUES	207,344.00		224,037.00	16,693.00-
8595	ALL OTHER STATE REV-PRIOR YR	0.18			.18
	Total Other State Revenues	242,233.61	.00	286,660.54	44,426.93-
Other Local Revenue					
8660	INTEREST	32,290.53-		31,474.57	63,765.10-
8677	INTERAGENCY SVCS BETWEEN LEA	30,179.66		33,454.48	3,274.82-
8699	ALL OTHER LOCAL REVENUES	159,237.03		151,459.56	7,777.47
8792	TRANS OF APPORTION FROM COE	11,722.00		17,680.00	5,958.00-
	Total Other Local Revenue	168,848.16	.00	234,068.61	65,220.45-
	Total Revenues	945,890.21	.00	1,063,528.72	117,638.51-

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail						
Certificated Salaries						
1100	TEACHERS SALARIES - REGULAR	132,276.49			99,241.28	33,035.21
1104	SPECIAL ED TEACHER	33,744.30			12,712.05	21,032.25
1131	SUMMER TEACHERS	0.36				.36
1132	COACHES AND SPECIAL ADVISORS				4,000.00	4,000.00-
1140	TEACHER SALARY - SUBSTITUTES	1,774.80			1,960.00	185.20-

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 12, Ending Period = 12, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 June Through June

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Certificated Salaries (continued)						
1150	TEACHER SALARY - OTHER PAY	7,097.50			52,957.50	45,860.00-
1200	CERT PUPIL SUPPORT SAL - REG	9,150.25			8,650.00	500.25
1300	CERT SUPRVSR'S & ADMINS' SAL	9,302.14			10,302.26	1,000.12-
1311	COORDINATOR	6,950.00			6,950.00	.00
1350	CERT SUPRVSR & ADMN-OTH PAY	1,587.00-				1,587.00-
1900	OTHER CERT SALARY- REGULAR	21,741.15			42,322.97	20,581.82-
	Total Certificated Salaries	220,449.99	.00	.00	239,096.06	18,646.07-
Classified Salaries						
2100	CLASS INSTR AIDE SAL-REGULAR	13,783.32			11,619.32	2,164.00
2122	INSTR AIDE SAL HRLY-SPECL ED	2,361.31			1,035.13	1,326.18
2131	INSTR AIDE SAL XTR ASGN-REG	0.33				.33
2140	CLASS INSTR AIDE-SUBSTITUTE	250.00-				250.00-
2210	FOOD SERVICE PERSONNEL	4,264.00			4,264.00	.00
2214	CUSTODIAN	1,033.91			737.88	296.03
2255	COMPUTER LAB TECHNICIAN	5,776.63			5,776.67	.04-
2304	BUSINESS MANAGER	8,520.76			8,520.84	.08-
2307	COORDINATOR	6,632.51			6,632.09	.42
2308	DIRECTOR	5,908.26			5,908.34	.08-
2309	ADMINISTRATIVE ASSISTANT	3,040.00			3,767.38	727.38-
2402	ACCOUNT TECHNICIAN	6,338.50			6,286.00	52.50
2403	CLERICAL TECHNICIAN	2,053.50			2,432.50	379.00-
2405	ATTENDANCE TECHNICIAN	3,891.63			3,891.67	.04-
2406	SECRETARY	4,960.00				4,960.00
2900	OTHER CLASS SALARIES-REGULAR	7,280.00			6,979.50	300.50
2950	OTHER CLASS SALARIES-OTH PAY	300.00			3,000.00	2,700.00-
	Total Classified Salaries	75,894.66	.00	.00	70,851.32	5,043.34
Employee Benefits						
3101	STRS - CERTIFICATED	215,289.27			210,864.43	4,424.84
3201	PERS - CERTIFICATED	2,712.60			1,947.53	765.07
3202	PERS - CLASSIFIED	20,539.09			16,560.88	3,978.21
3311	SOCIAL SECURITY-CERTIFICATED	435.98			587.74	151.76-
3312	SOCIAL SECURITY-CLASSIFIED	4,671.77			4,369.63	302.14
3331	MEDICARE-CERTIFICATED	3,194.48			3,462.84	268.36-
3332	MEDICARE-CLASSIFIED	1,094.00			1,021.92	72.08
3411	HEALTH & WELFARE BENEFITS-CRT	62,367.60			52,343.60	10,024.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 12, Ending Period = 12, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 June Through June

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Employee Benefits (continued)						
3412	HEALTH & WELFARE BENEFITS-CLS	13,571.42			17,640.78	4,069.36-
3501	ST UNEMPLOYMENT INS-CERTIF	108.06			119.46	11.40-
3502	ST UNEMPLOYMENT INS-CLASSIFD	40.42			35.22	5.20
3601	WORKER'S COMP-CERTIFICATED	1,630.52			1,743.38	112.86-
3602	WORKER'S COMP-CLASSIFIED	572.59			514.50	58.09
	Total Employee Benefits	326,227.80	.00	.00	311,211.91	15,015.89
Books and Supplies						
4110	TEXTBOOKS	388.75-		332.29-	355.42	411.88-
4310	MATERIALS & SUPPLIES	29,991.01		2,494.81-	32,773.13	287.31-
4312	SUBSCRIPTIONS/PERIODICALS	2,500.11				2,500.11
4314	TESTS	64.00-				64.00-
4351	OFFICE SUPPLIES	2,169.92			17.59	2,152.33
4364	GASOLINE	1,244.82			2,212.72	967.90-
4374	CUSTODIAL SUPPLIES	914.33		127.33-	366.88	674.78
4377	GROUNDS SUPPLIES	771.31		82.14-	75.10	778.35
4381	BUILDING MAINTENANCE SUPPLS	1,457.96			121.85	1,336.11
4382	SMALL TOOLS	61.00				61.00
4383	LOCKS AND KEYS	17.35				17.35
4384	REPAIR PARTS-BUILDING	210.00				210.00
4393	WORKSHOP REFRESHMENTS	887.27		1,016.65-	25.00	1,878.92
4396	FOOD SERVICE SUPPLIES	66.62				66.62
4400	EQUIPMENT	100,260.00		.01	14,822.17	85,437.82
4445	COMPUTERS	1,000.00				1,000.00
4453	OTHER TECHNOLOGY	500.00				500.00
4710	FOOD	10.75		663.85-		674.60
	Total Books and Supplies	141,609.70	.00	4,717.06-	50,769.86	95,556.90
Services and Other Operating Expenditures						
5100	SUBAGREEMENTS FOR SERVICES	13,482.00-			15,109.00	28,591.00-
5201	EMPLOYEE MILEAGE	14,824.93			1,651.56	13,173.37
5205	AIRFARE	796.14				796.14
5207	REGISTRATION FEES	15,751.10				15,751.10
5209	ACCOMMODATIONS	5,548.97		267.16-	36.00	5,780.13
5210	TRAVEL & CONFERENCES	1,632.50				1,632.50
5261	BUS TICKETS FOR STUDENTS	1.00-				1.00-
5300	DUES & MEMBERSHIPS	15,404.18			7,750.00-	23,154.18

