

**Agenda Item 3.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

3.3 Approval of 2025-2026 Final Budget Adoption for NU-HCS

**Action Requested:**

Approval

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

A public hearing for the Budget was held on June 25, 2025.

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

**Fiscal Implications:**

As shown in budget

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

Charter Number: 1957

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2025-26 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: Shari Lovett  
Charter School Official

Date: 6/26/2025

(Original signature required)

Printed Name: Shari Lovett

Title: School Director

For additional information on the budget report, please contact:

Charter School Contact:  
Kelley Withers

Name  
Chief Business Official

Title  
(707)445-2660 x 130

Telephone  
kwithers@nucharters.org

E-mail Address

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	4,733,312.00	4,716,854.00	-0.3%
2) Federal Revenue		8100-8299	268,483.00	289,182.00	7.7%
3) Other State Revenue		8300-8599	1,319,260.00	633,529.00	-52.0%
4) Other Local Revenue		8600-8799	665,834.00	699,064.00	5.0%
5) TOTAL, REVENUES			6,986,889.00	6,338,629.00	-9.3%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	2,198,116.00	2,290,327.00	4.2%
2) Classified Salaries		2000-2999	903,214.00	917,662.00	1.6%
3) Employee Benefits		3000-3999	1,774,031.00	1,928,566.00	8.7%
4) Books and Supplies		4000-4999	554,670.00	267,943.00	-51.7%
5) Services and Other Operating Expenses		5000-5999	1,437,760.00	1,423,951.00	-1.0%
6) Depreciation and Amortization		6000-6999	30,400.00	30,400.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	12,484.00	21,787.00	74.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			6,910,675.00	6,880,636.00	-0.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			76,214.00	(542,007.00)	-811.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			76,214.00	(542,007.00)	-811.2%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,524,004.00	2,600,218.00	3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,524,004.00	2,600,218.00	3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,524,004.00	2,600,218.00	3.0%
2) Ending Net Position, June 30 (E + F1e)			2,600,218.00	2,058,211.00	-20.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	668,221.00	434,954.00	-34.9%
c) Unrestricted Net Position		9790	1,931,997.00	1,623,257.00	-16.0%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	2,861,012.40		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,676.13		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	5,479.25		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) Land		9410	0.00		
b) Land Improvements		9420	119,270.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	(116,852.93)		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	534,363.00		
j) Accumulated Amortization-Lease Assets		9465	(136,763.00)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			3,269,184.85		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	114,258.92		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	399,534.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			513,792.92		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
(G11 + H2) - (I7 + J2)			2,755,391.93		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	4,668,344.00	4,653,028.00	-0.3%
Education Protection Account State Aid - Current Year		8012	64,968.00	63,826.00	-1.8%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,733,312.00	4,716,854.00	-0.3%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	65,007.00	85,706.00	31.8%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	72,597.00	72,597.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	98,277.00	98,277.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	11,231.00	11,231.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	21,371.00	21,371.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>268,483.00</b>	<b>289,182.00</b>	<b>7.7%</b>
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	37,952.00	37,952.00	0.0%
Mandated Costs Reimbursements		8550	9,906.00	9,906.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	88,998.00	90,636.00	1.8%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	52,653.00	52,653.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,129,751.00	442,382.00	-60.8%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,319,260.00</b>	<b>633,529.00</b>	<b>-52.0%</b>
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,164.00	4,164.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	28,236.00	28,236.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	472,352.00	468,629.00	-0.8%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	161,082.00	198,035.00	22.9%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			665,834.00	699,064.00	5.0%
<b>TOTAL, REVENUES</b>			6,986,869.00	6,338,629.00	-9.3%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	1,638,424.00	1,650,240.00	0.7%
Certificated Pupil Support Salaries		1200	137,252.00	197,510.00	43.9%
Certificated Supervisors' and Administrators' Salaries		1300	191,504.00	204,580.00	6.8%
Other Certificated Salaries		1900	230,936.00	237,997.00	3.1%
<b>TOTAL, CERTIFICATED SALARIES</b>			2,198,116.00	2,290,327.00	4.2%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	139,590.00	159,193.00	14.0%
Classified Support Salaries		2200	177,005.00	179,546.00	1.4%
Classified Supervisors' and Administrators' Salaries		2300	302,692.00	358,514.00	18.4%
Clerical, Technical and Office Salaries		2400	183,204.00	165,920.00	-9.4%
Other Classified Salaries		2900	100,723.00	54,489.00	-45.9%
<b>TOTAL, CLASSIFIED SALARIES</b>			903,214.00	917,662.00	1.6%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	562,436.00	579,812.00	3.1%
PERS		3201-3202	253,461.00	264,530.00	4.4%
OASDI/Medicare/Alternative		3301-3302	108,427.00	111,106.00	2.5%
Health and Welfare Benefits		3401-3402	825,579.00	948,145.00	14.8%
Unemployment Insurance		3501-3502	1,545.00	1,610.00	4.2%
Workers' Compensation		3601-3602	22,583.00	23,363.00	3.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			1,774,031.00	1,928,566.00	8.7%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	34,320.00	34,320.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	302,227.00	211,783.00	-29.9%
Noncapitalized Equipment		4400	215,623.00	19,340.00	-91.0%
Food		4700	2,500.00	2,500.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			554,670.00	267,943.00	-51.7%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	24,722.00	24,722.00	0.0%
Travel and Conferences		5200	102,066.00	85,351.00	-16.4%
Dues and Memberships		5300	19,845.00	19,845.00	0.0%
Insurance		5400-5450	93,765.00	118,329.00	26.2%
Operations and Housekeeping Services		5500	53,114.00	55,477.00	4.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	315,473.00	303,301.00	-3.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	803,723.00	791,520.00	-1.5%
Communications		5900	25,052.00	25,406.00	1.4%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			1,437,760.00	1,423,951.00	-1.0%
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	23,854.00	23,854.00	0.0%
Amortization Expense--Lease Assets		6910	6,546.00	6,546.00	0.0%
Amortization Expense--Subscription Assets		6920	0.00	0.00	0.0%
<b>TOTAL, DEPRECIATION AND AMORTIZATION</b>			30,400.00	30,400.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to County Offices		7142	12,484.00	21,787.00	74.5%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			12,484.00	21,787.00	74.5%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
<b>TOTAL, EXPENSES</b>			6,910,675.00	6,880,636.00	-0.4%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	4,733,312.00	4,716,854.00	-0.3%
2) Federal Revenue		8100-8299	268,483.00	289,182.00	7.7%
3) Other State Revenue		8300-8599	1,319,260.00	633,529.00	-52.0%
4) Other Local Revenue		8600-8799	665,834.00	699,064.00	5.0%
5) TOTAL, REVENUES			6,986,889.00	6,338,629.00	-9.3%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		3,786,689.00	3,708,151.00	-2.1%
2) Instruction - Related Services	2000-2999		1,426,596.00	1,528,247.00	7.1%
3) Pupil Services	3000-3999		753,994.00	652,033.00	-13.5%
4) Ancillary Services	4000-4999		4,311.00	11,510.00	167.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		530,453.00	564,323.00	6.4%
8) Plant Services	8000-8999		396,148.00	394,585.00	-0.4%
9) Other Outgo	9000-9999	Except 7600-7699	12,484.00	21,787.00	74.5%
10) TOTAL, EXPENSES			6,910,675.00	6,880,636.00	-0.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			76,214.00	(542,007.00)	-811.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			76,214.00	(542,007.00)	-811.2%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,524,004.00	2,600,218.00	3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,524,004.00	2,600,218.00	3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,524,004.00	2,600,218.00	3.0%
2) Ending Net Position, June 30 (E + F1e)			2,600,218.00	2,058,211.00	-20.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	668,221.00	434,954.00	-34.9%
c) Unrestricted Net Position		9790	1,931,997.00	1,623,257.00	-16.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6286	Educator Effectiveness, FY 2021-22	51,969.00	0.00
6300	Lottery: Instructional Materials	67,553.00	55,457.00
6332	CA Community Schools Partnership Act - Implementation Grant	83,094.00	146,294.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	57,483.00	0.00
7339	Dual Enrollment Opportunities	164,674.00	105,193.00
7810	Other Restricted State	228,379.00	115,567.00
9010	Other Restricted Local	15,089.00	13,443.00
Total, Restricted Net Position		668,221.00	434,954.00

**NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT**

ALL FUNDS BUDGET ADOPTION WORKING BUDGET FISCAL YEAR 2025-26	General Fund/TRANS			SPECIAL REVENUE FUNDS			OTHER FUND TYPES			6/9/2025	Total All Funds
	Unrestricted	Restricted	Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	Capital Facilities	
<b>A. REVENUES</b>											
Local Control Funding Formula	\$ 4,716,854		\$ 4,716,854	\$	\$	\$	\$	\$	\$	\$	\$ 4,716,854
Federal Sources		289,182	289,182								289,182
Other State Sources	73,585	559,944	633,529								633,529
Other Local Sources	494,929	204,135	699,064								699,064
<b>Total Revenue</b>	<b>5,285,368</b>	<b>1,053,261</b>	<b>6,338,629</b>								<b>6,338,629</b>
<b>B. EXPENDITURES</b>											
Certificated Salaries	1,714,889	575,438	2,290,327								2,290,327
Classified Salaries	796,609	121,053	917,662								917,662
Employee Benefits	1,359,774	568,792	1,928,566								1,928,566
Supplies	149,333	118,610	267,943								267,943
Services & Other Operating	1,033,730	390,221	1,423,951								1,423,951
Capital Outlay	30,400		30,400								30,400
Other Outgo	18,560	3,227	21,787								21,787
Support Costs	(18,988)	18,988									
<b>Total Expenditures</b>	<b>5,084,307</b>	<b>1,796,329</b>	<b>6,880,636</b>								<b>6,880,636</b>
<b>C. EXCESS REVENUES (EXPENDITURES)</b>	<b>201,061</b>	<b>(743,068)</b>	<b>(542,007)</b>								<b>(542,007)</b>
<b>D. OTHER FINANCING SOURCES/USES</b>											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(509,801)	509,801									
<b>Total Other Sources (Uses)</b>	<b>(509,801)</b>	<b>509,801</b>									
<b>E. FUND BALANCE INCREASE (DECREASE)</b>	<b>(308,740)</b>	<b>(233,267)</b>	<b>(542,007)</b>								<b>(542,007)</b>
<b>F. ADJUSTED BEGINNING BALANCE</b>	<b>1,931,997</b>	<b>668,221</b>	<b>2,600,218</b>								<b>2,600,218</b>
<b>G. ENDING BALANCE</b>	<b>\$ 1,623,257</b>	<b>\$ 434,954</b>	<b>\$ 2,058,211</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$ 2,058,211</b>

**MULTI-YEAR BUDGET PROJECTION**

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT											6/9/2025
ALL FUNDS	General			SPECIAL REVENUE FUNDS			OTHER FUND TYPES				Total All Funds
BUDGET ADOPTION MULTI-YEAR PROJECTIO FISCAL YEAR 2026-27	Fund/TRANs Unrestricted	Fund/TRANs Restricted	Fund/TRANs Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	Capital Facilities	
<b>A. REVENUES</b>											
Local Control Funding Formula	\$ 4,877,684	\$	\$ 4,877,684	\$	\$	\$	\$	\$	\$	\$	\$ 4,877,684
Federal Sources		289,182	289,182								289,182
Other State Sources	73,585	559,944	633,529								633,529
Other Local Sources	495,098	204,135	699,233								699,233
<b>Total Revenue</b>	<b>5,446,367</b>	<b>1,053,261</b>	<b>6,499,628</b>								<b>6,499,628</b>
<b>B. EXPENDITURES</b>											
Certificated Salaries	1,695,126	576,431	2,271,557								2,271,557
Classified Salaries	751,834	58,564	810,398								810,398
Employee Benefits	1,384,435	490,358	1,874,793								1,874,793
Supplies	148,749	156,941	305,690								305,690
Services & Other Operating	992,775	420,084	1,412,859								1,412,859
Capital Outlay	30,400		30,400								30,400
Other Outgo	18,560	3,227	21,787								21,787
Support Costs	(18,988)	18,988									
<b>Total Expenditures</b>	<b>5,002,891</b>	<b>1,724,593</b>	<b>6,727,484</b>								<b>6,727,484</b>
<b>C. EXCESS REVENUES (EXPENDITURES)</b>	<b>443,476</b>	<b>(671,332)</b>	<b>(227,856)</b>								<b>(227,856)</b>
<b>D. OTHER FINANCING SOURCES/USES</b>											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(512,569)	512,569									
<b>Total Other Sources (Uses)</b>	<b>(512,569)</b>	<b>512,569</b>									
<b>E. FUND BALANCE INCREASE (DECREASE)</b>	<b>(69,093)</b>	<b>(158,763)</b>	<b>(227,856)</b>								<b>(227,856)</b>
<b>F. ADJUSTED BEGINNING BALANCE</b>	<b>1,623,257</b>	<b>434,954</b>	<b>2,058,211</b>								<b>2,058,211</b>
<b>G. ENDING BALANCE</b>	<b>\$ 1,554,164</b>	<b>\$ 276,191</b>	<b>\$ 1,830,355</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$ 1,830,355</b>

**MULTI-YEAR BUDGET PROJECTION**

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT											6/9/2025
ALL FUNDS	General			SPECIAL REVENUE FUNDS			OTHER FUND TYPES				Total All Funds
BUDGET ADOPTION MULTI-YEAR PROJECTIO FISCAL YEAR 2027-28	Fund/TRANs Unrestricted	Fund/TRANs Restricted	Fund/TRANs Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	Capital Facilities	
<b>A. REVENUES</b>											
Local Control Funding Formula	\$ 5,044,397	\$	\$ 5,044,397	\$	\$	\$	\$	\$	\$	\$	\$ 5,044,397
Federal Sources		289,182	289,182								289,182
Other State Sources	73,585	559,944	633,529								633,529
Other Local Sources	495,276	204,135	699,411								699,411
<b>Total Revenue</b>	<b>5,613,258</b>	<b>1,053,261</b>	<b>6,666,519</b>								<b>6,666,519</b>
<b>B. EXPENDITURES</b>											
Certificated Salaries	1,738,527	587,727	2,326,254								2,326,254
Classified Salaries	772,196	59,964	832,160								832,160
Employee Benefits	1,443,860	502,870	1,946,730								1,946,730
Supplies	148,749	110,213	258,962								258,962
Services & Other Operating	1,058,934	282,492	1,341,426								1,341,426
Capital Outlay	30,400		30,400								30,400
Other Outgo	18,560	3,227	21,787								21,787
Support Costs	(18,988)	18,988									
<b>Total Expenditures</b>	<b>5,192,238</b>	<b>1,565,481</b>	<b>6,757,719</b>								<b>6,757,719</b>
<b>C. EXCESS REVENUES (EXPENDITURES)</b>	<b>421,020</b>	<b>(512,220)</b>	<b>(91,200)</b>								<b>(91,200)</b>
<b>D. OTHER FINANCING SOURCES/USES</b>											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(541,346)	541,346									
<b>Total Other Sources (Uses)</b>	<b>(541,346)</b>	<b>541,346</b>									
<b>E. FUND BALANCE INCREASE (DECREASE)</b>	<b>(120,326)</b>	<b>29,126</b>	<b>(91,200)</b>								<b>(91,200)</b>
<b>F. ADJUSTED BEGINNING BALANCE</b>	<b>1,554,164</b>	<b>276,191</b>	<b>1,830,355</b>								<b>1,830,355</b>
<b>G. ENDING BALANCE</b>	<b>\$ 1,433,838</b>	<b>\$ 305,317</b>	<b>\$ 1,739,155</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$ 1,739,155</b>

**NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT**  
**CASH FLOW WORKSHEET – GENERAL FUND (INCLUDES RESERVE)**  
**2025-2026**

Actuals through the month of:	0	1	2	3	4	5	6	7	8	9	10	11	12	Accruals
Before FY start	July	August	September	October	November	December	January	February	March	April	May	June		
<b>Beginning Cash</b>	2,463,673	2,974,733	3,387,165	3,651,028	3,857,525	3,309,069	2,799,046	2,677,457	2,596,277	2,426,955	2,264,848	2,076,339		
Local Control Funding Formula	700,252	700,252	716,208	700,252	-	15,957	280,101	316,406	332,362	316,406	316,406	248,742	73,511	
Federal Revenues	-	-	10,890	-	2,500	53,008	4,548	-	13,697	4,548	39,311	28,457	132,222	
State Revenues	11,606	11,606	11,606	34,265	1,486	-	9,100	5,262	5,262	27,921	5,262	463,575	46,579	
Local Revenues	45,854	51,815	59,735	58,399	29,848	31,377	33,434	177,566	35,412	38,038	35,484	97,832	4,269	
Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	
Receivables	38,396	-	-	20,186	0	-	94,386	94	-	-	(0)	-	-	
1000	47,974	51,462	216,216	215,318	223,067	231,512	207,696	210,337	205,119	202,360	215,897	263,369	-	
2000	44,364	51,220	71,878	86,151	84,379	88,212	71,775	94,686	82,075	82,028	86,773	74,121	-	
3000	49,131	50,848	158,519	163,429	163,700	167,232	169,770	163,682	162,013	160,747	156,745	362,749	-	
4000	-	43,241	22,563	35,212	12,995	11,195	16,515	13,382	12,804	15,950	11,802	72,284	-	
5000	143,580	154,469	65,401	106,495	98,149	112,213	77,401	98,420	94,044	87,936	113,753	272,089	-	
6000	-	-	-	-	-	-	-	-	-	-	-	30,400	-	
7000	-	-	-	-	-	-	-	-	-	-	-	21,787	-	
TF in	-	-	-	-	-	-	-	-	-	-	-	-	-	
TF out	-	-	-	-	-	-	-	-	-	-	-	-	-	
Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
TRANS Note Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Cash Balance</b>	<b>2,974,733</b>	<b>3,387,165</b>	<b>3,651,028</b>	<b>3,857,525</b>	<b>3,309,069</b>	<b>2,799,046</b>	<b>2,677,457</b>	<b>2,596,277</b>	<b>2,426,955</b>	<b>2,264,848</b>	<b>2,076,339</b>	<b>1,818,147</b>		

Total Projected Receivables (including deferred appropriations if any): 256,581  
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$1,818,147**

**Northern United Humboldt Charter School  
Budget Three Year Review  
2025-26, 2026-27 & 2027-28  
Budget Adoption**

This transmittal document is provided as supporting information to the 2025-26 Budget Adoption cycle for Northern United Humboldt Charter School. The document consists of the budget year and two subsequent years.

