

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 1

CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

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

Action Requested:

1.1 None

1.2 Approval

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

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 2.
PRESENTATIONS

Subject:

2.1 Student Presentation - FFA

Action Requested:

None

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

Students from the FFA will give a presentation.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 3.

CONSENT AGENDA

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

Subject:

3.1 Consideration of Approval of Warrants & Payroll for Northern United - Humboldt Charter School (NU-HCS)

Action Requested:

Approval

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

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

Fiscal Implications:

Warrants: NU-Humboldt Charter School - \$65,620.37

Payroll: NU-Humboldt Charter School - \$300,773.93

Contact Person/s: Shari Lovett, Kelley Withers

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000297611	12/04/2025	AMAZON CAPITAL SERVICES	62-4310	Holiday Market / TK supplies		111.64
3000297612	12/04/2025	CDW GOVERNMENT	62-4310	ACAD Google Chrome Edu Lic	611.67	
				Chromebooks	5,896.78	
			62-5800	ACAD Google Chrome Edu Lic	28.33	
				Chromebooks	273.22	6,810.00
3000297613	12/04/2025	Daena L Velasco Acosta	62-5800	Nov 2025 - Yardwork ELC		75.00
3000297614	12/04/2025	Harmon, Christopher S	62-5800	Contracted Services/Postage	240.00	
			62-5950	Contracted Services/Postage	17.16	257.16
3000297615	12/04/2025	KGK RENTALS LLC	62-5800	NUHCS - 4620 Meyers Ave		66.95
3000297616	12/04/2025	KGK RENTALS LLC	62-5450	Dec 2025 Ins - NUHCS	2.35	
			62-5612	Dec 2025 Ins - NUHCS	114.56	116.91
3000297617	12/04/2025	KGK RENTALS LLC	62-5800	NUHCS - 4620 Meyers Ave.		93.75
3000297618	12/04/2025	P G & E	62-5520	Oct 2025 - NUHCS		666.45
3000297619	12/04/2025	Paradigm Healthcare Services	62-5800	Dec 2025 - NUCS	111.75	
				LEA Billing Services - NUCS	32.12	143.87
3000297620	12/04/2025	RAINBOW RESOURCE CENTER	62-4110	Curriculum		259.81
3000297621	12/04/2025	RECOLOGY HUMBOLDT COUNTY	62-5560	Nov 2025 - NUCS		288.95
3000297622	12/04/2025	REPUBLIC INDEMNITY	62-9542	Nov 2025 - NUCS		3,408.20
3000297623	12/04/2025	Rhonda Rankin	62-5800	O.T. services - NUCS		281.25
3000297624	12/04/2025	Rodrigues, Joshua	62-4310	Custodial supplies	10.44	
				Materials	10.64	21.08
3000297625	12/04/2025	UBEO West, LLC	62-5637	HP Color LaserJet Managed		496.13
3000297876	12/08/2025	BEGINNINGS INC	62-5800	Nov 2025 Meals - NUCS		3,324.75
3000297877	12/08/2025	Fire Monkey Catering Services	62-5800	November 2025 - NUCS		1,507.75
3000297878	12/08/2025	Kerr, Wendy	62-4310	Materials & Supplies		18.17
3000297879	12/08/2025	Marriott Marquis San Diego Marina	62-5210	Laura Walkner - ACSA Every Child Counts 2026		1,275.11
3000297880	12/08/2025	SHRED AWARE	62-5560	Nov 2025 - NUHCS		236.21
3000297881	12/08/2025	UBEO West, LLC	62-5637	Dec 2025 - Northern United Humboldt Charter School		1,258.22
3000297882	12/08/2025	WESTSIDE COMMUNITY IMPROVEMENT	62-5800	CTE Culinary Class - Nov 2025 - NUCS		2,750.00
3000297883	12/08/2025	YOUNG MINNEY & CORR LLP	62-5823	Multiple Matters - NUCS		2,565.50
3000298470	12/11/2025	AMAZON CAPITAL SERVICES	62-4310	Bball supplies	70.35	
				Speech & SA Tools	67.07	137.42
3000298471	12/11/2025	CA Kindergarten Association	62-5210	2-Day Non-Member: Kelly Koehn		425.00
3000298472	12/11/2025	Jessica Lynn Walkner	62-5800	Northern United Charter Schools		3,200.00
3000298473	12/11/2025	McFarland, Tamara D	62-5201	DEC 2025 MILEAGE		70.00
3000298474	12/11/2025	Merrill, Cori T	62-5210	Conference - 2026 Summer FIT		125.00

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

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000298475	12/11/2025	Mitchell, Natalie S	62-5201	NOV 2025 MILEAGE		144.20
3000298476	12/11/2025	Paradigm Healthcare Services	62-5800	Northern United Charter Schools		3.32
3000298477	12/11/2025	Restif Cleaning Service Cooper ative, Inc	62-5800	Nov 2025 - NUHCS		1,940.00
3000298478	12/11/2025	Rodrigues, Joshua	62-4310	Supplies - Culinary		179.23
3000299221	12/18/2025	AMBROSINI, DENNIS	62-5612	JAN 2026 RENT : NU-HCS.		2,200.00
3000299222	12/18/2025	Angel Fargas dba Angel's Creation Guitar School	62-5800	Dec 2025 - NUHCS		360.00
3000299223	12/18/2025	Arcata Plaza Center LLC	62-5612	JAN 2026 RENT: NU-HCS		977.00
3000299224	12/18/2025	BEGINNINGS INC	62-5612	JAN 2026 RENT: NUHCS		1,030.00
3000299225	12/18/2025	CAMPTON PLAZA	62-5612	JAN 2026 RENT: NU-HCS		5,625.00
3000299226	12/18/2025	CUTTEN COMMUNITY CHURCH	62-5612	JAN 2026 RENT: NU-HCS		5,700.00
3000299227	12/18/2025	CUTTEN COMMUNITY CHURCH	62-5520	Dec 2025 Utilities - NUCS	962.95	
			62-5530	Dec 2025 Utilities - NUCS	481.42	
			62-5560	Dec 2025 Utilities - NUCS	848.32	2,292.69
3000299228	12/18/2025	DEPARTMENT OF JUSTICE CASHIERING UNIT	62-5861	NOV 2025 - NU-HCS		98.00
3000299229	12/18/2025	GREAT AMERICA FINANCIAL SERV	62-5623	Dec 2025 statement - NUHCS		823.74
3000299230	12/18/2025	H.C.S.D.	62-5530	NOV 2025 - NUCS		237.89
3000299231	12/18/2025	HUMBOLDT MOVING & STORAGE INC	62-5610	DEC 2025 - NUCS		92.30
3000299232	12/18/2025	KGK RENTALS LLC	62-5450	JAN 2026 RENT: NU-HCS	114.56	
			62-5612	JAN 2026 RENT: NU-HCS	5,585.44	5,700.00
3000299233	12/18/2025	P G & E	62-5520	NOV 2025 - NUHCS		416.09
3000299234	12/18/2025	STAPLES ADVANTAGE	62-4310	Janitorial supplies		91.96
3000299235	12/18/2025	VALLEY PACIFIC PETROLEUM SERV	62-4364	Nov 2025 statement - NUCS		554.47
3000299236	12/18/2025	Walkner, Laura S	62-5201	DEC 2025 MILEAGE		71.40
3000299237	12/18/2025	Harmon, Christopher S	62-5800	CONTRACTED SERVICE - ORBE		188.00
3000299238	12/18/2025	CITI CARDS	62-5210	11/13-12/10/25 statement - NUCS	621.87	
			62-5800	11/13-12/10/25 statement - NUCS	20.00	641.87
3000299967	12/30/2025	AMAZON CAPITAL SERVICES	62-4310	Inventory maintenance		784.89
3000299968	12/30/2025	Erin Voelckers	62-4310	Ceramics class- NUHCS	40.00	
			62-5800	Ceramics class- NUHCS	60.00	100.00
3000299969	12/30/2025	Kerr, Wendy	62-4310	Materials & Supplies		100.00
3000299970	12/30/2025	KGK RENTALS LLC	62-5450	Jan 2026 - NUHCS Insurance	2.35	
			62-5612	Jan 2026 - NUHCS Insurance	114.56	116.91
3000299971	12/30/2025	KGK RENTALS LLC	62-5800	4620 Meyers Ave - NUHCS		187.50
3000299972	12/30/2025	P G & E	62-5520	11/6/25-12/8/25 statement		804.77
3000299973	12/30/2025	PITNEY BOWES INC Reserve Acct.	62-5623	Oct 17 2025 to Jan 16 2026	463.52	
				Purchase Power Acct. No - 8000-9090-0069-5077	190.59	654.11
3000299974	12/30/2025	REPUBLIC INDEMNITY	62-9542	Dec 2025 statement - NUCS		3,408.20

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

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000299975	12/30/2025	STAPLES ADVANTAGE	62-4310	Office supplies		106.55
Total Number of Checks					59	65,620.37

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	59	65,620.37
	Total Number of Checks	59	65,620.37
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		65,620.37

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

Pay Date 12/31/2025

EARNINGS by Earnings Code	Income	Adjustments
Taxable Fringe		2,224.40
Non-taxable		23,736.00
No Gross Pay		2.00
Regular	300,773.93	
TOTAL	300,773.93	25,962.40

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	17,680.27		17,680.27	274,033.52
State Withholding	6,684.15		6,684.15	274,033.52
Social Security	6,165.76	6,165.76	12,331.52	99,447.66
Medicare	4,384.95	4,384.95	8,769.90	302,409.36
SUI		150.11	150.11	300,184.96
Workers' Comp		2,491.53	2,491.53	300,184.96
SUBTOTAL	34,915.13	13,192.35	48,107.48	

EARNINGS by Group	Income	Adjustments
Base Pay	291,741.43	
Docks	992.00	
Extra Duty	4,882.00	
Miscellaneous		2,226.40
Stipends	2,780.00	
Substitutes	2,362.50	
W2 Adj		23,736.00
TOTAL	300,773.93	25,962.40

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	1,772.35	6,788.09	8,560.44	25,319.17
PERS / 62	5,312.83	17,804.64	23,117.47	66,410.27
STRS / 60	8,419.62	15,689.19	24,108.81	82,142.36
STRS / 62	12,271.04	22,966.82	35,237.86	120,245.00
Tax Sheltered Annuit	600.00		600.00	
Supplemental Insuran	588.97		588.97	
SUBTOTAL	28,964.81	63,248.74	92,213.55	

EARNINGS	Person Type	Female Employees
Certificated	38 214,287.36	31 175,203.36
Classified	27 86,486.57	21 67,729.79
TOTAL	65 300,773.93	52 242,933.15

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Health & Welfare	2,802.57	82,996.35	85,798.92	
District Repay	1,408.07		1,408.07	
Supplemental Insuran	306.22		306.22	
Summer Savings	15,490.71		15,490.71	92,944.14
SUBTOTAL	20,007.57	82,996.35	103,003.92	
TOTALS	83,887.51	159,437.44	243,324.95	

Vendor Summary for Pay Date 12/31/2025

Vendor Checks
Vendor Liabilities

Cancel/Reissue for Process Date 12/31/2025

Reissued
Cancel Checks
Void ACH

Pay01a

Payroll Summary by Org

Pay Date 12/31/2025

BALANCING DATA

NET

		216,886.42	Net Pay
Gross Earnings	300,773.93	83,887.51	Deductions
District Liability	159,437.44	159,437.44	Contributions
	<u>460,211.37</u>	<u>460,211.37</u>	

Direct Deposits	200,206.31	53
Checks	16,680.11	12
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	216,886.42	65

Kelley Withers

Dec 20, 2025

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 3.

CONSENT AGENDA

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

Subject:

3.2 Consideration of Approval of Warrants & Payroll for Northern United - Siskiyou Charter School (NU-SCS)

Action Requested:

Approval

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

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

Fiscal Implications:

Warrants: NU-Siskiyou Charter School - \$27,229.05

Payroll: NU-Siskiyou Charter School - \$73,930.30

Contact Person/s: Shari Lovett, Kelley Withers

SISKIYOU COUNTY OFFICE OF EDUCATION REQUEST FOR WARRANT PROCESSING

District # _____ District Name: _____

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Batch Total		

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

Trustee _____ Trustee _____

Trustee _____ Trustee _____

Trustee _____ Trustee _____

Trustee _____

District Superintendent/Administrator: _____ Date: _____

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 1223

To batch: 1223

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU
2526 A/P PRELIST

J18329

ACCOUNTS PAYABLE PRELIST
BATCH: 1223 2526 A/P ACCOUNTS
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.25 12/23/25 06:54 PAGE 1
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	FD	RESC	Y OBJT GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount
000074/00	AMERICAN FAMILY LIFE INSURANCE ATTN: PAYROLL DEDUCTIONS 1932 WYNNTON COLUMBUS, GA 31999										
PO-260002	12/23/2025	INVOICE# 410169	1	62-0000-0-9514-0000-0000-0000-0000	NN	P				698.43	698.43
				H & W		PASS THROUGH					
		TOTAL PAYMENT AMOUNT				698.43 *					698.43
000020/00	KEENAN C/O SETECH PO BOX 4328 TORRANCE, CA 90510	000000000									
PO-260011	12/23/2025	DEC. 2025 MEDICAL	1	62-0000-0-9514-0000-0000-0000-0000	NN	P				20,187.00	20,187.00
				H & W		PASS THROUGH					
PO-260011	12/23/2025	DEC. 2025 VISION	1	62-0000-0-9514-0000-0000-0000-0000	NN	P				350.00	350.00
				H & W		PASS THROUGH					
PO-260011	12/23/2025	DEC. 2025 DENTAL	1	62-0000-0-9514-0000-0000-0000-0000	NN	P				1,722.00	1,722.00
				H & W		PASS THROUGH					
		TOTAL PAYMENT AMOUNT				22,259.00 *					22,259.00
		TOTAL FUND PAYMENT				22,957.43 **					22,957.43
		TOTAL BATCH PAYMENT				22,957.43 ***		0.00			22,957.43
		TOTAL DISTRICT PAYMENT				22,957.43 ****		0.00			22,957.43
		TOTAL FOR ALL DISTRICTS:				22,957.43 ****		0.00			22,957.43
Number of checks to be printed:	2, not counting voids due to stub overflows.										22,957.43

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 1226

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 1226	4,271.62	
	Batch Total		

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

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

District Superintendent/Administrator: _____ Date: _____

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 1226

To batch: 1226

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU
2526 ACCOUNTS PAYABLE

J17794

ACCOUNTS PAYABLE PRELIST
BATCH: 1226 2526 ACCOUNTS PAYABLE
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 12/16/25 06:57 PAGE 1
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount
000244/00	AMAZON CAPITAL SERVICES PO BOX 035184 SEATTLE, WA 98124	000000000											
PO-260138	12/03/2025	112-8847683-8211468	1	62-0000-0-4300-1110-1000-000-00000	NN	F						271.08	271.08
				SUPPLIES									
PO-260142	12/09/2025	113-3010617-8887420	1	62-1100-0-4300-1110-1000-000-00000	NN	F						169.54	169.54
				SUPPLIES									
				TOTAL PAYMENT AMOUNT				440.62	*				440.62
000351/00	CAREZ CONSULTATION, LLC CYNTHIA CAREZ 593 CROWSON RD ASHLAND, OR 97520	874512063											
PO-260118	12/10/2025	DEC. 4TH, 2025 10-3	1	62-6266-0-5800-1110-1000-000-00000	NY	P						2,000.00	2,000.00
				PROFES'L/CONSULTG SVCS/OP EXP									
				TOTAL PAYMENT AMOUNT				2,000.00	*				2,000.00
000071/00	HUE & CRY INC PO BOX 548 ANDERSON, CA 96007	000000000											
PO-260022	12/08/2025	INVIOCE# 900150	1	62-0000-0-5500-0000-8100-000-00000	NN	P						76.30	76.30
				OPERATION & HOUSEKEEPING SERV									
PO-260022	12/08/2025	INVOICE# 900150	2	62-0000-0-5500-0000-8100-000-00000	NN	P						125.40	125.40
				OPERATION & HOUSEKEEPING SERV									
				TOTAL PAYMENT AMOUNT				201.70	*				201.70
000294/00	HUNTER COMMUNICATION & TECH PO BOX 24644 SEATTLE, WA 98124-0644	000000000											
PO-260009	12/01/2025	BILL# 1122370	1	62-0000-0-5922-1110-1000-000-00000	NN	P						26.20	26.20
				COMMUNICATION - TELEPHONE SVCS									
PO-260009	12/01/2025	BILL# 1122370	2	62-0000-0-5922-0000-2700-000-00000	NN	P						7.86	7.86
				COMMUNICATION - TELEPHONE SVCS									
PO-260009	12/01/2025	BILL# 1122370	3	62-0000-0-5922-0000-7200-000-00000	NN	P						3.37	3.37
				COMMUNICATION - TELEPHONE SVCS									
				TOTAL PAYMENT AMOUNT				37.43	*				37.43

043 NORTHERN UNITED SISKIYOU
2526 ACCOUNTS PAYABLE

J17794

ACCOUNTS PAYABLE PRELIST
BATCH: 1226 2526 ACCOUNTS PAYABLE
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 12/16/25 06:57 PAGE 3
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount
000331/00	SIERRA SPRINGS P.O BOX 660579 DALLAS, TX 75266												
PO-260017	12/12/2025	24395994-121225	1	62-0000-0-4300-0000-8100-000-00000	NN	P						53.64	53.64
				SUPPLIES									
				TOTAL PAYMENT AMOUNT								53.64 *	53.64
000143/00	SISKIYOU COUNTY COMMUNITY DEVELOPMENT 806 SOUTH MAIN STREET YREKA, CA 96097	000000000											
PO-260141	12/09/2025	LICENSE# 000679 505 YREKA	1	62-0000-0-5800-0000-3700-000-00000	NN	P						95.00	95.00
				PROFES'L/CONSULTG SVCS/OP EXP									
PO-260141	12/09/2025	LICENSE# 00680 423 YREKA	1	62-0000-0-5800-0000-3700-000-00000	NN	P						95.00	95.00
				PROFES'L/CONSULTG SVCS/OP EXP									
PO-260141	12/09/2025	LICENSE# 001054 MT.SHASTA	1	62-0000-0-5800-0000-3700-000-00000	NN	F						95.00	95.00
				PROFES'L/CONSULTG SVCS/OP EXP									
				TOTAL PAYMENT AMOUNT								285.00 *	285.00
000085/00	SISKIYOU OPPORTUNITY CENTER PO BOX 304 MT SHASTA, CA 96067												
PO-260018	11/30/2025	INVOICE# 110149	1	62-0000-0-5800-0000-2700-000-00000	NN	P						90.20	90.20
				PROFES'L/CONSULTG SVCS/OP EXP									
				TOTAL PAYMENT AMOUNT								90.20 *	90.20
000063/00	YREKA ACE HARDWARE 9045 ADAMS AVENUE HUNTINGTON BEACH, CA 92646	000000000											
PO-260143	12/10/2025	359823	1	62-1100-0-4300-1110-1000-000-00000	NN	F						61.93	61.93
				SUPPLIES									
				TOTAL PAYMENT AMOUNT								61.93 *	61.93
				TOTAL FUND PAYMENT								4,271.62 **	4,271.62
				TOTAL BATCH PAYMENT						0.00		4,271.62 ***	4,271.62
				TOTAL DISTRICT PAYMENT						0.00		4,271.62 ****	4,271.62

TOTAL FOR ALL DISTRICTS: 4,271.62 **** 0.00 4,271.62

Number of checks to be printed: 13, not counting voids due to stub overflows. 4,271.62

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

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

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	64,086.39	NML	0.00	NML	8,426.25	NML	8,426.25	NML	72,512.64
ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00
-----		-----		-----		-----		-----	
ADJ NML	64,086.39*	ADJ NML	0.00*	ADJ NML	8,426.25*	ADJ NML	8,426.25*	ADJ NML	72,512.64*
STIP	611.66	STIP	0.00	STIP	0.00	STIP	0.00	STIP	611.66
SUB	0.00	SUB	0.00	SUB	726.00	SUB	726.00	SUB	726.00
ARR	80.00	ARR	0.00	ARR	0.00	ARR	0.00	ARR	80.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	691.66*	NON-NML	0.00*	NON-NML	726.00*	NON-NML	726.00*	NON-NML	1,417.66*
TOTAL	64,778.05**	TOTAL	0.00**	TOTAL	9,152.25**	TOTAL	9,152.25**	TOTAL	73,930.30**

TOTAL NUMBER HOURS WORKED: 384.50 TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP	GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
73,930.30	0.00	521.55	0.00	7,187.85	66,220.90	2,874.41	1,045.00	
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI	
1,174.52	0.00	30,290.43	1,878.00	73,408.75	1,064.43	0.00	0.00	
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED	
0.00	0.00	0.00	47,667.22	4,878.06	30,269.75	2,309.79	1,603.67	
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR		
57,102.42	0.00	0.00	0.00	0.00	0.00	0.00		
STATE IMP GROSS	STATE TAX GROSS	STRS (C)	STRS (P)	STRS (O)	PERS (C)	PERS (P)	PERS (O)	
0.00	66,220.90	3,101.03	1,777.03	0.00	782.51	1,527.28	0.00	
STRS/SUBJ (C)	STRS/SUBJ (P)	STRS/SUBJ (O)	PERS/SUBJ (C)	PERS/SUBJ (P)	PERS/SUBJ (O)	STRS/SUBJ DBS	STRS DBS	
30,253.89	17,413.33	0.00	11,178.75	19,091.00	0.00	0.00	0.00	

Kelley Withers

12/4/25

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 3.
CONSENT AGENDA

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

Subject:

3.3 Consideration of Approval of Minutes for the December 15, 2025 Board Meeting

Action Requested:

Approval

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Tamara McFarland



Northern United Charter Schools Board of Directors Regular Board Meeting

December 15, 2025

Members Present: Rosemary Kunkler, Brian Payton, Jere Cox, Barbara Boerger

Members Absent: (none)

Staff Present: Jen Rand, Colleen Allen, Teal Cyrek, Kirk Miller

Guests Present: Madelyn Gomes and Rider Payton (ELC students)

1. **[CALL TO ORDER/AGENDA](#)** - Rosemary Kunkler called the meeting to order at 4:01 pm.
 - 1.1. Pledge of Allegiance
 - 1.2. Adopt the Agenda - Barbara Boerger moved to adopt the agenda; Brian Payton seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - Barbara Boerger - aye; motion passed.
2. **[PRESENTATIONS](#)**
 - 2.1. Student Presentation - Briceland Learning Center - students Xander Fuentes Rodriguez, Bay Stein, and James Hernandez presented their research projects about Native American tribes of California.
3. **[CONSENT AGENDA](#)**
 - 3.1. Consideration of Approval of Warrants & Payroll for Northern United - Humboldt Charter School (NU-HCS) ([November 2025 AP](#), [11/25 Payroll](#))
 - 3.2. Consideration of Approval of Warrants & Payroll for Northern United - Siskiyou Charter School (NU-SCS) ([1121](#), [1124](#), [1205](#), [11/21 Payroll](#))
 - 3.3. Consideration of Approval of [Minutes for the November 13th Board Meeting](#)
 - 3.4. Consideration of [Resignations, Hires, Leaves, and Change of Assignments](#)

Jere Cox moved to approve the consent agenda items; Brian Payton seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

DECEMBER 15, 2025 OPEN MEETING: 4:00PM, CALL TO ORDER

4. PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

4.1. Comments by the Public:

- Rebekah Davis (NUCS Regional Director) shared a speech she wrote to honor Shari Lovett's award as ACSA Charter Director of the Year.

5. ACTION ITEMS TO BE CONSIDERED

5.1. Approval of Update to [Transitional Kindergarten Policy](#)

Shari Lovett explained that in 2023, this policy was revised to include requirements for transitional kindergarten teachers. Since that time we became aware that we could add an additional option for teachers to meet the requirement to teach transitional kindergarten. This draft policy was updated to include that additional option. This has been reviewed by our auditors and legal counsel.

Jere Cox moved to approve the update to the Transitional Kindergarten Policy; Brian Payton seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

5.2. Approval of [Board Meeting Calendar for 2026](#)

The board discussed the calendar for 2026 and various individual scheduling constraints. They also discussed the need to recruit more board members to prevent instances of a lack of quorum or majority physically present in Humboldt County..

Brian Payton moved to approve the Board Meeting Calendar for 2026 as proposed; Barbara Boerger seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

5.3. Approval of [2026-27 School Calendar - Humboldt](#)

Brian Payton initiated a discussion about making Indigenous Peoples Day in October a day off.

Brian Payton moved to approve the 2026-27 School Calendar - Humboldt as proposed; Jere Cox seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

5.4. Approval of [2026-27 School Calendar - Siskiyou](#)

Barbara Boerger moved to approve the 2026-27 School Calendar - Siskiyou as proposed; Jere Cox seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

5.5. Approval of NUCS Board Officers

The board nominated Rosemary Kunkler as Chair and Brian Payton as Vice Chair of the Board for the 2026-27 school year. Jere Cox moved to approve the nominations; Barbara Boerger seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

5.6. Approval of NUCS Corporate Officers

DECEMBER 15, 2025 OPEN MEETING: 4:00PM, CALL TO ORDER

The board nominated Shari Lovett as President, Kelley Withers as Treasurer, and Tamara McFarland as Secretary of the Corporation for the 2026-27 school year. Jere Cox moved to approve the nominations; Brian Payton seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

5.7. Certification of [Northern United - Humboldt Charter School's First Interim Budget](#)

Kelley Withers made a presentation to review Northern United - Humboldt Charter School's First Interim Budget. Jere Cox inquired about the feasibility of starting a savings fund for a future building acquisition.

Brian Payton moved to approve the certification of Northern United - Humboldt Charter School's First Interim Budget; Jere Cox seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

5.8. Certification of [Northern United - Siskiyou Charter School's First Interim Budget](#) with [Budget Transfer Resolution](#)

Kelley Withers made a presentation to review Northern United - Siskiyou Charter School's First Interim Budget.

Barbara Boerger moved to approve the certification of Northern United - Siskiyou Charter School's First Interim Budget with Budget Transfer Resolution; Jere Cox seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

5.9. Approval of NUCS Financial Statements with Independent Auditor's Report for Fiscal Year 2024-2025

Shari Lovett shared that the audit was clean with no findings.

Brian Payton moved to approve NUCS Financial Statements with Independent Auditor's Report for Fiscal Year 2024-2025; Jere Cox seconded the motion. Vote: Jere Cox - aye; Brian Payton - aye; Rosemary Kunkler - aye; Barbara Boerger - aye; motion passed.

6. [DISCUSSION ITEMS](#)

6.1. Creation of [zefly.com](#) account for FFA

Shari Lovett explained that FFA has requested to use [zefly.com](#), which is a platform designed for nonprofits that allows us to accept credit card payments. There is no charge to the nonprofit; rather, the company makes money by collecting 'tips' from customers. The board and staff discussed concerns related to the security of school funds and reliability of staff and volunteers to follow policies that will be needed to track and reconcile transactions. Kelley Withers suggested consulting with other LEAs to find out what policies and practices they use.

6.2. Revisions to the Board Self-Evaluation Tool

Jere Cox shared the work he's done to update the tool.

7. [REPORTS](#)

7.1. [Enrollment and Attendance Report](#)

DECEMBER 15, 2025 OPEN MEETING: 4:00PM, CALL TO ORDER

No discussion.

7.2. Financial Report for [NU-HCS](#) and [NU-SCS](#)

No discussion.

7.3. [Northern United - Humboldt Charter School Report](#)

Rebekah Davis advised the Board to be on the lookout for the upcoming FFA Pulled Pork Dinner fundraiser.

7.4. [Northern United - Siskiyou Charter School Report](#)

No discussion.

7.5. Director's Report

- Shari Lovett shared that she was in Siskiyou for our oversight visit a few weeks ago.
- This week at SCOE's board meeting, we will be asked to complete a certification for last school year.
- Next year is our charter renewal for Siskiyou.
- Community Engagement Initiative - last week was the first in-person meeting in Southern California and Shari and Sara's flights were delayed so Colleen had to do the full presentation herself on Thursday. Kudos to Colleen for stepping up.
- Humboldt Community Parent Advisory meeting last week - turnout wasn't as good as the first meeting but it was more discussion-oriented.

7.6. Board Report

- Jere Cox shared that he attended Brian's holiday party. He reiterated the need to actively recruit new board members. He shared concern about burnout for our current FFA advisor. He would like to discuss an FFA advisor summer stipend in February.
- Brian Payton shared that Caterina (a student at ELC) got a Rotary award.
- Rosemary Kunkler thanked Rebekah Davis for presenting Shari's ACSA award. She shared that she attended ELC's Friendsgiving and CLC's Holiday Market. She thanked Brian for the holiday party. She shared that ELC students volunteered at the Eureka Rescue Mission helping to serve a Thanksgiving meal.

8. **NEXT BOARD MEETING**

8.1. Possible Agenda Items: January meeting: SARC; Update to Transportation Policy; Update to Attendance Policy; January mileage rate. February meeting: Review of bylaws; Discussion of creating a savings account for a future facility purchase; discussion of summer stipend for FFA advisor

8.2. Next Board Meeting Date: Monday, January 12, 2026

DECEMBER 15, 2025 OPEN MEETING: 4:00PM, CALL TO ORDER

9. **ADJOURNMENT** - Rosemary Kunkler adjourned the meeting at 6:22 pm.