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62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 June Through June

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Services and Other Operating Expenditures (continued)						
5450	OTHER INSURANCE	1,517.99				1,517.99
5510	HEATING FUEL	418.94				418.94
5512	PROPANE	960.82				960.82
5520	ELECTRICITY SERVICES	1,299.02		2,778.99-	2,487.30	1,590.71
5530	WATER SERVICES	632.07		739.24-	674.91	696.40
5560	WASTE DISPOSAL	834.79		813.21-	2,207.39	559.39-
5565	HAZARDOUS WASTE DISPOSAL	150.00				150.00
5612	RENTALS AND LEASES-BUILDINGS	0.35-				.35-
5623	RENTALS AND LEASES-EQUIPMENT	12,363.87		1,291.94-	2,553.05	11,102.76
5628	RENTALS AND LEASES-OTHER	227.00				227.00
5633	REPAIRS-VEHICLES	7.99				7.99
5637	MAINTENANCE AGREEMENTS	5,440.51		397.46-	948.39	4,889.58
5800	CONTRACTED SERVICES	116,587.83		14,826.97-	60,474.53	70,940.27
5801	STUDENT TRAVEL/FIELDTRIPS	1,980.01			198.54	1,781.47
5805	PRINTING SERV-OUTSIDE VENDOR	642.24			155.00	487.24
5812	LIBRARY CONTRACT	2,728.00				2,728.00
5819	OTHER INTER-LEA CONTRACTS	88,064.23			74,173.07	13,891.16
5822	AUDIT FEES	8,000.35				8,000.35
5823	LEGAL FEES	7,713.00			170.00	7,543.00
5831	ADVERTISEMENT	4,676.00		5,600.00-		10,276.00
5845	INFORMTN NETWORK SERV CONTR	9,595.00			11,361.00	1,766.00-
5861	FINGERPRINTING	1,524.00			32.00	1,492.00
5868	OTHER EMPLOYMENT COSTS	2.42-				2.42-
5881	OTHER CHARGES/FEES	1,220.48			20.68	1,199.80
5884	LICENSE, PERMIT, USE FEE, TX	558.00-		60.00-	9.75	507.75-
5885	STUDENT AWARDS	100.00			250.00	150.00-
5888	OTHER OPERATING EXPENSE	34,087.00				34,087.00
5909	TELEPHONE/COMMUNICATIONS	3,505.34			74.04	3,431.30
5922	TELEPHONE LINES - TECHNOLOGY	8,791.98			473.00	8,318.98
5950	POSTAGE	1,517.32			226.56	1,290.76
Total Services and Other Operating Expenditures		354,499.83	.00	26,774.97-	165,535.77	215,739.03
6600 - 6999						
6900	DEPRECIATION EXPENSE				25,412.93	25,412.93-
Total 6600 - 6999		.00	.00	.00	25,412.93	25,412.93-

Tuition

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 12, Ending Period = 12, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2023/24 June Through June

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Tuition (continued)						
7142	OTH TUITN, EXCESS CSTS> COE	3,204.00			3,204.00	.00
	Total Tuition	3,204.00	.00	.00	3,204.00	.00
	Total Expenditures	1,121,885.98	.00	31,492.03-	866,081.85	287,296.16
Excess Revenues (Expenditures)					197,446.87	

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2024/25 July

Object	Description	Budgeted	Revenue	Ending Balance
Revenue Detail				
LCFF Revenue Sources				
8011	REVENUE LIMIT ST AID-CURR YR	4,272,158.00		4,272,158.00
8012	REVENUE LIMIT-EPA	60,376.00		60,376.00
8096	TRANSFERS>CHARTERS IN LIEU TAX	11,221.00		11,221.00
	Total LCFF Revenue Sources	4,343,755.00	.00	4,343,755.00
Federal Revenue				
8181	SP ED-ENTITLEMENT PER UDC	53,895.00		53,895.00
8221	NATIONAL LUNCH PROGRAM	72,597.00		72,597.00
8290	ALL OTHER FEDERAL REVENUES	134,423.00		134,423.00
	Total Federal Revenue	260,915.00	.00	260,915.00
Other State Revenues				
8520	CHILD NUTRITION	37,952.00		37,952.00
8550	MANDATED COST REIMBURSEMENTS	9,036.00		9,036.00
8560	STATE LOTTERY REVENUE	79,929.00		79,929.00
8590	ALL OTHER STATE REVENUES	548,076.00		548,076.00
	Total Other State Revenues	674,993.00	.00	674,993.00
Other Local Revenue				
8660	INTEREST	4,164.00		4,164.00
8677	INTERAGENCY SVCS BETWEEN LEA	28,374.00		28,374.00
8699	ALL OTHER LOCAL REVENUES	401,157.00		401,157.00
8792	TRANS OF APPORTION FROM COE	151,604.00		151,604.00
	Total Other Local Revenue	585,299.00	.00	585,299.00
	Total Revenues	5,864,962.00	.00	5,864,962.00

Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail					
Certificated Salaries					
1100	TEACHERS SALARIES - REGULAR	1,189,200.00	1,072,200.00		117,000.00
1104	SPECIAL ED TEACHER	381,660.00	304,368.37	6,791.67	70,499.96
1132	COACHES AND SPECIAL ADVISORS	3,000.00			3,000.00
1140	TEACHER SALARY - SUBSTITUTES	13,000.00			13,000.00
1150	TEACHER SALARY - OTHER PAY	29,600.00			29,600.00
1200	CERT PUPIL SUPPORT SAL - REG	158,339.00	152,344.13	5,995.83	.96-
1300	CERT SUPRVSRs' & ADMINS' SAL	130,963.00	120,110.87	10,919.17	67.04-

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62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2024/25 July

Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)					
Certificated Salaries (continued)					
1311	COORDINATOR	71,500.00	72,500.00		1,000.00-
1900	OTHER CERT SALARY- REGULAR	223,849.00	210,682.71	13,166.61	.32-
	Total Certificated Salaries	2,201,111.00	1,932,206.08	36,873.28	232,031.64
Classified Salaries					
2100	CLASS INSTR AIDE SAL-REGULAR	152,331.00	105,289.20		47,041.80
2122	INSTR AIDE SAL HRLY-SPECL ED	25,000.00	25,000.00		.00
2160	COACHES & ADVISORS	2,000.00			2,000.00
2210	FOOD SERVICE PERSONNEL	44,240.00	44,240.00		.00
2214	CUSTODIAN	10,220.00	10,220.00		.00
2255	COMPUTER LAB TECHNICIAN	71,300.00	65,387.50	5,912.50	.00
2304	BUSINESS MANAGER	107,250.00	98,312.50	8,937.50	.00
2307	COORDINATOR	78,087.00	73,432.56	4,654.10	.34
2308	DIRECTOR	72,950.00	66,870.87	6,079.17	.04-
2309	ADMINISTRATIVE ASSISTANT	40,320.00	36,960.00	3,360.00	.00
2402	ACCOUNT TECHNICIAN	78,424.00	72,935.73	6,863.83	1,375.56-
2403	CLERICAL TECHNICIAN	22,613.00	22,612.95		.05
2405	ATTENDANCE TECHNICIAN	48,500.00	44,541.74	3,958.34	.08-
2406	SECRETARY	35,200.00			35,200.00
2900	OTHER CLASS SALARIES-REGULAR	85,920.00	47,520.00		38,400.00
	Total Classified Salaries	874,355.00	713,323.05	39,765.44	121,266.51
Employee Benefits					
3101	STRS - CERTIFICATED	583,722.00	347,470.75	7,035.15	229,216.10
3102	STRS - CLASSIFIED	8,030.00			8,030.00
3201	PERS - CERTIFICATED	16,649.00	30,444.80		13,795.80-
3202	PERS - CLASSIFIED	210,865.00	179,557.17	10,418.44	20,889.39
3311	SOCIAL SECURITY-CERTIFICATED	3,816.00	3,816.10		.10-
3312	SOCIAL SECURITY-CLASSIFIED	53,941.00	43,975.47	2,446.19	7,519.34
3331	MEDICARE-CERTIFICATED	31,878.00	27,976.37	534.67	3,366.96
3332	MEDICARE-CLASSIFIED	12,616.00	10,284.54	572.08	1,759.38
3411	HEALTH & WELFARE BENEFITS-CRT	616,824.00	541,403.60	8,772.00	66,648.40
3412	HEALTH & WELFARE BENEFITS-CLS	218,109.00	178,154.00	11,454.40	28,500.60
3501	ST UNEMPLOYMENT INS-CERTIF	1,103.00	965.15	18.45	119.40
3502	ST UNEMPLOYMENT INS-CLASSIFD	438.00	354.72	19.74	63.54
3601	WORKER'S COMP-CERTIFICATED	16,048.00	14,084.58	269.18	1,694.24
3602	WORKER'S COMP-CLASSIFIED	6,353.00	5,177.68	288.02	887.30

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SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2024/25 July

Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)					
	Total Employee Benefits	1,780,392.00	1,383,664.93	41,828.32	354,898.75
Books and Supplies					
4110	TEXTBOOKS	29,820.00	2,938.96		26,881.04
4310	MATERIALS & SUPPLIES	234,699.00	3,566.16	1,155.03	229,977.81
4312	SUBSCRIPTIONS/PERIODICALS	2,690.00			2,690.00
4314	TESTS	500.00			500.00
4351	OFFICE SUPPLIES	4,635.00	65.64	77.53	4,491.83
4364	GASOLINE	7,332.00			7,332.00
4374	CUSTODIAL SUPPLIES	4,500.00			4,500.00
4377	GROUNDS SUPPLIES	2,732.00			2,732.00
4381	BUILDING MAINTENANCE SUPPLS	2,500.00			2,500.00
4382	SMALL TOOLS	61.00			61.00
4383	LOCKS AND KEYS	200.00			200.00
4384	REPAIR PARTS-BUILDING	210.00			210.00
4393	WORKSHOP REFRESHMENTS	6,300.00			6,300.00
4396	FOOD SERVICE SUPPLIES	600.00			600.00
4400	EQUIPMENT		964.44		964.44
4445	COMPUTERS	1,000.00	8,766.00		7,766.00
4453	OTHER TECHNOLOGY	500.00			500.00
4710	FOOD	2,500.00			2,500.00
	Total Books and Supplies	300,779.00	16,301.20	1,232.56	283,245.24
Services and Other Operating Expenditures					
5201	EMPLOYEE MILEAGE	22,784.00			22,784.00
5210	TRAVEL & CONFERENCES	71,345.00	5,612.10	3,998.00	61,734.90
5261	BUS TICKETS FOR STUDENTS	1,000.00			1,000.00
5300	DUES & MEMBERSHIPS	14,246.00		7,090.82	7,155.18
5450	OTHER INSURANCE	91,238.00	1,169.10	90,932.82	863.92
5510	HEATING FUEL	525.00			525.00
5512	PROPANE	1,500.00			1,500.00
5520	ELECTRICITY SERVICES	28,560.00	22,076.41	488.59	5,995.00
5530	WATER SERVICES	8,220.00	5,407.02	222.98	2,590.00
5560	WASTE DISPOSAL	11,758.00	10,439.80	392.92	925.28
5565	HAZARDOUS WASTE DISPOSAL	160.00			160.00
5610	RENTALS AND LEASES		788.70	71.70	860.40
5612	RENTALS AND LEASES-BUILDINGS	257,176.00	220,693.60	44,138.72	7,656.32

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62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2024/25 July

Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)					
Services and Other Operating Expenditures (continued)					
5623	RENTALS AND LEASES-EQUIPMENT	20,565.00	13,308.01	816.25	6,440.74
5628	RENTALS AND LEASES-OTHER	227.00			227.00
5633	REPAIRS-VEHICLES	800.00			800.00
5637	MAINTENANCE AGREEMENTS	17,100.00	10,432.41	948.39	5,719.20
5640	LEASE INTEREST EXPENSE	916.00			916.00
5800	CONTRACTED SERVICES	379,435.00	109,241.00	39,504.43	230,689.57
5801	STUDENT TRAVEL/FIELDTRIPS	3,500.00			3,500.00
5805	PRINTING SERV-OUTSIDE VENDOR	2,000.00			2,000.00
5812	LIBRARY CONTRACT	3,328.00			3,328.00
5819	OTHER INTER-LEA CONTRACTS	81,089.00			81,089.00
5822	AUDIT FEES	86,001.00			86,001.00
5823	LEGAL FEES	10,695.00			10,695.00
5831	ADVERTISEMENT	15,000.00			15,000.00
5845	INFORMTN NETWORK SERV CONTR	9,595.00			9,595.00
5861	FINGERPRINTING	2,950.00			2,950.00
5881	OTHER CHARGES/FEES	4,250.00			4,250.00
5884	LICENSE, PERMIT, USE FEE, TX	1,142.00			1,142.00
5885	STUDENT AWARDS	100.00			100.00
5909	TELEPHONE/COMMUNICATIONS	13,437.00			13,437.00
5922	TELEPHONE LINES - TECHNOLOGY	14,600.00			14,600.00
5950	POSTAGE	4,200.00		1,029.20	3,170.80
Total Services and Other Operating Expenditures		1,179,442.00	399,168.15	189,634.82	590,639.03
6600 - 6999					
6900	DEPRECIATION EXPENSE	23,854.00			23,854.00
6910	AMORTIZATION EXP —LEASE ASSETS	6,546.00			6,546.00
Total 6600 - 6999		30,400.00	.00	.00	30,400.00
Tuition					
7142	OTH TUITN, EXCESS CSTS> COE	3,204.00			3,204.00
Total Tuition		3,204.00	.00	.00	3,204.00
Total Expenditures		6,369,683.00	4,444,663.41	309,334.42	1,615,685.17
Excess Revenues (Expenditures)			(309,334.42)		