**Enrollment and Average Daily Attendance (ADA)**

Enrollment projections are based on current year enrollment and attendance trends. We used a 97% attendance rate for the revenue projections in all three years. Current year ADA of 319.13 is based upon enrollment estimate of 329 students.

**2026-2027 & 2027-2028**

Both years assume ADA of 319.13 based on an estimated enrollment of 329.

**Revenues**

With the exception of Special Education and Local Revenues, revenues are calculated using the Local Control Funding Formula (LCFF) Calculator with Department of Finance (DOF) COLA for the first two budget years. Below is a summary of LCFF Revenue components for all budget years:

<b>Components of LCFF By Object Code</b>			
	2025-26	2026-27	2027-28
8011 - State Aid	\$4,653,028	\$4,813,858	\$4,980,571
8012 - EPA	\$63,826	\$63,826	\$63,826
8021-8089, 8096 – Property Taxes	\$	\$	\$
<b>TOTAL FUNDING</b>	<b>\$4,716,854</b>	<b>\$4,877,684</b>	<b>\$5,044,397</b>

**Federal Revenues**

Title I – ESSA Part A Low Income revenue is projected to be in the amount of \$98,277 and maintain that level for the two multi-years.

Title II - Improving Teacher Quality revenue is projected to be in the amount of \$11,231 and maintain that level for the two multi-years.

Title IV – Student Support and Enrichment revenue is projected to be in the amount of \$10,000 and maintain that level for the two multi-years.

The Rural and Low-Income Schools (RLIS) revenue is projected to be in the amount of \$11,371 and maintain that level for the two multi-years.

Special Ed Grant Entitlement -Individuals with Disabilities Education Act (IDEA) is projected to maintain Budget Adoption level of \$85,706 in all three budget years.

**Other State Revenues**

Lottery revenue of \$191 per ADA unrestricted and \$82 per ADA restricted is based on 2025-26 estimated P-2 ADA adjusted for annual, is projected to be \$63,412 unrestricted and \$27,224 restricted.

Mandate Block Grant funding was added to the budget for all three years in the amount of \$9,906.

**Other Local Revenues**

Local interest revenue is budgeted at \$4,164 for 2025-2026 and maintain that level for the two multi-years.

Local revenue for the business services MOU with Pacific View Charter School has been added to all three years.

The Special Ed transfer of apportionment from the County Office of Education is projected to be \$198,035 and maintain that level for the two multi-years.

**Expenditures:**

**Personnel**

**2025-2026**

Certificated

In 2025-2026, total Certificated salaries and wages are projected to be \$2,290,327.

Classified

In 2025-2026, total Classified salaries and wages are projected to be \$917,662.

**2026-2027 & 2027-2028**

Certificated

The first Multi-Year budget projects a decrease in Certificated salaries and wages of \$18,770 due to the removal of the Wellness Coach Grant, a reduction of 1.2 FTE certificated teachers and step increases. The second Multi-Year budget projects an increase in Certificated salaries and wages of \$54,697 due to step increases.

Classified

The first Multi-Year budget projects a decrease in Classified salaries and wages of \$107,264 due to the removal of the Wellness Coach Grant, a reduction of 1.3 FTE clerical staff and step increases. The second Multi-Year budget projects an increase in Classified salaries and wages of \$21,762 due to step increases.

Statutory benefits are based on state and federal guidelines and information on individual participation in retirement plans.

The California State Teachers' Retirement System (STRS) budgeted rates are 19.10% in 2025-2026, 19.10% in 2026-2027 and 19.10% in 2027-2028. The California Public Employees' Retirement System (PERS) budgeted rates are 26.81% in 2025-2026, 26.90% in 2026-2027 and 27.80% in 2027-2028.

The Workers Compensation Rate is 0.74% in all three budget years.

The Health and Welfare expense budget is based on current projections for JPA rates in 2025-2026 and employee participation in benefits plans. The subsequent budget year projections are based on the continued cap of Spruce Tiered Plans.

**Other Expenditures:**

Other expenditures are based on prior year patterns and estimated chargeback information from the SELPA.

Agenda Item 3.

ACTION ITEMS TO BE CONSIDERED

**Subject:**

3.4 Approval of 2025-2026 Final Budget Adoption and Budget Transfer Resolution for NU-SCS

**Action Requested:**

Approval

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

A public hearing for the Budget was held on June 25, 2025.

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

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

**Fiscal Implications:**

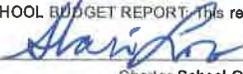
As shown in budget

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

Charter Number: 1958

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2025-26 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: 

Date: 6/26/2025

Charter School Official  
(Original signature required)

Printed Name: Sharl Lovett

Title: Director

For additional information on the budget report, please contact:

Charter School Contact:

Kelley Withers

Name

CBO

Title

707-445-2660 Ext 130

Telephone

kwithers@nuarters.org

E-mail Address

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>4. Adults In Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	129.04	129.04	129.04	129.04	129.04	129.04
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	129.04	129.04	129.04	129.04	129.04	129.04
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	129.04	129.04	129.04	129.04	129.04	129.04