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 3.
CONSENT AGENDA

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

Subject:

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

Action Requested:

Approval

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Tamara McFarland



Northern United Charter Schools

Resignations, Hires, and Leaves

January 12, 2026

RESIGNATIONS

NAME	DATE	LOCATION	COMMENTS

NON-RENEWALS

NAME	DATE	LOCATION	COMMENTS

HIRES

NAME	DATE	LOCATION	COMMENTS
Samuel Greenspan	12/15/2025	Cutten Learning Center	Theater Coordinator

LEAVES

NAME	DATE	LOCATION	COMMENTS
Eric Clause	10/13/2025	Yreka Learning Center	medical

CHANGE OF ASSIGNMENTS

NAME	DATE	LOCATION	COMMENTS
Sam Kendrick	1/5/2025	Cutten Learning Center	1:1 Aide (from temp to permanent)

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 3.

CONSENT AGENDA

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

Subject:

3.5 Consideration of Approval of Williams' Uniform Complaint, Quarterly Report for NU-SCS

Action Requested:

Approval

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

NU-SCS is required by the Education Code to report any complaints regarding the provision of textbooks and instructional materials, teacher vacancy or mis-assignment, and/or facilities conditions. The Board approves these reports each quarter. No complaints were received in the last quarter.

Fiscal Implications:

None

Contact Person/s: Shari Lovett



Northern United Charter Schools

Learning Today, Leading Tomorrow

nucharters.org

2120 Campton Rd, Suite H
Eureka, California 95503
707/445-2660

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Northern United – Siskiyou Charter School

Person completing this form: Shari Lovett Title: School Director

Quarterly Report Submission Date: October 2025
(check one) January 2026
 April 2026
 July 2026

Date for information to be reported publicly at governing board meeting: January 12, 2026

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Shari Lovett

Print Name of District Superintendent

Signature of District Superintendent

January 12, 2026

Date

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 4.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

4.1 Comments by the Public

Action Requested:

None

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.1 Approval of IRS Mileage Rates for 2026

Action Requested:

Approval

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

NUCS' policy is to reimburse employees at the IRS mileage rate for required work travel. For 2026, the rate is \$0.725, which is an increase from the previous \$0.70 per mile in 2025.

Fiscal Implications:

An increase of \$.025 per mile.

Contact Person/s: Shari Lovett, Kelley Withers

2026 Standard Mileage Rates

Notice 2026-10

SECTION 1. PURPOSE

This notice provides the optional 2026 standard mileage rates for taxpayers to use in computing the deductible costs of operating an automobile for business, charitable, medical, or moving expense purposes. This notice also provides the amount taxpayers must use in calculating reductions to basis for depreciation taken under the business standard mileage rate, and the maximum standard automobile cost that may be used in computing the allowance under a fixed and variable rate (FAVR) plan. Additionally, this notice provides the maximum fair market value (FMV) of employer-provided automobiles first made available to employees for personal use in calendar year 2026 for which employers may use the fleet-average valuation rule in § 1.61-21(d)(5)(v) or the vehicle cents-per-mile valuation rule in § 1.61-21(e).¹

SECTION 2. BACKGROUND

Rev. Proc. 2019-46, 2019-49 I.R.B. 1301, provides rules for computing the deductible costs of operating an automobile for business, charitable, medical, or moving expense purposes, and for substantiating, under § 274(d) and § 1.274-5, the amount of

¹ Unless otherwise specified, all “section” or “§” references are to sections of the Internal Revenue Code or the Income Tax Regulations (26 CFR part 1).

ordinary and necessary business expenses of local transportation or travel away from home. Taxpayers using the standard mileage rates must comply with Rev. Proc. 2019-46, except to the extent the law has been specifically changed by Public Law 119-21, 139 Stat. 72 (July 4, 2025), commonly known as the One, Big, Beautiful Bill Act (OBBBA). However, a taxpayer is not required to use the substantiation methods described in Rev. Proc. 2019-46, but instead may substantiate using actual allowable expense amounts, if the taxpayer maintains adequate records or other sufficient evidence.

An independent contractor conducts an annual study for the Internal Revenue Service of the fixed and variable costs of operating an automobile to determine the standard mileage rates for business, medical, and moving use reflected in this notice. The standard mileage rate for charitable use is set by § 170(i).

Longstanding regulations under § 61 provide special valuation rules for employer-provided automobiles. The amount that must be included in the employee's income and wages for the personal use of an employer-provided automobile generally is determined by reference to the automobile's FMV. If an employer chooses to use a special valuation rule, the special value is treated as the FMV of the benefit for income tax and employment tax purposes. Section 1.61-21(b)(4). Two such special valuation rules, the fleet-average valuation rule and the vehicle cents-per-mile valuation rule, are set forth in § 1.61-21(d)(5)(v) and § 1.61-21(e), respectively. These two special valuation rules are subject to limitations, including that they may be used only in connection with automobiles having values that do not exceed a maximum amount set forth in the regulations.

SECTION 3. STANDARD MILEAGE RATES

The standard mileage rate for transportation or travel expenses for 2026 is 72.5 cents per mile for all miles of business use (business standard mileage rate). See section 4 of Rev. Proc. 2019-46. However, § 70110 of the OBBBA made permanent the disallowance for all miscellaneous itemized deductions that are subject to the two-percent of adjusted gross income floor under § 67, including unreimbursed employee travel expenses. Thus, the business standard mileage rate provided in this notice cannot be used to claim an itemized deduction for unreimbursed employee travel expenses, except for certain educator expenses as described later. However, deductions for expenses that are deductible in determining adjusted gross income remain allowable. For example, members of a reserve component of the Armed Forces of the United States (Armed Forces), state or local government officials paid in whole or in part on a fee basis, and certain performing artists are entitled to deduct unreimbursed employee travel expenses as an adjustment to total income on line 12 of Schedule 1 of Form 1040 (2025), *U.S. Individual Income Tax Return*, not as an itemized deduction on Schedule A of Form 1040 (2025), and therefore may continue to use the business standard mileage rate. See § 62(a)(2). Similarly, eligible educators are also entitled to deduct certain unreimbursed employee travel expenses as an adjustment to total income on line 11 of Schedule 1 of Form 1040 (2025) up to the dollar limit, but alternatively they may be entitled to an itemized deduction on Schedule A of Form 1040 for 2026. See §§ 62(a)(2)(D) and 67(b)(13).

The standard mileage rate is 14 cents per mile for use of an automobile in rendering gratuitous services to a charitable organization under § 170. See § 170(i); see also section 5 of Rev. Proc. 2019-46.

The standard mileage rate for 2026 is 20.5 cents per mile for use of an automobile: (1) for medical care described in § 213; or (2) as part of a move for which the expenses are deductible under § 217(g), as supplemented by § 217(k)(2). See also section 5 of Rev. Proc. 2019-46. Section 70113(a) of the OBBBA made permanent the disallowance for the deduction for moving expenses, except to the extent § 217(g) applies, for taxable years beginning after December 31, 2017, and § 70113(b) of the OBBBA added a new provision that included certain members of the intelligence community within the scope of § 217(g). Accordingly, members of the Armed Forces on active duty who move pursuant to a military order and incident to a permanent change of station to whom § 217(g) applies and members of the intelligence community who move after December 31, 2025, pursuant to a change of assignment which requires relocation, are permitted to deduct certain moving expenses. Thus, except for taxpayers to whom § 217(g) applies, including certain members of the intelligence community, the standard mileage rate provided in this notice is not applicable for the use of an automobile as part of a move.

SECTION 4. BASIS REDUCTION AMOUNT

For automobiles a taxpayer uses for business purposes, the portion of the business standard mileage rate treated as depreciation is 26 cents per mile for 2022, 28 cents per mile for 2023, 30 cents per mile for 2024, 33 cents per mile for 2025, and 35 cents per mile for 2026. See section 4.04 of Rev. Proc. 2019-46.

SECTION 5. MAXIMUM STANDARD AUTOMOBILE COST

For purposes of computing the allowance under a FAVR plan, the standard automobile cost may not exceed \$61,700 for automobiles (including trucks and vans). See section 6.02(6) of Rev. Proc. 2019-46.

SECTION 6. MAXIMUM VALUE OF EMPLOYER-PROVIDED AUTOMOBILES

For purposes of the fleet-average valuation rule in § 1.61-21(d)(5)(v) and the vehicle cents-per-mile valuation rule in § 1.61-21(e), the maximum FMV of automobiles (including trucks and vans) first made available to employees in calendar year 2026 is \$61,700.

SECTION 7. EFFECTIVE DATE

This notice is effective for: (1) deductible transportation expenses paid or incurred on or after January 1, 2026; (2) mileage allowances or reimbursements paid to a charitable volunteer or a member of the Armed Forces to whom § 217(g) applies and certain members of the intelligence community: (a) on or after January 1, 2026, and (b) for transportation expenses the charitable volunteer or such member of the Armed Forces or member of the intelligence community pays or incurs on or after January 1, 2026; and (3) for purposes of the maximum FMV of employer-provided automobiles for which employers may use the fleet-average valuation rule in § 1.61-21(d)(5)(v) or the vehicle cents-per-mile rule in § 1.61-21(e), automobiles first made available to employees for personal use on or after January 1, 2026.

SECTION 8. EFFECT ON OTHER DOCUMENTS

Notice 2025-5 is superseded.

DRAFTING INFORMATION

The principal author of this notice is Christian Lagorio of the Office of Associate Chief Counsel (Income Tax and Accounting). For further information on this notice regarding the use of an employee-provided automobile, contact Mr. Lagorio at (202) 317-7005 (not a toll-free number). For further information on this notice regarding the use of an employer-provided automobile, contact Stephanie Caden of the Office of Associate Chief Counsel (Employee Benefits, Exempt Organizations, and Employment Taxes), at (202) 317-4774 (not a toll-free number).

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.2 Approval of the School Accountability Report Card - NU-HCS

Action Requested:

Approval

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

Each year, the Board is required to approve and post a School Accountability Report Card, which contains data and information regarding the charter required by the state of California. The administrative staff has prepared the data for the 2024-2025 School Accountability Report Card.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Northern United - Humboldt Charter School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Northern United - Humboldt Charter School
Street	2020 Campton Rd.
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 445-2660 Ext. 110
Principal	Shari Lovett
Email Address	slovett@nuarters.org
School Website	www.nuarters.org
Grade Span	
County-District-School (CDS) Code	12101240137364

2025-26 District Contact Information

District Name	Northern United - Humboldt Charter School
Phone Number	(707)445-2660 x110
Superintendent	Shari Lovett
Email Address	slovett@nuarters.org
District Website	www.nuarters.org

2025-26 School Description and Mission Statement

Northern United – Humboldt Charter School is a county-wide benefit nonclassroom based, public charter school that serves students in grades TK-12 throughout Humboldt County. The students are educated through personalized learning programs. Within that context, students may participate in cooperative classes, learning centers, supplemental learning projects, distance learning via current technology and community based education. Parents who enroll their children in the Charter School are co-facilitators of their child’s education. The Charter School works with its students and parent facilitators by providing them with education resources, an assigned independent study teacher, access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning.

Northern United – Humboldt Charter School: Core Beliefs, Vision and Mission The Core Beliefs

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

The Vision Northern United – Humboldt Charter School, a school wherein every student is future-ready:

- Ready for personal success.
- Ready for college.
- Ready for the global workplace.

The Mission Northern United – Humboldt Charter School, in partnership with parents and community, will engage all students in a comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

Strategic Goals of the Mission:

Goal 1 Northern United – Humboldt Charter School will design and implement dynamic learning experiences to ensure that all students are future-ready learners.

Goal 2 Northern United – Humboldt Charter School will recruit, develop, retain and recognize an exceptional, highly motivated staff to optimize student engagement and learning.

2025-26 School Description and Mission Statement

Goal 3 Northern United – Humboldt Charter School will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

Goal 4 Northern United – Humboldt Charter School will provide resources and support systems that enhance a positive learning environment and foster student and community pride.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	30
Grade 1	29
Grade 2	30
Grade 3	18
Grade 4	28
Grade 5	26
Grade 6	14
Grade 7	21
Grade 8	15
Grade 9	20
Grade 10	39
Grade 11	32
Grade 12	28
Total Enrollment	330

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3
Male	46.1
Non-Binary	0.6
American Indian or Alaska Native	8.5
Asian	1.2
Black or African American	0.9
Hispanic or Latino	14.2
Two or More Races	13.6
White	58.2
English Learners	0.9
Foster Youth	0.6
Homeless	3.9
Socioeconomically Disadvantaged	74.2
Students with Disabilities	20

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.8	74.68	43.7	65.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.9	4.44	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.3	21.12	11.6	17.26	11953.1	4.28
Unknown/Incomplete/NA	1	4.2	8.9	13.26	15831.9	5.67
Total Teaching Positions	25.2	100	67.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	78.02	47.9	70.91	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4	3.3	4.91	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.4	17.79	11.9	17.61	11746.9	4.23
Unknown/Incomplete/NA	0	0.2	4.4	6.55	14303.8	5.15
Total Teaching Positions	25	100	67.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.1	67.42	43.3	68.67	230039.4	100
Intern Credential Holders Properly Assigned	1.9	8.32	1.9	3.15	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2	3.17	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.7	24.22	11.3	17.91	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.4	7.08	13705.8	4.91
Total Teaching Positions	23.9	100	63.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	5.30	4.4	5.7
Total Out-of-Field Teachers	5.30	4.4	5.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Nat Geo Reach for Reading 2017; Springboard 2017; Apex Learning; Courseware Edmentum; UC Scout Expository Reading and Writing Course; IXL; Moving Beyond the Page; All About Reading	0
Mathematics	Go Math Houghton Mifflin 2011; Math In Focus Houghton Mifflin 2013; My Math McGraw Hill 2017; Mathematics 1 2014 Mathematics 2 2014 Mathematics 3 2014; Apex Learning; Courseware Edmentum; IXL	0
Science	Foss Delta Science 2018; Bring Science Alive! California Integrated Program Teachers' Curriculum Institute 2018; Inspire McGraw Hill 2020; Science Weekly Studies Weekly 20202; DK's Science 2014; Focus on Life Science – Nat Geo McGraw 2007; Biology Pearson 2007; Focus on Physical Science – Nat Geo McGraw 2007; Biology – An Every Day Experience 2003; Apex Learning; Courseware Edmentum; IXL	0
History-Social Science	Impact: California Social Studdies McGraw Hill 2018; Social Studies Alive! California Series Teachers' Curriculum Institute 2018; California Studies Weekly-Social Studies Studies Weekly 2019; Apex Learning; Courseware Edmentum; IXL; 180 Days of Social Studies	0
Foreign Language	Apex Learning; Courseware Edmentum	0
Health	Apex Learning; Courseware Edmentum	0
Visual and Performing Arts	Apex Learning; Courseware Edmentum	0
Science Laboratory Equipment (grades 9-12)	All necessary equipment for laboratory science	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Northern United - Humboldt Charter School is a nonclassroom based charter school. Six facilities are leased throughout Humboldt County in order to best meet the needs of our students. The leased facilities are maintained by both the school and the building owners. The Facility Inspection Tool (FIT) was administered at each of our facilities in October through December 2025. FIT data was collected at each of these facilities and the safety, cleanliness and adequacy of each facility was determined to be Good. There are no planned facility improvements and there is no needed maintenance to ensure good repair.

Year and month of the most recent FIT report December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	47	43	41	47	48
Mathematics (grades 3-8 and 11)	40	40	32	30	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	157	98.13	1.87	48.05
Female	85	83	97.65	2.35	45.68
Male	73	72	98.63	1.37	49.30
American Indian or Alaska Native	14	13	92.86	7.14	27.27
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	20	95.24	4.76	47.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	56.52
White	96	95	98.96	1.04	48.42
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	117	97.50	2.50	45.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	35.48

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	156	97.50	2.50	39.74
Female	85	82	96.47	3.53	32.93
Male	73	72	98.63	1.37	47.22
American Indian or Alaska Native	14	13	92.86	7.14	15.38
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	20	95.24	4.76	35.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	22	95.65	4.35	50.00
White	96	95	98.96	1.04	42.11
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	117	97.50	2.50	41.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	25.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.99	33.33	4.69	7.79	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	84	96.55	3.45	33.33
Female	43	40	93.02	6.98	30.00
Male	43	43	100.00	0.00	37.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	35.71
White	47	45	95.74	4.26	42.22
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	60	96.77	3.23	31.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2024-25 Career Technical Education Programs

Northern United - Humboldt Charter School is a personalized learning school. This means that students are encouraged to enroll in courses and experience opportunities that are specifically relevant to them. Our students have the ability to enroll in a variety of courses from our extensive course list. We offer a variety of career technical courses, including Work Experience, 3D Game Design, Animation, Coding, Culinary Arts, Fashion and Interior Design, Forestry and Natural Resources, Intro to Business and Marketing, Intro to Manufacturing, Child Development, Home Economics, Intro to Military Careers, Nutritional and Wellness and Computer Applications. Get Focused, Stay Focused is a course offered to all high school students. This course is designed to provide every student with the necessary information and experiences to develop college and career readiness skills as well as facilitate the development of an online 10-year Career and Education Plan. In addition, a Building Trades CTE Pathway, a Horticulture CTE Pathway, a Culinary CTE Pathway, a Media Arts CTE Pathway, a Health Careers Pathway and a Mental Health through the Lifespan CTE Pathway are offered to our students.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	42
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.16
Graduates Who Completed All Courses Required for UC/CSU Admission	30.77

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88	88	88	88	88
Grade 7	86	86	86	86	86
Grade 9	86	86	86	86	86

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Northern United – Humboldt Charter School offers many opportunities for parents to be involved. Because our students are enrolled in independent study, the parents are the facilitators of their child’s education. With the support of the credentialed teacher, parents take a very active role in the education of their child. Parents may serve on the governing board and attend board meetings. They may be a member of the Community/Parent Advisory Committee or participate in the non-profit groups that support many of our learning centers. They may volunteer for field trips or in class activities. Parents are also given an opportunity to attend LCAP input meetings, complete LCAP surveys and complete satisfaction and safety surveys each school year. To get involved, parents may contact their child’s teacher.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.3	11.5	6.7	27.2	30.3	30.8	8.2	8.9	8
Graduation Rate	91.7	84.6	90	72.8	67.2	65.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	30	27	90.0
Female	16	14	87.5
Male	13	12	92.3
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	12	11	91.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	25	22	88.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	389	376	30	8.0
Female	212	207	16	7.7
Male	175	167	13	7.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	29	28	3	10.7
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	59	4	6.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	51	3	5.9
White	225	217	18	8.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	18	18	2	11.1
Socioeconomically Disadvantaged	301	292	26	8.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	76	9	11.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.56	1.95	1.03	2.31	1.89	0.95	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.03	0.00
Female	0.00	0.00
Male	2.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	6.90	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.89	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	1.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Northern United – Humboldt Charter School's Community/Parent Advisory Committee reviewed its school comprehensive safety plan on December 9, 2025 and will be presented to the NUCS Board of Directors on February 11, 2026. It was reviewed and discussed with faculty and students. The plan includes an assessment of school crime, child abuse reporting procedures, disaster procedures, suspension and expulsion policy, procedures to notify teacher of dangerous pupils, discrimination and harassment policy, school wide dress code policy, procedure of safe ingress and egress, policies enacted to maintain a safe and orderly environment, rules and procedures on school discipline, and hate crime reporting procedures. Northern United - Humboldt Charter School is an ALICE institution.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	7	0	0
1	8	3	0	0
2	8	1	0	0
3	7	6	0	0
4	3	3	0	0
5	1	1	0	0
6	1	1	0	0
Other	13	29	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	7	0	0
1	7	4	0	0
2	0	0	0	0
3	0	0	0	0
4	5	1	0	0
5	1	1	0	0
6	5	3	0	0
Other	15	28	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	11		
1	1	2		
2	1	2		
4	1	2		
5	6	8		
6	3	7		
Other	13	31		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	27	0	0
Mathematics	3	33	0	0
Science	2	25	0	0
Social Science	4	21	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	28		
Mathematics	3	37		
Science	3	16		
Social Science	5	21	1	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	35	2	
Mathematics	3	41	1	
Science	3	25		
Social Science	4	30	2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	350

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,610	\$6,634	\$12,976	\$55,000
District	N/A	N/A	\$12,976	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	15.2	

Fiscal Year 2024-25 Types of Services Funded

Northern United – Humboldt Charter School has a variety of programs and services available to support and assist students. For students needing academic support, we have a robust intervention program, as well as special education services. Tutors are also provided to support students academic needs. Speech therapists are utilized for those who qualify for their services. We employ a school counselor and a school psychologist for those students who need additional social/emotional support. A College and Career Director provides full college and career counseling. We also have a Community School Coordinator employed who connects students and families with needed supports. For high school students who wish to accelerate their learning, Northern United - Humboldt Charter School funds college courses through dual and co-enrollment opportunities. We are also an AVID and PBIS school.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.9
-----------------------------------	-----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

Northern United – Humboldt Charter School requires three full days of professional development of the teaching staff. The three days provided by the school are delivered at full-day pre and inservice days. Additionally, staff attend nine monthly two-hour long staff meetings that include professional learning. Staff are also encouraged to self-select professional development. The self-selected professional development may occur online or in-person by attending a conference or workshop provided by an outside agency, such as our county office of education. The professional development focuses on instruction in core

Professional Development

subjects, school climate and culture, school safety, teaching strategies, and best practices. These topics are based on metrics reviewed during our LCAP meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.3 Approval of the School Accountability Report Card - NU-SCS

Action Requested:

Approval

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

Each year, the Board is required to approve and post a School Accountability Report Card, which contains data and information regarding the charter required by the state of California. The administrative staff has prepared the data for the 2024-2025 School Accountability Report Card.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Northern United - Siskiyou Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Northern United - Siskiyou Charter School
Street	423 S. Broadway
City, State, Zip	Yreka
Phone Number	(530) 842-4509
Principal	Shari Lovett
Email Address	slovett@nuarters.org
School Website	www.nuarters.org
Grade Span	
County-District-School (CDS) Code	47-10470-0137372

2025-26 District Contact Information

District Name	Northern United - Siskiyou Charter School
Phone Number	(707)445-2660 x110
Superintendent	Shari Lovett
Email Address	slovett@nuarters.org
District Website	www.nuarters.org

2025-26 School Description and Mission Statement

Northern United – Siskiyou Charter School students are educated through personalized learning programs. Within that context, students may participate in cooperative classes, learning centers, supplemental learning projects, distance learning via current technology and community-based education. Parents who enroll their children in the Charter School are co-facilitators of their child’s education. The parents can become the primary facilitators in their children’s learning program if they choose. The Charter School works with its students and parent facilitators by providing them with educational resources, an assigned independent study teacher, and access to a team of educational staff. All teachers hold a Commission on Teacher Credentialing Certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, and are selected by the Charter School Administration and approved by the Board of Directors. Parents/guardians and their children may collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning. The program parents select determine the degree to which the teacher is involved. This involvement may vary from an advisory and assessment capacity to one of complete administration of the student learning process. Professional learning and parent education are available and encouraged.

The Core Beliefs

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

The Vision

Northern United – Siskiyou Charter School, a school wherein every student is future-ready:

- Ready for personal success.
- Ready for college.
- Ready for the global workplace.

The Mission

Northern United – Siskiyou Charter School, in partnership with parents and community, will engage all students in a comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

2025-26 School Description and Mission Statement

Strategic Goals of the Mission:

Goal 1
Northern United – Siskiyou Charter School will design dynamic learning experiences to ensure that all students are future-ready learners.

Goal 2
Northern United – Siskiyou Charter School will recruit, develop, retain and recognize an exceptional, highly motivated staff to optimize student engagement, and learning.

Goal 3
Northern United – Siskiyou Charter School will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

Goal 4
Northern United – Siskiyou Charter School will provide resources and support systems that enhance a positive learning environment and foster student and community pride.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	6
Grade 2	7
Grade 3	5
Grade 4	6
Grade 5	5
Grade 6	4
Grade 7	11
Grade 8	14
Grade 9	11
Grade 10	20
Grade 11	20
Grade 12	22
Total Enrollment	136

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	49.3
Non-Binary	2.9
American Indian or Alaska Native	5.9
Asian	0.7
Black or African American	0.7
Hispanic or Latino	12.5
Two or More Races	13.2
White	61
English Learners	0.7
Homeless	14
Socioeconomically Disadvantaged	87.5
Students with Disabilities	10.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.3	61.57	26.8	47.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.5	2.65	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.5	7.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	35.44	21.3	37.74	11953.1	4.28
Unknown/Incomplete/NA	0.2	2.88	2.3	4.17	15831.9	5.67
Total Teaching Positions	8.6	100	56.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.6	66.9	28.2	51.74	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.6	1.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	33	19.8	36.25	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.8	10.78	14303.8	5.15
Total Teaching Positions	10	100	54.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.5	45.5	23.1	43.48	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.2	2.35	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.3	44.19	19.6	36.93	12112.8	4.34
Unknown/Incomplete/NA	1	10.31	9.1	17.21	13705.8	4.91
Total Teaching Positions	9.8	100	53.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.00	3.3	4.3
Total Out-of-Field Teachers	3.00	3.3	4.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	1.5

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected July 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reach for Reading National Geographic Cengage Learning 2017; Apex Learning; Courseware Edmentum; Subject; Study.com; IXL; Fountas & Pinnell Classroom Heinemann 2020; Teacher created materials	0
Mathematics	enVision Math Pearson 2012; My Math McGraw Hill 2011; Carnegie Learning 2014; Apex Learning; Courseware Edmentum; Subject; Study.com; IXL; Teacher created materials; Khan Academy	0
Science	California Inspire Science McGraw-Hill 2017; Apex Learning; Courseware Edmentum; Subject; Study.com; IXL; California Elevate Science Pearson 2017; Miller Levine Prentice Hall 2014; Foss Delta Science 2018; Mystery Science	0
History-Social Science	Social Studies Alive! California Series Teachers' Curriculum Institute 2018; Our World Nat Geo Cengage 2018; Impact McGraw Hill 2019; Nat Geo Cengage 2013; Apex Learning; Courseware Edmentum; Subject; Study.com; IXL; Time 4 Learning	0
Foreign Language	Apex Learning; Courseware Edmentum; Learning American Sign Language; Subject; Study.com	0
Health	Glencoe; Apex Learning; Courseware Edmentum; Subject; Study.com	0
Visual and Performing Arts	Apex Learning; Courseware Edmentum; Glencoe; Subject; Study.com	0
Science Laboratory Equipment (grades 9-12)	All needed equipment for laboratory sciences	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Northern United – Siskiyou Charter School is a nonclassroom based charter school and does not own any facilities. However, several facilities are leased throughout Siskiyou County in order to best meet the needs of our students. Currently, Northern United – Siskiyou Charter School leases facilities in Yreka and Mount Shasta. FIT data was collected at each of these facilities and the safety, cleanliness and adequacy of each facility was determined to be good. There are no planned facility improvements and there is no needed maintenance to ensure good repair.

Year and month of the most recent FIT report

September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	45	40	38	47	48
Mathematics (grades 3-8 and 11)	18	33	27	23	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	56	91.80	8.20	44.64
Female	32	31	96.88	3.12	51.61
Male	29	25	86.21	13.79	36.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	11	78.57	21.43	45.45
White	36	35	97.22	2.78	40.00
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	49	94.23	5.77	44.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	57	93.44	6.56	33.33
Female	32	31	96.88	3.12	35.48
Male	29	26	89.66	10.34	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	12	85.71	14.29	25.00
White	36	35	97.22	2.78	45.71
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	50	96.15	3.85	32.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	34.48	36.36			30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	33	94.29	5.71	36.36
Female	19	18	94.74	5.26	44.44
Male	16	15	93.75	6.25	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	19	95.00	5.00	47.37
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	31	93.94	6.06	32.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Northern United - Siskiyou Charter School is a personalized learning school. This means that students are encouraged to enroll in courses and experience opportunities that are specifically relevant to them. Our students have the ability to enroll in a variety of courses from our extensive course list. We offer a variety of career technical courses, including Work Experience, 3D Game Design, Animation, Coding, Culinary Arts, Fashion and Interior Design, Forestry and Natural Resources, Intro to Business and Marketing, Intro to Manufacturing, Child Development, Home Economics, Intro to Military Careers, Nutritional and Wellness and Computer Applications. Get Focused, Stay Focused is a course offered to all high school students. This course is designed to provide every student with the necessary information and experiences to develop college and career readiness skills as well as facilitate the development of an online 10-year Career and Education Plan. In addition, an Agriculture Education and a Digital Media Arts CTE pathways are offered to our students.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.61
Graduates Who Completed All Courses Required for UC/CSU Admission	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	46	46	46	54	38
Grade 9	36	36	36	29	36

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent involvement in the governance of the school is made available through participation in the Board and the Community Collaboration Committee. Board minutes and sign in sheets confirm parent participation. In addition to the Board, our Community Collaboration Council has parent members who contribute to our school governance.

Parent engagement groups are another way in which parents stay involved in NU-SCS. These groups are designed so that parents can meet regularly and share resources and ideas for working with their children at home. A NU-SCS staff member is present at these meetings to gather suggestions and feedback, as well as provide guidance about best practices for instructing students. With the implementation of these support groups, authentic, two-way communication occurs regularly between parents and teachers concerning the academic success of students at NU-SCS. Sign in sheets allow NU-SCS to account for parental involvement.