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

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
<u>Beginning balance</u>						
9110 CASH IN COUNTY TREASURY	1,275,841.72	52,847.97	177,564.84	0.00	1,453,406.56	
9200 ACCOUNTS RECEIVABLE	0.00	2,000.00	0.00	0.00	0.00	
9209 A/R SET-UP ODD YEARS	522,657.43	193,372.42	202,575.72-	0.00	320,081.71	
9210 A/R POST	29,756.04	44,517.71	12,438.33-	0.00	17,317.71	
9330 PREPAID EXPENDITURES	9,683.26	9,683.26-	9,683.26-	0.00	0.00	
9420 LAND IMPROVEMENTS	0.00	77,215.00	77,215.00	0.00	77,215.00	
9425 ACC. DEP.-LAND IMPROVEMENTS	0.00	184,724.30-	184,724.30-	0.00	184,724.30-	
9440 EQUIPMENT	0.00	155,609.00	155,609.00	0.00	155,609.00	
9460 LEASE ASSETS	0.00	158,186.00	158,186.00	0.00	158,186.00	
9465 ACCUMULATE AMORTIZE LEASE ASST	0.00	77,968.00-	77,968.00-	0.00	77,968.00-	
9508 USE TAX LIABILITY	101.81-	101.81	101.81	0.00	0.00	
9509 ACCOUNTS PAYABLE SET UP-ODD YR	45,425.75-	141,219.04-	141,219.04-	0.00	186,644.79-	
9510 ACCOUNTS PAYABLE CURRENT LIAB	18,605.11-	47,120.65-	3,893.21	0.00	14,711.90-	
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 QASDHI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9514 H & W PASS THROUGH	23,990.42	44,647.00-	22,186.32-	0.00	1,804.10	
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-	68,578.87	318,840.52	0.00	6,202.45-	
9660 SUBSCRIPTION LIABILITIES	0.00	82,918.00-	82,918.00-	0.00	82,918.00-	
<u>TOTAL Beginning balance</u>	1,470,817.47	164,148.53	157,697.41	0.00	1,628,514.88	
<u>Current year revenue</u>						
8011 STATE AID - CURRENT YEAR	1,680,422.00	167,432.70	1,680,422.00	0.00	0.00	100.0
8012 EPA REVENUE	23,282.00	6,153.00	23,282.00	0.00	0.00	100.0
8019 STATE AID - PRIOR YEAR	0.00	217,214.00	217,214.00	0.00	217,214.00-	N/A
8096 TRANSFERS TO CHART. IN LIEU TX	0.00	81,155.00-	0.00	0.00	0.00	N/A
8182 SPEC ED-DISCRETIONARY GRANTS	1,488.00	0.00	0.00	0.00	1,488.00	0.0
8260 FOREST RESERVE FUNDS	0.00	0.00	30,112.81	0.00	30,112.81-	N/A
8290 ALL OTHER FEDERAL REVENUES	128,096.00	13,912.27	109,562.70	0.00	18,533.30	85.5
8550 MANDATED COST REIMBURSEMENTS	3,994.00	0.00	3,994.00	0.00	0.00	100.0
8560 STATE LOTTERY REVENUE	28,857.00	35,801.85	65,357.24	0.00	36,500.24-	226.5
8590 ALL OTHER STATE REVENUES	255,447.00	167,942.30	193,458.50	0.00	61,988.50	75.7
8660 INTEREST	5,000.00	10,208.61	38,800.82	0.00	33,800.82-	776.0
8699 ALL OTHER LOCAL REVENUES	38,621.00	24,002.18	29,002.18	4,200.00	5,418.82	86.0
8792 TF OF APPORT FROM COE	29,756.00	25,509.10	25,509.10	0.00	4,246.90	85.7
8980 CONTRIBUTIONS FR UNRESTR REV	0.00	0.00	0.00	0.00	0.00	N/A
<u>TOTAL Current year revenue</u>	2,194,963.00	587,021.01	2,416,715.35	4,200.00	225,952.35-	
<u>*TOTAL Beginning balance + Revenue</u>	3,665,780.47	2,057,838.48	3,887,532.82			*

