

Agenda Item 1.

CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

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

Action Requested:

1.1 None

1.2 Approval

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

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 2.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

2.1 Comments by the Public

Action Requested:

None

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 3.

ACTION ITEMS TO BE CONSIDERED

Subject:

3.1 Approval of 2024-2025 Budget Overview for Parents and Local Control and Accountability Plan with 2023-2024 Annual Update for NU-HCS

Action Requested:

Approval

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

A public hearing for the LCAP was held on June 26, 2024.

Using data and input from educational partners, the LCAP attempts to capture and reduce to writing what our school does well and areas for growth. It represents the goals of all educational partners and includes the resources the school allocates to reach these goals.

The administrative staff in cooperation with our business office, and the Humboldt County Office of Education (HCOE) have developed the 2024-25 LCAP.

This document was developed in coordination with the development of the 2024-2025 school budget. The draft has been reviewed by HCOE.

The LCAP has two goals:

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

In addition to the LCAP, this item also includes a Budget Overview for Parents and Annual Updates of the 2023-2024 LCAP.

Fiscal Implications:

The LCAP and budget mirror each other

Contact Person/s: Shari Lovett

LCFF Budget Overview for Parents

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

CDS Code: 12101240137364

School Year: 2024-25

LEA contact information:

Shari Lovett

Director

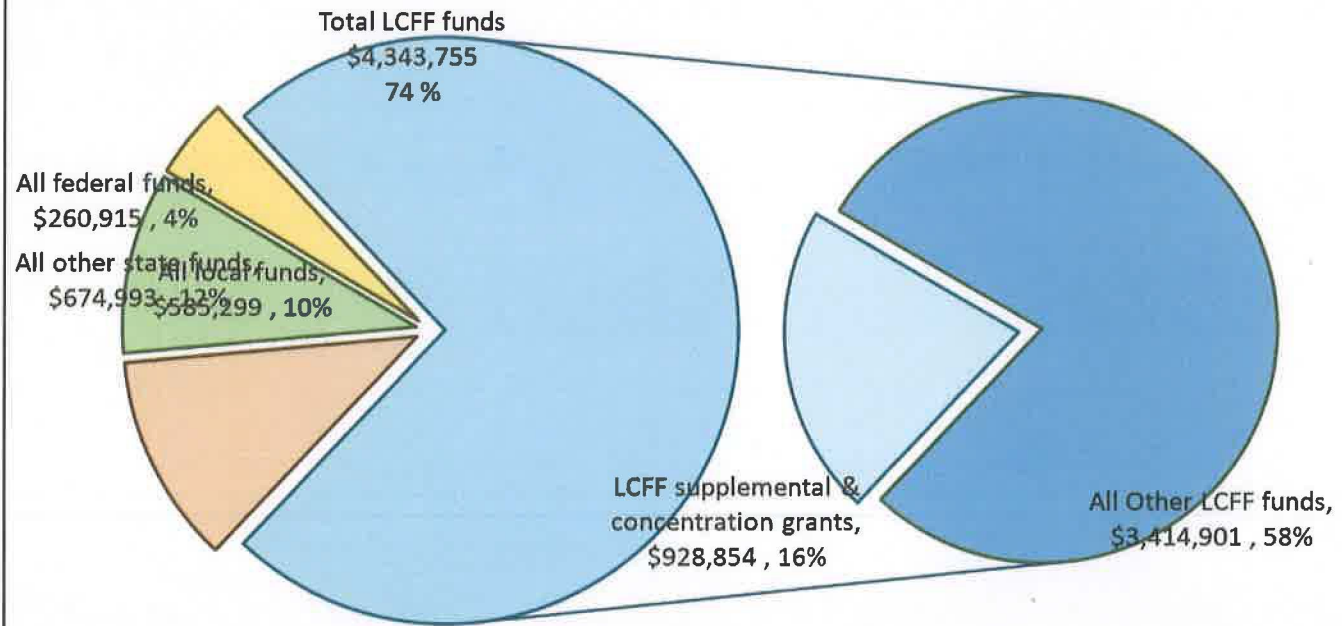
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