Other methods to encourage ongoing parental involvement at NU-SCS include, but are not limited to participation in the annual satisfaction and LCAP surveys; volunteering in the classroom; tutoring; attending parent-teacher conferences; attendance at charter school board meetings; participation in the planning of, or attendance at, fundraising or academic events, or other activities. A parent handbook is distributed to parents to inform them of all aspects of having a student enrolled in a nonclassroom based independent study charter school.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	17.6	36.4	12.5	16.4	21.6	9.3	8.2	8.9	8
Graduation Rate	82.4	63.6	66.7	79.1	77	82.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	24	16	66.7
Female	11	8	72.7
Male	13	8	61.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	15	10	66.7
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	23	15	65.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	159	156	16	10.3
Female	79	78	6	7.7
Male	78	76	9	11.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	17	1	5.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	1	5.0
White	97	96	7	7.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	1	4.8
Socioeconomically Disadvantaged	142	139	15	10.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	16	2	12.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.6	0.63	0.27	0.54	0.12	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0.00
Female	0.00	0.00
Male	1.28	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.03	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	0.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Northern United – Siskiyou Charter School's Community Collaboration Council reviewed its school comprehensive safety plan on January 21, 2026 and will be presented to the NUCS Board of Directors on February 11, 2026. It was then reviewed and discussed with faculty and students. The plan includes an assessment of school crime, child abuse reporting procedures, disaster procedures, suspension and expulsion policy, procedures to notify teacher of dangerous pupils, discrimination and harassment policy, school wide dress code policy, procedure of safe ingress and egress, policies enacted to maintain a safe and orderly environment, rules and procedures on school discipline, and hate crime reporting procedures.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	1	0	0
1	2	1	0	0
2	5	1	0	0
3	1	1	0	0
4	1	1	0	0
5	3	7	0	0
6	4	1	0	0
Other	8	9	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	1	0	0
1	2	2	0	0
2	1	1	0	0
3	6	1	0	0
4	1	1	0	0
5	0	0	0	0
6	1	3	0	0
Other	15	5	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1		
1	6	1		
2	2	1		
3	3	1		
4	1	1		
5	2	1		
6	2	4		
Other	12	6		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	21	0	0
Mathematics	2	22	0	0
Science	2	16	0	0
Social Science	3	18	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	23		
Mathematics	3	28		
Science	3	14		
Social Science	3	21		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	28		
Mathematics	2	32		
Science	3	16		
Social Science	3	22		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	137.78

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,982	\$7,265	\$14,717	\$55,500
District	N/A	N/A	\$14,717	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	27.6	

Fiscal Year 2024-25 Types of Services Funded

Northern United - Siskiyou Charter School has a variety of programs and services available to support and assist students. For students needing academic support, we have a robust intervention program, as well as special education services. Tutors are also provided to support students academic needs. Speech therapists are utilized for those who qualify for their services. We employ a school counselor and contract with our county office for time with a school psychologist for those students who need additional social/emotional support. Our school counselor also provides full college and career counseling. Additionally, we employ a Community School Coordinator to support students and families with needed community resources. For high school students who wish to accelerate their learning, Northern United - Siskiyou Charter School funds college courses through co-enrollment opportunities. We offer a CTE Pathway in Agricultural Science and Manufacturing. We are also an AVID and PBIS school.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Northern United - Siskiyou Charter School requires three full days of professional development of the teaching staff. The three days provided by the school are delivered at full-day pre and inservice days. Additionally, staff attend nine monthly two-hour long staff meetings that include professional learning. Staff are also encouraged to self-select professional development. The self-selected professional development may occur online or in-person by attending a conference or workshop provided by an outside agency, such as our county office. The professional development focuses on instruction in core subjects, school climate and culture, school safety, teaching strategies, and best practices. These topics are based on metrics reviewed during our LCAP meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	3

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.4 Approval of Update to Transportation and Driver Eligibility Policy for Compensated Drivers

Action Requested:

Approval

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

The policy has been updated for compliance with SB88 and in accordance with guidance from our attorneys and insurance carrier.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

E-46a Transportation and Driver Eligibility Policy for Compensated Drivers

Adopted 9/20/2018, 10/21/2019, 10/14/2021, **1/12/2026**

Student transportation is a critical service and an essential component of Northern United Charter Schools (NUCS) educational program. Ensuring the safety of students, staff, and volunteers during transport is one of NUCS' highest priorities.

To support this commitment, all individuals who operate a vehicle, whether owned by NUCS or personally owned, for the purpose of transporting students or conducting NUCS business, must adhere to the following safety and risk management standards.

While NUCS respects the privacy of its employees and volunteers, it is necessary to implement clear expectations and operating requirements to promote safe driving practices and reduce risk. These measures are not intended to be punitive but are essential to protect all passengers and ensure compliance with applicable laws and best practices.

The following requirements apply to **all compensated drivers**:

Vehicle Requirements:

Vehicles used to transport students for compensation by a school must be:

- The vehicle ***must not*** be designed, used, or maintained to carry more than 11 passengers (*including the driver*).
- Equipped with a first aid kit and fire extinguisher.
- Inspected every 12 months (or every 50,000 miles) at a facility licensed by the Bureau of Automotive Repair to ensure that the vehicle passes a 19-point vehicle inspection. [This requirement does not apply to vehicles owned, leased, or belonging to a provider under contract with an LEA if the vehicle is already subject to a statutory inspection program (i.e., school buses)].
- As required by law, children who are under 8 years old OR who are not at least 4 feet 9 inches in height must be properly secured in a federally approved child passenger restraint system.

Driver Requirements

Driver must be at least 21 years of age and have the following on file with the school:

- Hold a valid California driver's license for the appropriate class of vehicle.
- Pass a criminal background check, including fingerprint clearance consistent with § 45125.
- Have a satisfactory driving record that includes none of the following:
 - Within three years, has committed any violation that results in a conviction assigned a violation point count of two or more, as defined in § 12810 and § 12810.5 of the Vehicle Code.
 - Within three years, has had their driving privilege suspended, revoked, or is on probation for any reason involving the unsafe operation of a motor vehicle.

- Has been determined by the Department of Motor Vehicles to be a negligent or incompetent operator.
- Not have demonstrated irrational behavior to the extent that a reasonable and prudent person would have reasonable cause to believe that the driver's ability to perform the duties of a driver may be impaired.
- Not have been convicted of an offense listed in paragraph (1) of subdivision (a) of § 13370 of the Vehicle Code, paragraph (5) of subdivision (a) of § 13370 of the Vehicle Code, or subdivision (b) of § 13370 of the Vehicle Code.
- Participate in the Department of Motor Vehicles' Employer Pull Notice Program.
- The following requirements apply only to compensated drivers who spend 40 or more hours per school year transporting students. The costs for these requirements will be paid by NUCS.
 - Complete training at least equivalent to the American Red Cross first aid training program, or hold a valid and current first aid certificate issued by the American Red Cross or by an organization whose first aid training program is at least equivalent to the American Red Cross' first aid training program, as determined by the Emergency Medical Services Authority.
 - Be subjected to and comply with drug and alcohol testing consistent with § 34520.3 of the Vehicle Code, subject to the cannabis discrimination limitations described in § 12954 of the Government Code.
 - Complete a medical examination not more than two years prior to the driver performing pupil transportation by a physician licensed to practice medicine, a licensed advanced practice registered nurse qualified to perform a medical examination, a licensed physician assistant, or a licensed doctor of chiropractic listed on the most current National Registry of Certified Medical Examiners, as adopted by the United States Department of Transportation. The driver shall provide a copy of the Medical Examiner's Certificate, Form MCSA-5876, or the medical examiner's certificate of clearance to their employer or the private entity contracting with the local educational agency.
 - The driver shall complete a medical examination pursuant to this paragraph every two years after the initial examination and provide a copy of the Medical Examiner's Certificate, Form MCSA-5876, or the medical examiner's certificate of clearance to their employer or the private entity contracting with the local educational agency.
 - Within the same month of reaching 65 years of age and each 12th month thereafter, the driver shall undergo a medical examination pursuant to this paragraph and provide a copy of the Medical Examiner's Certificate, Form MCSA-5876, or the medical examiner's certificate of clearance to their employer or the private entity contracting with the local educational agency.
 - Complete initial training and subsequent required training sufficient to gain proficiency in all of the following:
 - Pre-trip vehicle inspections
 - Safe loading and unloading of passengers
 - Proper use of seatbelts and child safety restraints
 - Handling accidents, incidents, and emergency situations
 - Providing proper accommodation for pupils with disabilities
 - Defensive driving

- Operations in inclement weather
 - Operations at night or under impaired visibility conditions
- Submit and clear a tuberculosis risk assessment consistent with Ed Code § 49406.
- Not drive for more than 10 hours within a work period, or after the end of the 16th hour after coming on duty following eight consecutive hours off duty.
- Maintain a daily log sheet and complete the daily pre-trip inspection of the vehicle being driven that day, which shall include all of the following:
 - A check of the operability of all lights, initialed by the driver before the vehicle is first driven in service that day
 - A check for fluid leaks, initialed by the driver before the vehicle is first driven in service that day
 - A check for the operability of the brakes, initialed by the driver before the vehicle is driven in service that day
- Driver must carry and provide evidence of the following auto insurance coverage and amounts:
 - Automobile Liability - \$100,000 per person; \$300,000 per occurrence
 - Property Damage - \$50,000 per occurrence

Use of Personal Vehicles for NUCS Business

When an individual uses their personal vehicle for approved NUCS-related purposes, they do so with the understanding that their personal auto liability insurance is the primary coverage in the event of an accident, as required by California Vehicle Code § 17150. NUCS' liability coverage may provide excess protection, but only after the individual's personal liability limits have been fully exhausted.

Please note that NUCS's insurance does not provide coverage for physical damage to personal vehicles, including comprehensive or collision losses. Owners are solely responsible for any damage to their own vehicles, regardless of fault.

Motor Vehicle Record (MVR) Requirements

NUCS participates in the California Department of Motor Vehicles Employer Pull Notice (EPN) Program to support student and staff safety. This program enables NUCS to monitor the driving records of authorized employees by receiving ongoing updates about driving violations, license status, and at-fault accidents. Motor Vehicle Records (MVRs) will be reviewed periodically and when new activity is reported. If an employee receives a moving violation or is involved in an at-fault accident while in a probationary driving status, they may be reassigned to a non-driving role or restricted from transporting students or driving on school business.

Motor Vehicle Record (MVR) Review and Driving Status

To maintain the highest safety standards for student transportation and school-related travel, NUCS reviews Motor Vehicle Records (MVRs) of all employees who operate a vehicle on behalf of the school. Based on the findings of the MVR, individuals may be placed into one of the following categories:

1. Written Warning Status - An employee may be placed on Written Warning Status if their MVR reflects any of the following:
 - Two (2) or more moving violations;
 - One (1) moving violation and one (1) accident;

- Two (2) or more seatbelt violations.
2. Probationary Status - An employee or volunteer may be placed on Probationary Status if their MVR reflects any of the following:
- Three (3) or more combined moving violations and/or accidents, regardless of fault (*i.e., 2 moving violations and 1 accident*);
 - One (1) at-fault accident.

While on probationary status, the individual's driving privileges may be restricted, and their driving behavior may be monitored more closely. Repeated or serious incidents may result in further action.

3. Suspension of Driving Privileges/ Not Permitted to Drive - An employee or volunteer may be prohibited from transporting students or operating a vehicle for NUCS business if their MVR includes any of the following:
- Two (2) or more at-fault accidents;
 - Any arrest or conviction for a felony within the past 10 years;
 - Any arrest or conviction involving:
 - Driving under the influence of alcohol or drugs;
 - Distracted driving that resulted in bodily injury or property damage;
 - Driver's license suspension or revocation;
 - Accumulation of three (3) or more points within a three-year period as determined by the DMV.

Seatbelt Violations

Use of seatbelts is a critical component of NUCS's vehicle safety policy. To reinforce this safety expectation:

One (1) seatbelt violation committed while operating a vehicle for NUCS business will be treated as equivalent to one (1) moving violation for the purpose of evaluating driving status.

Driver Conduct and Transportation Safety Requirements

To protect students, staff, and the public, all individuals transporting students for NUCS business, whether in a school-owned or personal vehicle, must adhere to the following safety guidelines:

Travel Routes and Stops

- Drivers must travel directly to and from the approved activity only.
- Unauthorized stops are not permitted.
- During approved stops (*i.e., meals, restrooms, fuel*), students must be actively supervised at all times.

Use of Electronic Devices

Drivers must comply with all California laws governing the use of electronic wireless communication devices while driving. This includes, but is not limited to:

- Making or receiving phone calls (*unless using hands-free mode*);
- Writing, sending, or reading text messages, emails, or instant messages.

Drug, Alcohol, and Tobacco Policy

- Smoking or vaping is strictly prohibited while operating a vehicle for NUCS purposes.
- Drivers suspected to be under the influence of alcohol, drugs, or impairing medications will not be permitted to drive and may be subject to further action.

Passenger Restrictions

- Drivers may not transport unauthorized passengers, including:
 - Non-school personnel;
 - Non-enrolled students;
 - Friends, family members, or other guests.
- Only approved school staff, volunteers, and students involved in the official school activity may be transported.

Vehicle Condition and Legal Compliance

- All drivers must obey California Vehicle Code and all applicable local traffic laws, including speed limits, traffic signs, and parking regulations.
- Before each trip, drivers must conduct a visual inspection of the vehicle to ensure it is clean and safe for transport.
 - Ensure there are no materials obstructing visibility or loose equipment that may become a hazard in the event of an accident.

Traffic and Parking Violations

- Drivers using their personal vehicles for school purposes are personally responsible for any fines, penalties, or costs resulting from moving violations or parking citations.

Parent Permission and Liability Waivers

- A signed permission slip and transportation waiver must be obtained from a parent/guardian prior to any student being transported in a private vehicle.
- The form must clearly outline how transportation will be provided, who the authorized drivers are, and any applicable safety policies.

Supervision and the “Rule of Three” (Best practice; implement whenever possible)

- A minimum of two (2) adults should be present when transporting a single student, except in a medical emergency.
- A single adult should only transport students if two (2) or more students are present.

Acknowledgment and Agreement

I have read and understand the NUCS Transportation Safety Policy and the requirements outlined for drivers transporting students or conducting school business using either NUCS-owned or personal vehicles.

By signing below, I acknowledge that:

- I understand and agree to comply with all laws, safety rules, legal requirements, and operational procedures as stated.

- I understand that failure to follow these guidelines may result in disciplinary action, including revocation of driving privileges, reassignment, or removal from volunteer driving duties.
- I understand that my driving record may be reviewed and monitored as part of NUCS's risk management and safety program.

Volunteer Name (Print)

Volunteer Signature

Date

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.5 Approval of Update to Transportation and Driver Eligibility Policy for Non-Compensated Drivers

Action Requested:

Approval

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

The policy has been updated for compliance with SB88 and in accordance with guidance from our attorneys and insurance carrier.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

E-46b Transportation and Driver Eligibility Policy for Non-Compensated Drivers

Adopted 9/20/2018, 10/21/2019, 10/14/2021, **1/12/2026**

Student transportation is a critical service and an essential component of Northern United Charter Schools (NUCS) educational program. Ensuring the safety of students, staff, and volunteers during transport is one of NUCS' highest priorities.

To support this commitment, all individuals who operate a vehicle, whether owned by NUCS or personally owned, for the purpose of transporting students or conducting NUCS business, must adhere to the following safety and risk management standards.

While NUCS respects the privacy of its employees and volunteers, it is necessary to implement clear expectations and operating requirements to promote safe driving practices and reduce risk. These measures are not intended to be punitive but are essential to protect all passengers and ensure compliance with applicable laws and best practices.

The following requirements apply to **all non-compensated drivers**:

Vehicle Requirements:

Acceptable private-passenger vehicles used for transporting students must meet the following requirements:

- The vehicle **must not** be designed, used, or maintained to carry more than 11 passengers (*including the driver*).
- The vehicle must be in safe working condition (*including but not limited to working seatbelts, brakes, windshield wipers, horn, and lights*).
- As required by law, children who are under 8 years old **or** who are under 4 feet 9 inches in height must be properly secured in a federally approved child passenger restraint system.

Driver Requirements

Driver must be at least 21 years of age and have the following on file with the school:

- Motor Vehicle Record (MVR) printout from the DMV (must be provided at least annually)
- Live Scan Background Check
- TB Clearance signed by a health care provider
- Valid CA Driver's License
- Valid Vehicle Registration (if volunteer is using personal vehicle)
- Signed Volunteer Handbook, including waiver and release
- Signed Transportation and Driver Eligibility Policy for Non-Compensated Drivers
- Evidence of the following auto insurance coverage and amounts:
 - Automobile Liability - \$100,000 per person; \$300,000 per occurrence
 - Property Damage - \$50,000 per occurrence

Use of Personal Vehicles for NUCS Business

When an individual uses their personal vehicle for approved NUCS-related purposes, they do so with the understanding that their personal auto liability insurance is the primary coverage in the event of an accident, as required by California Vehicle Code § 17150. NUCS's liability coverage may provide excess protection, but only after the individual's personal liability limits have been fully exhausted.

Please note that NUCS's insurance does not provide coverage for physical damage to personal vehicles, including comprehensive or collision losses. Owners are solely responsible for any damage to their own vehicles, regardless of fault.

Motor Vehicle Record (MVR) Requirements

NUCS participates in the California Department of Motor Vehicles Employer Pull Notice (EPN) Program to support student and staff safety. This program enables NUCS to monitor the driving records of authorized employees by receiving ongoing updates about driving violations, license status, and at-fault accidents. Motor Vehicle Records (MVRs) will be reviewed periodically and when new activity is reported. If an employee receives a moving violation or is involved in an at-fault accident while in a probationary driving status, they may be reassigned to a non-driving role or restricted from transporting students or driving on school business.

*Volunteer drivers are not enrolled in the EPN program. Therefore, **volunteers must obtain and submit a copy of their current MVR to NUCS annually** for review. MVRs can be requested online through the California DMV. The cost per report is \$2.00.*

Motor Vehicle Record (MVR) Review and Driving Status

To maintain the highest safety standards for student transportation and school-related travel, NUCS reviews Motor Vehicle Records (MVRs) of all employees and volunteers who operate a vehicle on behalf of the school. Based on the findings of the MVR, individuals may be placed into one of the following categories:

1. **Written Warning Status** - An employee or volunteer may be placed on Written Warning Status if their MVR reflects any of the following:
 - Two (2) or more moving violations;
 - One (1) moving violation and one (1) accident;
 - Two (2) or more seatbelt violations.
2. **Probationary Status** - An employee or volunteer may be placed on Probationary Status if their MVR reflects any of the following:
 - Three (3) or more combined moving violations and/or accidents, regardless of fault (*i.e., 2 moving violations and 1 accident*);
 - One (1) at-fault accident.

While on probationary status, the individual's driving privileges may be restricted, and their driving behavior may be monitored more closely. Repeated or serious incidents may result in further action.

3. **Suspension of Driving Privileges/ Not Permitted to Drive** - An employee or volunteer may be prohibited from transporting students or operating a vehicle for NUCS business if their MVR includes any of the following:

- Two (2) or more at-fault accidents;
- Any arrest or conviction for a felony within the past 10 years;
- Any arrest or conviction involving:
 - Driving under the influence of alcohol or drugs;
 - Distracted driving that resulted in bodily injury or property damage;
 - Driver's license suspension or revocation;
 - Accumulation of three (3) or more points within a three-year period as determined by the DMV.

Seatbelt Violations

Use of seatbelts is a critical component of NUCS's vehicle safety policy. To reinforce this safety expectation:

One (1) seatbelt violation committed while operating a vehicle for NUCS business will be treated as equivalent to one (1) moving violation for the purpose of evaluating driving status.

Driver Conduct and Transportation Safety Requirements

To protect students, staff, and the public, all individuals transporting students for NUCS business, whether in a school-owned or personal vehicle, must adhere to the following safety guidelines:

Travel Routes and Stops

- Drivers must travel directly to and from the approved activity only.
- Unauthorized stops are not permitted.
- During approved stops (*i.e., meals, restrooms, fuel*), students must be actively supervised at all times.

Use of Electronic Devices

Drivers must comply with all California laws governing the use of electronic wireless communication devices while driving. This includes, but is not limited to:

- Making or receiving phone calls (*unless using hands-free mode*);
- Writing, sending, or reading text messages, emails, or instant messages.

Drug, Alcohol, and Tobacco Policy

- Smoking or vaping is strictly prohibited while operating a vehicle for NUCS purposes.
- Drivers suspected to be under the influence of alcohol, drugs, or impairing medications will not be permitted to drive and may be subject to further action.

Passenger Restrictions

- Drivers may not transport unauthorized passengers, including:
 - Non-school personnel;
 - Non-enrolled students;
 - Friends, family members, or other guests.
- Only approved school staff, volunteers, and students involved in the official school activity may be transported.

Vehicle Condition and Legal Compliance

- All drivers must obey California Vehicle Code and all applicable local traffic laws, including speed limits, traffic signs, and parking regulations.
- Before each trip, drivers must conduct a visual inspection of the vehicle to ensure it is clean and safe for transport.
 - Ensure there are no materials obstructing visibility or loose equipment that may become a hazard in the event of an accident.

Traffic and Parking Violations

- Drivers using their personal vehicles for school purposes are personally responsible for any fines, penalties, or costs resulting from moving violations or parking citations.

Parent Permission and Liability Waivers

- A signed permission slip and transportation waiver must be obtained from a parent/guardian prior to any student being transported in a private vehicle.
- The form must clearly outline how transportation will be provided, who the authorized drivers are, and any applicable safety policies.

Supervision and the “Rule of Three” (Best practice; implement whenever possible)

- A minimum of two (2) adults must be present when transporting a single student, except in a medical emergency.
- A single adult may only transport students if two (2) or more students are present.

Acknowledgment and Agreement

I have read and understand the NUCS Transportation Safety Policy and the requirements outlined for drivers transporting students or conducting school business using either NUCS-owned or personal vehicles.

By signing below, I acknowledge that:

- I understand and agree to comply with all laws, safety rules, legal requirements, and operational procedures as stated.
- I understand that failure to follow these guidelines may result in disciplinary action, including revocation of driving privileges, reassignment, or removal from volunteer driving duties.
- I understand that my driving record may be reviewed and monitored as part of NUCS’s risk management and safety program.

Volunteer Name (Print)

Volunteer Signature

Date

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.6 Approval of Behavioral Health Policy

Action Requested:

Approval

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

Education Code Section 49428.2 requires the governing board or body of a local educational agency (LEA) to adopt a policy on referral protocols for addressing pupil behavioral health concerns in grades seven to twelve professionals and addresses procedures relating to referrals to behavioral health professionals and support services.. Behavioral health professionals and addresses procedures relating to referrals to behavioral health professionals and support services. The policies adopted by LEAs must be based on the model referral protocol developed by the Department or be consistent with EC 49428.1.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

S-40 Referral Policy for Addressing Pupil Behavioral Health Concerns

Adopted on 1/12/2026

The following policy details referral protocols for addressing pupil behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

Addressing the Needs of High-Risk Groups (EC Section 49428.2(b)(3))

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students. The Governing Board hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

The charter school staff who oversees the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Student Services (IEP/504), Foster Youth and Homeless Liaison, and Schoolsite administrators.

Charter school leadership may also identify additional pupil groups at local discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Student Privacy

The charter school recognizes and agrees to abide by the variety of federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], EC Section 49073, et seq., etc.) with which the charter school must comply in connection with its policy on referral protocols for addressing pupil behavioral health concerns and in connection with implementation of its policy and protocols, including but not limited to any of subsets of its policy, such as those listed below.

Referral Protocols and Procedures

The Governing Board hereby adopts the following referral protocols and procedures relating to referrals to behavioral health professionals and support services:

Needs Assessment

With the assistance of teaching staff and leadership team, the charter school will use the designated social-emotional curriculum tools to conduct an annual needs assessment to:

- Identify behavioral health trends;
- Pinpoint specific students in need of additional supports;
- Review available resources; and
- Detect service gaps within the school community.

Once the survey results are gathered and reviewed, each school site shall review referrals and monitor the progress of interventions three times per year (Fall, Winter and Spring) and shall submit findings to the Leadership Team for continuous improvement.

Capacity Building

The charter school shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among certificated and classified staff; and
- Maintain partnerships with school-linked behavioral health professionals and community providers

Planning

The Leadership Team shall:

- Define referral pathways for crisis and non-crisis concerns;
- Establish goals and assign responsible roles for each step in the referral process; and
- Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

The Leadership Team shall establish step-by-step procedures to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link pupils to appropriate services; and
- Schedule follow-up checks.

Evaluation and Continuous Improvement

The Leadership Team shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

Evaluation monitors outcomes such as:

- Time of first contact to implementation;
- Follow-ups completed within ten school days;
- Referral closure rates; and
- Results for the pupil groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the Governing Board annually to support transparency and continuous improvement.

Training (EC Section 49428.2(b)(4), (c)-(e))

The charter school shall ensure that teachers of pupils in grades 7–12 receive training on pupil behavioral health. Training materials approved by the charter school shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the schoolsite and within the larger community; and
- When and how to refer pupils and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

Subject to EC Section 49428.2(d), the charter school shall certify, on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once, in accordance with EC Section 49428.2(c)(1)–(5).

Authorization and Scope of Practice (EC Section 49428.2(b)(5))

In order to ensure that all school employees act only within the authorization or scope of their credential or license, the charter school shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer pupils to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with EC sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.1 Revisions to the Board Self-Evaluation Tool

Action Requested:

None

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

Administrative staff has made the requested changes to the existing form for consideration by the Board.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Northern United Charter Schools Board Self Evaluation

School Year _____ / _____

Board Member Being Evaluated: _____

Date Completed: _____

	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
1. Set the direction for the community's schools <ul style="list-style-type: none"> ● Focus on student learning ● Assess needs / obtain baseline data ● Generate, review, or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators) ● Ensure an appropriate inclusive process is used ● Ensure these documents are the driving force for all efforts of the schools 			
Comments: 			

	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
2. Establish an effective and efficient structure for the schools <ul style="list-style-type: none"> ● Employ and support the School Director ● Establish a human resources framework that includes policies for hiring and evaluating other personnel ● Oversee the development of and adopt policies ● Set a direction for and adopt the curriculum and require data-producing assessment systems ● Establish budget priorities, adopt the budget, and oversee facilities issues 			
Comments: 			

Northern United Charter Schools Board Self Evaluation

	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
3. Provide support through our behavior and actions <ul style="list-style-type: none"> ● Act with professional demeanor that models the schools' beliefs and vision ● Make decisions and provide resources that support mutually agreed upon priorities and goals ● Uphold board-approved policies and support staff implementation of board direction ● Ensure a positive working climate exists ● Be knowledgeable enough about the efforts of the schools to explain them to the public 			
Comments:			

	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
4. Ensure accountability to the public <ul style="list-style-type: none"> ● Evaluate the School Director ● Monitor, review, and revise policies ● Serve as a judicial and appeals body ● Monitor student achievement and program effectiveness and require program changes as indicated ● Monitor and adjust finances of the schools and periodically review facilities issues 			
Comments:			

Northern United Charter Schools Board Self Evaluation

	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
5. Act as community leaders <ul style="list-style-type: none"> ● Speak with a common voice about the schools' priorities, goals, and issues ● Engage and involve the community in the schools and their activities ● Communicate clear information about policies, programs, and fiscal condition of the schools ● Educate the community and the media about the issues facing students, the schools, and public education ● Advocate for children, programs, and public education to the general public, key community members and local, state, and national leaders ● Attend graduation ceremonies and other school functions 			
Comments:			

	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
6. Additional individual board member expectations <ul style="list-style-type: none"> ● Understanding of Board Officer roles - ie Chair and Vice Chair; chain of command ● Knowledge of Roberts Rules of Order ● Knowledge of NUCS bylaws and policies ● Knowledge of board member communication protocol ● Knowledge of board meeting attendance policy ● Knowledge of protocols pertaining to board member request for action and bringing up agenda items ● Completion of Agreements to Facilitate Governance Leadership form ● Additional requirements - ie fingerprinting, mandated trainings, Brown Act and Conflict of Interest trainings, complete evaluations (Director and Board Self-Evaluations), complete Form 700 			
Comments:			

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.2 NU-HCS Charter Petition Renewal

Action Requested:

None

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

Northern United - Humboldt Charter School (NU-HCS) is currently authorized by Humboldt County of Education (HCOE). The current petition expires on June 30, 2026. NU-HCS is asking to have our charter reauthorized by HCOE. See the attached revised charter petition and the HCOE suggested renewal timeline.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Renewal Timeline

Based on Education Code [47605](#), [47605.9](#), [47607](#) and [47607.2](#)

1. **Submission of Renewal Petition:** By March 1, 2026 (Recommended by February 1, 2026)
Renewal submission packet must include:
 - a. Updated petition (“redlined” copy) including:
 1. Reasonably comprehensive descriptions of new legal requirements since approval of previous petition
 2. The current program offered by the charter school
 3. Other non-material changes
 - b. Summary page describing all petition modifications
 - c. Analysis of the charter school’s performance considering the renewal tier, state and local indicators, and (optionally) verified data
 - d. Signed certification that the submitted petition is complete
2. **Public Hearing:** Within 60 days of submission
 - a. Held during a Board of Education meeting
 - b. The charter school is given an opportunity to present their petition to the board, including a summary of petition updates, State and local indicators, and other information relevant for consideration
3. **Staff Report:** Released no fewer than 15 days prior to decision meeting
 - a. Opportunity for charter school staff to review HCOE staff report to Board of Education
 - b. HCOE staff are available to meet with charter school staff to discuss report upon request
4. **Decision Meeting:** Held within 90 days of submission
 - a. Held during a Board of Education meeting
 - b. Staff will present report of findings and/or recommendations to Board of Education
 - c. Charter school will have equal time to respond to report
 - d. Board of Education will vote to approve or deny renewal petition
 1. Approval terms can range from 2-7 years
 2. Denial may occur if the Board of Education determines the charter school is, “Demonstrably unlikely to successfully implement the program put forth due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend” (per Ed Code 47607(e))
5. **Following Board Decision**
 - a. Upon approval: HCOE staff will draft a Memorandum of Understanding that includes required actions based on the Board of Education’s decision and notify CDE of the renewal
 - b. Upon denial: The charter school will have 30 days to file an appeal with the State Board of Education. If denial is upheld, HCOE staff will work with charter school staff on closure proceedings as outlined in the current MOU



NORTHERN UNITED –
HUMBOLDT CHARTER

CHARTER RENEWAL PETITION

July 1, 2026 – June 30, 2031

Submitted to the Humboldt County Board of Education and the
Humboldt County Office of Education on January 9, 2026.