FUND :62 CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Expense						
1100 CERTIFICATED TEACHERS SALARIES	542,908.00	88,927.52	531,400.14	17,458.34	5,950.48-	101.1
1150 NUCS TUTOR	32,480.00	7,280.00	28,410.00	0.00	4,070.00	87.5
1170 CERTIFICATED TEACHER SUBSTITUT	500.00	0.00	227.50	0.00	272.50	45.5
1200 CERT PUPIL SUPPORT SALARY	37,249.00	9,237.50	37,250.00	3,062.50	3,063.50-	108.2
1300 CERTIFICATED SUPERV & ADM SAL	93,750.00	7,250.00	91,875.02	0.00	1,874.98	98.0
2100 INSTRUCTIONAL AIDE SALARIES	18,616.00	3,458.00	17,228.00	0.00	1,388.00	92.5
2200 CLASSIFIED SUPPORT SALARIES	27,000.00	1,575.00	26,842.58	0.00	157.42	99.4
2400 CLERICAL/TECHNICAL/OFFICE SAL	259,618.57	9,930.84	128,136.98	0.00	131,481.59	49.4
2900 OTHER CLASSIFIED SALARIES	73,388.00	808.38	64,447.52	0.00	8,940.48	87.8
3101 STRS CERTIFICATED	166,355.43	9,977.89	100,778.90	0.00	65,576.53	60.6
3201 PERS CERTIFICATED	25,081.00	2,582.62	25,340.66	0.00	259.66-	101.0
3202 PERS CLASSIFIED	91,227.61	3,811.37	42,836.22	0.00	48,391.39	47.0
3301 SOCIAL SECURITY CERTIFICATED	3,953.00	916.05	6,536.79	0.00	2,583.79-	165.4
3302 SOCIAL SECURITY CLASSIFIED	23,345.04	977.87	14,777.55	0.00	8,567.49	63.3
3311 MEDICARE - CERTIFICATED	10,250.19	1,622.42	9,922.21	297.55	30.43	99.7
3312 MEDICARE - CLASSIFIED	5,491.63	228.68	3,455.82	0.00	2,035.81	62.9
3401 HEALTH & WELFARE CERTIFICATED	171,641.00	16,662.00	169,512.67	0.00	2,128.33	98.8
3402 HEALTH & WELFARE CLASSIFIED	92,480.00	3,498.00	47,328.00	0.00	45,152.00	51.2
3501 UNEMPLOYMENT - CERTIFICATED	353.93	56.00	342.50	10.27	1.16	99.7
3502 UNEMPLOYMENT - CLASSIFIED	189.35	7.90	119.16	0.00	70.19	62.9
3601 WORKERS COMP - CERTIFICATED	4,808.03	760.85	4,653.09	139.54	15.40	99.7
3602 WORKERS COMP - CLASSIFIED	2,575.38	107.23	1,620.63	0.00	954.75	62.9
4100 APPRVD TEXTBKS/CORE CURRICULA	34,187.00	151.45	30,840.00	2,805.18	541.82	98.4
4200 BOOKS AND REFERENCE MATERIALS	3,705.00	0.00	3,704.91	0.00	0.09	100.0
4300 SUPPLIES	83,486.00	22,872.98	69,681.29	27,010.03	13,205.32-	115.8
4310 NORTH UNITED SUPPLIES	7,604.00	0.00	0.00	0.00	7,604.00	0.0
4350 OFFICE SUPPLIES	0.00	0.00	119.10	0.00	119.10-	N/A
4400 NON-CAPITALIZED EQUIP.	49,518.00	5,512.82	14,115.70	2,820.51	32,581.79	34.2
4700 FOOD	0.00	0.00	0.00	647.50	647.50-	N/A
5100 SUBAGREEMENTS FOR SERVICES	0.00	0.00	0.00	49,187.00	49,187.00-	N/A
5200 TRAVEL & CONFERENCE	75,821.00	7,968.34	33,420.82	5,273.28	37,126.90	51.0
5300 DUES & MEMBERSHIPS	18,304.00	0.00	8,665.00	0.00	9,639.00	47.3
5400 INSURANCE	39,819.00	0.00	42,116.00	39,703.00	42,000.00-	205.5
5500 OPERATION & HOUSEKEEPING SERV	15,000.00	473.70	14,115.43	6,207.90	5,323.33-	135.5
5510 HEATING BUTANE, OIL	0.00	0.00	217.77	0.00	217.77-	N/A
5520 ELECTRICITY	20,000.00	976.62	12,133.97	6,077.68	1,788.35	91.1
5530 WATER&OR SEWAGE	5,000.00	114.02	1,198.78	1,391.22	2,410.00	51.8
5550 DISPOSAL/GARBAGE REMOVAL	2,000.00	106.50	1,337.27	167.39	495.34	75.2
5600 RENTALS, LEASES & REPAIRS,N.C.	14,100.00	1,322.09	11,124.81	14,519.90	11,544.71-	181.9
5612 NORTH UNITED RENT/LEASE BLDG	141,600.00	2,700.00	142,176.00	0.00	576.00-	100.4
5710 TRANSFERS OF DIRECT COSTS	0.00	0.00	0.00	0.00	0.00	N/A
5800 PROFES'L/CONSULTG SVCS/OP EXP	495,575.00	162,769.39	429,710.51	46,823.04	19,041.45	96.2
5801 LEGAL FEES	2,000.00	262.50	457.50	0.00	1,542.50	22.9
5830 AUDIT FEES	25,000.00	12,705.00	30,215.00	0.00	5,215.00-	120.9
5864 CO-OP / SCOE	4,700.00	2,350.00	4,700.00	0.00	0.00	100.0
5881 NORTH UNITED OTHER CHGS/FEES	71,639.00	56,889.46	71,638.91	0.00	0.09	100.0
5912 COMMUN - INTERNET SVCS/LINES	4,560.00	0.00	407.88	0.00	4,152.12	8.9
5922 COMMUNICATION - TELEPHONE SVCS	5,500.00	127.40	7,776.65	2,275.92	4,552.57-	182.8
5930 COMMUNICATION - POSTAGE/METER	750.00	65.89	274.50	1,451.65	976.15-	230.2

FUND :62 CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
6900 DEPRECIATION EXPENSE	38,508.00	77,016.30	77,016.30	0.00	38,508.30-	200.0
7142 OTH TUIT,EXC CST PMT TO COE	12,185.00	14,711.90	14,711.90	0.00	2,526.90-	120.7
TOTAL Expense	2,853,822.16	538,772.48	2,374,917.94	227,329.40	251,574.82	
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-	
9793 FUND BAL-AUDIT ADJUSTMENTS	0.00	147,944.00-	147,944.00-	0.00	147,944.00-	
9795 FUND BAL-OTHER RESTATEMENTS	0.00	32,044.00	32,044.00	0.00	32,044.00	
TOTAL Ending balance	1,138,718.89-	115,900.00-	115,900.00-	0.00	1,254,618.89-	
**Fund balance	811,958.31	1,519,066.00	1,512,614.88			**

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-	0.00	134,074.92-	0.00	140,165.52-	
9620 DUE TO OTHER AGENCIES	6,090.60	0.00	134,074.92	0.00	140,165.52	
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-	0.00	150,900.09-	0.00	153,203.09-	
9620 DUE TO OTHER AGENCIES	2,303.00	0.00	150,900.09	0.00	153,203.09	
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			**

Account classifications selected
FD RESC Y OBJT GOAL FUNC SCH LOCALField ranges selected
FI RANGE