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	1,925,028.00	1,971,500.00	2.4%
2) Federal Revenue		8100-8299	67,752.00	67,752.00	0.0%
3) Other State Revenue		8300-8599	821,404.00	265,484.00	-67.7%
4) Other Local Revenue		8600-8799	44,756.00	39,756.00	-11.2%
5) TOTAL, REVENUES			2,858,940.00	2,344,492.00	-18.0%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	700,863.00	694,900.00	-0.9%
2) Classified Salaries		2000-2999	177,986.00	163,024.00	-8.4%
3) Employee Benefits		3000-3999	468,063.27	487,763.28	4.2%
4) Books and Supplies		4000-4999	228,539.00	107,499.00	-53.0%
5) Services and Other Operating Expenses		5000-5999	805,461.00	952,172.00	18.2%
6) Depreciation and Amortization		6000-6999	38,508.00	38,508.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	21,186.00	21,186.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			2,440,606.27	2,465,052.28	1.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			418,333.73	(120,560.28)	-128.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			418,333.73	(120,560.28)	-128.8%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,476,454.13	1,894,787.86	28.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,476,454.13	1,894,787.86	28.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,476,454.13	1,894,787.86	28.3%
2) Ending Net Position, June 30 (E + F1e)			1,894,787.86	1,774,227.58	-6.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	45,399.70	45,399.70	0.0%
b) Restricted Net Position		9797	545,786.32	416,271.60	-23.7%
c) Unrestricted Net Position		9790	1,303,601.84	1,312,556.28	0.7%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	1,989,492.37		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		
d) With Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	3,859.52		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) Land		9410	0.00		
b) Land Improvements		9420	77,215.00		
c) Accumulated Depreciation - Land Improvements		9425	(184,724.30)		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	155,609.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work In Progress		9450	0.00		
i) Lease Assets		9460	158,186.00		
j) Accumulated Amortization-Lease Assets		9465	(77,968.00)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			2,121,669.59		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	(2,927.91)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	1,202.45		
6) Long-Term Liabilities					
a) Subscription Liability		9660	82,918.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			81,192.54		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
(G11 + H2) - (I7 + J2)			2,040,477.05		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	1,877,975.00	1,924,447.00	2.5%
Education Protection Account State Aid - Current Year		8012	25,808.00	25,808.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools In Lieu of Property Taxes		8096	21,245.00	21,245.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,925,028.00	1,971,500.00	2.4%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	1,488.00	1,488.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	44,731.00	44,731.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	5,110.00	5,110.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	16,423.00	16,423.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>67,752.00</b>	<b>67,752.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	4,538.00	4,538.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	33,783.00	35,228.00	4.3%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	21,904.00	21,904.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	761,179.00	203,814.00	-73.2%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>821,404.00</b>	<b>265,484.00</b>	<b>-67.7%</b>
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,000.00	5,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	10,000.00	5,000.00	-50.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	29,756.00	29,756.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>44,756.00</b>	<b>39,756.00</b>	<b>-11.2%</b>
<b>TOTAL, REVENUES</b>			<b>2,858,940.00</b>	<b>2,344,492.00</b>	<b>-18.0%</b>
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	548,975.00	544,850.00	-0.8%
Certificated Pupil Support Salaries		1200	76,500.00	76,500.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	75,388.00	73,550.00	-2.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>700,863.00</b>	<b>694,900.00</b>	<b>-0.9%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	5,400.00	5,670.00	5.0%
Classified Support Salaries		2200	8,541.00	9,009.00	5.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	117,510.00	123,550.00	5.1%
Other Classified Salaries		2900	46,535.00	24,795.00	-46.7%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>177,986.00</b>	<b>163,024.00</b>	<b>-8.4%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	158,123.27	157,476.93	-0.4%
PERS		3201-3202	69,094.67	71,722.73	3.8%
OASDI/Medicare/Alternative		3301-3302	29,888.79	29,026.42	-2.9%
Health and Welfare Benefits		3401-3402	204,089.95	222,588.00	9.1%
Unemployment Insurance		3501-3502	440.68	428.98	-2.7%
Workers' Compensation		3601-3602	6,425.91	6,520.22	1.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>468,063.27</b>	<b>487,763.28</b>	<b>4.2%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	20,000.00	24,094.00	20.5%
Books and Other Reference Materials		4200	3,705.00	3,705.00	0.0%
Materials and Supplies		4300	107,546.00	79,700.00	-25.9%
Noncapitalized Equipment		4400	97,288.00	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>228,539.00</b>	<b>107,499.00</b>	<b>-53.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	38,252.00	38,252.00	0.0%
Dues and Memberships		5300	18,304.00	18,304.00	0.0%
Insurance		5400-5450	46,068.00	58,000.00	25.9%
Operations and Housekeeping Services		5500	35,800.00	37,700.00	5.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	164,628.00	169,134.00	2.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	490,874.00	619,047.00	26.2%
Communications		5900	11,735.00	11,735.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			<b>805,461.00</b>	<b>952,172.00</b>	<b>18.2%</b>
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	38,508.00	38,508.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
<b>TOTAL, DEPRECIATION AND AMORTIZATION</b>			<b>38,508.00</b>	<b>38,508.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to County Offices		7142	21,186.00	21,186.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			21,186.00	21,186.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			2,440,606.27	2,465,052.28	1.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	1,925,028.00	1,971,500.00	2.4%
2) Federal Revenue		8100-8299	67,752.00	67,752.00	0.0%
3) Other State Revenue		8300-8599	821,404.00	265,484.00	-67.7%
4) Other Local Revenue		8600-8799	44,756.00	39,756.00	-11.2%
5) TOTAL, REVENUES			2,858,940.00	2,344,492.00	-18.0%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		1,324,261.60	1,308,859.02	-1.2%
2) Instruction - Related Services	2000-2999		476,473.87	486,023.37	2.0%
3) Pupil Services	3000-3999		208,854.48	213,380.42	2.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		169,694.98	190,875.00	12.5%
8) Plant Services	8000-8999		240,135.34	244,728.47	1.9%
9) Other Outgo	9000-9999	Except 7600-7699	21,186.00	21,186.00	0.0%
10) TOTAL, EXPENSES			2,440,606.27	2,465,052.28	1.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			418,333.73	(120,560.28)	-128.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			418,333.73	(120,560.28)	-128.8%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,476,454.13	1,894,787.86	28.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,476,454.13	1,894,787.86	28.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,476,454.13	1,894,787.86	28.3%
2) Ending Net Position, June 30 (E + F1e)			1,894,787.86	1,774,227.58	-6.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	45,399.70	45,399.70	0.0%
b) Restricted Net Position		9797	545,786.32	416,271.60	-23.7%
c) Unrestricted Net Position		9790	1,303,601.84	1,312,556.28	0.7%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	.36	.03
6266	Educator Effectiveness, FY 2021-22	18,716.30	.30
6300	Lottery: Instructional Materials	23,440.67	27,316.67
6331	CA Community Schools Partnership Act - Planning Grant	13,464.38	13,464.38
6332	CA Community Schools Partnership Act - Implementation Grant	(.46)	(.76)
6383	Golden State Pathways Program	377,967.26	306,917.05
6500	Special Education	.45	.45
6546	Mental Health-Related Services	221.00	221.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	39,094.43	.43
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	17,360.67	18,082.69
7810	Other Restricted State	57,380.20	50,126.20
9010	Other Restricted Local	141.16	141.16
Total, Restricted Net Position		545,786.32	416,271.80

**NORTHERN UNITED - SISKIYOU CHARTER SCHOOL**

ALL FUNDS

**BUDGET ADOPTION WORKING BUDGET**

FISCAL YEAR 2025-26

6/18/2025

	General Fund/TRANS			SPECIAL REVENUE FUNDS			OTHER FUND TYPES			Total All Funds
	Unrestricted	Restricted	Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	
<b>A. REVENUES</b>										
Local Control Funding Formula	\$ 1,971,500		\$ 1,971,500	\$	\$	\$	\$	\$	\$	\$
Federal Sources		67,752	67,752							
Other State Sources	29,185	236,299	265,484							
Other Local Sources	10,000	29,756	39,756							
<b>Total Revenue</b>	<b>2,010,685</b>	<b>333,807</b>	<b>2,344,492</b>							<b>2,344,492</b>
<b>B. EXPENDITURES</b>										
Certificated Salaries	571,850	123,050	694,900							694,900
Classified Salaries	138,229	24,795	163,024							163,024
Employee Benefits	382,765	104,998	487,763							487,763
Supplies	74,300	33,199	107,499							107,499
Services & Other Operating	702,639	249,533	952,172							952,172
Capital Outlay	38,508		38,508							38,508
Other Outgo	21,186		21,186							21,186
Support Costs	(5,727)	5,727								
<b>Total Expenditures</b>	<b>1,923,750</b>	<b>541,302</b>	<b>2,465,052</b>							<b>2,465,052</b>
<b>C. EXCESS REVENUES (EXPENDITURES)</b>	<b>86,935</b>	<b>(207,495)</b>	<b>(120,560)</b>							<b>(120,560)</b>
<b>D. OTHER FINANCING SOURCES/USES</b>										
Interfund Transfers In										
Interfund Transfers Out										
Other Sources										
Other Uses										
Contributions	(77,981)	77,981								
<b>Total Other Sources (Uses)</b>	<b>(77,981)</b>	<b>77,981</b>								
<b>E. FUND BALANCE INCREASE (DECREASE)</b>	<b>8,954</b>	<b>(129,514)</b>	<b>(120,560)</b>							<b>(120,560)</b>
<b>F. ADJUSTED BEGINNING BALANCE</b>	<b>1,349,002</b>	<b>545,786</b>	<b>1,894,788</b>							<b>1,894,788</b>
<b>G. ENDING BALANCE</b>	<b>\$ 1,357,956</b>	<b>\$ 416,272</b>	<b>\$ 1,774,228</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$ 1,774,228</b>

**MULTI-YEAR BUDGET PROJECTION**

NORTHERN UNITED - SISKIYOU CHARTER SCHOOL											6/18/2025
ALL FUNDS	General	General	General	----- SPECIAL REVENUE FUNDS -----			----- OTHER FUND TYPES -----				Total
BUDGET ADOPTION MULTI-YEAR PROJECTIO	Fund/TRANS	Fund/TRANS	Fund/TRANS	Cafeteria	Special	Bond	County School	Capital	Retiree	Capital	All Funds
FISCAL YEAR 2026-27	Unrestricted	Restricted	Total	Fund	Reserves	Construction	Facilities	Outlay	Fund	Facilities	
<b>A. REVENUES</b>											
Local Control Funding Formula	\$ 2,037,764	\$	\$ 2,037,764	\$	\$	\$	\$	\$	\$	\$	\$ 2,037,764
Federal Sources		67,752	67,752								67,752
Other State Sources	29,719	236,463	266,182								266,182
Other Local Sources	10,022	29,756	39,778								39,778
<b>Total Revenue</b>	<b>2,077,505</b>	<b>333,971</b>	<b>2,411,476</b>								<b>2,411,476</b>
<b>B. EXPENDITURES</b>											
Certificated Salaries	582,060	123,050	705,110								705,110
Classified Salaries	140,776	24,795	165,571								165,571
Employee Benefits	397,461	105,021	502,482								502,482
Supplies	74,300	28,105	102,405								102,405
Services & Other Operating	704,524	192,259	896,783								896,783
Capital Outlay	38,508		38,508								38,508
Other Outgo	21,186		21,186								21,186
Support Costs	(12,284)	12,284									
<b>Total Expenditures</b>	<b>1,946,531</b>	<b>485,514</b>	<b>2,432,045</b>								<b>2,432,045</b>
<b>C. EXCESS REVENUES (EXPENDITURES)</b>	<b>130,974</b>	<b>(151,543)</b>	<b>(20,569)</b>								<b>(20,569)</b>
<b>D. OTHER FINANCING SOURCES/USES</b>											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(77,999)	77,999									
<b>Total Other Sources (Uses)</b>	<b>(77,999)</b>	<b>77,999</b>									
<b>E. FUND BALANCE INCREASE (DECREASE)</b>	<b>52,975</b>	<b>(73,544)</b>	<b>(20,569)</b>								<b>(20,569)</b>
<b>F. ADJUSTED BEGINNING BALANCE</b>	<b>1,357,956</b>	<b>416,272</b>	<b>1,774,228</b>								<b>1,774,228</b>
<b>G. ENDING BALANCE</b>	<b>\$ 1,410,931</b>	<b>\$ 342,728</b>	<b>\$ 1,753,659</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$ 1,753,659</b>