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Appendix B:	Northern United Charter Schools Articles of Incorporation, Bylaws, and Conflict of Interest Code
Appendix C:	Organizational chart
Appendix D:	Budget narrative, projected first year budget, financial projections and cash flow for the first three years of operation
Appendix E:	2025-26 Local Control and Accountability Plan

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Shari Lovett, hereby certify that the information submitted in this petition for renewal of a California public countywide benefit charter school to be named Northern United – Humboldt Charter (“Northern United – Humboldt Charter School,” “NU-HCS” or “Charter School”), operated by Northern United Charter Schools, submitted to the Humboldt County Board of Education (“HCBE”) with oversight by the Humboldt County Office of Education (“HCOE”) (collectively referred to herein as the “County”) and to be located at several sites throughout Humboldt County, is true to the best of my knowledge and belief and further, I understand that if awarded a charter, the Charter School shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

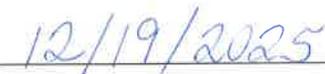
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in noncharter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Northern United Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or the student’s parent or guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations, Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificate teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605.6(1)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrollment or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to

disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.* as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]


[SIGNATURE LINE]


Date

Introduction

Background

Mattole Valley Charter School (“MVCS”) first opened its doors on September 17, 1998, and maintained an enrollment of 750 students. MVCS served students in four adjacent counties in northern California: Humboldt, Trinity, Mendocino and Siskiyou. Many of the MVCS students lived in rural and lower income areas where a ride to school could mean a two and a half hour bus ride each way. As a result of the long distances to schools and isolation, home schooling was a way of life for many families in this area. Without the alternative offered by MVCS, many of these students would have been educated outside the realm of public school without support or accountability for student achievement. The Charter School affirms that it does not substantially undermine existing school district services, academic offerings, or programmatic offerings.

Mattole Valley Charter School developed as a result of parent, student and teacher effort to increase educational options for parents and their children (parent choice) by providing a combination of parent involved independent study and learning center based instruction with a credentialed teacher overseeing the individual educational plan. MVCS was based on a well-developed educational program that provided for individually designed curricula, which included: home-based independent study, learning center programs and classes, apprenticeships, community-based educational programs, distance learning utilizing current technology, and supplemental projects.

MVCS grew to operate 14 learning/resource centers across four counties, where students could meet with their teachers. However, in compliance with the Court of Appeal’s decision in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262, NU-HCS submitted a charter petition to Humboldt County, to operate a countywide benefit charter school with nine (9) learning/resource centers in Humboldt County. The petition was approved in 2018, and the Charter School has been successfully operating in Humboldt County as a countywide benefit charter. The Charter School now submits this renewal petition request for an additional five-year term.

Over the last charter term, Northern United – Humboldt Charter School has achieved remarkable growth and success. The Charter School has strengthened its partnerships with the Humboldt County Office of Education and other local LEAs, expanding the number of Career Technical Education (“CTE”) pathways available to students and enhancing opportunities for hands-on, career-focused learning. Northern United – Humboldt earned full Western Association of Schools and Colleges (“WASC”) accreditation, demonstrating its commitment to academic excellence and continuous improvement. Through strategic use of grant funding, the Charter School purchased six vehicles to transport students to offsite classes, sporting events, and field trips, broadening access to enrichment opportunities. To further engage students, the Charter School established a variety of clubs and launched its own Future Farmers of America (“FFA”) charter, fostering leadership and community involvement. Since its founding, Northern United – Humboldt has served a total of 1,314 students and secured multiple grants—including a mental health grant and a wellness coach grant—while also successfully completing its Community Engagement Initiative (“CEI”), underscoring its dedication to student well-being, community connection, and

educational innovation. Our participation in CEI has strengthened the connection between our school and the families we serve. Through CEI, we have developed more intentional communication practices, increased opportunities for parent voice, and created collaborative spaces where staff, students, and families work together toward shared goals. As a result, we've seen stronger family partnerships, greater trust, and increased participation in school events and decision-making, all of which have positively influenced our school climate and student outcomes, including a decrease in our chronic absenteeism rate and suspension rate and an increase in our graduation rate.

Academic Criteria for Renewal

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the Charter School on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the Charter School on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance based on Dashboard data and metrics as compared to state average for all students and for subgroups. The California Department of Education evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. In accordance with law and the CDE's performance category designations, NU-HCS merited the middle-performing category. We present evidence and data below to demonstrate that NU-HCS has met the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the state indicators included on the [Dashboard] and the performance of the Charter School on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data...

Education Code Section 47607(c)(3) defines measurements of academic performance as

statewide assessments on the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California (“ELPAC”), or any successor system, and the college and career readiness indicator.

Dashboard State and Local Indicators (2024)

The following chart reflects the Charter School’s 2024 Dashboard performance indicators and distance from standard (“DFS”), as compared to the State.

Indicator	NU-HCS	State
Chronic Absenteeism	8%	18.6%
Suspension Rate	1.9%	3.2%
English Learner Progress	N/A	45.7%
College and Career Indicator	51.9%*	45.3%
English Language Arts (“ELA”)	-6.3	-13.2
Math	-33.3	-47.6

*No performance color

The Charter School outperformed the State in Chronic Absenteeism. While the Charter School is in the same category as the State in ELA and Math, the NU-HCS outperformed the State in terms of DFS. Although the State had a higher performance category than the Charter School in the Suspension Rate category, the Charter School’s suspension rate was just over half that of the State’s.

Dashboard State and Local Indicators (2025)

The following chart reflects the Charter School’s 2025 Dashboard performance indicators and DFS, as compared to the State.

Indicator	NU-HCS	State
Chronic Absenteeism	7.6%	17.1%
Suspension Rate	1%	2.9%
English Learner Progress	N/A	45.7%
College and Career Indicator	53.3%*	51.7%
ELA	-17.8	-8.1
Math	-24.9	-42.4

*No performance color

While the Charter School’s performance level for Chronic Absenteeism dropped from Green to Yellow, the percentage of Chronic Absenteeism was actually lower in 2025. The Charter School moved from the Green level to the Blue level for Suspension rate, dropping nearly a full percentage point. While the State had a higher performance level than the Charter School in ELA, the Charter School had a remarkable increase in Math, moving from Orange to Green.

Chronic Absenteeism

	2022	2023	2024	2025
NU-HCS	12.4% “High”	17.1%	8%	7.6%
State	30% “Very High”	24.3%	18.6%	17.1%

While NU-HCS saw an increase in chronic absenteeism in 2023, the Charter School drastically reduced the percentage in 2024. Northern United – Humboldt Charter School successfully reduced its chronic absenteeism rate by implementing comprehensive tiered reengagement strategies. This included collaboration between the School Counselor, certified wellness coaches, and community school coordinator with students and families to identify barriers to attendance and provide individualized support, resulting in stronger connections, improved engagement, and increased student participation. Although the performance level dropped, the Charter School’s percentage of Chronic Absenteeism also decreased, showing the success of the tiered reengagement strategies.

Suspension Rate

	2022	2023	2024	2025
NU-HCS	0.8% “Very Low”	0.6%	1.9%	1%
State	31.% “Medium”	3.5%	3.2%	2.9%

While the suspension rate for NU-HCS rose between 2023 and 2024, the Charter School’s percentage was almost half that of the State’s. This increase was largely due to the implementation of clearer behavior expectations and more consistent reporting practices across all school sites. As staff worked to ensure equitable enforcement of school policies, incidents that might have previously been addressed informally were more accurately documented, contributing to the rise in reported suspensions. In response, the Charter School is strengthening its proactive and restorative approaches to behavior support. Staff are receiving additional training in positive behavior interventions, restorative practices, and trauma-informed strategies to address underlying causes of behavior. The School Counselor, wellness coaches, and community school coordinator are collaborating to provide early interventions, conflict resolution support, and social-emotional learning opportunities designed to improve student behavior, promote accountability, and maintain or reduce the suspension rate moving forward. The Charter School saw the results of these interventions in 2025 when the Suspension Rate dropped nearly one full percentage point and moving to the Blue performance level.

College and Career Indicator

	2022	2023	2024	2025
NU-HCS	Not reported	32%	51.9%	53.3%
State	Not reported	43.9% “Medium”	45.3%	51.7%

While NU-HCS did not have a performance color for CCI, the Charter School outperformed the State in 2024 and 2025 in terms of percentage of students prepared for college and career. The Charter School saw an increase of nearly 20% in its CCI percentage, from 2023 to 2024, and another increase in 2025. In part this is due to the expansion of available CTE pathways and the strengthening of partnerships with local institutions, including the Humboldt County Office of Education. Additionally, the Charter School deepened its collaboration with College of the Redwoods, providing more opportunities for students to enroll in college-level courses and earn credits while still in high school, thereby enhancing both college readiness and career preparedness. Finally, the addition of Charter School vehicles supported student transportation to attend these college classes.

Local Indicators

The following chart reflects the Charter School’s 2025 Dashboard Local Indicators.

Indicator	
Basics: Teachers, Instructional Materials, Facilities	“Standard Met”
Implementation of Academic Standards	“Standard Met”
Parent and Family Engagement	“Standard Met”
Local Climate Survey	“Standard Met”
Access to a Broad Course of Study	“Standard Met”

NU-HCS English Language Arts Performance Level and DFS

Demographic	2022	2023	2024	2025
All students	-12.2 “Low”	-1.5	-6.3	-17.8
Socioeconomically Disadvantaged (“SED”)	-15.7 “Low”	-12.1	-14.2	-21.7
White	-3.2 “Medium”	0.4	10.2	-2.1
State	-12.2 “Low”	-13.6	-13.2	-8.1

Northern United – Humboldt Charter School experienced a decline in ELA performance, which can be attributed to several factors, including gaps in instructional continuity following staff transitions and the lingering academic impacts of post-pandemic learning recovery. Some students entered higher grade levels while still working to rebuild foundational literacy skills, while others required additional support in writing and reading comprehension. In response, the Charter School has implemented targeted strategies to strengthen ELA instruction, including the adoption of evidence-based literacy interventions, expanded professional development focused on reading and writing instruction, and increased use of formative assessments to guide instruction. Additionally, intervention teachers and support staff are providing small-group and individualized assistance to ensure all students receive the focused attention needed to improve their literacy outcomes.

NU-HCS Math Performance Level and DFS

Demographic	2022	2023	2024	2025
All students	-49.2 “Low”	-31.9	-33.3	-24.9
Socioeconomically Disadvantaged	-54.9 “Low”	-39	-39.7	-17
White	-36.1 “Low”	-19.8	-16.7	-15.9
State	-51.7 “Low”	-49.1	-47.6	-42.4

Northern United – Humboldt Charter School has seen a decline in math performance, primarily due to gaps in foundational skills and inconsistent instructional pacing during recent years of staff transitions and post-pandemic learning recovery. Many students entered higher-level courses without fully mastering essential concepts, creating challenges in math proficiency. To address this, the Charter School has hired additional math credentialed teachers, created a math intervention position, and implemented a multi-tiered approach to strengthen math outcomes, including the adoption of research-based math interventions, targeted small-group instruction, and ongoing progress monitoring through formative assessments. Teachers are also receiving professional development focused on effective math strategies, and support staff are providing individualized tutoring to help students build the skills and confidence necessary to improve performance.

* * *

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

Element 1. EDUCATIONAL PROGRAM

Governing Law: *The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i)*

Governing Law: *The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii)*

Governing Law: *If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii)*

Governing Law: *If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv)*

Northern United – Humboldt Charter School: Core Beliefs, Vision and Mission

The Core Beliefs

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

The Vision

Northern United – Humboldt Charter School, a school wherein every student is future-ready:

- Ready for personal success.
- Ready for college.
- Ready for the global workplace.

The Mission

Northern United – Humboldt Charter School, in partnership with parents and community, will engage all students in a comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

Strategic Goals of the Mission:

Goal 1

Northern United – Humboldt Charter School will design and implement dynamic learning experiences to ensure that all students are future-ready learners.

Goal 2

Northern United – Humboldt Charter School will recruit, develop, retain and recognize an exceptional, highly motivated staff to optimize student engagement, and learning.

Goal 3

Northern United – Humboldt Charter School will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

Goal 4

Northern United – Humboldt Charter School will provide resources and support systems that enhance a positive learning environment and foster student and community pride.

Target Student Population

Northern United – Humboldt Charter School anticipates that the students who enroll in NU-HCS will reside in Humboldt County. Currently, approximately 315 students are enrolled in grades transitional kindergarten (“TK”)-12 in NU-HCS. NU-HCS provides a high-quality educational option for the following student populations:

- Students with scheduling conflicts,
- Students who have been attending a personalized learning program,
- Students desiring a personalized learning approach to the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”) for including developing projects to meet their educational goals,
- Home-schooled students who want the support and accountability of a State Standards-based public school,
- Students who are looking for a hybrid program to include home-based learning, onsite classes, curriculum delivered by online platforms, and/or college classes,
- Students who are struggling academically in the traditional classroom, or other alternative setting or who desire an alternative education placement,
- Students of all ability levels,

- Students who want to combine career and technical training with their core academic subjects.
- Students who desire open access to Humboldt State University and College of the Redwoods as part of their educational plan.

How Learning Best Occurs

Northern United – Humboldt Charter School believes that student learning best occurs when:

- *Caregivers are actively engaged in the educational process.*
- *Students are engaged and supported in accessing their individualized education.*
- *Students feel welcome, safe and accepted at their school.*
- *Learning is an active process.*
- *Learning is actively applied.*
- *Learning is concrete and relevant.*
- *There is continuous assessment of students' progress in acquiring the standards.*
- *Appropriate remediation and intervention is implemented.*
- *Instruction is tailored to the student's learning style and presented in a multi-sensory format.*
- *Research-based instructional practices are utilized.*
- *"Context based" learning is emphasized through enrichment opportunities such as field trips, apprenticeships, cooperative classes, appropriate uses of technology, etc.*
- *The entire community serves as the school campus.*

An Educated Person in the 21st Century

Northern United – Humboldt Charter School believes that an educated person in the 21st century practices:

Critical thinking	Interrogative questioning	Perseverance	Written communication	Interacting with information technology
Problem solving	Creativity	Self-direction	Listening	Visioning
Reasoning	Artistry	Planning	Roles of leadership	Data interpretation
Analysis	Application of curiosity	Self-discipline	Teamwork	Resource conservation

Interpretation	Application of imagination	Adaptability	Collaboration	Civil, ethical and social justice practices
Synthesizing information	Innovation	Initiative	Cooperation	Economic and financial literacy
Research	Personal expression	Oral communication	Using virtual means of communication	Global awareness

Northern United – Humboldt Charter School identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around them, has an overview of the history of mankind in all its diversity, has an understanding of political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which they lives. This person is one who has realized their own special talents, whether it be in the arts, sciences, or other areas. It is the goal of this Charter School to help a student become an educated individual, one who possesses a self-motivated ability to learn, a diverse yet well-developed set of interests, and the desire to master academic skills to the best of their ability.

It is the goal of the Charter School to enable students to become self-motivated and competent lifelong learners, consistent with our description of an educated person in the twenty-first century.

Educational Program

Northern United – Humboldt Charter School serves students in grades TK - 12.

Northern United – Humboldt Charter School students are educated through personalized learning programs. Within that context, students participate in cooperative classes, learning centers, supplemental learning projects, distance learning via current technology (addressed below), community based education and in dual/co-enrollment opportunities with local and distance institutions of higher education.

Parents who enroll their children in the Charter School are co-facilitators of their child’s education. The parents can become the primary facilitators in their children’s learning program if they choose. The Charter School works with its students and parent facilitators by providing them with educational resources, an assigned independent study teacher, and access to a team of educational specialists.

All teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment and shall be selected by the Charter School’s School Director.

Parents/guardians and their children may collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning within the parameters set by the California Department of Education. The program that parents select determines the degree to which the teacher is involved. This involvement may vary from an advisory and assessment capacity to one of complete administration of the student learning process. Professional learning and parent education shall be available and encouraged.

Technology materials available to students include hardware such as Chromebooks, desktop computers, cellular ‘hot spots’, smart boards, OLED TVs, document cameras, web cameras and 3-D printers. The computer to student ratio is greater than 1:1. Software and online materials available to students include the Google Workspace For Education suite of apps, including selected third party apps; digital learning platforms including Edmentum Courseware and IXL; Zoom meeting accounts for NU-HCS virtual classes, tutoring, and meetings; HCOE’s OverDrive digital library; the (CA State) Parks Online Resources for Teachers and Students program.

Staff’s and students’ technology resources are aligned to the instructional program and meet state assessment requirements. All NU-HCS locations have access to high-speed broadband internet service, exceeding the requirements for CAASPP and other assessment requirements. The entire internet is at the staff’s disposal, while student access is filtered in accordance with the Children’s Internet Protection Act. In addition to IXL and Edmentum Courseware, the Charter School also uses the CharacterStrong platform to support our online curriculum, social & emotional learning and intervention programs.

Curriculum and Instructional Methodology

Northern United – Humboldt Charter School follows the curriculum adoption cycles dictated by the State of California and utilizes state of the art, research and State Standards-based core and supplemental curriculum TK through 12th grade. Instructional practices that are upgraded continuously for the purposes of student engagement, access to academics, successful intervention, student success, and application to the greater context are utilized by all staff. The curriculum and instructional methodology may shift given the educational program chosen. NU-HCS’s program options include:

Home based: Home based independent study families have access to curriculum that would best serve the student in their academic program. A credentialed teacher is assigned to each family and serves along the continuum of academic advisor to teacher. The instructional methodologies used by the caregiver(s) and/or teacher depend on the setting and the needs of the student(s).

Learning Center based: Students who attend a learning center have access to curriculum that would best serve the student in their academic program. A credentialed teacher is assigned to a learning center facility and meets the needs of the students several days a week at the learning center. The instructional strategies utilized vary given the grade and the needs of the students.

Hybrid: Students who desire a hybrid home-based and learning center program have access to curriculum that would best serve the student in their academic program. A credentialed teacher is assigned to a facility and meets the needs of that student while at the learning center and guides

the instruction for the time the student is learning at home. The instructional strategies utilized vary given the grade and the needs of the students.

Virtual: Students who desire a virtual setting for their education may access that through a home-based setting or at a learning center. A credentialed teacher is assigned to a learning center facility and meets the needs of that student while at the learning center and guides them at home. The instructional strategies utilized vary given the grade and the needs of the students.

Student Support and Academic Success Initiatives

Multi-tiered System of Supports (“MTSS”): A Multi-tiered System of Supports for both Academics and Behavior is utilized by all teachers. The Academic Response to Intervention (“RTI”) is supported through the use of a clear Student Study Team (“SST”) process, data collection and research based curriculum for intervention in all educational programs. The Behavior RTI is supported through the on-boarding of the precepts of the Positive Behavior Interventions and Supports (“PBIS”) methodology. All personnel who work directly with students are trained and receive refresher trainings on PBIS to ensure the development of clear behavioral expectations and routines for staff and students. Our staff works closely with the Humboldt County Office of Education in regard to training for Charter School staff in restorative practices as part of our continuing practice of fostering positive school climate and mitigating the loss of academic progress of our students.

Assessment: Baseline, formative and summative assessments will be administered in many forms in all subject areas for all grade levels throughout the school year. Formative assessments will be administered each school year to analyze growth and/or the need for intervention in mathematics and English/language arts as a continuous cycle of inquiry.

A common baseline assessment will also be administered for the purpose of placing students in the appropriate math course starting in the 9th grade.

All 3rd through 11th graders will participate in any/all state mandated assessments unless the caregiver exercises their right to opt the student out of testing. All teachers will be trained and supported in the administration of state mandated assessments.

College/Career Support: Northern United – Humboldt Charter School is an Advancement Via Individual Determination (“AVID”) school. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID system provides training and methodologies that educators use to develop students’ critical thinking, literacy, and math skills across all content areas throughout the entire school, in what we call schoolwide AVID.

In addition, the secondary aged students have access to a common college and career readiness electronic platform through which to assess their interests and strengths, plan their academics and store information relative to college applications. Each student is assisted by a trained adult to access all that is offered within the program.

All 12th graders are offered personal assistance with college and the FAFSA or California Dream Act applications as well as financial aid counseling.

Dual/Co-enrollment: Students in the secondary grades will have open access to courses offered at local and distance-based institutions of higher education as a means to accelerate and to access areas of study outside the offerings of the Charter School.

Social/Emotional: All teachers have direct access to a school counselor and a school psychologist with whom they can discuss situations that may arise with a student. All TK-6 teachers are trained in the use of a common research-based social/emotional curriculum. This serves as a basis for school culture and restorative justice practices. All teachers use the precepts of PBIS to maintain an environment of safety, respect and responsibility.

Academic Calendar and Instructional Minutes

The Charter School shall offer, at a minimum, the number of annual instructional minutes required by Education Code Section 47612.5(a)(1). A draft academic calendar for the 2026-27 school year is attached as Appendix A.

High School Program

The Charter School informs parents of the transferability of courses to other public high schools, and the eligibility of courses to meet college entrance requirements, in its student handbook, which is published annually.

Northern United – Humboldt Charter School provides secondary students with access to a comprehensive secondary educational program commensurate with the University of California’s college preparatory requirements. In addition, secondary students have access to co-enrollment and concurrent enrollment opportunities at post-secondary institutions of higher education.

All secondary teachers have ongoing training in State Standards-based instruction and best practices of instructional strategies. An experienced secondary school counselor supports students, parents and teachers with college and career readiness information.

The Charter School requires students to complete an ethnic studies course as part of the social studies course sequence in compliance with requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement. The Charter School has updated the graduation requirements, and the course will be offered commencing with students graduating in the 2028-29 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

Serving Special Student Populations

Academically Low-Achieving Students

Through assessment and observation, a student who shows low-achievement in Mathematics or English Language Arts will be supported through a SST process. The SST process will allow time for the teacher to implement academic intervention supports within the general education setting and to collect data to determine next steps within a cycle of assessment.

Academically High-Achieving Students

Through assessment and observation, a student who shows high-achievement in academics will be served through the many options available to them through the Charter School and the community. Access to broad-based challenging project-based learning and outside interests such as the arts, music, and technology will be made available. Academically high-achieving students may also be enriched through accelerated instruction within their personalized learning plan.

English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

All parents/guardians or students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official

score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA assessments are administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

Northern United – Humboldt Charter School will ensure that all teachers hold the appropriate certificate to work with students who have English as a second language. Teachers will also be trained in the use of the methodologies of instruction that best serve these students, including Specially Designed Academic Instruction in English (“SDAIE”) strategies. Northern United – Humboldt Charter School provides both designated and integrated ELD to ensure English learners receive targeted support while accessing grade-level content. Designated ELD occurs in small-group or pull-out settings, where students receive focused instruction on grammar, vocabulary, reading, and writing skills tailored to their proficiency level. Integrated ELD is embedded within core content classes, allowing students to practice and apply language skills in real-world academic contexts alongside their peers. Teachers collaborate to align instruction, scaffolding content and language objectives so that English learners can build both language proficiency and subject-area knowledge simultaneously. This dual approach ensures that students receive consistent, intentional support to accelerate English language development while achieving academic growth. Below is a non-exhaustive list of such strategies.

- **Metacognitive Development:** Providing students with skills and vocabulary to talk about their learning.
 - **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.
- **Bridging:** Establishing a link between the student's prior knowledge and the material.
 - Examples:** Think-pair-share, quick-writes, and anticipatory charts.
- **Schema-Building:** Helping students see the relationships between various concepts.
 - Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.
- **Contextualization:** Familiarizing unknown concepts through direct experience.
 - Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.
- **Text Representation:** Inviting students to extend understandings of text and apply them in a new way.
 - **Examples:** Student created drawings, videos, and games.

- **Modeling:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Special Education Services

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School is a member in the Humboldt County SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the County, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, as a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the School Director or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the

Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the School Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter

School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to implement the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605.6(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP

update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

**Element 2. MEASURABLE STUDENT OUTCOMES and
Element 3. METHODS OF ASSESSMENT**

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C)

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605.6(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available in the Appendix. Additionally, the Charter School maintains a structured plan for collecting, analyzing, and reporting student and school performance data to staff, parents, and guardians on an ongoing basis. Assessment results, progress-monitoring data, and classroom performance indicators are regularly reviewed by instructional teams to identify trends, adjust instruction, and inform intervention supports. Families receive accessible reports and updates throughout the year, ensuring transparency and shared understanding of student progress. These reports include report cards, score reports from our local assessment, IXL, as well as score reports from CAASPP. This continuous data cycle allows us to monitor program effectiveness and make timely improvements that strengthen teaching and learning.

The Charter School affirms that to the extent practicable, the method for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a school accountability report card.

Element 4. FACILITIES

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D)

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605.6(h).

NU-HCS operates six (6) learning/resource centers in Humboldt County where students can meet with their teachers. The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

NU-HCS' learning/resource centers shall be located at the following locations:

- Cutten Resource Center – 2120 Campton Road, Eureka, CA
- Willow Creek Learning Center – 72 The Terrace, Willow Creek, CA
- Arcata Resource Center – 670 9th Street, Suite 3, Arcata, CA
- Eureka Learning Center – 4620 Meyers Ave., Eureka, CA
- Cutten Learning Center – 2020 Campton Road, Eureka, CA
- Briceland Learning Center – 5 Cemetery Road, Briceland, CA

Element 5. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E)

Non-Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated by Northern United Charter Schools, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the County has complied with all oversight responsibilities required by law.

Attached, as Appendix B, please find the Northern United Charter Schools Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) and no more than seven (7) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years and until a successor director has been appointed or elected as required by the position as described below.

The Board will seek to have two (2) representatives from NU-Siskiyou Charter School and two (2) representatives from NU-Humboldt Charter School, who shall be community members and/or family members of a student attending these schools. Board members may have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The School Director shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(c), the County may appoint a voting representative to sit on the Board of Directors. If the County chooses to do so, the Charter School may appoint an

additional member to ensure that the Board is maintained with an odd number of directors, so long as the total number of the Board of Directors does not exceed seven (7) members.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The current Board members are:

Rosemary Kunkler – President: Retired school secretary and grandparent to enrolled students

Brian Payton – Vice President: Parent to current enrolled student

Jere Cox: Retired school administrator

Barbara Boerger: Retired probation and social services case worker

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47601.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the School Director of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;

- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration;
- Approve annual independent fiscal audit;

The Charter School shall comply with the Brown Act.

Northern United Charter Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act and the Charter School complies with Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix B. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

The School Director

The School Director will be the leader of the Charter School. The School Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The School Director must report directly to the Charter School Board of Directors, and they are responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The School Director shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Hire, promote, discipline, and dismiss all employees of the Charter School;
- Communicate and report to the Charter School Board of Directors;

- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the County;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school buildings;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend County administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested by the County;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

Parent Advisory Council

Parents will be encouraged to form a Parent Advisory Council (“PAC”) to be responsible for parent involvement in school activities, fundraising, and advising the Charter School Board of Directors

on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of our program. We would encourage the parents to continue the efforts of the PAC at the same level of support to the Charter School in terms of program enhancement and fundraising.

Parent Involvement in Governance

In addition to parent representatives being able to serve on the Board and the parent participation on the Parent Advisory Council, parents will be strongly encouraged to volunteer a minimum of 20 hours per family, per academic year to the Charter School. The School Director or designee shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from the Charter School or school activities due to the failure of the student's parent or legal guardian to fulfill the encouraged 20 hours of participation.

Organizational Chart

Attached as Appendix C, please find an Organizational Chart.

Element 6. EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F)

School Director Qualifications

The School Director shall possess a current California Administrative Services Credential.

Teacher Qualifications

All NU-HCS teachers must hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. If one or more of the students of a NU-HCS teacher needs English learner services or requires instruction in a subject area, the teacher providing the English learner services must hold an appropriate English learner authorization.

These documents shall be maintained on file at the Charter School personnel office and shall be subject to periodic inspection by the chartering authority.

Administrative Staff Qualifications

All Northern United – Humboldt Charter School administrators must hold a current California Administrative Services Credential.

These documents shall be maintained on file at the Charter School personnel office and shall be subject to periodic inspection by the chartering authority.

School Counselor Qualifications

The School Counselor must hold a current California Pupil Personnel Services Credential.

School Psychologist Qualifications

The School Psychologist must hold a current California Pupil Personnel Services Credential.

Specialized Academic Instructor

All Specialized Academic Instructors must hold a current California Education Specialist Instruction Credential.

Wellness Coach

All Wellness Coaches must hold a Certified Wellness Coach I or Certified Wellness Coach II certification issued by the California Department of Health Care Access and Information.

Chief Business Official

The Chief Business Official must hold a Chief Business Official certification preferred or 3-5 years of managerial experience in a school setting with concentration in accounting, finance, business administration or related field.