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

Primary sort/rollup levels: FD

Income summary level: 4

Expense summary level: 4

Data source: GLSTEX Standard Extract

Report template: /var/opt/qss/data/CTFAR300: 07/07/2020 17:07:13

Budget type: W Working

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: 08/07/2024 10:16:14

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	0.00	143,851.11-	143,851.11-	0.00	143,851.11-	
9209 A/R SET-UP ODD YEARS	0.00	41,954.85-	41,954.85-	0.00	41,954.85-	
9210 A/R POST	0.00	59,518.98-	59,518.98-	0.00	59,518.98-	
9510 ACCOUNTS PAYABLE CURRENT LIAB	0.00	186,568.34	186,568.34	0.00	186,568.34	
9511 STRS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9512 PERS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9513 CASDHI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9514 H & W PASS THROUGH	0.00	6,725.00-	6,725.00-	0.00	6,725.00-	
9515 SUI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9516 W/COMP PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9518 MEDICARE PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
TOTAL Beginning balance	0.00	65,481.60-	65,481.60-	0.00	65,481.60-	
Current year revenue						
8011 STATE AID - CURRENT YEAR	1,699,252.00	86,453.00	86,453.00	0.00	1,612,799.00	5.1
8012 EPA REVENUE	23,282.00	6,153.00-	6,153.00-	0.00	29,435.00	-26.4
8182 SPEC ED-DISCRETIONARY GRANTS	1,488.00	0.00	0.00	0.00	1,488.00	0.0
8290 ALL OTHER FEDERAL REVENUES	64,973.00	0.00	0.00	0.00	64,973.00	0.0
8550 MANDATED COST REIMBURSEMENTS	3,994.00	0.00	0.00	0.00	3,994.00	0.0
8560 STATE LOTTERY REVENUE	28,857.00	35,801.85-	35,801.85-	0.00	64,658.85	-124.1
8590 ALL OTHER STATE REVENUES	549,718.00	0.00	0.00	0.00	549,718.00	0.0
8660 INTEREST	5,000.00	0.00	0.00	0.00	5,000.00	0.0
8699 ALL OTHER LOCAL REVENUES	9,500.00	0.00	0.00	0.00	9,500.00	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	2,415,820.00	44,498.15	44,498.15	0.00	2,371,321.85	
*TOTAL Beginning balance + Revenue	2,415,820.00	44,498.15	44,498.15			*
Expense						
1100 CERTIFICATED TEACHERS SALARIES	500,097.50	5,812.50	5,812.50	63,433.37	430,851.63	13.8
1104 NUCS EDUCATION SPECIALIST	62,000.00	0.00	0.00	0.00	62,000.00	0.0
1150 NUCS TUTOR	5,000.00	0.00	0.00	0.00	5,000.00	0.0
1200 CERT PUPIL SUPPORT SALARY	76,500.00	0.00	0.00	0.00	76,500.00	0.0
1300 CERTIFICATED SUPERV & ADM SAL	38,450.00	5,995.83	5,995.83	64,533.37	32,079.20-	183.4
2100 INSTRUCTIONAL AIDE SALARIES	25,656.00	0.00	0.00	0.00	25,656.00	0.0
2200 CLASSIFIED SUPPORT SALARIES	9,307.50	1,028.50	1,028.50	11,313.50	3,034.50-	132.6
2400 CLERICAL/TECHNICAL/OFFICE SAL	117,510.00	8,054.00	8,054.00	88,135.63	21,320.37	81.9
2900 OTHER CLASSIFIED SALARIES	10,284.00	0.00	0.00	0.00	10,284.00	0.0
3101 STRS CERTIFICATED	156,263.07	2,255.40	2,255.40	24,441.66	129,566.01	17.1
3201 PERS CERTIFICATED	26,510.00	0.00	0.00	0.00	26,510.00	0.0
3202 PERS CLASSIFIED	44,025.91	2,266.02	2,266.02	24,926.23	16,833.66	61.8
3301 SOCIAL SECURITY CERTIFICATED	6,076.00	0.00	0.00	0.00	6,076.00	0.0
3302 SOCIAL SECURITY CLASSIFIED	10,090.97	563.12	563.12	6,165.85	3,362.00	66.7
3311 MEDICARE - CERTIFICATED	9,889.72	171.20	171.20	1,855.53	7,862.99	20.5
3312 MEDICARE - CLASSIFIED	2,359.99	131.69	131.69	1,442.02	786.28	66.7
3401 HEALTH & WELFARE CERTIFICATED	160,577.95	1,475.00	1,475.00	16,225.00	142,877.95	11.0
3402 HEALTH & WELFARE CLASSIFIED	43,164.00	3,498.00	3,498.00	38,478.00	1,188.00	97.2

FUND :62 CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
3501 UNEMPLOYMENT - CERTIFICATED	341.05	5.89	5.89	63.99	271.17	20.5
3502 UNEMPLOYMENT - CLASSIFIED	81.38	4.53	4.53	49.73	27.12	66.7
3601 WORKERS COMP - CERTIFICATED	4,978.97	80.29	80.29	870.18	4,028.50	19.1
3602 WORKERS COMP - CLASSIFIED	1,188.14	61.76	61.76	676.25	450.13	62.1
4100 APPRVD TEXTBKS/CORE CURRICULA	24,000.00	0.00	0.00	1,553.22	22,446.78	6.5
4200 BOOKS AND REFERENCE MATERIALS	3,705.00	0.00	0.00	0.00	3,705.00	0.0
4300 SUPPLIES	78,700.00	0.00	0.00	2,676.35	76,023.65	3.4
4310 NORTH UNITED SUPPLIES	6,799.00	0.00	0.00	0.00	6,799.00	0.0
4400 NON-CAPITALIZED EQUIP.	5,000.00	78,498.57	78,498.57	0.00	73,498.57	1570.0
5200 TRAVEL & CONFERENCE	34,773.00	0.00	0.00	4,118.92	30,654.08	11.8
5300 DUES & MEMBERSHIPS	18,304.00	0.00	0.00	0.00	18,304.00	0.0
5400 INSURANCE	45,000.00	0.00	0.00	45,335.00	335.00	100.7
5500 OPERATION & HOUSEKEEPING SERV	15,750.00	0.00	0.00	10,841.96	4,908.04	68.8
5520 ELECTRICITY	41,000.00	0.00	0.00	19,425.00	21,575.00	47.4
5530 WATER&OR SEWAGE	5,500.00	0.00	0.00	3,885.00	1,615.00	70.6
5550 DISPOSAL/GARBAGE REMOVAL	2,250.00	0.00	0.00	1,390.84	859.16	61.8
5600 RENTALS, LEASES & REPAIRS,N.C.	14,100.00	0.00	0.00	17,234.00	3,134.00	122.2
5612 NORTH UNITED RENT/LEASE BLDG	150,528.00	0.00	0.00	162,387.00	11,859.00	107.9
5710 TRANSFERS OF DIRECT COSTS	0.00	0.00	0.00	0.00	0.00	N/A
5800 PROFES'L/CONSULTG SVCS/OP EXP	437,825.00	0.00	0.00	296,491.92	141,333.08	67.7
5801 LEGAL FEES	2,000.00	0.00	0.00	0.00	2,000.00	0.0
5830 AUDIT FEES	25,000.00	0.00	0.00	0.00	25,000.00	0.0
5864 CO-OP / SCOE	4,700.00	0.00	0.00	0.00	4,700.00	0.0
5881 NORTH UNITED OTHER CHGS/FEES	10,000.00	0.00	0.00	0.00	10,000.00	0.0
5912 COMMUN - INTERNET SVCS/LINES	4,560.00	0.00	0.00	0.00	4,560.00	0.0
5922 COMMUNICATION - TELEPHONE SVCS	5,500.00	77.45	77.45	2,922.55	2,500.00	54.5
5930 COMMUNICATION - POSTAGE/METER	750.00	0.00	0.00	900.00	150.00	120.0
6900 DEPRECIATION EXPENSE	38,508.00	0.00	0.00	0.00	38,508.00	0.0
7142 OTH TUIT,EXC CST PMT TO COE	12,185.00	0.00	0.00	0.00	12,185.00	0.0
7310 TRANSFERS OF INDIRECT COSTS	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Expense	2,296,789.15	109,979.75	109,979.75	911,772.07	1,275,037.33	
**Fund balance	119,030.85	65,481.60-	65,481.60-			**