**MULTI-YEAR BUDGET PROJECTION**

NORTHERN UNITED - SISKIYOU CHARTER SCHOOL											6/18/2025
ALL FUNDS	General	General	General	----- SPECIAL REVENUE FUNDS -----			----- OTHER FUND TYPES -----				Total
BUDGET ADOPTION MULTI-YEAR PROJECTIO	Fund/TRANS	Fund/TRANS	Fund/TRANS	Cafeteria	Special	Bond	County School	Capital	Retiree	Capital	All Funds
FISCAL YEAR 2027-28	Unrestricted	Restricted	Total	Fund	Reserves	Construction	Facilities	Outlay	Fund	Facilities	
<b>A. REVENUES</b>											
Local Control Funding Formula	\$ 2,107,437	\$	\$ 2,107,437	\$	\$	\$	\$	\$	\$	\$	\$ 2,107,437
Federal Sources		67,752	67,752								67,752
Other State Sources	29,167	236,125	265,292								265,292
Other Local Sources	9,934	29,756	39,690								39,690
<b>Total Revenue</b>	<b>2,146,538</b>	<b>333,633</b>	<b>2,480,171</b>								<b>2,480,171</b>
<b>B. EXPENDITURES</b>											
Certificated Salaries	592,270	123,050	715,320								715,320
Classified Salaries	143,323	24,795	168,118								168,118
Employee Benefits	414,761	105,245	520,006								520,006
Supplies	74,300	28,105	102,405								102,405
Services & Other Operating	706,503	192,259	898,762								898,762
Capital Outlay	38,508		38,508								38,508
Other Outgo	21,186		21,186								21,186
Support Costs	(12,284)	12,284									
<b>Total Expenditures</b>	<b>1,978,567</b>	<b>485,738</b>	<b>2,464,305</b>								<b>2,464,305</b>
<b>C. EXCESS REVENUES (EXPENDITURES)</b>	<b>167,971</b>	<b>(152,105)</b>	<b>15,866</b>								<b>15,866</b>
<b>D. OTHER FINANCING SOURCES/USES</b>											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(78,178)	78,178									
<b>Total Other Sources (Uses)</b>	<b>(78,178)</b>	<b>78,178</b>									
<b>E. FUND BALANCE INCREASE (DECREASE)</b>	<b>89,793</b>	<b>(73,927)</b>	<b>15,866</b>								<b>15,866</b>
<b>F. ADJUSTED BEGINNING BALANCE</b>	<b>1,410,931</b>	<b>342,728</b>	<b>1,753,659</b>								<b>1,753,659</b>
<b>G. ENDING BALANCE</b>	<b>\$ 1,500,724</b>	<b>\$ 268,801</b>	<b>\$ 1,769,525</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$ 1,769,525</b>

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT  
 CASH FLOW WORKSHEET - GENERAL FUND (INCLUDES RESERVE)

2025-2026

Actuals through the month of:	0	1	2	3	4	5	6	7	8	9	10	11	12	Accruals
Before FY start	July	August	September	October	November	December	January	February	March	April	May	June		
Beginning Cash	1,833,536	1,994,474	2,127,308	2,253,645	2,348,510	2,157,093	1,975,314	#####	1,868,880	1,832,233	1,800,144	1,756,246		
Local Control Funding Formula	281,696	281,696	288,148	281,696	-	6,452	112,679	130,862	143,523	133,967	133,967	138,046	38,768	
Federal Revenues	-	-	-	-	2,500	19,170	2,569	-	1,278	2,569	2,569	8,777	12,997	
State Revenues	4,651	4,651	4,651	13,458	681	-	3,903	2,109	2,109	10,916	2,109	196,128	18,120	
Local Revenues	4,626	4,699	4,784	6,008	318	335	3,254	3,774	2,258	2,286	3,497	2,182	1,735	
Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	
Receivables	837	-	-	1,008	0	-	4,716	5	-	-	-	-	-	
1000	14,556	15,614	65,601	65,329	67,680	70,242	63,016	63,818	62,234	61,397	65,505	79,908	-	
2000	7,881	9,099	12,769	15,305	14,990	15,671	12,751	16,821	14,581	14,572	15,415	13,168	-	
3000	12,426	12,860	40,092	41,334	41,402	42,295	42,937	41,398	40,976	40,655	39,643	91,745	-	
4000	-	17,348	9,052	14,127	5,214	4,491	6,626	5,369	5,137	6,399	4,735	29,000	-	
5000	96,010	103,291	43,732	71,211	65,631	75,035	51,757	65,812	62,886	58,801	76,065	181,941	-	
6000	-	-	-	-	-	-	-	-	-	-	-	38,508	-	
7000	-	-	-	-	-	-	-	-	-	-	-	21,186	-	
TF in	-	-	-	-	-	-	-	-	-	-	-	-	-	
TF out	-	-	-	-	-	-	-	-	-	-	-	-	-	
Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
TRANS Note Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cash Balance	1,994,474	2,127,308	2,253,645	2,348,510	2,157,093	1,975,314	1,925,347	1,868,880	1,832,233	1,800,144	1,756,246	1,647,922		

Total Projected Receivables (including deferred appropriations if any): 71,620  
 Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: \$1,647,922

**Northern United Siskiyou Charter School  
Budget Three Year Review  
2025-26, 2026-27 & 2027-28  
Budget Adoption**

This transmittal document is provided as supporting information to the 2025-26 Budget Adoption cycle for Northern United Siskiyou Charter School. The document consists of the budget year and two subsequent years.

**Enrollment and Average Daily Attendance (ADA)**

Enrollment projections are based on current year enrollment and attendance trends. We used a 95% attendance rate for the revenue projections in all three years. Current year ADA of 129.04 is based upon enrollment estimate of 136 students.

2026-2027 & 2027-2028

Both years assume ADA of 129.04 based on an estimated enrollment of 136.

**Revenues**

With the exception of Special Education and Local Revenues, revenues are calculated using the Local Control Funding Formula (LCFF) Calculator with Department of Finance (DOF) COLA for the first two budget years. Below is a summary of LCFF Revenue components for all budget years:

<b>Components of LCFF By Object Code</b>			
	2025-26	2026-27	2027-28
8011 - State Aid	\$1,924,447	\$1,990,711	\$2,060,384
8012 - EPA	\$25,808	\$25,808	\$25,808
8021-8089, 8096 – Property Taxes	\$21,245	\$21,245	\$21,245
<b>TOTAL FUNDING</b>	<b>\$1,971,500</b>	<b>\$2,037,764</b>	<b>\$2,107,437</b>

**Federal Revenues**

Title I – ESSA Part A Low Income revenue is projected to be in the amount of \$44,731 and maintain that level for the two multi-years.

Title II - Improving Teacher Quality revenue is projected to be in the amount of \$5,110 and maintain that level for the two multi-years.

Title IV – Student Support and Enrichment revenue is projected to be in the amount of \$10,000 and maintain that level for the two multi-years.

The Rural and Low-Income Schools (RLIS) revenue is projected to be in the amount of \$6,423 and maintain that level for the two multi-years.

**Other State Revenues**

Lottery revenue of \$191 per ADA unrestricted and \$82 per ADA restricted is based on 2025-26 estimated P-2 ADA adjusted for annual, is projected to be \$24,647 unrestricted and \$10,581 restricted.

Mandate Block Grant funding was added to the budget in the amount of \$4,538.

**Other Local Revenues**

Local interest revenue is budgeted at \$5,000 for 2025-2026 and maintain that level for the two multi-years.

The Special Ed transfer of apportion from the County Office of Education is projected to be \$29,756 and maintain that level for the two multi-years.

**Expenditures:**

**Personnel**

**2025-2026**

Certificated

In 2025-2026, total Certificated salaries and wages are projected to be \$694,900.

Classified

In 2025-2026, total Classified salaries and wages are projected to be \$163,024.

**2026-2027 & 2027-2028**

Certificated

The first Multi-Year budget projects an increase in Certificated salaries and wages of \$10,210 due to step increases. The second Multi-Year budget projects an increase in Certificated salaries and wages of \$10,210 due to step increases.

Classified

The first Multi-Year budget projects an increase in Classified salaries and wages of \$2,547 due to step increases. The second Multi-Year budget projects an increase in Classified salaries and wages of \$2,547 due to step increases.

Statutory benefits are based on state and federal guidelines and information on individual participation in retirement plans.

The California State Teachers' Retirement System (STRS) budgeted rates are 19.10% in 2025-2026, 19.10% in 2026-2027 and 19.10% in 2027-2028. The California Public Employees' Retirement System (PERS) budgeted rates are 26.81% in 2025-2026, 26.90% in 2026-2027 and 27.80% in 2027-2028.

The Workers Compensation Rate is 0.74% in all three budget years.

The Health and Welfare expense budget is based on current projections for JPA rates in 2025-2026 and employee participation in benefits plans. The subsequent budget year projections are based on the continued cap of Spruce Tiered Plans.