Element 7. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G)*

In order to provide safety for all students and staff, the Charter School shall maintain full health and safety policies and procedures and risk management policies at its learning centers in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the School Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code

Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

Unless exempted in accordance with Education Code Section 49501.5, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning

- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.6
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Director and, if there is merit to the concern, the School Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 8. STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H)

The Charter School anticipates that its program and multiple Learning/Resource Center locations will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the territorial jurisdiction of Humboldt County, the Charter School will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. The Charter School shall accomplish this through active outreach activities, which include, but are not limited to, the following:

- 1. Informational Meetings and Newsletters:** A series of meetings were held to provide information to prospective parents about the Charter School and its programs. Back to School nights at current learning centers also serve to provide information about NU-HCS. Parent newsletters include dates and times for meetings and other information.
- 2. Advertising:** The Charter School will advertise its programs and enrollment procedures in local newspapers and radio ads in both English and Spanish. The Charter School will update its current website with detailed information regarding the Charter School's programs and enrollment procedures.
- 3. Attend Community Events:** The Charter School will make significant efforts to establish visibility in the community, including events primarily targeted toward families of English learners. The Charter School staff members plan to attend upcoming community events, such as Pastels on the Plaza and the Rhododendron Parade, to ignite interest about the Charter School.
- 4. Establish Partnerships with Community Organizations:** The Charter School will explore potential partnerships within the local and regional communities. The Charter School will work with College of the Redwoods and Cal Poly Humboldt to provide support for our students with co-enrollment, college counseling, FAFSA support and other services.
- 5. Social Media and Online Advertising:** The Charter School website has detailed information available for interested parents and community members to visit to learn more about the Charter School.

In addition, the Charter School has an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population.

Following the first year of enrollment, the Charter School will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of: marketing materials, advertising, online and social media presence, hosting and attendance of community

events, and continued efforts to establish community partnerships. The Charter School budget includes financial resources allocated to outreach efforts.

Element 9. ANNUAL FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The School Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10. PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
 - (III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes

disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

- (IV) *A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(J)*

Policy

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

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removals, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at each NU-HCS Learning Center.

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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

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

A. Involuntary Removal

A student may be involuntarily removed from the Charter School by the School Director for any of the following reasons:

1. Failure to fulfill the terms of the enrollment contract.
2. Failure to comply with the terms of the student's independent study written agreement

If the Charter School Director determines that any of the above conditions have been met, the School Director may place the student on a contract to correct the issue for the next thirty (30) calendar days. If the issue has not been corrected at the end of the thirty-day period, the School Director may involuntarily remove the student, subject to the due process steps enumerated below. If the student has made some progress toward correcting the issue, the School Director may choose to extend the contract for an additional period at his/her discretion. If the student and/or the student's parent/guardian does not agree to such a contract, the School Director may immediately involuntarily remove the student, subject to the due process steps enumerated below.

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

Procedures

B. Grounds for Suspension and Expulsion of Students

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

C. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be

considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers an/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this

type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committing a sexual battery as defined in Penal Code Section 243.3.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate

family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a

juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committing a sexual battery as defined Penal Code Section 243.4.

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

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

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

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

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

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

E. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by a neutral Hearing Officer or panel ("Administrative Panel") appointed by the School Director following a hearing before it. An Administrative Panel appointed by the School Director shall consist of at least three (3) members who do not have an instructional or supervisory relationship to the student. The Hearing Officer or Administrative Panel shall make the determination regarding the expulsion of any student found to have committed an expellable offense, subject to appeal and review by the Board of Directors.

F. Expulsion Procedures

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

The School Director or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in confidential session (complying with all student confidentiality rules under FERPA) unless the

student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

H. Record of Hearing

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

I. Presentation of Evidence

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

J. Expulsion Decision

The determination of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written recommendation for expulsion, which will be reviewed by the Board of Directors as an appeal if requested by the parent/guardian within ten (10) calendar days of issuance of the notice of expulsion.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides on review/appeal not to expel, the student shall immediately be returned to their previous educational program.

K. Written Notice to Expel

The School Director or designee, following the expulsion determination, shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The parent/guardian shall have ten (10) calendar days to appeal by requesting review by the Board of Directors. If no appeal/review is requested, the expulsion becomes final on the eleventh (11th) day after notice was issued.

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

L. Disciplinary Records

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

M. Appeal

If an appeal is requested, the Board of Directors, or a committee thereof, shall review the expulsion within (10) school days following the conclusion of the hearing, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. The Board review/appeal is not a second hearing. Rather, the Board appeal is a review for procedural error, and whether the evidence supports the expulsion. The Board of Directors' decision to expel shall be final – there is no further appeal.

N. Expelled Students/Alternative Education

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

O. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

P. Readmission or Admission of Previously Expelled Student

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

Q. Notice to Teachers

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted

- such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed

with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

Element 11. EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K)

Employees of this Charter School will participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), or federal social security depending upon each individual's eligibility. All certificated employees who are eligible shall participate in STRS. All non-certificated employees shall participate in PERS and federal social security. The School Director shall ensure that NU-HCS makes all employer contributions as required by STRS, PERS, and federal social security.

Element 12. DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L)

Disputes Between the Charter School and the County

The Charter School and the County will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and School Director of the Charter School, or their respective designees. In the event that the County believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and School Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and School Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and School Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and School Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be borne by the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the

Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 13. ADMISSION POLICY AND PROCEDURES

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(M)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. The application form will not request and/or require information related to any potential disabilities, including a request for any IEP and/or Section 504 plan. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student Enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements

6. Release of Records²
7. Acceptable Use Policy/Google Apps for Education
8. Parent Income Survey form
9. State-mandated Assessment Conference form
10. Oral Health Assessment form
11. Physical Health Exam form
12. Current IEP and/or Section 504 plan

Parent/Student Contracts

Before enrollment, parent/student contracts must be signed by all parent/guardian and students indicating they understand the Charter School outcomes, philosophy, program, and requirements. Students' continued enrollment will be dependent upon fulfilling the terms of that contract.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Students who reside in the County
3. All other applicants

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv). Preferences are not likely to negatively impact the racial, ethnic, special education, English Learner, and unduplicated balance the Charter School strives to reflect.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Director). Separate lotteries shall be conducted for each geographic region in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all

² In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Element 14. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N)

No student may be required to attend the Charter School. Students who reside within the County who choose not to attend the Charter School may attend school within their school district of residence according to school district policy or at another school district or school within the County through applicable intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 15. EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O)

No County employee shall be required to work at the Charter School. Employees of the County who choose to leave the employment of the County to work at the Charter School will have no automatic rights of return to the County after employment by the Charter School unless specifically granted by the County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in the County after employment in the Charter School that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the County or any other county office of education will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 16. CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(P)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Humboldt County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly

upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, the County will be given first priority of all net assets. Remaining net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605.6(h)

Attached, as Appendix D, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a budget for the current fiscal year and two subsequent years, plus cash flow.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Administrative Services

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h)

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time the Charter School may discuss the possibility of purchasing administrative services from the County. If the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

Potential Civil Liability Effects

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h)

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School has entered into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this countywide charter petition, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to continue to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five year term from July 1, 2026 through June 30, 2031.

4931-9079-5379, v. 13

Northern United - Humboldt Charter School 2026-27 SCHOOL CALENDAR

School Months	180 Days Taught	Total Number of Instructional Days					Holidays and Special Notes
		Mon	Tues	Wed	Thurs	Fri	
August 24, 2026	LP1	24-Aug	25	26	27	28	School Starts - Aug 24
to		31	1-Sep	2	3	4	
September 18, 2026		7	8	9	10	11	Labor Day - Sept 7
Instructional Days	19	14	15	16	17	18	
September 21, 2026	LP2	21	22	23	24	25	
to		28	29	30	1-Oct	2	
October 16, 2026		5	6	7	8	9	
Instructional Days	20	12	13	14	15	16	
October 19, 2026	LP3	19	20	21	22	23	
to		26	27	28	29	30	
November 13, 2026		2-Nov	3	4	5	6	
Instructional Days	19	9	10	11	12	13	Veterans Day - Nov 11
November 16, 2026	LP4	16	17	18	19	20	
to		23	24	25	26	27	Thanksgiving Holiday Week - Nov 23-27
December 11, 2026		30	1-Dec	2	3	4	
Instructional Days	15	7	8	9	10	11	P1 Attendance
December 14, 2026	LP5	14	15	16	17	18	
to		21	22	23	24	25	Winter Break - Dec 21-Jan 1
January 22, 2027		28	29	30	31	1-Jan	
		4	5	6	7	8	
		11	12	13	14	15	Martin Luther King Day - Jan 18
Instructional Days	19	18	19	20	21	22	Semester 1 Ends - Jan 22 (92 days)
January 25, 2027	LP6	25	26	27	28	29	
to		1-Feb	2	3	4	5	
February 19, 2027		8	9	10	11	12	
Instructional Days	15	15	16	17	18	19	Presidents Week - Feb 15-19
February 22, 2027	LP7	22	23	24	25	26	
to		1-Mar	2	3	4	5	
March 19, 2027		8	9	10	11	12	
Instructional Days	20	15	16	17	18	19	P2 Attendance
March 22, 2027	LP8	22	23	24	25	26	
to		29	30	31	1-Apr	2	Note: Easter Sunday March 28
April 16, 2027		5	6	7	8	9	Spring Break - Apr 5-9
Instructional Days	15	12	13	14	15	16	
April 19, 2027	LP9	19	20	21	22	23	
to		26	27	28	29	30	
May 14, 2027		3-May	4	5	6	7	
Instructional Days	20	10	11	12	13	14	
May 17, 2027	LP10	17	18	19	20	21	
to		24	25	26	27	28	Memorial Day - May 31
June 10, 2027		31	1-Jun	2	3	4	Semester 2 Ends - Jun 10 (88 days)
Instructional Days	18	7	8	9	10		Last Day of School - Jun 10 (180 days)

Note: Bold borders on individual days represent federal or local holidays.

ARTICLES OF INCORPORATION
OF
NORTHERN UNITED CHARTER SCHOOLS

FILED *A.M.*
Secretary of State
State of California

I.

100 MAY 18 2017
NUR

The name of the Corporation shall be Northern United Charter Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Shari Lovett
2120 Campton Road, Suite H
Eureka, CA 95501

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

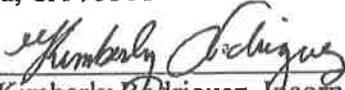
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

2120 Campton Road, Suite H
Eureka, CA 95501

Dated: May 17, 2017



Kimberly Rodriguez, Incorporator



I hereby certify that the foregoing transcript of _____ page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

SEP 22 2017 ✓

Date: _____

Alex Padilla
ALEX PADILLA, Secretary of State

BYLAWS
OF
NORTHERN UNITED CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1: NAME. The name of this Corporation is Northern United Charter Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1: PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 2120 Campton Road, Suite H, Eureka, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2: OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1: GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote Northern United – Humboldt Charter School and Northern United – Siskiyou Charter School, (“Charter Schools”), California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1: CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation

Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1: DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1: CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1: GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2: SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside

California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3: DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7) directors, unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

The Board will seek to have two (2) representatives from Northern United - Siskiyou Charter School and two (2) representatives from Northern United - Humboldt Charter School, who shall be community members and/or family members of a student attending these schools. In order to secure proportional representation, the fifth board member shall be appointed from the county with the Northern United charter school with the highest student enrollment at the time of appointment. If a member is not found in a reasonable time, vacancy may be filled from either county by board action. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The School Director shall not serve on the Board and shall not vote in Board elections.

Section 4: RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5: DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified.

Section 6: NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7: USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have

been nominated for director than can be elected, no corporate funds may be expended to support a nominee without the Board's authorization.

Section 8: EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9: RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10: DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11: REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12: VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13: NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14: PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by the Corporation reside, and a two-way teleconference location shall be established at each schoolsite and each resource center, in accordance with Education Code Section 47604.1(4)(A)-(B). The Board of Directors shall audio record, video record, or both, all the Board

meetings and post the recordings on each charter school's internet website, in accordance with Education Code Section 47604.1(4)(C). All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. Board Members shall be required to physically attend all board meetings at either the one Humboldt location or the one Siskiyou location. Locations will be identified in the notice and agenda of the meeting.

Section 15: MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16: REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17: SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18: NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19: QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20: TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by the Corporation reside;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting.
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21: ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22: COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 23: CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24: MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25: NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26: COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The **Charter Schools** and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1: OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2: DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3: ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4: REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5: RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6: VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7: CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8: PRESIDENT. The President, also known as the School Director shall be the

general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9: SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10: CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1: CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest

(nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1: CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1: LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1: INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1: INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1: MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1: DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2: ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3: MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors' at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1: ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end

- of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
 - c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
 - d. The Corporation's expenses or disbursement for both general and restricted purposes;
 - e. Any information required under these bylaws; and
 - f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2: ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1: BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing

any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1: FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Northern United Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of the Corporation as adopted by the Board of Directors on October 10, 2019; and that these bylaws have not been amended or modified since that date.

Executed on October 21, 2019 at Eureka, California.

A handwritten signature in cursive script, reading "Lynda Speck", is written over a horizontal line.

Lynda Speck, Secretary

NORTHERN UNITED CHARTER SCHOOLS

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Northern United Charter Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Northern United Charter Schools ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
School Director	1, 2
Business Manager/CBO	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The School Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The School Director determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any authorizer that has authorized a school operated by Northern United Charter Schools, or
 - of any facility utilized by a school operated by Northern United Charter Schools, or
 - of a proposed site for a Northern United Charter Schools facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Northern United Charter Schools.

Category 3

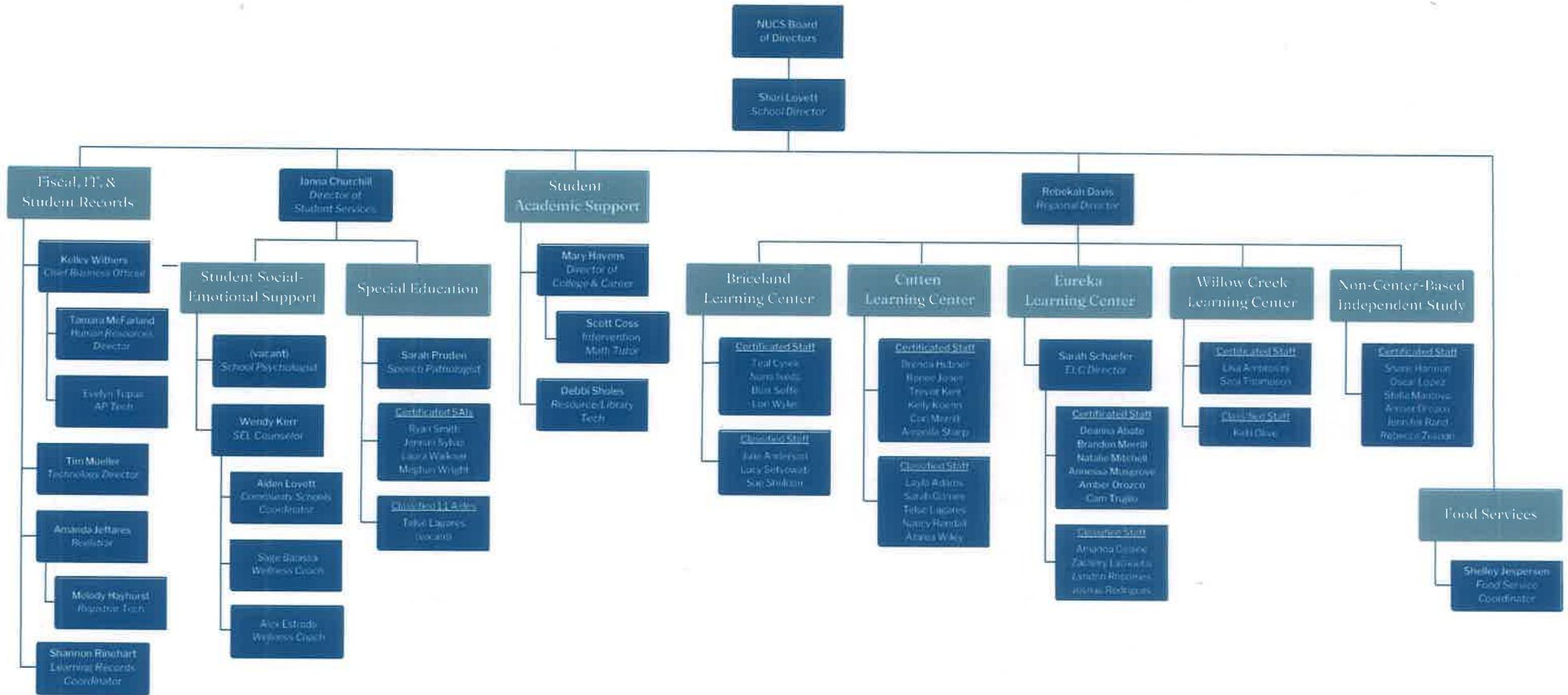
Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.



Northern United - Humboldt Charter School Organizational Chart

Prepared
November 3, 2025



Northern United – Humboldt Charter School Budget Estimates

The attached budget is based on conservative estimates of the actual costs to implement Northern United–Humboldt Charter School (NU-HCS) program as described in the charter petition. Assumptions that are being used to create the analysis are based on historical financial data and future estimates for Humboldt County enrollments. In order to be conservative, the enrollment projections are based on year-over-year enrollment, with kindergarten maintaining a flat enrollment, and do not take into consideration historical trends of increases in enrollment within the 9th through 12th grades.

Revenues

Enrollment assumptions are found below. Average daily attendance has been projected at **95%** for all three years, with an unduplicated count averaging **71.22 %** for all grade spans for each year based on historical enrollment data.

GRADE LEVEL	2025-2026	2026-2027	2027-2028
TK-3	116	116	116
4-6	68	68	68
7-8	44	44	44
9-12	116	116	116
TOTAL	344	344	344

NU-HCS is using the Local Control Funding Formula to drive the general-purpose entitlements. The table below shows the entitlement factors per ADA broken down by grade span for 2025-26.

GRADES	ADA @ 95%	BASE	GR SPAN	SUPP	CONC	TARGET
TK - 3	110.20	\$10,256	\$1,067	\$1,648	\$1,308	\$1,573,526
4 - 6	64.60	\$10,411		\$1,515	\$1,203	\$848,117
7 - 8	41.80	\$10,719		\$1,560	\$1,238	\$565,017
9 - 12	110.20	\$12,423	\$323	\$1,855	\$1,472	\$1,771,275

To determine the amount of funding NU-HCS will receive, we used the 2025-2026 1st interim LCFF calculator. This covers state aid, EPA funding, and property taxes in-lieu of. Education Protection Account funding is currently projected at \$200 per ADA for the first year.

Special Education Services

Northern United - Humboldt Charter School is currently part of the Humboldt-Del Norte SELPA. In 2025/2026, the school will receive \$171.63 per ADA and \$3,299.62 per unduplicated student in state revenues and \$1,298.58 per ADA in federal revenues based on 1st interim projections.

NU-HCS will receive State Lottery revenues and Mandated Cost Reimbursements. Lottery revenues for 2025-2026 through 2027-2028 will be projected at \$190 per ADA for unrestricted and \$82 per ADA for restricted. For 2025-2026 through the 2027-28 fiscal years, Mandated Cost Reimbursements are projected based on \$20.52 per K-8 ADA and \$58.21 per 9-12 ADA. The projection amounts for both State Lottery revenues and Mandated Cost Reimbursements are based on the most recent School Services of California Financial Projection Dartboard.

All revenues are from state and/or federal sources and follow published schedules and estimates.

Expenses

As with revenues, expense assumptions are based on historical financial data and future estimates have been increased allowing for inflation. Below is a summary of the major expense categories and the underlying assumptions.

Salaries and Benefits

Salaries for certificated and classified employees are based on Northern United – Humboldt Charter School’s current pay schedule. Step increases for salaries have been included in the multi-year projections based on the salary schedule. NU-HCS will offer health benefits for all full-time employees based upon the Spruce Tiered Plan offered by NCSMIG. The average expected cost of health benefits to the employer is \$13,056 for employee only, \$17,448 for employee/children, \$20,928 for employee/spouse and \$25,260 for employee/family. NU-HCS participates in STRS and PERS with the state recommended increases budgeted for all years. All classified employees will participate in Social Security and Medicare.

Staffing

NU-HCS will start the 2025/2026 school year with 34.24 FTE certificated staff and 18.48 FTE classified staff. Administration and Business staff will also work with other NUCS schools. The following page contains a table of all staff and their FTE equivalent for NU-HCS.

BUDGET CODE	NU-HCS	AVERAGE SALARY 2025/2026	FTE
1100	Teacher	\$57,167	22.69
1104	Special Ed Teacher	\$59,500	4.00
1900	Learning Record Coordinator	\$67,500	1.00
1900	Regional Director	\$88,500	2.00
1900	Certificated Director	\$72,500	2.00
1300	Executive Director/Super	\$130,000	1.00
1200	Counselor	\$73,500	1.00
1104	Speech Pathologist	\$65,500	0.55
	Total Certificated		34.24

2100	Instructional Aide	\$20.00-\$24.00 per hour	3.81
2122	Special Ed. Instr. Aide	\$22.00-\$25.00 per hour	1.30
2900	Class. Small Group Instructor	\$33.00 per hour	0.90
2900	Classified Tutor	\$20.00 per hour	0.08
2403	Site Supervisor/Coordinator	\$58,750	3.18
2402	Record Technician	\$22.00 per hour	0.50
2405	Registrar	\$59,500	1.00
2307	Chief Business Official	\$94,500	1.00
2307	Payroll/Personnel	\$70,500	1.00
2402	Purchasing/AP Technician	\$24.00 per hour	0.80
2255	Director of Technology	\$72,500	1.00
2403	Clerk	\$19.25-\$21.25 per hour	1.00
2402	Library Technician	\$24.00 per hour	1.00
2307	Community Schools Coordinator	\$53,500	1.00
2218	Wellness Coach	\$47,650	0.91
	Total Certificated		18.48
	TOTAL FTE		52.72

Instructional Support and Related Expenses

NU-HCS is budgeting \$154,500 for books, supplies, technology, and contracted services for 2025-2026. Major expenses are summarized below:

- \$34,770 - Curriculum
- \$291,778 - Materials & Supplies
- \$1,157,174 - Contracted Services

NU-HCS plans to continue to lease its current facilities for the term of the charter with budgeted increases according to the lease each year.

Costs for utilities, janitorial services and repairs have been projected based on historical actuals.

Insurance is projected based on current rates from Charter Safe JPA.

NU-HCS will pay 1% of LCFF revenues to the Humboldt County of Education for oversight. NU-HCS recognizes that at times 1% does not account for all the services that the county might provide.

Contingencies, Reserves and Cash Flow

NU-HCS has taken a conservative approach to the budgeted expenses. If the state revenues increase above current projections, additional spending will be considered in future years. NU-HCS will maintain a minimum of a 10% cash reserve, twice the state required minimum, throughout the term of the charter. This cash on hand provides cash flow sufficient to allow a contingency plan against unanticipated events like state revenue deferrals.

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

This transmittal document is provided as supporting information to the 2025-26 First Interim 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 95% attendance rate for the revenue projections in all three years. Current year ADA of 326.80 is based upon enrollment estimate of 344 students.

2026-2027 & 2027-2028

Both years assume ADA of 326.80 based on an estimated enrollment of 344.

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:

Components of LCFF By Object Code			
	2025-26	2026-27	2027-28
8011 - State Aid	\$4,755,788	\$4,884,858	\$5,018,169
8012 - EPA	\$65,360	\$65,360	\$65,360
8021-8089, 8096 – Property Taxes	\$	\$	\$
TOTAL FUNDING	\$4,821,148	\$4,950,218	\$5,083,529

Federal Revenues

Title I – ESSA Part A Low Income revenue is projected to be in the amount of \$101,301 and maintain that level for the two multi-years.

Title II - Improving Teacher Quality revenue is projected to be in the amount of \$12,927 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 \$12,194 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 apportion from the County Office of Education is projected to be \$212,525 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 decrease by \$23,427 since Budget Adoption. This is due to the addition of the math teacher at CLC and the removal of a certificated community school coordinator, the School Psychologist Intern and School Psychologist Intern Supervisor positions.

Classified

In 2025-2026, total Classified salaries and wages are projected to increase by \$37,763 since Budget Adoption. This is due to the addition of a classified community school coordinator, a reduction of a custodian at CLC and an increase in instructional aide positions.

2026-2027 & 2027-2028

Certificated

The first Multi-Year budget projects an increase in Certificated salaries and wages of \$72,483 due to the addition of a School Psychologist and the removal of the Wellness Coach Grant stipends, a reduction of 0.9 FTE certificated teachers and step increases. The second Multi-Year budget projects an increase in Certificated salaries and wages of \$3,485 due to the removal of CEI stipends, 0.5 FTE of a certificated director and step increases.

Classified

The first Multi-Year budget projects a decrease in Classified salaries and wages of \$88,568 due to the removal of the Wellness Coach Grant, a reduction of 0.5 FTE clerical staff, a reduction of 0.3 FTE in the food coordinator, a 0.5 FTE reduction in instructional aides and step increases. The second Multi-Year budget projects a decrease in Classified salaries and wages of \$5,053 due to a 0.5 FTE reduction in the food coordinator and 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 0.83% 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.