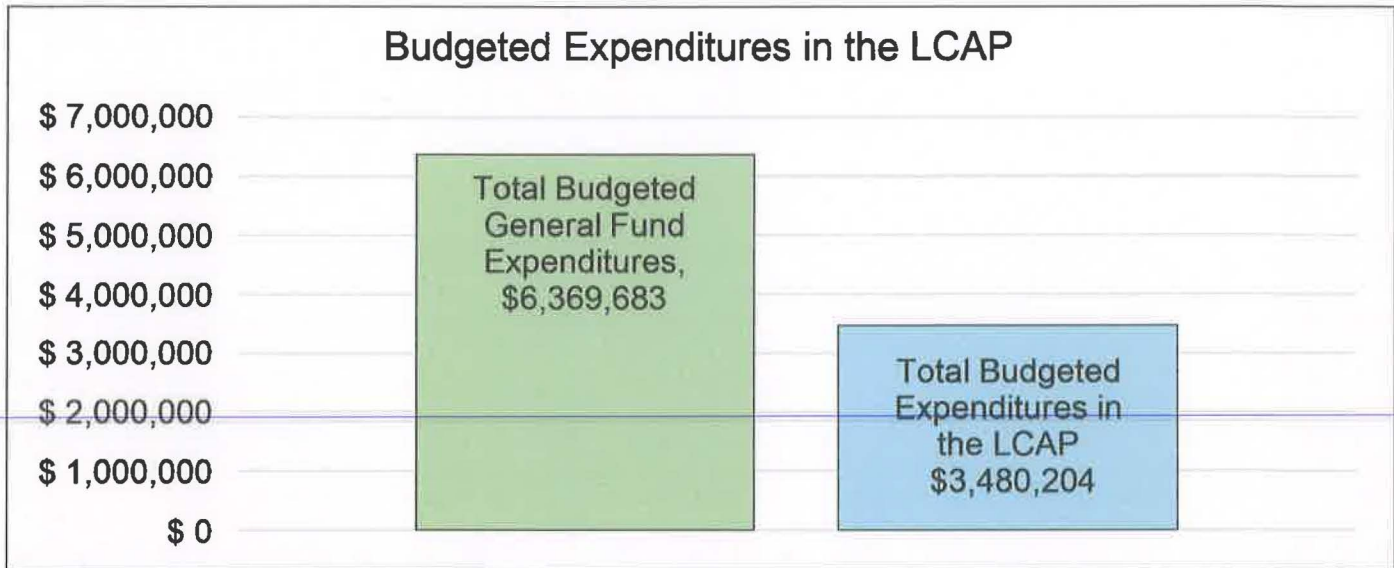


This chart shows the total general purpose revenue Northern United - Humboldt Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern United - Humboldt Charter School is \$5,864,962, of which \$4,343,755.00 is Local Control Funding Formula (LCFF), \$674,993.00 is other state funds, \$585,299.00 is local funds, and \$260,915.00 is federal funds. Of the \$4,343,755.00 in LCFF Funds, \$928,854.00 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 2024-25. 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 \$6369683.00 for the 2024-25 school year. Of that amount, \$3480204.00 is tied to actions/services in the LCAP and \$2,889,479 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