**Other Expenditures:**

Other expenditures are based on prior year patterns and estimated chargeback information from the SELPA.

# BUDGET TRANSFER RESOLUTION

Northern United – Siskiyou Charter School  
(District)

Siskiyou County, California

ON MOTION of member \_\_\_\_\_, seconded by member \_\_\_\_\_, it is resolved and ordered by the Governing Board that, pursuant to Education Code Section 42600, the following transfers be made.

See Attached Budget Transfer Transactions Report

PASSED AND ADOPTED by said Governing Board on June 26, 2025 by the vote:  
(Date)

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

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

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

STATE OF CALIFORNIA, COUNTY OF SISKIYOU ss

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

\_\_\_\_\_  
(Signature, Clerk of the Governing Board)

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

County Office Use Only:

Transfer Number:	Date Posted:	By:
230009	9/20/23	JAN FAHEY

Account classifications selected							Field ranges selected		
FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	FI	RANGE
1.	-	-	-	-	-	-	-		
2.	-	-	-	-	-	-	-		
3.	-	-	-	-	-	-	-		
4.	-	-	-	-	-	-	-		
5.	-	-	-	-	-	-	-		
6.	-	-	-	-	-	-	-		
7.	-	-	-	-	-	-	-		
8.	-	-	-	-	-	-	-		
9.	-	-	-	-	-	-	-		
10.	-	-	-	-	-	-	-		

Sort on: FUND

Date last used from: 07/01/2024 To 06/30/2025  
Transaction Number from: 0 To 999999  
Date entered from: 06/01/2025 To 06/30/2025  
Detail Sorted by: Date  
Approved and Unapproved Transactions  
Transfer Subtotal Option: Transfer sub-totals will NOT be printed.  
Audit ID: All

Date last used from: 07/01/2024 To 06/30/2025
Transaction Number from: 0 To 999999
Date entered from: 06/01/2025 To 06/30/2025
Detail Sorted by: Date
Approved and Unapproved Transactions

FUND : 62 CHARTER SCH. ENTERPRISE FUND

Table with columns: Number, Date, Date Entered, Description, FD, RESC, Y, OBJT, GOAL, FUNC, SCH, LOCAL, Debit, Credit. Contains multiple rows of budget transaction data including descriptions like 'EOY Cleanup' and various account numbers.

CONTINUED

Date last used from: 07/01/2024 To 06/30/2025  
 Transaction Number from: 0 To 999999  
 Date entered from: 06/01/2025 To 06/30/2025  
 Detail Sorted by: Date  
 Approved and Unapproved Transactions

FUND :62 CHARTER SCH. ENTERPRISE FUND

Number	Date	Date Entered	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	Debit	Credit
250034	CONTINUED												
250035	06/16/2025	06/16/2025	EOY Cleanup										
												Entered by: KWIT	Approved: 06/16/2025 KWIT
1.			62-7825-0-1150-1110-1000-000-00000										399.00
2.			62-7825-0-2900-1110-1000-000-00000										1,574.00
3.			62-7825-0-3101-1110-1000-000-00000									1,504.32	
4.			62-7825-0-3302-1110-1000-000-00000										98.00
5.			62-7825-0-3311-1110-1000-000-00000										5.00
6.			62-7825-0-3502-1110-1000-000-00000										1.00
7.			62-7825-0-3602-1110-1000-000-00000										3.00
8.			62-7825-0-9790-0000-0000-000-00000									575.68	
250036	06/17/2025	06/17/2025	EOY Cleanup										
												Entered by: KWIT	Approved: 06/17/2025 KWIT
1.			62-6500-0-2100-5760-1130-000-00000									5,256.00	
2.			62-6500-0-3202-5760-1130-000-00000									1,421.75	
3.			62-6500-0-3302-5760-1130-000-00000									325.87	
4.			62-6500-0-3312-5760-1130-000-00000									76.21	
5.			62-6500-0-3502-5760-1130-000-00000									2.63	
6.			62-6500-0-3602-5760-1130-000-00000									38.37	
7.			62-6500-0-9790-0000-0000-000-00000										7,120.83
			FUND	62								TOTAL:	72,835.83*
													72,835.83*
												DISTRICT TOTAL:	72,835.83**
													72,835.83**
												GRAND TOTAL:	72,835.83***
													72,835.83***

**Agenda Item 3.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

3.5 Approval of LCFF Local Indicator Data Report for NU-HCS

**Action Requested:**

Approval

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

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. In addition to the State indicators, each LEA is responsible for reporting on local indicators that address additional local priorities. These local indicators must be approved by the Board prior to July 1, 2025. For LCFF priorities where data is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data. This information is self-reported. There are 8 State priority areas (addressed in the LCAP. Five of those are considered "Local Indicators": Basic Conditions, Implementation of State Academic Standards, Parent Engagement , School Climate, and Access to a Broad Course of Study The State Board of Education approved standards for the local performance indicators that support Local Education Agencies (LEAs) in measuring and reporting their progress within the relevant Local Control Funding Formula (LCFF) priority. For each local performance indicator, the approved standard involves: (1) measuring LEA progress on the local performance indicator based on locally available information, and (2) reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard. LEAs determine whether they have [Met, Not Met, or Not Met for Two or More Years] the standard for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the Dashboard, which will allow them to measure and report their progress through the Dashboard user interface. LEAs will collect and reflect on locally available information relevant to progress on that LCFF priority, which will support local planning and improvement efforts.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

# 2025-26 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@nuarters.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)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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

**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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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				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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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				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			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				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: <sup>1</sup>

- 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
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.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

### 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 all areas. There was growth in this area over last year. Previously our educational partners responded that we were in Full Implementation in each of the four practices.

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 the 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
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.	5
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.	5

**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 also a strength 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 was lower than the other practices. We have been focusing on bringing all educational partners' voices to the table through our Community Engagement Initiative, however 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 87 responses, our participation rate has significantly increased from last year. Of the 16 students who participated in the survey, 87.6% of them felt safe at school. Of the 45 parents/guardians participated in the survey, 86.7% responded that they are provided ample opportunities to participate in their student's education. Twenty six staff participated in the survey with 92% stating that our school has developed the capacity of staff to build trusting and respectful relationships with families.

**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 increase in families feeling like they are connected to the school. Of those responding, 97.8% of parents feel the school creates a welcoming environment for all families in the community. 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, high levels of parental satisfaction regarding involvement opportunities, 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 connections between the school and educational partners, NU-HCS will continue to 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.

### Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]				
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>					

**Agenda Item 3.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

3.6 Approval of LCFF Local Indicator Data Report for NU-SCS

**Action Requested:**

Approval

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

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. In addition to the State indicators, each LEA is responsible for reporting on local indicators that address additional local priorities. These local indicators must be approved by the Board prior to July 1, 2025. For LCFF priorities where data is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data. This information is self-reported. There are 8 State priority areas (addressed in the LCAP. Five of those are considered "Local Indicators": Basic Conditions, Implementation of State Academic Standards, Parent Engagement , School Climate, and Access to a Broad Course of Study The State Board of Education approved standards for the local performance indicators that support Local Education Agencies (LEAs) in measuring and reporting their progress within the relevant Local Control Funding Formula (LCFF) priority. For each local performance indicator, the approved standard involves: (1) measuring LEA progress on the local performance indicator based on locally available information, and (2) reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard. LEAs determine whether they have [Met, Not Met, or Not Met for Two or More Years] the standard for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the Dashboard, which will allow them to measure and report their progress through the Dashboard user interface. LEAs will collect and reflect on locally available information relevant to progress on that LCFF priority, which will support local planning and improvement efforts.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

# 2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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## 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)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## 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		2			
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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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	

## 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					5	
Physical Education Model Content Standards			3			
Visual and Performing Arts					5	
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				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: <sup>1</sup>

- 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
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 our participants believing that we are at 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.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

### 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 with Sustainability in providing families with information and resources to support student learning and development in the home. The majority of respondents believe we have 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
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.	5
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.	5

#### 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 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 was lower than the other practices. We have been focusing on bringing all educational partners' voices to the table through our Community Engagement Initiative, however 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 - Siskiyou Charter School (NU-SCS) administered the School Climate Survey to students, parents, and staff. Our participation rate increased from last year, though it is still low with a total of 45 respondents. Those who responded were very positive about our school climate. Of the 14 students who participated in the survey, 92.9% of them felt safe at school. Of the 21 parents/guardians participated in the survey with 90.5% of the parents/guardians responding that they felt the school creates welcoming environments for all families in the community. Ten staff participated in the survey with 90% stating that our school has developed the capacity of staff to build trusting and respectful relationships with families.

**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 the school builds trusting and respectful relationships with families, suggesting successful facilitation of parental involvement and school connection. 100% of staff expressed that they feel the school creates welcoming environments for all the families in the community, highlighting effective and well-received efforts in this area and 90% 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. The low student response rate, with only 14 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 school and educational partner 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.

### Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]				
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

**Agenda Item 3.**  
**DISCUSSION ITEMS**

**Subject:**

3.7 Approval of the Beginnings, Inc. Food Service Agreement 2025-2026 for Briceland Learning Center - NU-HCS

**Action Requested:**

Approval

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

In order to offer hot breakfast and lunches to our Briceland location (BLC), we are entering into a food vendor agreement with Beginnings, Inc. We estimate the cost would be approximately \$40,961.67 for the school year. This agreement is an increase of \$.25 per breakfast and \$.25 per lunch over the previous year. The agreement is attached.

**Fiscal Implications:**

About \$40,961.67 per year

\$3.75 per breakfast meal

\$6.00 per lunch meal

**Contact Person/s:**

Shari Lovett

**BEGINNINGS INC.  
NORTHERN UNITED HUMBOLDT CHARTER SCHOOL  
VENDOR AGREEMENT FOR FOOD SERVICE**

This agreement, executed in duplicate, entered into on August 25, 2025, between Beginnings Inc. and the Northern United Humboldt Charter School hereinafter referred to as NUHCS is made for the purpose of preparing meals which meet the National School Lunch meal pattern requirements. It is hereby agreed that:

1. Beginnings Inc. shall prepare meals which meet the National School Lunch Program meal pattern requirements. Meals must comply with the nutritional standards for meals as established by the United States Department of Agriculture (USDA).
2. Beginnings Inc. shall maintain all necessary records on the nutritional components and quantities of the meals served and make said records available for inspection by State and Federal authorities upon request.
3. Beginnings Inc. shall prepare the meals in their commercial kitchen located on site at 5 Cemetery Road, Briceland, CA. This site shall maintain the appropriate state and local health certifications for the facility.
4. NUHCS shall pay Beginnings Inc. \$3.75 for each breakfast served and \$6.00 for each lunch served. The cost of milk is included in the price of the meal.
5. Commencing in SY 2022–23, *Education Code (EC) 49501.5* requires public school districts, county offices of education, and charter schools serving students in grades TK–12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.
6. Beginnings Inc. shall provide all personnel necessary to receive serve and supervise the consumption of the meals. NUHCS shall provide personnel for meal tracking and supervision of kitchen staff.
7. Beginnings Inc. shall be responsible for the condition or care of said meals. Beginnings Inc. shall be responsible for maintaining the proper temperature of the meal components until they are consumed.

8. Beginnings Inc. shall provide NUHCS no later than one week prior to the end of each month a monthly menu covering the meals to be served for the following month.
9. Beginnings Inc. shall submit to NUHCS itemized invoices for the meals prepared by Beginnings Inc. on the 5<sup>th</sup> day of each month. NUHCS shall submit payment to Beginnings Inc. in such form as required by Beginnings Inc. on or before the 30<sup>th</sup> day of the following month.
10. When requested, Beginnings Inc. shall provide students with sack lunches for field trips which meet the National School Lunch Program meal pattern requirements. The cost per sack lunch shall remain the same as for the regular lunches.
11. The gift or exchange of commodities is not permitted. Until students are served a meal all food remains the property of Beginnings Inc. Beginnings Inc. shall assume all liability for proper use and protection of commodities assigned to it by NUHCS.
12. Beginnings Inc. shall indemnify and hold NUHCS and its officer, employees and agents harmless from any and all liability, cost or expense arising out of the performance of the agreement.
13. NUHCS and Beginnings Inc. shall comply with all applicable federal, state and local statutes and regulations with regard to the preparation and consumption of including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals and nondiscrimination. All records maintained by NUHCS and Beginnings Inc. shall be open to inspection by proper federal, state and local authorities in accordance with applicable statutes and regulations.
14. Beginnings Inc. will perform the point of service meal counts. Beginnings Inc. will perform the required daily and monthly edit checks. Beginnings Inc. will ultimately be responsible for meal count and claiming accountability for over-claims identified during a review or audit, and reimburse the State accordingly.
15. Beginnings Inc. will provide meals to the NUHCS that comply with the nutrition standards established by the United States Department of Agriculture for the traditional menu planning option.

The term of this agreement shall be from August 25, 2025, until June 12, 2026, unless terminated by either party upon 15 days written notice with cause or by

mutual consent. All business and information relating to the execution of this agreement and the services thereof, including kitchen visitations, shall be directed to the Food Service Coordinator, Beginnings Inc. **This agreement may be modified by mutual consent of both parties.**

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Julia Anderson  
Executive Director  
Beginnings Inc.  
(707) 923-3617

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Date

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Shari Lovett  
Director  
Northern United Humboldt Charter School  
(707) 445-2660

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Date

**Agenda Item 3.**  
**DISCUSSION ITEMS**

**Subject:**

3.8 Approval of the Eureka City Schools Food Service Agreement 2025-2026 for Cutten Learning Center, Cutten Resource Center and Eureka Learning Center - NU-HCS

**Action Requested:**

Approval

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

In order to offer hot lunches to our Eureka locations (CLC, CRC, ELC), we are entering into a food vendor agreement with Eureka City Schools. We estimate the cost would be approximately \$77,705.06 for the school year. There is no increase over the previous year for breakfast or delivery charge and a \$.15 increase on lunch. The agreement is attached.

**Fiscal Implications:**

About \$77,705.06

\$2.85/breakfast

\$4.90/lunch

+\$8.90/day delivery fee/facility

**Contact Person/s:**

Shari Lovett



**Kevin Ralston, Director**  
**Food Services**

642 W 14th Street | Eureka, CA 95501

May 30, 2025

MEMORANDUM

To:	Kelley Withers, Chief Business Official Northern United Charter Schools
From:	Kevin Ralston, Food Services Director Eureka City Schools
Subject:	Food Service Agreement for 2025-2026 school year between Northern United Charter and Eureka City Schools

Enclosed please find copies of the 2025/2026 school year Food Service Agreement for Northern United Charter Schools and Eureka City Schools.

We thank you for your continued partnership with Eureka City Schools Food Services. Please feel free to call us with any questions, concerns, or comments at (707)441-2501.

Enclosures

## FOOD SERVICES AGREEMENT

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This is Agreement between the Northern United Charter Schools (hereinafter referred to as NUCS) and Eureka City Schools (hereinafter referred to as ECS).

**WHEREAS**, the NUCS is in need of Food Services;

**WHEREAS**, the Eureka City Schools has available Food Services;

**WHEREAS**, Education Code Section 35160 provides authority for the ECS to enter into arrangements that are not violative of existing law; and

**WHEREAS**, Education Code Section 1200 et seq provides authority for NUCS to enter into arrangements that assist school districts;

**THEREFORE**, the NUCS and Eureka City Schools agree as follows:

1. The term of this agreement is from **July 1, 2025, through June 30, 2026**.
2. This agreement may be terminated by either party at any time by the giving of sixty (60) days written notice.
3. ECS shall provide breakfasts and lunches, which meet the School Breakfast Program and National School Meal Program meal requirements, using the Food Based Menu Plan Approach. Services shall include preparation of food, **transportation of food to sites at 4620 Meyers Avenue and 2120 Campton Road in Eureka, CA**. Meals will include all required components including milk.
4. NUCS shall pay ECS the sum of \$4.90 per student meal for lunch services and adults will pay ala carte prices. The number of lunches requested will be a set number that is communicated to ECS with a minimum of 1 week prior to implementation. Adjustments are to be sent to the ECS Food Service Department via email. All adjustments are to be approved by the NUCS department director and submitted to the ECS Food Service administrative team.
5. ECS shall deliver meals at a mutually agreed upon time that works for both parties. NUCS will pay ECS for delivery of meals each school day. Delivery charges will include an hourly wage and mileage billed monthly in the sum of \$8.90 per day per site for delivery of meals.
6. The NUCS shall pay ECS the sum of \$2.85 per student meal for breakfast services. NUCS will agree to pay from a monthly invoice for all meals ordered, whether served or not, and will be responsible for keeping eligible meal counts, collecting money, and filing appropriate reimbursement forms.
7. The NUCS staff will be responsible for serving meals. The daily transport record will be a two-part record that will be completed in part by ECS kitchen staff and in part by NUCS staff. The record will obtain information needed to meet state and federal requirements. This form needs to stay on site at NUCS for their records, and be kept for three years plus the current year. ECS will retain the portion needed for their records.

FOOD SERVICES AGREEMENT

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8. ECS shall have the use of NUCS food commodity entitlement and shall be responsible for ordering and inventory. NUCS will provide necessary utensils, straws, and napkins each day. These supplies may be purchased from ECS for an additional charge.

9. The NUCS shall hold ECS harmless and indemnify it for any and all liability that may result from NUCS actions under this agreement.

ECS shall hold the NUCS harmless and indemnify it for any and all liability that may result from ECS actions under this agreement.

10. The NUCS and ECS shall provide workers compensation coverage for their respective employees. Nothing in this agreement shall be construed as providing that the employees of one entity are employees of the other entity.