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 INTERIM 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:

12/15/2025

(Original signature required)

Printed Name:

Shari Lovett

Title:

School Director

For additional information on the interim report, please contact:

Charter School Contact:

Kelley Withers

Name

CBO

Title

(707)445-2660 x130

Telephone

kwithers@nuoharters.org

E-mail Address

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	4,716,854.00	4,716,854.00	1,361,760.00	4,821,148.00	104,294.00	2.2%
2) Federal Revenue		8100-8299	289,182.00	289,182.00	31,057.00	305,589.00	16,407.00	5.7%
3) Other State Revenue		8300-8599	633,529.00	633,529.00	403,660.99	1,016,890.00	383,361.00	60.5%
4) Other Local Revenue		8600-8799	699,064.00	699,064.00	90,454.51	717,470.00	18,406.00	2.6%
5) TOTAL, REVENUES			6,338,629.00	6,338,629.00	1,886,932.50	6,861,097.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	2,290,327.00	2,290,327.00	504,877.08	2,266,603.00	23,724.00	1.0%
2) Classified Salaries		2000-2999	917,662.00	917,662.00	272,320.21	955,425.00	(37,763.00)	-4.1%
3) Employee Benefits		3000-3999	1,928,566.00	1,928,566.00	421,621.23	1,880,667.00	47,899.00	2.5%
4) Books and Supplies		4000-4999	267,943.00	267,943.00	48,572.49	350,666.00	(82,723.00)	-30.9%
5) Services and Other Operating Expenses		5000-5999	1,423,951.00	1,423,951.00	463,068.93	1,861,961.00	(438,010.00)	-30.8%
6) Depreciation and Amortization		6000-6999	30,400.00	30,400.00	0.00	30,400.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	21,787.00	21,787.00	0.00	3,180.00	18,607.00	85.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			6,880,636.00	6,880,636.00	1,710,459.94	7,348,902.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(542,007.00)	(542,007.00)	176,472.56	(487,805.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(542,007.00)	(542,007.00)	176,472.56	(487,805.00)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	2,955,101.20	2,955,099.00		2,955,100.00	1.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,955,101.20	2,955,099.00		2,955,100.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,955,101.20	2,955,099.00		2,955,100.00		
2) Ending Net Position, June 30 (E + F1e)			2,413,094.20	2,413,092.00		2,467,295.00		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	434,954.00	434,954.00		305,384.00		
c) Unrestricted Net Position		9790	1,978,140.20	1,978,138.00		2,161,911.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	4,653,028.00	4,653,028.00	1,345,518.00	4,755,788.00	102,760.00	2.2%
Education Protection Account State Aid - Current Year		8012	63,826.00	63,826.00	16,242.00	65,360.00	1,534.00	2.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,716,854.00	4,716,854.00	1,361,760.00	4,821,148.00	104,294.00	2.2%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	85,706.00	85,706.00	0.00	85,706.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	72,597.00	72,597.00	0.00	83,461.00	10,864.00	15.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	98,277.00	98,277.00	25,325.00	101,301.00	3,024.00	3.1%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	11,231.00	11,231.00	3,232.00	12,927.00	1,696.00	15.1%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	21,371.00	21,371.00	2,500.00	22,194.00	823.00	3.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			289,182.00	289,182.00	31,057.00	305,589.00	16,407.00	5.7%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	37,952.00	37,952.00	0.00	42,622.00	4,670.00	12.3%
Mandated Costs Reimbursements		8550	9,906.00	9,906.00	0.00	9,906.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	90,636.00	90,636.00	(5,857.67)	91,979.00	1,343.00	1.5%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	52,653.00	52,653.00	48,873.36	93,204.00	40,551.00	77.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	442,382.00	442,382.00	360,645.30	779,179.00	336,797.00	76.1%
TOTAL, OTHER STATE REVENUE			633,529.00	633,529.00	403,660.99	1,016,890.00	383,361.00	60.5%
OTHER LOCAL REVENUE								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	4,164.00	4,164.00	0.00	4,164.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	28,236.00	28,236.00	0.00	29,067.00	831.00	2.9%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	468,629.00	468,629.00	34,566.51	471,714.00	3,085.00	0.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	198,035.00	198,035.00	55,888.00	212,525.00	14,490.00	7.3%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			699,064.00	699,064.00	90,454.51	717,470.00	18,406.00	2.6%
TOTAL, REVENUES			6,338,629.00	6,338,629.00	1,886,932.50	6,861,097.00		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,650,240.00	1,650,240.00	355,949.68	1,752,788.00	(102,548.00)	-6.2%
Certificated Pupil Support Salaries		1200	197,510.00	197,510.00	34,081.68	129,238.00	68,272.00	34.6%
Certificated Supervisors' and Administrators' Salaries		1300	204,580.00	204,580.00	43,693.36	144,080.00	60,500.00	29.6%
Other Certificated Salaries		1900	237,997.00	237,997.00	71,152.36	240,497.00	(2,500.00)	-1.1%
TOTAL, CERTIFICATED SALARIES			2,290,327.00	2,290,327.00	504,877.08	2,266,603.00	23,724.00	1.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	159,193.00	159,193.00	30,819.78	165,913.00	(6,720.00)	-4.2%
Classified Support Salaries		2200	179,546.00	179,546.00	49,730.13	163,583.00	15,963.00	8.9%
Classified Supervisors' and Administrators' Salaries		2300	358,514.00	358,514.00	120,402.11	384,403.00	(25,889.00)	-7.2%
Clerical, Technical and Office Salaries		2400	165,920.00	165,920.00	58,013.51	178,685.00	(12,765.00)	-7.7%
Other Classified Salaries		2900	54,489.00	54,489.00	13,354.68	62,841.00	(8,352.00)	-15.3%
TOTAL, CLASSIFIED SALARIES			917,662.00	917,662.00	272,320.21	955,425.00	(37,763.00)	-4.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	579,812.00	579,812.00	91,352.41	587,255.00	(7,443.00)	-1.3%
PERS		3201-3202	264,530.00	264,530.00	74,322.57	273,652.00	(9,122.00)	-3.4%
OASDI/Medicare/Alternative		3301-3302	111,106.00	111,106.00	29,942.48	113,027.00	(1,921.00)	-1.7%
Health and Welfare Benefits		3401-3402	948,145.00	948,145.00	219,265.27	878,422.00	69,723.00	7.4%
Unemployment Insurance		3501-3502	1,610.00	1,610.00	387.83	1,613.00	(3.00)	-0.2%
Workers' Compensation		3601-3602	23,363.00	23,363.00	6,350.67	26,698.00	(3,335.00)	-14.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,928,566.00	1,928,566.00	421,621.23	1,880,667.00	47,899.00	2.5%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	34,320.00	34,320.00	16,057.72	34,770.00	(450.00)	-1.3%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	211,783.00	211,783.00	30,603.11	291,778.00	(79,995.00)	-37.8%
Noncapitalized Equipment		4400	19,340.00	19,340.00	1,777.23	21,618.00	(2,278.00)	-11.8%
Food		4700	2,500.00	2,500.00	134.43	2,500.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			267,943.00	267,943.00	48,572.49	350,666.00	(82,723.00)	-30.9%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	24,722.00	24,722.00	0.00	27,569.00	(2,847.00)	-11.5%
Travel and Conferences		5200	85,351.00	85,351.00	29,149.48	134,253.00	(48,902.00)	-57.3%
Dues and Memberships		5300	19,845.00	19,845.00	9,770.58	20,444.00	(599.00)	-3.0%
Insurance		5400-5450	118,329.00	118,329.00	117,539.55	119,098.00	(769.00)	-0.6%
Operations and Housekeeping Services		5500	55,477.00	55,477.00	10,191.08	54,327.00	1,150.00	2.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	303,301.00	303,301.00	116,214.13	306,651.00	(3,350.00)	-1.1%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	791,520.00	791,520.00	167,520.73	1,157,174.00	(365,654.00)	-46.2%
Communications		5900	25,406.00	25,406.00	12,683.38	42,445.00	(17,039.00)	-67.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,423,951.00	1,423,951.00	463,068.93	1,861,961.00	(438,010.00)	-30.8%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	23,854.00	23,854.00	0.00	23,854.00	0.00	0.0%
Amortization Expense—Lease Assets		6910	6,546.00	6,546.00	0.00	6,546.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			30,400.00	30,400.00	0.00	30,400.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	21,787.00	21,787.00	0.00	3,180.00	18,607.00	85.4%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			21,787.00	21,787.00	0.00	3,180.00	18,607.00	85.4%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			6,880,636.00	6,880,636.00	1,710,459.94	7,348,902.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2025-26 Projected Totals
6300	Lottery: Instructional Materials	76,213.00
6332	CA Community Schools Partnership Act - Implementation Grant	35,380.00
7339	Dual Enrollment Opportunities	56,223.00
7810	Other Restricted State	81,543.00
8210	Student Activity Funds	1,133.00
9010	Other Restricted Local	54,892.00
Total, Restricted Net Position		305,384.00

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT

11/25/2025

ALL FUNDS FIRST INTERIM WORKING BUDGET FISCAL YEAR 2025-26	General Fund/TRANS			SPECIAL REVENUE FUNDS			OTHER FUND TYPES				Total All Funds
	Unrestricted	General Fund/TRANS Restricted	General Fund/TRANS Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	Capital Facilities	
A. REVENUES											
Local Control Funding Formula	\$ 4,821,148	\$	\$ 4,821,148	\$	\$	\$	\$	\$	\$	\$	\$ 4,821,148
Federal Sources		305,589	305,589								305,589
Other State Sources	74,583	942,307	1,016,890								1,016,890
Other Local Sources	498,845	218,625	717,470								717,470
Total Revenue	5,394,576	1,466,521	6,861,097								6,861,097
B. EXPENDITURES											
Certificated Salaries	1,811,182	455,421	2,266,603								2,266,603
Classified Salaries	785,124	170,301	955,425								955,425
Employee Benefits	1,296,524	584,143	1,880,667								1,880,667
Supplies	155,503	195,163	350,666								350,666
Services & Other Operating	1,037,244	824,717	1,861,961								1,861,961
Capital Outlay	30,400		30,400								30,400
Other Outgo		3,180	3,180								3,180
Support Costs	(18,986)	18,988									
Total Expenditures	5,096,989	2,251,913	7,348,902								7,348,902
C. EXCESS REVENUES (EXPENDITURES)	297,587	(785,392)	(487,805)								(487,805)
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(410,989)	410,989									
Total Other Sources (Uses)	(410,989)	410,989									
E. FUND BALANCE INCREASE (DECREASE)	(113,402)	(374,403)	(487,805)								(487,805)
F. ADJUSTED BEGINNING BALANCE	2,275,314	679,787	2,955,101								2,955,101
G. ENDING BALANCE	\$ 2,161,912	\$ 305,384	\$ 2,467,296	\$	\$	\$	\$	\$	\$	\$	\$ 2,467,296

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT											11/25/2025
ALL FUNDS	General			SPECIAL REVENUE FUNDS			OTHER FUND TYPES				Total
FIRST INTERIM MULTI-YEAR PROJECTION	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	
A. REVENUES											
Local Control Funding Formula	\$ 4,950,218		\$ 4,950,218	\$	\$	\$	\$	\$	\$	\$	\$ 4,950,218
Federal Sources		305,589	305,589								305,589
Other State Sources	74,583	646,406	720,989								720,989
Other Local Sources	497,490	218,625	716,115								716,115
Total Revenue	5,522,291	1,170,620	6,692,911								6,692,911
B. EXPENDITURES											
Certificated Salaries	1,822,355	516,731	2,339,086								2,339,086
Classified Salaries	769,046	97,811	866,857								866,857
Employee Benefits	1,391,045	515,626	1,906,671								1,906,671
Supplies	147,503	141,942	289,445								289,445
Services & Other Operating	1,069,776	469,286	1,539,062								1,539,062
Capital Outlay	30,400		30,400								30,400
Other Outgo		3,180	3,180								3,180
Support Costs	(18,988)	18,988									
Total Expenditures	5,211,137	1,763,564	6,974,701								6,974,701
C. EXCESS REVENUES (EXPENDITURES)	311,154	(592,944)	(281,790)								(281,790)
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(507,928)	507,928									
Total Other Sources (Uses)	(507,928)	507,928									
E. FUND BALANCE INCREASE (DECREASE)	(196,774)	(85,016)	(281,790)								(281,790)
F. ADJUSTED BEGINNING BALANCE	2,161,912	305,384	2,467,296								2,467,296
G. ENDING BALANCE	\$ 1,965,138	\$ 220,368	\$ 2,185,506	\$	\$	\$	\$	\$	\$	\$	\$ 2,185,506

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT											11/25/2025
ALL FUNDS	General			SPECIAL REVENUE FUNDS			OTHER FUND TYPES				Total All Funds
FIRST INTERIM MULTI-YEAR PROJECTION 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	
A. REVENUES											
Local Control Funding Formula	\$ 5,083,529		\$ 5,083,529	\$	\$	\$	\$	\$	\$	\$	\$ 5,083,529
Federal Sources		305,589	305,589								305,589
Other State Sources	74,583	586,406	660,989								660,989
Other Local Sources	497,668	218,625	716,293								716,293
Total Revenue	5,655,780	1,110,620	6,766,400								6,766,400
B. EXPENDITURES											
Certificated Salaries	1,869,594	472,977	2,342,571								2,342,571
Classified Salaries	791,344	70,460	861,804								861,804
Employee Benefits	1,450,737	482,733	1,933,470								1,933,470
Supplies	147,484	141,942	289,426								289,426
Services & Other Operating	1,058,032	441,199	1,499,231								1,499,231
Capital Outlay	30,400		30,400								30,400
Other Outgo		3,180	3,180								3,180
Support Costs	(18,988)	18,988									
Total Expenditures	5,328,603	1,631,479	6,960,082								6,960,082
C. EXCESS REVENUES (EXPENDITURES)	327,177	(520,859)	(193,682)								(193,682)
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(485,662)	485,662									
Total Other Sources (Uses)	(485,662)	485,662									
E. FUND BALANCE INCREASE (DECREASE)	(158,485)	(35,197)	(193,682)								(193,682)
F. ADJUSTED BEGINNING BALANCE	1,965,138	220,368	2,185,506								2,185,506
G. ENDING BALANCE	\$ 1,806,653	\$ 185,171	\$ 1,991,824	\$	\$	\$	\$	\$	\$	\$	\$ 1,991,824

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT
 SUPPLEMENT: FIRST INTERIM CASH FLOW -- GENERAL & RESERVE FUNDS
 Beginning Cash balance as of October 31, 2025

11/25/25

	November	December	January	February	March	April	May	June	Receivable
Cash as of Oct 31	3,063,749	2,468,034	1,952,167	1,482,503	1,590,110	1,748,979	1,738,228	1,723,696	
LCFF Revenues	0	16,373	134,552	579,746	596,119	579,746	579,746	801,899	171,208
Federal Revenues	1,875	47,543	0	0	17,152	0	30,390	49,209	128,363
State Revenues	23,867	9,906	9,627	10,911	10,911	43,523	10,911	443,236	50,337
Local Revenues	4,251	4,491	28,674	89,770	182,730	27,479	39,598	241,332	8,692
Sources	0	0	0	0	0	0	0	0	
P/Y Recbl	0	0	1,086	60,353	0	4,471	(0)	0	
1000	222,675	217,169	216,978	216,829	219,094	210,245	214,438	244,298	
2000	81,241	74,809	72,662	92,450	81,730	81,269	92,617	106,326	
3000	157,417	154,506	154,997	162,738	163,251	157,236	160,827	348,074	
4000	32,784	21,882	71,048	34,265	50,332	17,503	23,765	50,514	
5000	131,590	125,814	127,918	126,892	133,635	197,969	178,446	376,629	
6000	0	0	0	0	0	0	0	30,400	
7000	0	0	0	0	0	1,747	0	1,433	
Uses	0	0	0	0	0	0	0	0	
TF in	0	0	0	0	0	0	0	0	
TF out	0	0	0	0	0	0	0	0	
TRANS Note Payable	0	0	0	0	0	0	0	0	
Payables	0	0	0	0	0	0	5,084	0	
Deferred Expense	0								
Prepaid Expense								0	
Cash Balance	2,468,034	1,952,167	1,482,503	1,590,110	1,748,979	1,738,228	1,723,696	2,101,698	

Total Receivables (including deferred appropriations if any) \$358,600
 Final Projected Cash Balance General Fund, TRANS, Reserve: \$2,101,698

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

2026-27

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	2,101,698	2,711,605	3,187,705	3,401,160	3,625,663	3,059,244	2,595,644	#####	2,228,698	2,194,445	1,969,934	1,766,425		
Local Control Funding Formula	713,368	713,368	729,708	713,368	-	16,340	285,347	332,170	348,510	332,170	332,170	257,842	175,855	
Federal Revenues	-	-	12,519	-	2,500	56,271	-	-	15,751	-	40,520	43,791	134,236	
State Revenues	13,371	13,371	13,371	36,366	-	9,906	5,348	6,062	6,062	29,056	6,062	532,816	49,199	
Local Revenues	31,879	32,033	40,908	33,502	4,479	4,732	17,786	80,980	178,925	15,348	27,695	239,156	8,692	
Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	
Receivables	228,572	-	21,602	51,577	-	-	937	52,055	-	3,857	(0)	-	-	
1000	39,232	39,232	223,381	224,862	229,078	223,413	223,217	223,063	225,393	216,290	220,604	251,322	-	
2000	37,483	39,182	68,898	74,585	76,913	70,823	68,791	87,524	77,375	76,939	87,682	100,661	-	
3000	44,776	45,417	158,275	160,366	161,602	158,614	159,118	167,065	167,592	161,417	165,103	357,328	-	
4000	1,431	111,497	47,824	27,780	10,951	7,310	23,733	11,446	16,813	5,847	7,939	16,874	-	
5000	254,360	47,345	106,277	122,717	94,854	90,690	92,207	91,467	96,328	142,702	128,629	271,485	-	
6000	-	-	-	-	-	-	-	-	-	-	-	30,400	-	
7000	-	-	-	-	-	-	-	-	-	1,747	-	1,433	-	
TF in	-	-	-	-	-	-	-	-	-	-	-	-	-	
TF out	-	-	-	-	-	-	-	-	-	-	-	-	-	
Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
TRANS Note Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cash Balance	2,711,605	3,187,705	3,401,160	3,625,663	3,059,244	2,595,644	2,337,997	2,228,698	2,194,445	1,969,934	1,766,425	1,810,526		

Total Projected Receivables (including deferred appropriations if any): 367,982
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$1,810,526**

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT
CASH FLOW WORKSHEET -- GENERAL FUND (INCLUDES RESERVE)
2027-28

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	1,810,526	2,452,004	2,948,229	3,182,191	3,428,382	2,862,255	2,398,855	#####	2,050,502	2,025,630	1,811,832	1,618,584		
Local Control Funding Formula	732,729	732,729	749,069	732,729	-	16,340	293,091	341,235	357,575	341,235	341,235	264,907	180,654	
Federal Revenues	-	-	12,519	-	2,500	56,271	-	-	15,751	-	40,520	43,791	134,236	
State Revenues	13,371	13,371	13,371	36,366	-	9,906	5,348	6,062	6,062	29,056	6,062	472,816	49,199	
Local Revenues	31,879	32,033	40,912	33,502	4,480	4,734	17,788	81,005	178,987	15,348	27,700	239,233	8,692	
Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	
Receivables	234,668	-	22,148	52,881	-	-	961	53,371	-	3,954	-	-	-	
1000	39,290	39,290	223,713	225,197	229,419	223,746	223,549	223,396	225,729	216,612	220,933	251,696	-	
2000	37,265	38,953	68,496	74,150	76,464	70,410	68,390	87,014	76,924	76,491	87,171	100,074	-	
3000	45,405	46,055	160,500	162,620	163,873	160,843	161,354	169,413	169,947	163,686	167,423	362,351	-	
4000	1,431	111,490	47,820	27,778	10,951	7,309	23,732	11,445	16,812	5,846	7,938	16,873	-	
5000	247,777	46,120	103,526	119,541	92,399	88,343	89,821	89,100	93,835	139,009	125,300	264,459	-	
6000	-	-	-	-	-	-	-	-	-	-	-	30,400	-	
7000	-	-	-	-	-	-	-	-	-	1,747	-	1,433	-	
TF in	-	-	-	-	-	-	-	-	-	-	-	-	-	
TF out	-	-	-	-	-	-	-	-	-	-	-	-	-	
Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
TRANS Note Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cash Balance	2,452,004	2,948,229	3,182,191	3,428,382	2,862,255	2,398,855	2,149,197	2,050,502	2,025,630	1,811,832	1,618,584	1,612,045		

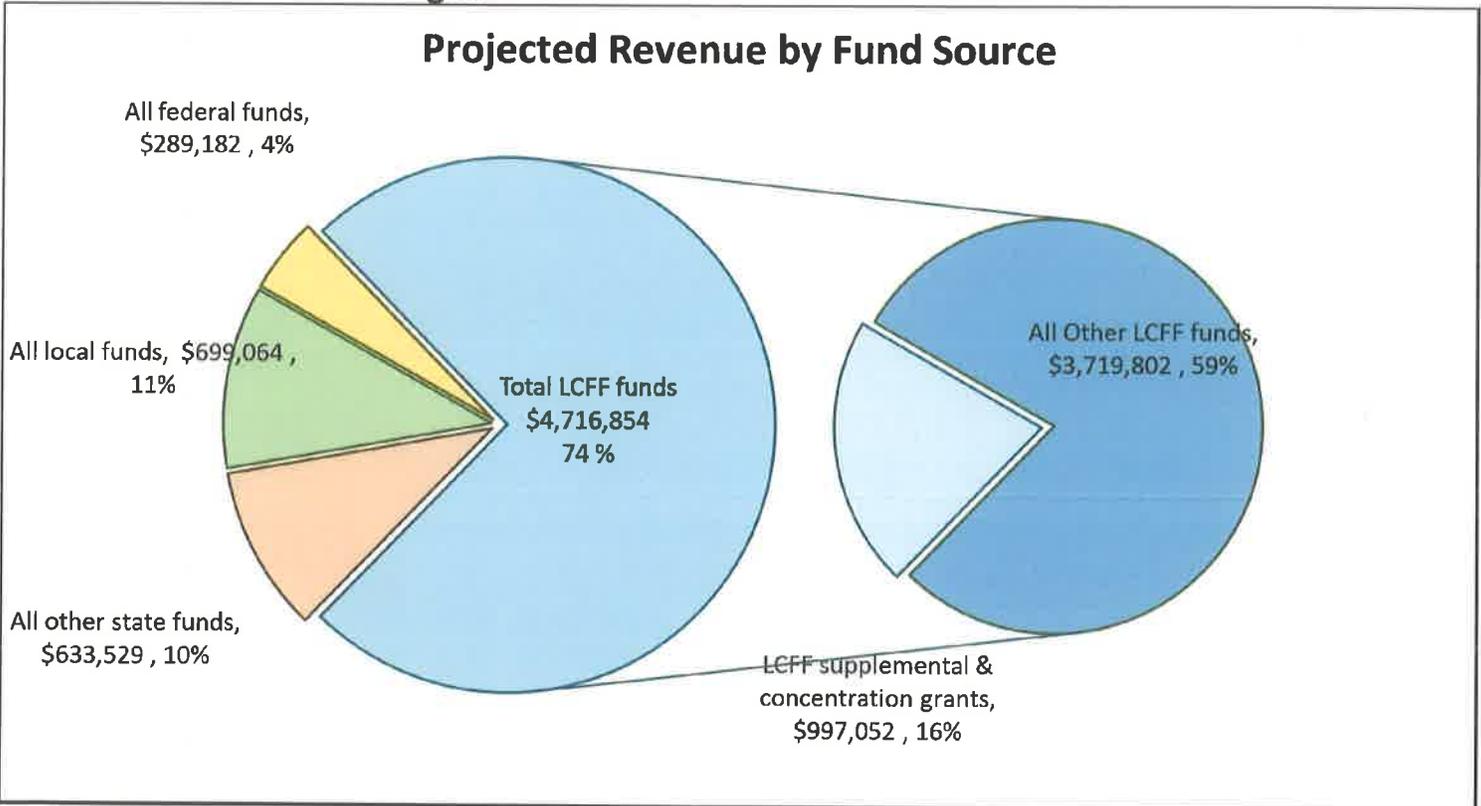
Total Projected Receivables (including deferred appropriations if any): 372,781
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$1,612,045**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United - Humboldt Charter School
 CDS Code: 12101240137364
 School Year: 2025-26
 LEA contact information:
 Shari Lovett
 Director
 slovett@nuarters.org
 (707) 445-2660 Ext. 110

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

Budget Overview for the 2025-26 School Year

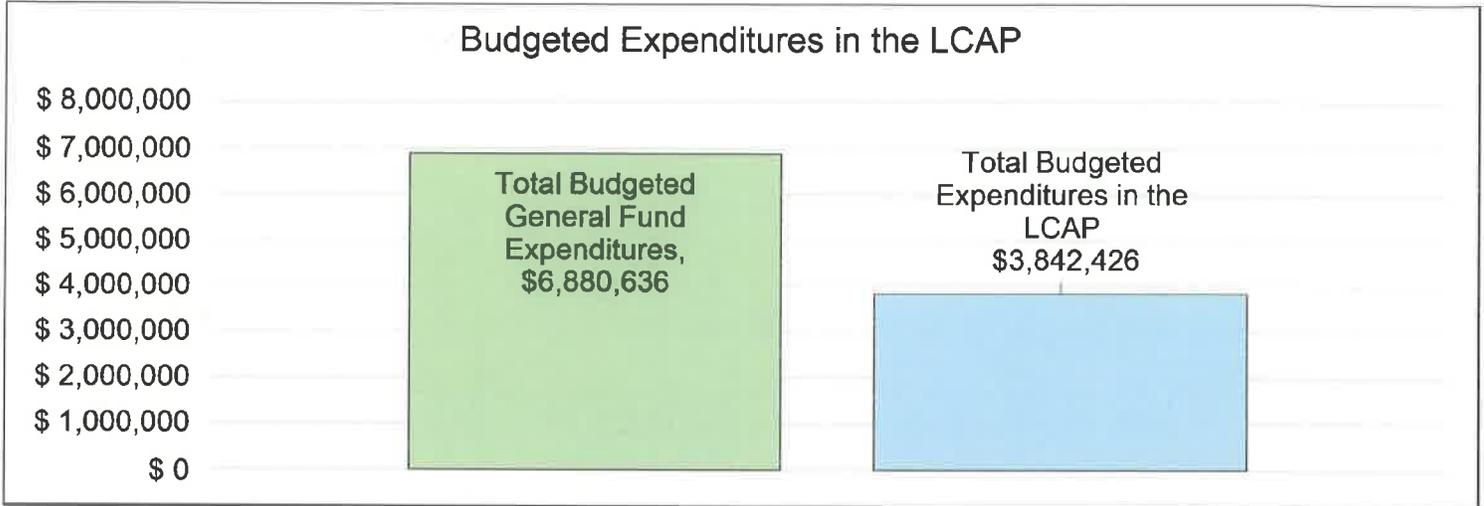


This chart shows the total general purpose revenue Northern United - Humboldt Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern United - Humboldt Charter School is \$6,338,629, of which \$4,716,854 is Local Control Funding Formula (LCFF), \$633,529 is other state funds, \$699,064 is local funds, and \$289,182 is federal funds. Of the \$4,716,854 in LCFF Funds, \$997,052 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Northern United - Humboldt Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Northern United - Humboldt Charter School plans to spend \$6,880,636 for the 2025-26 school year. Of that amount, \$3,842,426.00 is tied to actions/services in the LCAP and \$3,038,210 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

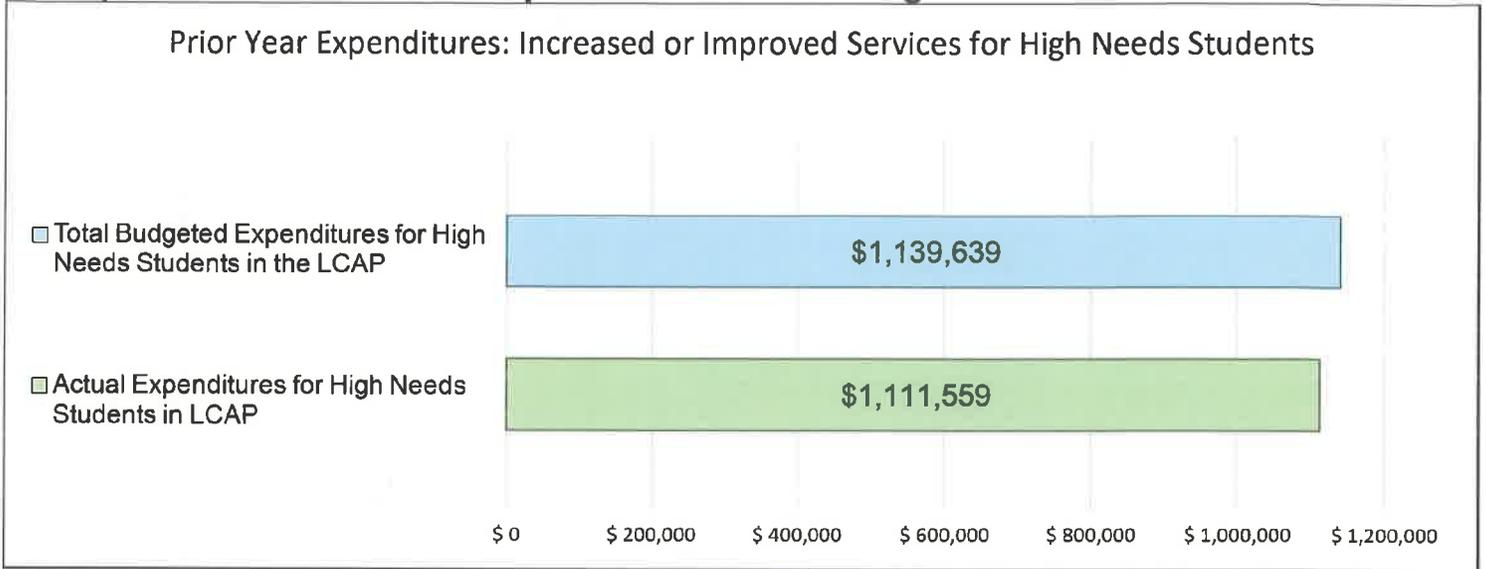
Director and Administration expenses, curriculum, supplies, utilities, leases, maintenance expenses, audit fees, legal fees, insurance and central business expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Northern United - Humboldt Charter School is projecting it will receive \$997,052 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Humboldt Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Humboldt Charter School plans to spend \$1,189,796.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Northern United - Humboldt Charter School's LCAP budgeted \$1,139,639 for planned actions to increase or improve services for high needs students. Northern United - Humboldt Charter School actually spent \$1,111,559 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$28,080 had the following impact on Northern United - Humboldt Charter School's ability to increase or improve services for high needs students:

All services were still provided. The funding shifted because we received additional grants to support our CTE program that were added after budget adoption.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Northern United - Humboldt Charter School petitioned Humboldt County Office Education to become the first countywide benefit charter in Humboldt County. Northern United - Humboldt Charter School's petition was approved on February 14, 2018. Northern United - Humboldt Charter School serves students in grades TK-12, with six facilities throughout Humboldt County. We are WASC accredited and are an AVID certified school. We offer our students a variety of instructional opportunities including field trips, enrichment classes, concurrent and dual enrollment, and CTE pathways. Northern United – Humboldt Charter School students are educated through personalized learning programs. Within that context, students may receive their instruction through home-based learning or through attendance at a learning center. Students who select home-based learning meet with their teacher on a schedule that accommodates their educational needs. They may also participate in classes with other students at one of our facilities. Students who chose to attend one of our learning centers meet with their teachers on a more regular basis. Because all of our students are independent study, parents play a vital role in their student's education. The program parents select determines the degree to which the parent is involved. The parents can become the primary facilitators of their child's learning program if they choose. Professional learning and parent education are available and encouraged. We work with all of our students and parents by providing them with educational resources, a credentialed teacher, and access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning. Northern United - Humboldt Charter School provides a safe environment and positive culture for our students. We utilize PBIS, a behavioral framework, to help support our students achieve improved social and academic outcomes. We are an ALICE-certified school with staff who are trained in active shooter response. To help support the social/emotional needs of our students, we offer an Outdoor Resiliency Building Education program, as well as counselors and a school psychologist.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Part 1:

Based on the California School Dashboard and local data, Northern United - Humboldt Charter School shows large growth in the chronic absentee rate. However, student performance, particularly for social economically disadvantages students, falls below desired levels in ELA and math. Our high school students continue to show growth. Completion rates for UC/CSU A-G course requirements, CTE pathways, our AP Passing Rate and the College and Career Indicator all showed improvement. To improve, we need to continue our focus on targeted interventions to support struggling students, expand access to rigorous coursework, and enhance support for diverse student populations. We have no unexpended LREBG funds.