Account classifications selected
FD RESC Y OBJT GOAL FUNC SCH LOCALField ranges selected
FI RANGE

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

Primary sort/rollup levels: FD

Income summary level: 4

Expense summary level: 4

Data source: GLSTEX Standard Extract

Report template: /var/opt/qss/data/CTFAR300: 07/07/2020 17:07:13

Budget type: W Working

Include budget transfers: N

GL Transactions: B Approved and Unapproved

Exclude Pre-encumbrances: N

Use Reference Values: N

Restricted Fld Nbr: 02 RESOURCE

Separation Option: No Separation of Restricted and UnRestricted

Extraction Type: Restricted and UnRestricted

Report prepared: 08/07/2024 10:15:00

**NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm**

Agenda Item 6.
REPORTS

Subject:
6.3 2022-2023 Teacher Assignment Monitoring Outcomes

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
At the June 27, 2024 board meeting, the LCFF Local Indicators Report was given. At that time, CDE did not have the most recent (2022-2023) teacher assignment monitoring outcomes available. This information is now available and has been updated. See attached.

Fiscal Implications:
None

Contact Person/s: Shari Lovett

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	25.0	78	17.8	0	4	0	0	.2

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students’ learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

In the area of building relationships with our families, we see this as a tremendous strength. With the majority of our participants believing that we are at Full Implementation or Full Implementation and Sustainability, it is clear that we are building trusting respectful relationships in which our families feel connected.

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

As for area(s) of improvement, we will continue to make extra efforts to reach out to all of our more rural families. Some of our more rural families do not make it to our facilities often and do not participate in our engagement activities. This creates challenges in relationship building between school staff and families.

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

To enhance engagement with underrepresented families, our school will prioritize diverse representation in all communications and activities, conduct ongoing cultural competency training for staff, forge partnerships with community organizations, offer parent leadership opportunities, ensure accessibility of communication channels, develop culturally relevant programming, and establish regular feedback mechanisms. Through these initiatives, we aim to create a more inclusive and supportive environment where all families feel valued and empowered to actively participate in their children's education.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4

Practices	Rating Scale Number
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

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

In the area of building partnerships for student outcomes, the data shows that the majority of our participants believe we have Full Implementation or Full Implementation with Sustainability in providing families with information and resources to support student learning and development in the home. Equally important, the majority of respondents believe we have Full Implementation or Full Implementation with Sustainability with families understanding and exercising their legal rights and advocating for their student's needs. Both of these are strengths according to our respondents.

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

As for an area of improvement in building partnerships for student outcomes, we need to continue to coach parents as they are often the main educator of the children in an independent study school. Supporting the parents in improving their instructional skills helps to improve student outcomes. We have offered workshops for parents, but they have been poorly attended. We need to partner with parents to better understand what their needs are.

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

To improve engagement with underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes, our school will implement targeted strategies. This includes actively reaching out to underrepresented families to involve them in decision-making processes regarding their children's education and well-being. Through our Community School, we will establish collaborative partnerships with community organizations that specifically support these families, ensuring that resources and support are readily accessible. Additionally, we will offer tailored workshops and information sessions that address the unique needs and concerns of underrepresented families, fostering a sense of inclusion and empowerment within the school community. Through these efforts, we aim to strengthen partnerships with underrepresented families, ultimately enhancing student outcomes through collaborative engagement and support.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

The area of seeking input for decision making was one of our greatest strengths with the majority of our participants responding that we have Full Implementation or Full Implementation with Sustainability in supporting family members to effectively engage in advisory groups and decision-making.

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

As for area of improvement, in the areas of supporting principals and staff to effectively engage families in advisory groups and with decision-making, we continue to see low involvement by educational partners in whole school events that provide opportunities for input in decision-making. This is true in our survey response rate, our board meeting attendance, our LCAP meetings and our PAC meetings.

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

Our school will enhance engagement with underrepresented families identified during the self-reflection process by implementing targeted strategies for seeking input in decision-making. This involves proactively reaching out to these families through culturally sensitive communication channels and providing opportunities for meaningful participation in decision-making forums. We will prioritize listening to their perspectives, concerns, and suggestions, ensuring their voices are heard and valued in shaping school policies and practices. By fostering an inclusive and collaborative approach, we aim to build trust, strengthen partnerships, and ultimately improve outcomes for all students.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Northern United - Humboldt Charter School administered the School Climate Survey to students, parents, and staff. At 65 responses, our participation rate has significantly increased from last year. Of the 8 students who participated in the survey, 91.6% of them felt safe at school. Of the 24 parents/guardians participated in the survey with 100% of the parents/guardians responding that they felt that the school placed a high priority on their student's safety and 95.8% responded that they are provided ample opportunities to participate in their student's education. Thirty three staff participated in the survey with 81.8% stating that our school has developed the capacity of staff to build trusting and respectful relationships with families. 100% of staff who responded stated they are satisfied with the level of professional development being offered to them. 75.8% of the staff respondents felt connected to students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

One of the most notable improvements in our data is the significant increase in staff participation, indicating growing engagement in providing feedback. Safety perceptions are high, with 91.6% of students feeling safe at school and 100% of parents believing that the school prioritizes student safety. Additionally, 95.8% of parents feel they have ample opportunities to engage in their child's education, suggesting successful facilitation of parental involvement. Staff satisfaction with professional development is unanimous, highlighting effective and well-received efforts in this area. With only 75.8% of staff feel connected to students, indicating a need for initiatives to strengthen these connections. The low student response rate, suggests a need to increase student engagement in future surveys to ensure their voices are comprehensively represented. Overall, the school's strengths include high perceptions of safety among students and parents, high levels of parental satisfaction regarding involvement opportunities, effective professional development, and strong relational capacity with families.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We have identified several areas of need and key learnings that will necessitate changes to existing procedures. To enhance staff-student connections, NU-HCS will encourage collaborative projects requiring staff and students to work together, and organize regular social events like assemblies and sports events to strengthen bonds and improve the sense of community. To increase student survey participation, surveys will be administered during class time, incentives such as small prizes or recognition will be offered, and various modes of survey administration, including online and mobile app options, will be provided.

To expand parental engagement, NU-HCS will offer flexible meeting times, including evenings and weekends, continue using virtual platforms for meetings and events, and conduct targeted outreach efforts to engage less involved parents through personal invitations, phone calls, and home visits when appropriate.