11. Notice pursuant to this agreement shall be by first class United States Mail postage prepaid addressed as follows:

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

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

By: \_\_\_\_\_

By: \_\_\_\_\_

Kelley Withers  
Chief Business Official  
Northern United Charter Schools  
2120 Campton Road, Suite I  
Eureka, CA 95503

Paul Ziegler  
Chief Business Official  
Eureka City Schools  
2100 J Street  
Eureka, CA 95503

**Agenda Item 3.**  
**DISCUSSION ITEMS**

**Subject:**

3.9 Approval of the Fire Monkey Food Service Agreement 2025-2025 for Mt. Shasta Learning Center and Yreka Learning Center - NU-SCS

**Action Requested:**

Approval

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

In order to offer breakfast and lunches to our Siskiyou locations (YLC and MSLC), we are entering into a food vendor agreement with Fire Monkey. We estimate this would be approximately \$14,765.34 for the school year. This agreement is no change for the price of breakfast over the previous year and an increase of \$.35 per lunch for the K-8 students and a decrease of \$.30 per lunch for the 9-12 students over the previous year. The agreement is attached.

**Fiscal Implications:**

\$14,765.34 /year

\$3.50/breakfast

\$4.70/K-8 lunch

\$4.90/9-12 lunch

**Contact Person/s:**

Shari Lovett

MEMORANDUM

To:	Shari Lovett, School Director
	Northern United Charter Schools
From:	Jessica Shaw
	Fire Monkey Catering Services, Inc.
Subject:	Food Service Agreement for 2025-2026 school year between Northern United Charter and Fire Monkey

Enclosed please find copies of the 2025/2026 school year Food Service Agreement for Northern United Charter School and Fire Monkey.

We thank you for your partnership with Fire Monkey Catering Services, Inc. Please feel free to call us with any questions, concerns, or comments at 530-713-5660.

## FOOD SERVICES AGREEMENT

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This is an Agreement between the Northern United Charter Schools (hereinafter referred to as NUCS) and Fire Monkey.

WHEREAS, the Northern United Charter Schools is in need of Food Services;

WHEREAS, Fire Monkey has available Food Services,

WHEREAS, Education Code Section 35160 provides authority for Fire Monkey Catering Services, Inc. to enter into arrangements that are not violative of existing law; and

WHEREAS Education Code Section 1200 et seq provides authority for NUCS to enter into arrangements that assist school districts;

THEREFORE, the Northern United Charter Schools and Fire Monkey Catering Services, Inc. agree as follows:

1. The term of this agreement is from August 01, 2025, through June 30, 2026.
2. This agreement may be terminated by either party at any time by the giving of sixty (60) days written notice.
3. Fire Monkey Catering Services, Inc. shall provide breakfasts and lunches, which meet the School Breakfast Program and National School Lunch Program meal requirements, using the Food Based Menu Plan Approach. Services shall include preparation of food, transportation of food to sites at 423 S Broadway, Yreka, CA and 2411 S Mt. Shasta Blvd., Mt. Shasta, CA. Meals will include all required components including milk.
4. The NUCS shall pay Fire Monkey Catering Services, Inc. the sum of \$4.70 per K-8 student meal, and \$4.95 per 9-12 student meal for lunch services and adults will pay ala carte prices, The number of lunches requested will be an asset number that is called in prior to the start of service. This number can be adjusted as needed with a phone call to Fire Monkey Catering Services, Inc. Fire Monkey Catering Services, Inc. may need 24 hours to make the change. Breakfast changes will need 48 hours' notice.
5. Vendor will provide substitutions to, or modifications of, meals as required by federal law for students who are documented by a physician to be unable to consume the regular program meals due to a disability. A physician's statement must identify the student's disability, the major life activities affected by the disability, the food or foods to be omitted from the student's diet, and the food or choice of foods that must be substituted. The statement must be signed and dated by the physician and must be maintained on file.

6. The NUCS shall pay Fire Monkey the sum of \$3.50 per student meal for breakfast services. NUCS will agree to pay from a monthly invoice for all meals ordered, whether served or not, and will be responsible for keeping eligible meal counts, collecting money, and filing appropriate reimbursement forms.
7. The NUCS staff will be responsible for serving meals. The daily transport record will be a two-part record that will be completed in part by Fire Monkey Catering Services, Inc. kitchen staff and in part by NUCS staff. The record will obtain information needed to meet state and federal requirements. This form needs to stay on site at NUCS for their records, and be kept for three years plus the current year. Fire Monkey Catering Services, Inc. will retain the portion needed for their records.
8. In accordance with 7 CFR Part 210.21(d), Fire Monkey Catering Service is required to purchase, to the maximum extent practicable, domestic commodity or product. Section 12(n) of the National School Lunch Act (NSLA) defines domestic commodity or product as an agricultural commodity that is produced in the United States and a food product that is processed in the United States using substantial agricultural commodities that are produced in the United States. "Substantial" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically.
9. Fire Monkey Catering Services Inc. shall have the use of the NUCS food commodity entitlement and shall be responsible for ordering and inventory.
10. The NUCS shall hold Fire Monkey Catering Services, Inc. harmless and indemnify it for any and all liability that may result from NUCS actions under this agreement. Fire Monkey Catering Services, Inc. shall hold the NUCS harmless and indemnify it for any and all liability that may result from Fire Monkey's actions under this agreement,
11. NUCS and Fire Monkey shall provide workers compensation coverage for their respective employees, nothing in this agreement shall be construed as providing that the employees of one entity are employees of the other entity.

II Notice pursuant to this agreement shall be by first class United States Mail postage prepaid addressed as follows:

NUCS  
2120 Campton Road, Suite H  
Eureka, CA 95503

Fire Monkey  
2401 E Oberlin Road  
Yreka, California 96097

Date:

Date: 06/18/2025

By:

By: 

Shari Lovett  
School Director  
Northern United Charter Schools

Jessica Shaw  
CFO  
Fire Monkey

**Agenda Item 3.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

3.10 Approval of NUCS Corporate Officer - Secretary

**Action Requested:**

Approval

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

At the Board's annual organizational meeting, the Corporate Officers are elected. However, due to Lynda Speck's retirement, a new Secretary needs to be appointed prior to July 1, 2025. Lynda's replacement is Tamara Mcfarland.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

**Agenda Item 3.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

3.11 Approval of Resolution for an Exemption Request for Separation From Service Requirement for CalSTRS

**Action Requested:**

Approval

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

Unfortunately after months of attempting to hire a new School Psychologist, we were unable to find one. We were able to find a School Psychologist Intern. However, an intern requires supervision by a School Psychologist. We were able to find a supervisor, but at the time the supervision begins, the supervisor will not have been retired for the required 180 days of separation before working in a CalSTRS field. CalSTRS allows for an exemption of this required 180 days. In addition to completing and submitting a form, the Board must pass a resolution.

**Fiscal Implications:**

None

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

**NORTHERN UNITED CHARTER SCHOOLS  
RESOLUTION FOR EXEMPTION FROM CALSTRS 180-DAY SEPARATION FROM SERVICE  
REQUIREMENT**

**WHEREAS**, the Northern United Charter Schools (NUCS) is committed to ensuring the continued delivery of essential educational and support services to students, including mental health and psychological services; and

**WHEREAS**, the role of a School Psychologist Intern Supervisor is a critical position within NUCS, providing the supervision for School Psychologist Interns to provide comprehensive psychological services including assessment, consultation, and the development of individualized education programs (IEPs) to support student learning and well-being; and

**WHEREAS**, NUCS has identified the need for a qualified professional to supervise a School Psychologist Intern as part of a credentialing requirement and to ensure continuity of services for students with special needs; and

**WHEREAS**, Mitch Block, a recently retired CalSTRS member, possesses the experience, qualifications, and credentials necessary to fulfill this supervisory role and to meet the immediate needs of the charter school; and

**WHEREAS**, the Governing Board finds that the appointment of Mitch Block is necessary to fill this critically needed position and that it must be filled before the 180 calendar day separation from service period has passed since the member's most recent retirement date, pursuant to California Education Code section 24214.5; and

**WHEREAS**, the Governing Board further finds that Mitch Block did not receive any additional service credit under Education Code sections 22714 or 22715, nor did the member receive any financial inducement to retire from any public employer; and

**WHEREAS**, the Governing Board also finds that the retired member's termination of employment is not the basis for the need to fill this critically needed position;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Directors of Northern United Charter Schools approves and authorizes the exemption request for Mitch Block from the CalSTRS 180-day separation from service requirement; and

**BE IT FURTHER RESOLVED**, that the Board directs the School Director or designee to submit the necessary documentation to CalSTRS in support of this exemption, in accordance with all applicable laws and regulations.

**PASSED AND ADOPTED** by the Board of Directors of Northern United Charter Schools on this 26th day of June, 2025, by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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Rosemary Kunkler, Board President

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Shari Lovett, School Director

**Agenda Item 3.**

**ACTION ITEMS TO BE CONSIDERED**

**Subject:**

3.12 Approval of Lease Agreement for 505 S. Broadway, Yreka - NU-SCS YRC

**Action Requested:**

Approval

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

Each year the Board approves the facility leases. The facilities provide a location for students to meet with teachers on a regular basis, in addition to receiving additional services such as special education services. This is a one year lease agreement.

**Fiscal Implications:**

\$48,000/year

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