Part 2:

2023 Dashboard (Data must remain in the plan for the full 3 year cycle)

Lowest Performance Level (Student Group Performance LEA/School Level)

- Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White

The 2023 California School Dashboard data reveals concerning disparities in chronic absenteeism rates. While the overall rate is 17.1%, students from socioeconomically disadvantaged backgrounds (SED) show a higher rate of 20.9%, those identifying as Two or More Races have a notably higher rate of 37.1% and students with disabilities have a rate of 36.4%. In contrast, White students exhibit a lower rate of 13.2%. These disparities underscore the need for targeted interventions to address barriers to attendance, particularly for marginalized student groups, and promote equitable attendance practices to ensure all students have the opportunity to succeed. These targeted interventions are evidenced in Actions 2.1 and 2.2 are directed toward this indicator and these targeted groups.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>We distributed two different surveys for all staff to complete. The surveys focused on school climate, family engagement, California state standards curriculum and implementation. The surveys were distributed to all staff. The School Climate and Engagement Survey and the Implementation of State Standards Survey were all distributed on January 9, 2025, March 14, 2025 and again at a staff meeting on March 14, 2025. In total, we received 53 staff responses.</p> <p>Input was also solicited through LCAP meetings held at our learning centers. These meetings occurred on September 19th, December 11th, December 18th, March 20th, and April 21st. Total staff attendees: 9 teachers; 1 principals; 2 administrators; 3 other school personnel</p> <p>Additionally, a Parent/Community Advisory Council (PAC) meets with the purpose of seeking guidance and input on the LCAP. This group is made up of nine members, including 4 staff members, and met on October 8th, December 10th, February 11th and May 13th.</p> <p>All staff had the opportunity to give feedback at Northern United Charter Schools' Board meetings. A midyear LCAP report was given to the Board and to the public on February 12, 2025. A public hearing was held on June 25, 2025, with plan adoption on June 26, 2025.</p>

Educational Partner(s)	Process for Engagement
	Northern United - Humboldt Charter School does not have a bargaining unit.
Humboldt/Del Norte SELPA	Consultation with our SELPA was completed in May 2025.
Parents, Students	<p>We distributed one survey for parents and students. The survey focused on school climate and family engagement. The surveys were distributed to all parents, including those with students who are included in our subgroups (SED, SWD, Two or More Races, White). The School Climate Survey and Family Engagement Survey was distributed on March 14, 2025 through email and on Parent Square and was posted on the school website. The survey was also emailed to teachers and the teachers were asked to give them to parents and students. In total, we received feedback to our surveys from 44 parents and 16 students.</p> <p>Input was also solicited through LCAP meetings held at our learning centers. These meetings occurred on September 19th, December 11th, December 18th, March 20th, April 21st and April 23rd. A total of 57 parents and 46 students attended.</p> <p>Listening sessions and student interviews were also held at two of our learning centers.</p> <p>Additionally, a Parent/Community Advisory Council (PAC) meets with the purpose of seeking guidance and input on the LCAP. This group is made up of nine members, including 3 parents and 2 students, and met on October 8th, December 10th, February 11th and May 13th.</p> <p>Parents had the opportunity to give feedback at Northern United Charter Schools' Board meetings. A midyear LCAP report was given to the Board and to the public on February 12, 2025. A public hearing was held on June 25, 2025, with plan adoption on June 26, 2025.</p> <p>Northern United - Humboldt Charter School does not have an ELAC group due to the low number of EL students.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As a result of our educational partner's feedback, we included College and Career opportunities, including employing a College and Career Coordinator and increasing CTE pathways. We also received feedback regarding academic intervention. To address this, we added actions related to implementing targeted intervention programs and support services for underperforming students, particularly those in the Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) groups.

We also received feedback regarding the social/emotional wellbeing of our students. In an effort to support students social/emotional needs, we will continue to employ a social/emotional counselor, as well as implementing our Outdoor Resiliency Building Experiences program. We also heard that we need to work to foster a culture of collaboration and transparency by involving educational partners in the development, implementation, and evaluation of school initiatives. This will be addressed through our Community School action.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Upon reflection of our current and historical student performance data on the California School Dashboard, our local data, and feedback from educational partners, we determined that we need to focus on the academic progress of our students. It seeks to strengthen learning, teaching, and leadership within the school by adopting a comprehensive strategy that considers feedback from educational partners and lessons from previous LCAP cycles. Additionally, due to the continued impacts of the COVID-19 pandemic and related facility closures, many students have experienced gaps in their learning. Focusing on student performance must be a central focus for our school. The actions and metrics chosen will help us achieve this goal by placing emphasis on academic rigor, state standards, a broad course study, and college readiness. This approach underlines our commitment to continuous improvement, adaptability, and addressing identified growth areas such as engaging learning experiences, personalized education paths, and enhanced teacher-student interactions in innovative ways to ensure each student can achieve their best.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Reading Assessment Growth	The baseline will be determined with a new local assessment during the 2024-2025 school year. 2023-2024 Renaissance Growth Analysis (Fall to Spring):	The average achievement percentile (across all grades in Reading was 51.9 in Fall and 51.6 in Winter. The average achievement percentile (across all grades) in		Average achievement percentile growth (Fall to Winter): 70	Baseline was determined during the 2024-2025 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		76% of students Met or Exceeded growth target in Reading (Parsec GO)	Reading has decreased by 0.3.			
1.2	Local Math Assessment Growth	The baseline will be determined with a new local assessment during the 2024-2025 school year. 2023-2024 Renaissance Growth Analysis (Fall to Spring): 73% of students Met or Exceeded growth target in Math (Parsec Go)	The average achievement percentile (across all grades) in Math was 48 in Fall and 43.6 in Winter. The average achievement percentile (across all grades) in Math has decreased by 4.4.		Average achievement percentile growth (Fall to Winter): 60	Baseline was determined during the 2024-2025 school year.
1.3	ELA CAASPP Scores	All: 1.5 points below standard SED: 12.1 points below standard (2023 Dashboard)	All: 6.3 points below standard SED: 14.2 points below standard (2024 Dashboard)		All: 5 points above standard SED: 5 points above standard	All: Decreased by 4.8 points SED: Decreased by 2.1 points
1.4	Math CAASPP Scores	All: 31.9 points below standard SED: 39 points below standard (2023 Dashboard)	All: 33.3 points below standard SED: 39.7 points below standard (2024 Dashboard)		All: 5 points above standard SED: 5 points above standard	All: Decreased by 1.4 points SED: Decreased by .7 of a point
1.5	CA Science Test Scores	All: 33.76% met or exceeded SED: 40.35% met or exceeded	All: 27.27% met or exceeded SED: 15.39% met or exceeded		All: 50% met or exceeded SED: 50% met or exceeded	All: Decrease in met or exceeded by 6.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 14.29% met or exceeded (2023 CAASPP-ELPAC)	SWD: Too few to report (2024 CAASPP-ELPAC)		SWD: 50% met or exceeded	SED: Decrease in met or exceeded by 24.96% SWD: Unknown - too few to report
1.6	English Learner Progress	Too few to report	Too few to report		100% making progress toward English proficiency	Too few to report
1.7	English Learner Reclassification Rate	33% reclassified (CalPads)	Too few to report		50% reclassified	Too few to report
1.8	CTE Pathway Completion Rate	7.7% completion rate (2023 Dashboard)	14.8% completion rate (2024 Dashboard)		15% completion rate	Increase by 7.1%
1.9	UC or CSU Entrance Requirement Rate	19.2% completion rate (2023 Dataquest)	48.1% completion rate (2024 Dashboard)		30% completion rate	Increase by 28.9% Outcome met
1.10	Advanced Placement Passing Rate (Score of 3 or higher)	0 students took an AP test (College Board)	50% passing rate (College Board)		50% passing	Increase by 50% Outcome met
1.11	Early Assessment Program (EAP) Rate	36.85% scoring at Level 3 or 4 (2023 Dataquest)	48.68% scoring at Level 3 or 4 (2024 Dataquest)		50% scoring at Level 3 or 4	Increase by 11.83%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented as planned, except Goal 1, Action 3. Due to receiving the Middle College, Early College grant, we were able to spend more than originally planned for this action.

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

Goal 1, Action 3 - We received a Middle College, Early College grant which allowed us to provide additional dual enrollment professional development for our College and Career Director resulting in spending \$38,803 more than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on the most current metrics, the effectiveness of these actions shows mixed results across initiatives:

1.1 Instruction (Employ highly qualified teachers)

The implementation of highly qualified teaching staff has shown early signs of positive impact. According to the 2023–2024 Renaissance Growth Analysis, 86% of students met or exceeded growth targets in Reading, a 10% improvement from the previous year. However, the average achievement percentile slightly decreased (51.9 to 51.6), suggesting that while students are meeting growth targets, their relative national standing remains stagnant. This implies instruction is effective in promoting individual growth but may need enhancement to raise overall achievement levels. However, because we switched to a new local assessment (IXL) in 2025-2026, we'll have to continue to monitor the effectiveness of this action.

1.2 Academic Intervention (Tutors, aides, intervention staff)

Academic intervention strategies have shown promising gains, especially in math. The percentage of students meeting or exceeding growth targets increased from 73% to 83%, though the average percentile in Math dropped from 48 to 43.6, a decrease of 4.4 points. This highlights that while many students are progressing, overall performance lags, indicating a need to strengthen or adjust intervention strategies to ensure both growth and proficiency.

1.3 College and Career Readiness (Support staff, CTE pathways)

This area has seen notable success, particularly in postsecondary preparation. The CTE Pathway completion rate rose from 7.7% to 14.8%, nearly meeting the 15% target. More significantly, the UC/CSU eligibility rate jumped from 19.2% to 48.1%, far surpassing the 30% target. Similarly, the AP passing rate increased from 0% to 50%, and the EAP proficiency rose by 11.83%. These data indicate strong effectiveness of college and career readiness initiatives in improving long-term student outcomes.

1.4 Special Education Services (Employ special education staff)

While staffing has improved support for students with disabilities, performance data remains limited. In Science, performance among Students with Disabilities (SWD) is not reportable due to low numbers, though overall results declined (e.g., SWD scores dropped or were too few to report). This suggests that while services may be in place, more targeted support and data tracking are needed to assess and improve academic outcomes for SWD.

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

In the coming year, there is a change in Metrics 1.1 and 1.2. This is due to a change in the local reading and math assessment now being used. When the LCAP was first created (2023-2024 school year), NU-HCS had adopted Renaissance as the local assessment tool being used for both reading and math. During the 2024-2025 school year, NU-HCS adopted a new local assessment tool (IXL) for both reading and math. As a result, the metric, including the baseline date, needed to change.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instruction	Employ highly qualified teachers	\$1,407,352.00	No
1.2	Academic Intervention	Implement academic intervention (intervention staff/tutors/instructional aides)	\$889,958.00	Yes
1.3	College and Career Readiness	Develop college and career readiness (college and career support staff, CTE pathways)	\$175,567.00	Yes
1.4	Special Education Services	Employ special education staff	\$762,917.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Promoting school climate and student/parent engagement can only occur when the mental health needs of our community are met. Based on the California School Dashboard and our local data from metrics related to school climate and engagement, responses indicated that additional support and interventions are needed. The actions and metrics chosen will help us achieve this goal by placing emphasis on community engagement, school connectedness, parent communication, and school satisfaction. This goal was formulated to cultivate an inclusive setting where students, families, and staff feel safe and encouraged to reach high standards. This goal focusing on providing all students with suitable learning conditions, by emphasizing the importance of pupil engagement, school climate, and course access as outlined in CA State Priorities 3, 5, 6, and 7. It reflects a commitment to improving the overall school experience based on feedback from our community and learnings from the California Community Engagement Initiative (CEI), addressing identified needs for a more supportive, engaging, and inclusive educational environment. This goal aims to foster stronger collaborations with educational partners, focusing on Priority 3 (Parental Involvement) to deepen the engagement of families in the educational process. This strategy is designed to empower the entire school community, emphasizing the role of parents in understanding and meeting state standards and addressing individual student needs, thereby directly influencing student success in a comprehensive manner. This approach underlines NU-HCS's dedication to not just academic excellence but also to the emotional and social well-being of its school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Involvement	Seek parent input in decision making,	Seek parent input in decision making,		Continue to seek parent input in	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		including promotion of parent participation in programs for unduplicated pupils and special need subgroups (2023-24 Local data)	including promotion of parent participation in programs for unduplicated pupils and special need subgroups (2024-25 Local data)		decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups	
2.2	Attendance Rate	95.64% attendance rate (CalPads P2)	97.18% attendance rate (CalPads P2)		98% attendance rate	Increased by 1.54%
2.3	Chronic Absenteeism Rate	All: 17.1% chronic absenteeism rate SED: 20.9% chronic absenteeism rate Two or More Races: 37.1% chronic absenteeism rate White: 13.2% chronic absenteeism rate SWD: 36.4% chronic absenteeism (2023 Dashboard)	All: 8% chronic absenteeism rate SED: 9.8% chronic absenteeism rate Two or More Races: 3.1% chronic absenteeism rate White: 8% chronic absenteeism rate SWD: 25% chronic absenteeism (2024 Dashboard)		All: 5% chronic absenteeism rate SED: 5% chronic absenteeism rate White: 5% chronic absenteeism rate SWD: 5% chronic absenteeism rate	All: Decreased by 9.1% SED: Decreased by 19.1% Two or More Races: Decreased by 34% White: Decreases by 5.2% SWD: Decreased by 11.4%
2.4	Middle School Dropout Rate	0% dropout rate (CalPads ODS 8.1b)	0% dropout rate (CalPads ODS 8.1b 2024)		0% dropout rate	Maintained
2.5	High School Dropout Rate	7.7% dropout rate (CalPads ODS 8.1b)	2.3% dropout rate (CalPads ODS 8.1b 2024)		0% dropout rate	Decreased by 5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	High School Graduation Rate	All: 92.3% graduation rate (2023 Dashboard)	All: 85.2% graduation rate (2024 Dashboard)		All: 100% graduation rate	Decreased by 7.1%
2.7	Suspension Rate	All: .6% suspension rate SED: 1.9% suspension rate (2023 Dashboard)	All: 1.9% suspension rate SED: 2.2% suspension rate SWD: 6.3% suspension rate Two or more races: 5.5% (2024 Dashboard)		All: 0% suspension rate SED: 0% suspension rate	All: Increased by 1.3% SED: Increased by .3% Two or More Races: Increased by 5.5% White: Increases by 1% SWD: Increased by 4.4%
2.8	Expulsion Rate	0% expulsion rate (2023 Dataquest)	0% expulsion rate (2024 Dataquest)		0% expulsion rate	Maintained
2.9	Sense of Safety and School Connectedness	Students: 91.65% feel safe 80% feel connected to the school Parents/Guardians: 100% feel their children are safe 82.6% feel connected to the school Staff: Sense of safety - No baseline data 81.9% feel connected to their students (2023-24 Local survey)	Students: 68.8% feel safe at school 62.6% feel welcome and included in school Parents/Guardians : 97.8% feel school is a welcoming environment for them Staff: 92% feel school helps staff build trusting and		Students: 100% feel safe 100% feel welcome and included in school Parents/Guardians : 100% feel school is a welcoming environment for them Staff: 100% feel school is a welcoming environment for all families	Students: Feel safe: Decrease by 22.85% Feel welcome and included in school: Baseline established 2024-2025 Parents/Guardians : Feel school is a welcoming environment for them: Baseline established 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			respectful relationships with families			Staff: Feel school helps staff build trusting and respectful relationships with families: Baseline established 2024-2025
2.10	Pupil Access to a Broad Course of Study	All pupils are enrolled in a broad course of study as defined in ED Code 51220 (2023-24 Local data)	All pupils are enrolled in a broad course of study as defined in ED Code 51220 (2024-25 Local data)		All pupils are enrolled in a broad course of study as defined in ED Code 51220	Maintained
2.11	Teachers, Instructional Materials, and Facilities	91.67% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (2023-24 Local data)	95.24% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (2024-25 Local data)		100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair	Percent of teachers fully credentialed increased by 3.57% and all other metrics were maintained
2.12	Implementation of State Standards	Academic content standards, including English learners, are fully implemented (2023-24 Local data)	Academic content standards, including English learners, are fully implemented		Academic content standards, including English learners, are fully implemented	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024-25 Local data)			

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented as planned.

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

All funds were spent as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, all actions were effective based on Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.9, 2.10, 2.11, 2.12. All of these metrics were either maintained at our desired outcome level or improved from the previous year.

Unfortunately, despite the fact that Northern United – Humboldt Charter School has taken several steps to improve school climate and community involvement, metrics 2.6 and 2.7 did not show progress. The high school graduation rate (Metric 2.7) decreased and the suspension rate (Metric 2.7) increased.

The employment of a social/emotional counselor (Action 2.1) and the implementation of a behavioral intervention program (Action 2.2) were intended to reduce suspensions and promote a positive, supportive school environment. However, recent data shows that the suspension rate increased across all student groups, with particularly high rates among Students with Disabilities (6.3%) and students identifying as Two or More Races (5.5%)—indicating limited effectiveness of these actions to date.

The food program (Action 2.3) has contributed to improved access to nutrition but did not significantly impact measurable outcomes tied to behavior or engagement. The Community School approach (Action 2.4) has made initial strides in enhancing family and community engagement, but its full benefits are yet to be realized and require further development.

Additionally, the graduation rate declined from 92.3% in 2023 to 85.2% in 2024, a 7.1% drop. This suggests a need for more targeted supports to retain and graduate students, particularly as the school aims for 100% graduation. While actions have laid a foundation, the metrics highlight that additional, more intensive efforts are necessary to effectively meet Goal 2.

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

Metric 2.9 changed because we found that our community prefers one survey rather than two. This prompted us to combine two surveys previously used. Additionally, some of the questions were changed. In the 2024-2025 school year, this new survey was used for Metric 2.9.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SEL Support	Employ social/emotional counselor	\$104,824.00	Yes
2.2	Behavioral Intervention	Implement behavioral intervention program (ORBE staff, vendors)	\$98,686.00	Yes
2.3	Food Program	Offer food program (food services staff, vending agreements, food)	\$215,323.00	Yes
2.4	Community School	Implement a Community School approach (Community School staff, materials and supplies)	\$187,799.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$997,052	\$104,439.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.804%	0.000%	\$0.00	26.804%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Academic Intervention</p> <p>Need: Our unduplicated student groups are underperforming as compared to students as a whole on the CAASPP ELA and math assessments, as well as the CA science test.</p> <p>Scope:</p>	By implementing academic interventions, we will be able to provide targeted intervention for specific gaps in learning for unduplicated students. The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas. By implementing academic interventions, unduplicated students will have access to the appropriate curriculum and staff in order to achieve academic expectations. These interventions may include personalized tutoring,	ELA and Math CAASPP Scores, CA Science Test Scores, Local Assessment Growth, English Learner Progress, English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	small group instruction, differentiated learning activities, and academic counseling. Providing academic interventions on an LEA-wide or schoolwide basis ensures that all students receive the support they need to succeed academically, regardless of their background or individual challenges. This comprehensive approach not only improves CAASPP scores but also fosters a culture of academic excellence and equity within the school community, ultimately enhancing overall student achievement and success for unduplicated students.	
1.3	<p>Action: College and Career Readiness</p> <p>Need: Our unduplicated students are underperforming in CTE pathway completion rate, UC/CSU entrance requirement rate and EAP rate as compared to all of our students.</p> <p>Scope: LEA-wide</p>	By improving our college and career readiness program, unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on post-secondary transitional planning in order to ensure the success of unduplicated students after high school. Because our unduplicated students are not meeting their expected academic progress, we considered how increasing college and career staff so that unduplicated students will receive more academic, college/career, and transition plan guidance their overall academic success rate will improve. Unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on postsecondary transition planning in order to ensure the success of unduplicated students after high school. By equipping unduplicated students with the necessary skills, knowledge, and resources to succeed in post-secondary education and careers, schools can increase CTE pathway completion rates, improve UC/CSU entrance requirement rates, boost AP passing rates, and enhance EAP rates. By providing additional	CTE Pathway Completion Rate, UC or CSU Entrance Requirement Rate, Advanced Placement Passing Rate, Early Assessment Program Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		college and career support, all students will benefit, but the strategies will be principally directed to unduplicated students. Providing college and career readiness development on an LEA-wide or schoolwide basis ensures that all students have access to the support they need to achieve their academic and career goals, fostering a culture of achievement and opportunity within the school community.	
2.1	<p>Action: SEL Support</p> <p>Need: Our unduplicated students have a higher chronic absenteeism, dropout and suspension rates than all students.</p> <p>Scope: LEA-wide</p>	Employing a social/emotional counselor and providing SEL support addresses high chronic absenteeism rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including dropout rate, suspension rate, and chronic absenteeism, employing an additional school counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis	Attendance Rate, Chronic Absenteeism Rate, Middle and High School Dropout Rate, High School Graduation Rate, Sense of Safety and School Connectedness, Suspension Rate, Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	
2.2	<p>Action: Behavioral Intervention</p> <p>Need: Our unduplicated students have a higher chronic absenteeism, dropout and suspension rates than all students.</p> <p>Scope: LEA-wide</p>	<p>Implementing behavioral interventions can effectively address high chronic absenteeism, dropout and suspension rates in unduplicated students by targeting specific behaviors that contribute to absenteeism. These interventions may include setting clear expectations for attendance, implementing positive reinforcement strategies for attendance, providing targeted support for students with attendance challenges, and offering incentives for improved attendance. By expanding our ORBE program, additional unduplicated students will participate in resiliency building education. Implementing behavioral intervention is essential to academic progress, in particular for our unduplicated students. Homeless, foster youth and low-income students may need additional interventions to help eliminate barriers to success. By addressing behavior-related factors that impact attendance, such as truancy or disengagement, we can help students develop healthier attendance habits and reduce chronic absenteeism rates. Providing behavioral interventions on an LEA-wide or schoolwide basis ensures consistency in approach and allows for early identification and support for students at risk of chronic absenteeism, ultimately improving overall attendance rates and promoting a positive school environment. By implementing behavioral interventions, all students, especially homeless, foster and low-income students will benefit, however, these actions are principally directed toward unduplicated youth.</p>	Attendance Rate, Chronic Absenteeism Rate, Middle and High School Dropout Rate, High School Graduation Rate, Sense of Safety and School Connectedness, Suspension Rate, Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>Action: Food Program</p> <p>Need: Our unduplicated students have a higher chronic absenteeism and lower attendance rate.</p> <p>Scope: LEA-wide</p>	<p>Providing a food program can address high chronic absenteeism rates by tackling underlying issues related to hunger and food insecurity. By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success. Unduplicated students, especially those with low income, have food insecurity as a barrier to learning. Because of this, these students were considered first. All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success. Lack of access to nutritious meals can significantly impact a student's ability to attend school regularly. By offering a food program, schools can ensure that students have access to nutritious meals throughout the day, reducing hunger-related barriers to attendance. This not only improves physical health but also enhances cognitive function and concentration, leading to better academic performance and increased motivation to attend school, thus resulting in a better attendance rate. Implementing a food program on an LEA-wide or schoolwide basis ensures that all students, regardless of socioeconomic status, have access to essential nutrition, thus promoting equitable opportunities for academic success and reducing chronic absenteeism rates across the board. All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success. Offering a food program will increase</p>	Attendance Rate, Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		student engagement for all students, but will principally benefit the unduplicated students.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to increase our instructional aide staff. Based on feedback from our educational partners, it is clear that we need extra instructional aides to support students with any academic learning gaps. This additional tutoring will be principally targeted toward unduplicated youth, including foster youth, English learners, and low-income students.

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,719,802	997,052	26.804%	0.000%	26.804%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,015,710.00	\$536,237.00	\$7,646.00	\$282,833.00	\$3,842,426.00	\$3,400,043.00	\$442,383.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instruction	All Students with Disabilities	No			All Schools		\$1,407,352.00	\$0.00	\$1,407,352.00				\$1,407,352.00	
1	1.2	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$878,780.00	\$11,178.00	\$765,426.00			\$124,532.00	\$889,958.00	
1	1.3	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$116,378.00	\$59,189.00	\$116,086.00	\$59,481.00			\$175,567.00	
1	1.4	Special Education Services	Students with Disabilities	No			All Schools		\$628,717.00	\$134,200.00	\$418,562.00	\$251,005.00	\$7,646.00	\$85,704.00	\$762,917.00	
2	2.1	SEL Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$104,080.00	\$744.00	\$104,824.00				\$104,824.00	
2	2.2	Behavioral Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$82,686.00	\$16,000.00	\$98,686.00				\$98,686.00	
2	2.3	Food Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$72,623.00	\$142,700.00	\$104,774.00	\$37,952.00		\$72,597.00	\$215,323.00	
2	2.4	Community School	All	No			All Schools		\$109,427.00	\$78,372.00		\$187,799.00			\$187,799.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,719,802	997,052	26.804%	0.000%	26.804%	\$1,189,796.00	0.000%	31.985 %	Total:	\$1,189,796.00
								LEA-wide Total:	\$1,189,796.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$765,426.00	
1	1.3	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$116,086.00	
2	2.1	SEL Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,824.00	
2	2.2	Behavioral Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,686.00	
2	2.3	Food Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,774.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,480,204.00	\$3,598,626.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instruction	No	\$1,281,443.00	1363148
1	1.2	Academic Intervention	Yes	\$751,271.00	757653
1	1.3	College and Career Readiness	Yes	\$111,372.00	150175
1	1.4	Special Education Services	No	\$698,575.00	682805
2	2.1	SEL Support	Yes	\$100,129.00	100263
2	2.2	Behavioral Intervention	Yes	\$108,686.00	114686
2	2.3	Food Program	Yes	\$178,730.00	179897
2	2.4	Community School	No	\$249,998.00	249999

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,017,962	\$1,139,639.00	\$1,111,559.00	\$28,080.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Intervention	Yes	\$751,271.00	757653		
1	1.3	College and Career Readiness	Yes	\$111,372.00	94155		
2	2.1	SEL Support	Yes	\$100,129.00	100263		
2	2.2	Behavioral Intervention	Yes	\$108,686.00	90139		
2	2.3	Food Program	Yes	\$68,181.00	69349		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,715,350	1,017,962	0	27.399%	\$1,111,559.00	0.000%	29.918%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2024

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 7.
REPORTS

Subject:

7.1 Student Enrollment and Attendance Report

Action Requested:

None

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

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

Enrollment as of 12/12/2025 (LP4):
NU-Humboldt Charter School - 341
NU-Siskiyou Charter School - 134

Attendance as of 12/12/2025 (LP4):
NU-Humboldt Charter School - 97.92%
NU-Siskiyou Charter School - 98.34%

Enrollment as of 12/13/2024 (LP4):
NU-Humboldt Charter School - 328
NU-Siskiyou Charter School - 132

Attendance as of 12/14/2024 (LP 4):
NU-Humboldt Charter School - 97.21%
NU-Siskiyou Charter School - 96.92%

Fiscal Implications:

To be determined

Contact Person/s: Shari Lovett, Amanda Jeffares

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

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL				NORTHERN UNITED-SISKIYOU CHARTER SCHOOL			
Date Range	End Enroll	ADA Enroll	% ADA	Date Range	End Enroll	ADA Enroll	% ADA
8/25-9/19	344	329.53	96.47%	8/25-9/19	119	114.47	97.14%
9/22-10/17	344	337.4	97.56%	9/22-10/17	121	118.75	97.38%
10/20-11/14	348	334.37	97.26%	10/20-11/14	127	124.63	99.12%
11/17-12/12	341	335.33	97.92%	11/17-12/12	134	130.27	98.34%
12/15-1/23				12/15-1/23			
1/26-2/20				1/26-2/20			
2/23-3/20				2/23-3/20			
3/23-4/17				3/23-4/17			
4/20-5/15				4/20-5/15			
5/18-6/11				5/18-6/11			
Year Overall				Year Overall			

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 7.
REPORTS

Subject:

7.2 Financial Report for NU-HCS and NU-SCS

Action Requested:

None

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kelley Withers

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2025/26 December

Object	Description	Balance Forward	Budgeted	Revenue	Ending Balance
Revenue Detail					
LCFF Revenue Sources					
8011	REVENUE LIMIT ST AID-CURR YR	2,977,782.00		432,488.00	2,545,294.00
8012	REVENUE LIMIT-EPA	49,118.00		16,242.00	32,876.00
Total LCFF Revenue Sources		3,026,900.00	.00	448,730.00	2,578,170.00
Federal Revenue					
8181	SP ED-ENTITLEMENT PER UDC	85,706.00			85,706.00
8221	NATIONAL LUNCH PROGRAM	83,461.00		12,361.52	71,099.48
8290	ALL OTHER FEDERAL REVENUES	105,365.00		25,776.00	79,589.00
Total Federal Revenue		274,532.00	.00	38,137.52	236,394.48
Other State Revenues					
8520	CHILD NUTRITION	42,622.00		6,236.79	36,385.21
8550	MANDATED COST REIMBURSEMENTS	1,207.00-			1,207.00-
8560	STATE LOTTERY REVENUE	97,836.67			97,836.67
8590	ALL OTHER STATE REVENUES	422,694.68		8,022.00	414,672.68
8595	ALL OTHER STATE REV-PRIOR YR	0.30-			.30-
Total Other State Revenues		561,946.05	.00	14,258.79	547,687.26
Other Local Revenue					
8660	INTEREST	4,164.00			4,164.00
8677	INTERAGENCY SVCS BETWEEN LEA	29,067.00			29,067.00
8699	ALL OTHER LOCAL REVENUES	436,756.99		238.72	436,518.27
8792	TRANS OF APPORTION FROM COE	138,673.00		17,964.00	120,709.00
Total Other Local Revenue		608,660.99	.00	18,202.72	590,458.27
Total Revenues		4,472,039.04	.00	519,329.03	3,952,710.01

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail						
Certificated Salaries						
1100	TEACHERS SALARIES - REGULAR	948,206.01		812,016.50	133,611.50	2,578.01
1104	SPECIAL ED TEACHER	207,357.45		177,735.06	29,622.51	.12-
1132	COACHES AND SPECIAL ADVISORS	2,000.00				2,000.00
1133	SPECIAL PROJECTS TEACHER	18,114.25		15,526.50	2,587.75	.00
1140	TEACHER SALARY - SUBSTITUTES	14,618.75			2,362.50	12,256.25
1150	TEACHER SALARY - OTHER PAY	38,900.00				38,900.00
1200	CERT PUPIL SUPPORT SAL - REG	74,789.15		64,105.02	10,684.17	.04-