Access to a Broad Course of Study (LCFF Priority 7)

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

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

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

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

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

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

The barriers that we face are usually two areas. The first area of challenge is internet access and the second challenge is transportation. Given that we as an LEA are geographically challenged with our rural students, it is pertinent that we stay abreast of any internet access issues and transportation issues that students may face in

interfacing with our online platforms of study or transportation issues in attending college courses or live classes at our learning centers.

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

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

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Northern United - Siskiyou Charter School	Shari Lovett Director	slovett@nucharters.org 707.445.2660 x110

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	10	67	33	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

In the area of building relationships with our families, we see this as a tremendous strength. With 89.5% of our participants believing that we are at Full Implementation or Full Implementation and Sustainability, it is clear that we are building trusting respectful relationships in which our families feel connected.

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

As for area(s) of improvement, we will continue to make extra efforts to reach out to all of our more rural families. Some of our more rural families do not make it to our facilities often and do not participate in our engagement activities. This creates challenges in relationship building between school staff and families.

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

To enhance engagement with underrepresented families, our school will prioritize diverse representation in all communications and activities, conduct ongoing cultural competency training for staff, forge partnerships with community organizations, offer parent leadership opportunities, ensure accessibility of communication channels, develop culturally relevant programming, and establish regular feedback mechanisms. Through these initiatives, we aim to create a more inclusive and supportive environment where all families feel valued and empowered to actively participate in their children's education.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4

Practices	Rating Scale Number
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

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

In the area of building partnerships for student outcomes, the data shows that the majority of our participants believe we have Full Implementation or Full Implementation with Sustainability in providing families with information and resources to support student learning and development in the home. Equally important, the majority of respondents believe we have Full Implementation or Full Implementation with Sustainability with families understanding and exercising their legal rights and advocating for their student's needs. Both of these are strengths according to our respondents.

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

As for an area of improvement in building partnerships for student outcomes, we need to continue to coach parents as they are often the main educator of the children in an independent study school. Supporting the parents in improving their instructional skills helps to improve student outcomes. We have offered workshops for parents, but they have been poorly attended. We need to partner with parents to better understand what their needs are.

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

To improve engagement with underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes, our school will implement targeted strategies. This includes actively reaching out to underrepresented families to involve them in decision-making processes regarding their children's education and well-being. Through our Community School, we will establish collaborative partnerships with community organizations that specifically support these families, ensuring that resources and support are readily accessible. Additionally, we will offer tailored workshops and information sessions that address the unique needs and concerns of underrepresented families, fostering a sense of inclusion and empowerment within the school community. Through these efforts, we aim to strengthen partnerships with underrepresented families, ultimately enhancing student outcomes through collaborative engagement and support.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

The area of seeking input for decision making was one of our greatest strengths with the majority of our participants responding that we have Full Implementation or Full Implementation with Sustainability in supporting family members to effectively engage in advisory groups and decision-making.

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

As for area of improvement, in the areas of supporting principals and staff to effectively engage families in advisory groups and with decision-making, we continue to see low involvement by educational partners in whole school events that provide opportunities for input in decision-making. This is true in our survey response rate, our board meeting attendance, our LCAP meetings and our PAC meetings.

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

Overall, progress has been made in this area since our first year (2018-29). Due to the pandemic of the past year, we did not have any in-person parent involvement in family engagement activities. We did provide Zoom meetings for back to school night, reopening orientation, school sight council, and LCAP meetings, however attendance was not at the same level it had been in the years prior. This could be due to internet issues or other technology barriers, or it could be a communication issue. Our goal, once is to help serve underrepresented families by removing barriers to participation by: ensuring all students who do not have reliable internet or technology at home are provided with a Chromebook and/or hotspot; making it convenient for parents to bring younger siblings to meetings; continuing to provide a Zoom option (as allowable) for meetings; and using a more robust communication and engagement platform, with built-in translation features.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Northern United - Siskiyou Charter School (NU-SCS) administered the School Climate Survey to students, parents, and staff. Our participation rate has not significantly increased from last year. However, those who responded were very positive about our school climate. Of the 4 students who participated in the survey, 100% of them felt safe at school. Of the 6 parents/guardians participated in the survey with 100% of the parents/guardians responding that they felt that NU-SCS placed a high priority on their student's safety and 100% responded that they are provided ample opportunities to participate in their student's education. Five staff participated in the survey with 100% stating that our school has developed the capacity of staff to build trusting and respectful relationships with families. Staff also responded with 100% of those who responded stating they are satisfied with the level of professional development being offered to them. In response to whether or not staff felt connected to their students, only 100% of the staff respondents felt connected to students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The analysis of the School Climate Survey data from NU-SCS reveals several key learnings, identified needs, and areas of strength. One of the most notable improvements is the significant increase in feelings of safety. Safety perceptions are high. Additionally, 100% of parents feel they have ample opportunities to engage in their child's education, suggesting successful facilitation of parental involvement. 100% of staff expressed approval of the opportunities provided, highlighting effective and well-received efforts in this area and 100% of staff believe the school has developed the capacity to build trusting and respectful relationships with families, pointing to strong relational skills and a supportive community and 100% of staff feel connected to students. The low student response rate, with only 4 participants, suggests a need to increase student engagement in future surveys to ensure their voices are comprehensively represented.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

NU-SCS has identified several key learnings that will necessitate changes to existing procedures. To enhance staff-student connections, NU-SCS will encourage collaborative projects requiring staff and students to work together, and organize regular social events like assemblies and sports events to strengthen bonds and improve the sense of community. To increase student survey participation, surveys will be administered during class time, incentives such as small prizes or recognition will be offered, and various modes of survey administration, including online and mobile app options, will be provided. To expand parental engagement, NU-SCS will offer flexible meeting times, including evenings and weekends, continue using virtual platforms for meetings and events, and conduct targeted outreach efforts to engage less involved parents through personal invitations, phone calls, and home visits when appropriate.

Access to a Broad Course of Study (LCFF Priority 7)

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

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

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

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

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

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

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

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

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

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 6.
REPORTS

Subject:
6.4 Director's Report

Action Requested:
None

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, this one includes an update on the state of both schools.

Fiscal Implications:
None

Contact Person/s: Shari Lovett

Agenda Item 6.
REPORTS

Subject:
6.5 Board Report

Action Requested:
None

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

NUCS Board Meeting
August 14, 2024 Open Session at 4:00pm

Agenda Item 7.
NEXT BOARD MEETING

Subject:
7.1 Possible Agenda Item

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

Agenda Item 7.
NEXT BOARD MEETING

Subject:
7.2 Next Board Meeting Date: September 11, 2024

Agenda Item 8.
ADJOURN