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 6, Ending Period = 6, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2025/26 December

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Certificated Salaries (continued)						
1207	PHYSICAL, MENTAL HLTH PRSNL	6,455.50		3,227.50	3,227.50	.50
1300	CERT SUPRVRSR' & ADMIN' SAL	76,463.30		65,540.04	10,923.34	.08-
1307	SUPERVISORS SALARIES	10,000.00				10,000.00
1350	CERT SUPRVSR & ADMN-OTH PAY	3,000.00				3,000.00
1900	OTHER CERT SALARY- REGULAR	148,076.55		127,608.54	21,268.09	800.08-
	Total Certificated Salaries	1,547,980.96	.00	1,265,759.16	214,287.36	67,934.44
Classified Salaries						
2100	CLASS INSTR AIDE SAL-REGULAR	102,191.12		68,199.70	9,722.06	24,269.36
2122	INSTR AIDE SAL HRLY-SPECL ED	8,880.00		13,029.60	2,951.00	7,100.60-
2160	COACHES & ADVISORS	4,500.00				4,500.00
2210	FOOD SERVICE PERSONNEL	32,200.00		27,600.00	4,600.00	.00
2218	COUNSELING/CAREER TECHNICIAN	16,750.76		5,461.76	11,288.78	.22
2255	COMPUTER LAB TECHNICIAN	42,886.65		36,760.02	6,126.67	.04-
2304	BUSINESS MANAGER	63,875.00		54,750.00	9,125.00	.00
2307	COORDINATOR	112,161.74		96,138.93	16,023.16	.35-
2308	DIRECTOR	41,370.00		35,460.00	5,910.00	.00
2309	ADMINISTRATIVE ASSISTANT	13,462.00		11,652.00	1,898.00	88.00-
2402	ACCOUNT TECHNICIAN	49,329.00		41,330.40	6,530.00	1,468.60
2403	CLERICAL TECHNICIAN	21,454.34		19,629.07	2,534.00	708.73-
2405	ATTENDANCE TECHNICIAN	35,058.30		30,050.04	5,008.34	.08-
2900	OTHER CLASS SALARIES-REGULAR	44,037.48		22,775.04	4,769.56	16,492.88
2950	OTHER CLASS SALARIES-OTH PAY	100.00-				100.00-
	Total Classified Salaries	588,056.39	.00	462,836.56	86,486.57	38,733.26
Employee Benefits						
3101	STRS - CERTIFICATED	457,607.55		228,122.70	38,656.01	190,828.84
3201	PERS - CERTIFICATED	22,256.99		19,078.02	3,179.67	.70-
3202	PERS - CLASSIFIED	151,087.80		117,078.62	21,413.06	12,596.12
3311	SOCIAL SECURITY-CERTIFICATED	4,750.02		4,702.50	783.75	736.23-
3312	SOCIAL SECURITY-CLASSIFIED	36,223.81		28,814.84	5,382.01	2,026.96
3331	MEDICARE-CERTIFICATED	22,355.70		18,468.06	3,126.26	761.38
3332	MEDICARE-CLASSIFIED	8,473.59		6,739.01	1,258.69	475.89
3411	HEALTH & WELFARE BENEFITS-CRT	449,425.41		380,194.31	62,063.70	7,167.40
3412	HEALTH & WELFARE BENEFITS-CLS	125,458.78		108,478.89	20,932.65	3,952.76-
3501	ST UNEMPLOYMENT INS-CERTIF	776.05		632.16	107.02	36.87
3502	ST UNEMPLOYMENT INS-CLASSIFD	295.04		230.44	43.09	21.51

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 6, Ending Period = 6, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2025/26 December

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Employee Benefits (continued)						
3601	WORKER'S COMP-CERTIFICATED	12,872.49		10,493.34	1,776.50	602.65
3602	WORKER'S COMP-CLASSIFIED	4,916.73		3,824.82	715.03	376.88
	Total Employee Benefits	1,296,499.96	.00	926,857.71	159,437.44	210,204.81
Books and Supplies						
4110	TEXTBOOKS	18,073.70		241.06-	259.81	18,054.95
4310	MATERIALS & SUPPLIES	218,474.33		5,792.47-	8,099.39	216,167.41
4312	SUBSCRIPTIONS/PERIODICALS	2,690.00				2,690.00
4314	TESTS	564.00				564.00
4351	OFFICE SUPPLIES	2,464.54				2,464.54
4361	VEHICLE SUPPLIES	102.55				102.55
4364	GASOLINE	10,176.51			554.47	9,622.04
4374	CUSTODIAL SUPPLIES	5,851.56		163.04		5,688.52
4377	GROUND SUPPLIES	864.31		28.00-		892.31
4381	BUILDING MAINTENANCE SUPPLS	1,560.45				1,560.45
4382	SMALL TOOLS	61.00				61.00
4383	LOCKS AND KEYS	183.00				183.00
4384	REPAIR PARTS-BUILDING	210.00				210.00
4393	WORKSHOP REFRESHMENTS	4,270.42				4,270.42
4396	FOOD SERVICE SUPPLIES	547.10				547.10
4400	EQUIPMENT	500.77				500.77
4445	COMPUTERS	18,840.00				18,840.00
4453	OTHER TECHNOLOGY	500.00				500.00
4710	FOOD	2,365.57				2,365.57
	Total Books and Supplies	288,299.81	.00	5,898.49-	8,913.67	285,284.63
Services and Other Operating Expenditures						
5100	SUBAGREEMENTS FOR SERVICES	27,569.00				27,569.00
5201	EMPLOYEE MILEAGE	16,818.23			285.60	16,532.63
5210	TRAVEL & CONFERENCES	76,114.13			2,446.98	73,667.15
5261	BUS TICKETS FOR STUDENTS	1,700.00				1,700.00
5300	DUES & MEMBERSHIPS	5,194.17				5,194.17
5450	OTHER INSURANCE	740.08		119.26-	119.26	740.08
5510	HEATING FUEL	85.00				85.00
5512	PROPANE	522.47				522.47
5520	ELECTRICITY SERVICES	8,982.09		7,385.41-	2,850.26	13,517.24
5530	WATER SERVICES	3,031.00		719.31-	719.31	3,031.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 6, Ending Period = 6, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2025/26 December

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Services and Other Operating Expenditures (continued)						
5560	WASTE DISPOSAL	2,346.02		1,373.48-	1,373.48	2,346.02
5610	RENTALS AND LEASES	16.00		92.30-	92.30	16.00
5612	RENTALS AND LEASES-BUILDINGS	2,232.00		21,346.56-	21,346.56	2,232.00
5623	RENTALS AND LEASES-EQUIPMENT	12,960.44		1,477.85-	1,477.85	12,960.44
5628	RENTALS AND LEASES-OTHER	227.00				227.00
5633	REPAIRS-VEHICLES	178.01				178.01
5637	MAINTENANCE AGREEMENTS	4,112.67		1,754.35-	1,754.35	4,112.67
5640	LEASE INTEREST EXPENSE	1,728.00				1,728.00
5800	CONTRACTED SERVICES	498,481.48		8,160.94-	14,743.69	491,898.73
5801	STUDENT TRAVEL/FIELDTRIPS	2,517.00				2,517.00
5805	PRINTING SERV-OUTSIDE VENDOR	1,140.37				1,140.37
5812	LIBRARY CONTRACT	600.00				600.00
5819	OTHER INTER-LEA CONTRACTS	115,655.00				115,655.00
5822	AUDIT FEES	52,324.45				52,324.45
5823	LEGAL FEES	13,638.50			2,565.50	11,073.00
5831	ADVERTISEMENT	4,221.66				4,221.66
5845	INFORMTN NETWORK SERV CONTR	11,361.00				11,361.00
5861	FINGERPRINTING	486.00		98.00-	98.00	486.00
5868	OTHER EMPLOYMENT COSTS	2.00				2.00
5881	OTHER CHARGES/FEES	7,725.00				7,725.00
5884	LICENSE, PERMIT, USE FEE, TX	415.00				415.00
5888	OTHER OPERATING EXPENSE	80,952.00				80,952.00
5909	TELEPHONE/COMMUNICATIONS	1,438.48				1,438.48
5922	TELEPHONE LINES - TECHNOLOGY	7,639.14				7,639.14
5950	POSTAGE	3,262.48			17.16	3,245.32
Total Services and Other Operating Expenditures		966,415.87	.00	42,527.46-	49,890.30	959,053.03
6600 - 6999						
6900	DEPRECIATION EXPENSE	23,854.00				23,854.00
6910	AMORTIZATION EXP —LEASE ASSETS	6,546.00				6,546.00
Total 6600 - 6999		30,400.00	.00	.00	.00	30,400.00
Tuition						
7142	OTH TUITN, EXCESS CSTS> COE	3,180.00				3,180.00
Total Tuition		3,180.00	.00	.00	.00	3,180.00
Total Expenditures		4,720,832.99	.00	2,607,027.48	519,015.34	1,594,790.17

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 6, Ending Period = 6, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

Excess Revenues (Expenditures)

313.69

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.	-	-	-	-	-	-	-	-		

Primary sort/rollup levels: FD
 Income summary level: 4
 Expense summary level: 4
 Data source: GLSTEX Standard Extract
 Report template: /var/opt/qss/data/CTFAR300: 07/07/2020 17:07:13
 Budget type: W Working
 Include budget transfers: N
 GL Transactions: B Approved and Unapproved
 Exclude Pre-encumbrances: N
 Use Reference Values: N
 Restricted Fld Nbr: 02 RESOURCE
 Separation Option: No Separation of Restricted and UnRestricted
 Extraction Type: Restricted and UnRestricted
 Report prepared: 01/05/2026 09:10:28

FUND :01 GENERAL FUND

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

Beginning balance						
9110 CASH IN COUNTY TREASURY	0.00	0.00	272.00	0.00	272.00	
9556 MISC DISTRICT VOL-DEDS	0.00	0.00	272.00-	0.00	272.00-	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
**Fund balance	0.00	0.00	0.00			**

12/01/2025 - 12/31/2025

FUND :62 CHARTER SCH. ENTERPRISE FUND

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

Beginning balance						
9110 CASH IN COUNTY TREASURY	2,068,567.32	56,578.71	386,843.39	0.00	2,455,410.71	
9209 A/R SET-UP ODD YEARS	40,740.70	0.00	0.00	0.00	40,740.70	
9210 A/R POST	209,745.83	0.00	219,965.83-	0.00	10,220.00-	
9330 PREPAID EXPENDITURES	21,872.12	0.00	0.00	0.00	21,872.12	
9420 LAND IMPROVEMENTS	77,215.00	0.00	0.00	0.00	77,215.00	
9425 ACC. DEP.-LAND IMPROVEMENTS	184,724.30-	0.00	0.00	0.00	184,724.30-	
9435 ACCUMULATED DEPREC-BLDG	7,386.30-	0.00	0.00	0.00	7,386.30-	
9440 EQUIPMENT	155,609.00	0.00	0.00	0.00	155,609.00	
9445 ACCUMULATED DEPREC-EQUIPMENT	16,366.52-	0.00	0.00	0.00	16,366.52-	
9460 LEASE ASSETS	147,082.61	0.00	0.00	0.00	147,082.61	
9508 USE TAX LIABILITY	0.00	0.00	124.51-	0.00	124.51-	
9509 ACCOUNTS PAYABLE SET UP-ODD YR	202,911.48-	0.00	0.00	0.00	202,911.48-	
9510 ACCOUNTS PAYABLE CURRENT LIAB	23,149.56-	0.00	43,638.17	0.00	20,488.61	
9511 STRS PASS THROUGH	1,434.50	0.00	0.00	0.00	1,434.50	
9512 PERS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9513 OASDHI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9514 H & W PASS THROUGH	0.00	30,094.08	32,982.48	0.00	32,982.48	
9515 SUI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9516 W/COMP PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9518 MEDICARE PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9556 MISC DISTRICT VOL-DEDS	3,370.26-	0.00	0.00	0.00	3,370.26-	
9590 DUE TO OTHER GOVERNMENTS	410,258.37-	0.00	0.00	0.00	410,258.37-	
9650 DEFERRED REVENUE	38,575.00-	0.00	0.00	0.00	38,575.00-	
9660 SUBSCRIPTION LIABILITIES	147,245.36-	0.00	0.00	0.00	147,245.36-	
TOTAL Beginning balance	1,688,279.93	86,672.79	243,373.70	0.00	1,931,653.63	
Current year revenue						
8011 STATE AID - CURRENT YEAR	1,924,447.00	176,408.00	897,078.65	0.00	1,027,368.35	46.6
8012 EPA REVENUE	25,808.00	6,452.00	12,904.00	0.00	12,904.00	50.0
8096 TRANSFERS TO CHART. IN LIEU TX	21,245.00	0.00	21,245.00	0.00	0.00	100.0
8182 SPEC ED-DISCRETIONARY GRANTS	1,488.00	0.00	0.00	0.00	1,488.00	0.0
8290 ALL OTHER FEDERAL REVENUES	66,264.00	25,963.19	42,890.19	0.00	23,373.81	64.7
8550 MANDATED COST REIMBURSEMENTS	4,538.00	0.00	5,231.00	0.00	693.00-	115.3
8560 STATE LOTTERY REVENUE	35,228.00	0.00	6,926.58	0.00	28,301.42	19.7
8590 ALL OTHER STATE REVENUES	225,718.00	0.00	180,895.43	0.00	44,822.57	80.1
8660 INTEREST	5,000.00	0.00	0.00	0.00	5,000.00	0.0
8699 ALL OTHER LOCAL REVENUES	5,000.00	791.01	5,487.93	0.00	487.93-	109.8
8792 TF OF APPORT FROM COE	29,756.00	0.00	0.00	0.00	29,756.00	0.0
8980 CONTRIBUTIONS FR UNRESTR REV	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Current year revenue	2,344,492.00	209,614.20	1,172,658.78	0.00	1,171,833.22	
*TOTAL Beginning balance + Revenue	4,032,771.93	1,897,894.13	2,860,938.71			*

12/01/2025 - 12/31/2025

FUND :62 CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Expense						
1100	CERTIFICATED TEACHERS SALARIES	529,850.00	49,993.89	212,198.52	339,226.66	21,575.18- 104.1
1150	NUCS TUTOR	15,000.00	82.50	282.51	660.00	14,057.49 6.3
1200	CERT PUPIL SUPPORT SALARY	76,500.00	6,375.00	25,500.00	50,333.36	666.64 99.1
1300	CERTIFICATED SUPERV & ADM SAL	73,550.00	3,362.49	25,714.54	19,624.98	28,210.48 61.6
2100	INSTRUCTIONAL AIDE SALARIES	5,670.00	1,165.00	6,177.10	6,360.00	6,867.10- 221.1
2200	CLASSIFIED SUPPORT SALARIES	9,009.00	1,155.00	5,923.22	6,930.00	3,844.22- 142.7
2400	CLERICAL/TECHNICAL/OFFICE SAL	123,550.00	9,560.42	57,298.01	57,112.50	9,139.49 92.6
2900	OTHER CLASSIFIED SALARIES	24,795.00	1,510.00	8,003.50	8,910.00	7,881.50 68.2
2970	OTHER CLASSIFIED SUBSTITUTE	0.00	726.00	1,633.50	0.00	1,633.50- N/A
3101	STRS CERTIFICATED	157,476.93	9,104.47	33,412.35	54,220.78	69,843.80 55.6
3201	PERS CERTIFICATED	28,016.00	4,664.94	18,659.76	27,989.63	18,633.39- 166.5
3202	PERS CLASSIFIED	43,706.73	3,450.39	19,403.91	19,405.76	4,897.06 88.8
3301	SOCIAL SECURITY CERTIFICATED	6,479.00	1,008.54	4,040.36	6,762.13	4,323.49- 166.7
3302	SOCIAL SECURITY CLASSIFIED	10,107.50	869.47	4,877.18	4,917.37	312.95 96.9
3311	MEDICARE - CERTIFICATED	10,076.06	861.09	3,796.36	5,942.76	336.94 96.7
3312	MEDICARE - CLASSIFIED	2,363.86	203.34	1,140.60	1,150.03	73.23 96.9
3401	HEALTH & WELFARE CERTIFICATED	176,400.00	15,899.00	64,979.00	95,394.00	16,027.00 90.9
3402	HEALTH & WELFARE CLASSIFIED	46,188.00	5,303.00	27,456.00	31,818.00	13,086.00- 128.3
3501	UNEMPLOYMENT - CERTIFICATED	347.46	29.68	130.84	203.56	13.06 96.2
3502	UNEMPLOYMENT - CLASSIFIED	81.52	7.00	39.30	39.39	2.83 96.5
3601	WORKERS COMP - CERTIFICATED	5,281.24	403.80	1,780.26	2,784.02	716.96 86.4
3602	WORKERS COMP - CLASSIFIED	1,238.98	95.36	534.90	538.69	165.39 86.7
4100	APPRVD TEXTBKS/CORE CURRICULA	24,094.00	0.00	10,702.76	541.58	12,849.66 46.7
4200	BOOKS AND REFERENCE MATERIALS	3,705.00	0.00	0.00	0.00	3,705.00 0.0
4300	SUPPLIES	79,700.00	1,971.57	24,658.53	2,139.60	52,901.87 33.6
5200	TRAVEL & CONFERENCE	38,252.00	0.00	10,584.37	4,534.03	23,133.60 39.5
5300	DUES & MEMBERSHIPS	18,304.00	0.00	2,270.75	0.00	16,033.25 12.4
5400	INSURANCE	58,000.00	0.00	0.00	58,147.50	147.50- 100.3
5500	OPERATION & HOUSEKEEPING SERV	10,500.00	345.88	2,075.28	7,079.12	1,345.60 87.2
5520	ELECTRICITY	21,000.00	698.15	6,055.65	87,184.35	72,240.00- 444.0
5530	WATER&/OR SEWAGE	4,200.00	107.71	641.46	2,958.54	600.00 85.7
5550	DISPOSAL/GARBAGE REMOVAL	2,000.00	62.32	791.82	594.38	613.80 69.3
5600	RENTALS, LEASES & REPAIRS,N.C.	14,100.00	792.73	6,028.37	26,731.93	18,660.30- 232.3
5612	NORTH UNITED RENT/LEASE BLDG	155,034.00	0.00	87,794.00	94,895.68	27,655.68- 117.8
5710	TRANSFERS OF DIRECT COSTS	0.00	0.00	0.00	0.00	0.00 N/A
5800	PROFES'L/CONSULTG SVCS/OP EXP	577,347.00	2,832.65	242,560.36	364,183.97	29,397.33- 105.1
5801	LEGAL FEES	2,000.00	0.00	1,079.50	0.00	920.50 54.0
5830	AUDIT FEES	25,000.00	0.00	9,712.50	0.00	15,287.50 38.9
5861	NORTH UNITED FINGERPRINTING	0.00	72.00	182.00	0.00	182.00- N/A
5864	CO-OP / SCOE	4,700.00	0.00	0.00	0.00	4,700.00 0.0
5881	NORTH UNITED OTHER CHGS/FEES	10,000.00	0.00	110.25	0.00	9,889.75 1.1
5912	COMMUN - INTERNET SVCS/LINES	4,560.00	0.00	0.00	0.00	4,560.00 0.0
5922	COMMUNICATION - TELEPHONE SVCS	5,500.00	37.43	654.35	6,013.45	1,167.80- 121.2
5930	COMMUNICATION - POSTAGE/METER	1,675.00	190.59	401.41	9,198.59	7,925.00- 573.1
6900	DEPRECIATION EXPENSE	38,508.00	0.00	0.00	0.00	38,508.00 0.0
7142	OTH TUIT,EXC CST PMT TO COE	21,186.00	0.00	0.00	0.00	21,186.00 0.0
7310	TRANSFERS OF INDIRECT COSTS	0.00	0.00	0.00	0.00	0.00 N/A
TOTAL	Expense	2,465,052.28	122,941.41	929,285.08	1,404,526.34	131,240.86

FUND :62 CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Ending balance						
9790 FUND BAL-UNDESIG/UNAPPROP	120,560.28	0.00	0.00	0.00	120,560.28	
9791 FUND BAL-BEGINNING BALANCE	1,688,279.93-	0.00	0.00	0.00	1,688,279.93-	
TOTAL Ending balance	1,567,719.65-	0.00	0.00	0.00	1,567,719.65-	
**Fund balance	1,567,719.65	1,774,952.72	1,931,653.63			**

FUND :77 SCHOOL / PAYROLL CLEARING 995

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

Beginning balance						
9110 CASH IN COUNTY TREASURY	202,584.63-	0.00	2,724.82-	0.00	205,309.45-	
9620 DUE TO OTHER AGENCIES	202,584.63	0.00	2,724.82	0.00	205,309.45	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
**Fund balance	0.00	0.00	0.00			**

FUND :87 AP CLEARING (994)

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

Beginning balance						
9110 CASH IN COUNTY TREASURY	1,280,988.95-	34,145.31-	502,917.54-	0.00	1,783,906.49-	
9620 DUE TO OTHER AGENCIES	1,280,988.95	34,145.31	502,917.54	0.00	1,783,906.49	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
*TOTAL Beginning balance + Revenue	0.00	0.00	0.00			*
**Fund balance	0.00	0.00	0.00			**

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 7.
REPORTS

Subject:

7.3 Northern United - Humboldt Charter School Report

Action Requested:

Information

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis



Humboldt Regional Director Board Report 1-12-26

Goal #1: Academic Rigor- Northern United Charter Schools will improve student performance outcomes in all academic areas.

- A. A few of our teachers attended the math curriculum review at HCOE. We vetted the 64 newly adopted curriculums and chose a few for our school to pilot before a final choice in late spring.



- B. Trevor’s class mummified fish during their Ancient Egypt unit.



NU- Humboldt Charter School's



When: Tuesday, January 20, 2026

Where: CLC- 2020 Campton Rd. Eureka

Time: 4-6th Bee @ 1:15pm

7-8th Bee @ approximately 2pm

All staff, students, and families are invited.

The winners will advance to the Regional Spelling Bees.

Questions: email Rebekah Davis

Northern United Charter Schools does not discriminate on the basis of race, color, national origin, sex, disability, actual or perceived ancestry, ethnicity, gender, gender identity, gender expression, marital status, pregnancy, sexual orientation, or association with a person who has or is perceived to have a particular characteristic in this policy. An individual who believes they have been discriminated against in any of the above categories should contact the State Office of Education at 1-800-945-7529. Northern United Charter Schools, 1000 S. 10th Street, Eureka, CA 95501. For more information, please contact Rebekah Davis at 707-445-2885, extension 102, or by emailing spelling@nucs.org. Northern United Charter Schools is an Equal Opportunity Employer. M/F/V. For more information, please contact Rebekah Davis at 707-445-2885, extension 102, or by emailing spelling@nucs.org.

C.



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

Date: Friday, February 6, 2026

Time: Project set-up 9am, Judging 9:15am, Awards 11:15am, Clean-up 11:45am

Location: Eureka Learning Center- 4620 Meyers Ave. Eureka



Winning 4-8th Projects will advance to the County.
All Poster Projects can advance to the viewing session at County.
Any questions, see Rebekah Davis



D.

Northern United Charter Schools does not discriminate on the basis of race, color, national origin, sex, disability, actual or perceived ancestry, ethnicity, gender, gender identity, gender expression, marital status, pregnancy, sexual orientation, or association with a person who has or is perceived to have a particular characteristic in this policy. An individual who believes they have been discriminated against in any of the above categories should contact the State Office of Education at 1-800-945-7529. Northern United Charter Schools, 1000 S. 10th Street, Eureka, CA 95501. For more information, please contact Rebekah Davis at 707-445-2885, extension 102, or by emailing spelling@nucs.org. Northern United Charter Schools is an Equal Opportunity Employer. M/F/V. For more information, please contact Rebekah Davis at 707-445-2885, extension 102, or by emailing spelling@nucs.org.

Goal #2: Social Emotional Learning: Northern United Charter Schools will improve school climate, emphasizing social and emotional wellbeing and attendance, and improve parent/community involvement to promote and cultivate a positive, safe environment for all.

A. Our Middle School Winter Dance was an energetic night under the lights!



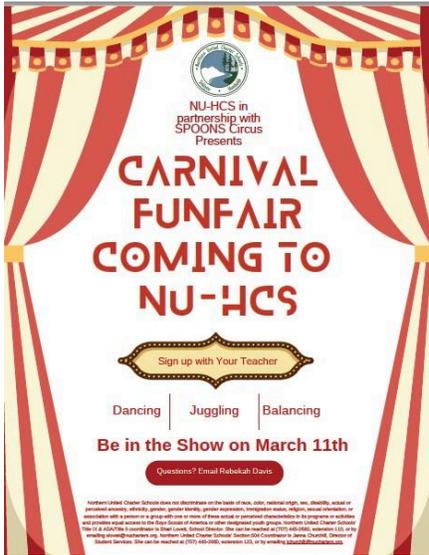
B. CLC went ice skating in Ferndale before Winter Break.



C. We are excited to start our Theater Club using our Arts Grant funds.

A promotional poster for Theater Club. It features a red theater mask icon, a clapperboard, and a QR code. The text includes: "Are you interested in plays, acting, costume design, games and more?", "Northern United- Humboldt Charter School presents the THEATER CLUB!", "Meeting time and dates to be determined by filling out the Interest Survey below", and "Scan the QR code to fill out survey".

D. We have partnered with SPOONS Circus for another aspect of using our Arts Grant funds.



E. Our Staff Holiday Party, Secret Santa, and White Elephant exchange.



F. Alex hosted a basketball scrimmage between CLC, BLC, and IS students. The reports were high praise for a well received event.



Goal #3: Community: Northern United Charter Schools will promote our schools' programs within our school community and promote our schools within the broader community.

- A. Brenda's class was chosen to participate in Schools to Dance through HCOE. They got to watch the Nutcracker at the Arkley Center.



NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 7.
REPORTS

Subject:

7.4 Northern United - Siskiyou Charter School Report

Action Requested:

Information

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller

NU-Siskiyou Board Report January 2026

From the Siskiyou Scoop - Thank you Greta!!!



YOU ARE INVITED TO JOIN ICE SKATING*

FIELD TRIPS

JANUARY 15TH & 22ND

LEAVE YREKA @ 12:00

RETURN TO YREKA @ 3:00

OR MEET US THERE -

SKATING GOES FROM 12:45-3:00

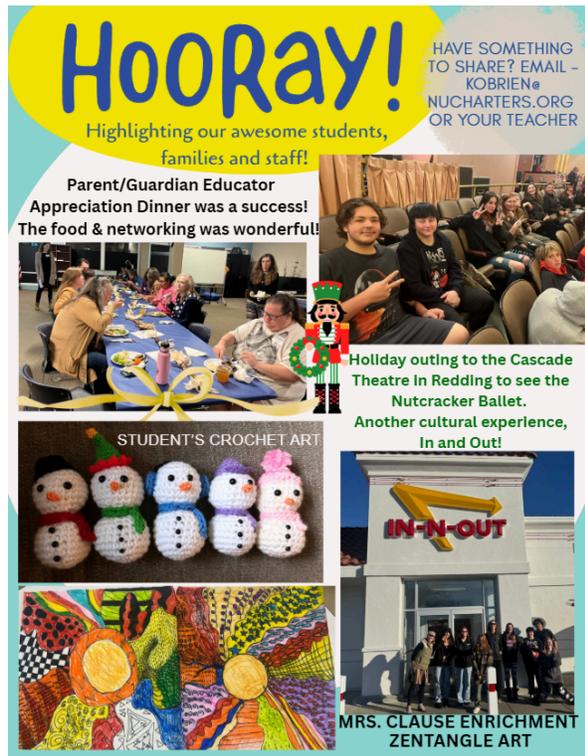
800 ROCKFELLOW DR, MT SHASTA

\$5

IT'S PAID FOR, IF YOU GO WITH YOUR CLASS,

SEE YOUR TEACHER FOR PERMISSION SLIP AND TO RSVP.

DRESS WARM HAT & GLOVES



Hooray!

Highlighting our awesome students, families and staff!

Parent/Guardian Educator Appreciation Dinner was a success! The food & networking was wonderful!

Holiday outing to the Cascade Theatre in Redding to see the Nutcracker Ballet. Another cultural experience, In and Out!

STUDENT'S CROCHET ART

MRS. CLAUSE ENRICHMENT ZENTANGLE ART



Come join us for our - **Winter Social**

December 17th - Parents Welcome!

at the Yreka Learning Center

11:00-11:45 - ELEMENTARY STUDENTS

12:00-12:45 - MIDDLE SCHOOL STUDENTS

1:30-2:00 - HIGH SCHOOL STUDENTS

*Hot Coco Bar * Cookie Decorating * Crafts*

Cookie decorating was popular



Candle Making



Making Elf Decorations



CTE Manufacturing is working on a scale model of the classroom.



NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 7.
REPORTS

Subject:

7.5 Director's Report

Action Requested:

Information

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 7.
REPORTS

Subject:

7.6 Board Report

Action Requested:

Information

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

Each month the Board may give a report related to the governance of the schools.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 8.
NEXT BOARD MEETING

Subject:

8.1 Possible Agenda Items

Action Requested:

None

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

Discussion of topics to cover at the next meeting:

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Rosemary Kunkler

NUCS Board Meeting 1/12/2026 4:00pm

Agenda Item 8.
NEXT BOARD MEETING

Subject:

8.2 Next Board Meeting Date: February 11, 2026

Action Requested:

None

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

The next board meeting is based on the board adopted meeting schedule.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Rosemary Kunkler