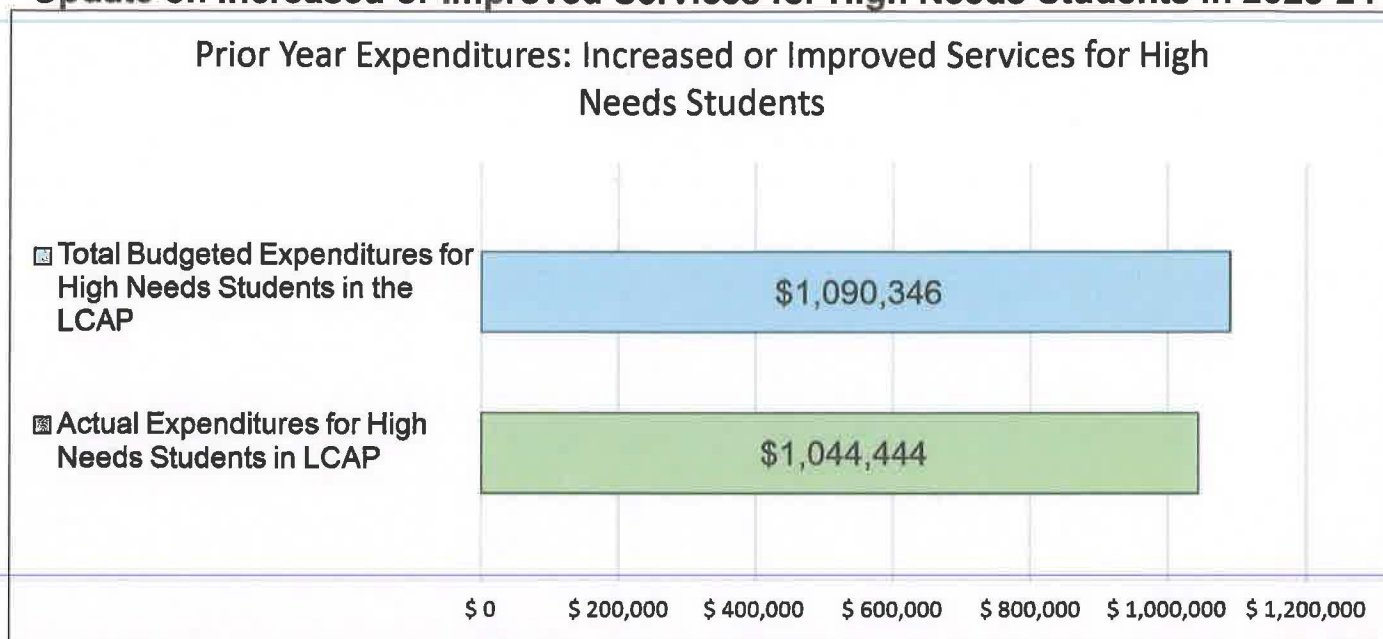
Director and administration expenses, curriculum, supplies, utilities, leases, maintenance expenses, audit fees, legal fees, insurance and central business expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Northern United - Humboldt Charter School is projecting it will receive \$928854.00 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 \$1139639.00 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 2023-24



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 2023-24, Northern United - Humboldt Charter School's LCAP budgeted \$1090346.00 for planned actions to increase or improve services for high needs students. Northern United - Humboldt Charter School actually spent \$1044444.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-45,902 had the following impact on Northern United - Humboldt Charter School's ability to increase or improve services for high needs students:

Our academic counselor left in January and we did not fill the position for the remainder of the 2023-24 school year.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA – All Students	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019 - ELA - All Students Exceeded 15% Met 27% Nearly Met 22% Not Met 35%</p>	<p>2020/2021</p> <p>ELA - All Students Exceeded 22% Met 37% Nearly Met 20% Not Met 22%</p>	<p>2021/2022</p> <p>ELA - All Students Exceeded 13.53% Met 30% Nearly Met 33.53% Not Met 22.94%</p>	<p>2022/2023</p> <p>ELA - All Students Exceeded 19.05% Met 33.33% Nearly Met 28.57% Not Met 19.05%</p>	<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
CAASPP – ELA – Students with Exceptional Needs	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019- Exceeded 13% Met 15% Nearly 25% Not Met 48%</p>	<p>2020/2021</p> <p>Exceeded 13% Met 20% Nearly Met 27% Not Met 40%</p>	<p>2021/2022</p> <p>Exceeded 15.63% Met 18.75% Nearly Met 31.25% Not Met 34.38%</p>	<p>2022/2023</p> <p>ELA - Students with Exceptional Needs Exceeded 8.7% Met 30.43% Nearly Met 34.78% Not Met 26.09%</p>	<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – Math - All Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 11% Met 19% Nearly Met 27% Not Met 43%	2020/2021 Exceeded 16% Met 26% Nearly Met 25% Not Met 32%	2021/2022 Exceeded 10.65% Met 17.75% Nearly Met 37.28% Not Met 34.32%	2022/2023 Math - All Students Exceeded 16.89% Met 24.32% Nearly Met 33.78% Not Met 25%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP - Math - Students with Exceptional Needs	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 11% Met 12% Nearly Met 28% Not Met 43%	2020/2021 Exceeded 23% Met 8% Nearly Met 15% Not Met 54%	2021/2022 Exceeded 9.38% Met 12.5% Nearly Met 31.25% Not Met 46.88%	2022/2023 Math - Students with Exceptional Needs Exceeded 17.39% Met 0% Nearly Met 39.13% Not Met 43.48%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP - ELA - Hispanic Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 10% Met 17% Nearly Met 23% Not Met 50%	2020/2021 Exceeded 27% Met 27% Nearly Met 27% Not Met 18%	2021/2022 Exceeded 8.70% Met 34.78% Nearly Met 47.83% Not Met 8.70%	2022/2023 ELA - Hispanic Students Exceeded 21.43% Met 46.43% Nearly Met 21.43% Not Met 10.71%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP - Math - Hispanic Students	2019/2020 - CAASPP administration was	2020/2021	2021/2022	2022/2023	Increase Exceeded by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>waived due to COVID 19</p> <p>2018/2019 - Exceeded 13% Met 7% Nearly Met 30% Not Met 50%</p>	<p>Exceeded 0% Met 35% Nearly Met 20% Not Met 45%</p>	<p>Exceeded 0% Met 21.74% Nearly Met 52.17% Not Met 26.09%</p>	<p>Math - Hispanic Students Exceeded 10.71% Met 28.57% Nearly Met 42.86% Not Met 17.86%</p>	<p>Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%</p>
% UC/CSU A-G course completion with a C or better	2019/2020 - 68.75% - 11 of 16 graduates with UC/CSU (A-G) course completion	2020/2021 - 50% - 8 of 16 graduates with UC/CSU (A-G) course completion	2021/2022 - 35.7% - 10 of 28 graduates with UC/CSU (A-G) course completion	2022/2023 - 19.2% - 5 of 26 graduates with UC/CSU (A-G) course completion)	Increase UC/CSU A-G course completion to 75%
% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	2019/2020 - 0%	2020/2021 18.75%	2021/2022 0%	2022/2023 3.8%	Increase graduates meeting A-G requirements and completing a CTE pathway to 30%
% of ELs who progress in English proficiency (ELPAC)	2019/2020 - 0%	2020/2021 0%	2021/2022 Too few to report due to confidentiality	2022/2023 Too few to report due to confidentiality	Increase ELs who progress in English Proficiency to 95%
EL reclassification rate to FEP	2019/2020 - 0%	2020/2021 0%	2021/2022 Too few to report due to confidentiality	2022/2023 Too few to report due to confidentiality	Increase ELs who are reclassified to FEP to 30%
% of students that pass AP exams with a score of 3 or higher	2019/2020 - 0%	2020/2021 0%	2021/2022 0%	2022/2023 0%	Increase students score of 3 or higher to 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP college ready	2019/2020 - EAP did not occur because the CAASPP administration was waived due to COVID 19 2018/2019 - 2/38 students (5.3%)	2020/2021 ELA 31% Math 27%	2021/2022 ELA 47.06% Math 11.76%	2022/2023 ELA 55.41% Math 27.35%	Increase college ready on EAP to 5%
CAST Science Assessment - All	2019/2020 - CAST did not occur because the CAASPP was waived due to COVID-19 2018/2019 - Exceeded 7% Met 23% Nearly Met 44% Not Met 26%	2020/2021 CAST was not mandatory for 2020/2021 0%	2021/2022 Exceeded 7.89% Met 32.89% Nearly Met 43.42% Not Met 15.79%	2022/2023 Exceeded 9.22% Met 20.96% Nearly Met 53.94% Not Met 15.88%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
Access for English learners to CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency	2020/2021 - 100% of EL students have CCSS aligned curriculum with ELD standards embedded	2021/2022 100% of EL students have CCSS aligned curriculum with ELD standards embedded	2022/2023 100% of EL students have CCSS aligned curriculum with ELD standards embedded	2023/2024 100% of EL students have CCSS aligned curriculum with ELD standards embedded	Maintain 100% of EL students with CCSS aligned curriculum with ELD standards embedded
% of students who have successfully completed a CTE pathways	2019/2020 - CTE pathway completion rate of 0%	2020/2021 CTE pathway completion rate 18.75%	2021/2022 CTE pathway completion rate not reported for 2021/2022, however	2022/2023 CTE pathway completion rate 7.7%	Increase CTE pathway completion rate to 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			internal data shows that no 2022 graduates completed a CTE pathway		
Number of teachers without full credentials or misassigned	2019/2020 - 1 teacher misassigned and 100% with full credentials	2020/2021 0 teachers misassigned and 100% with full credentials	2021/2022 0 teachers misassigned and 100% with full credentials	2022/2023 0 teachers misassigned and 96% with full credentials	Decrease number of teachers without credentials or misassigned to 0
Access to standards-aligned instructional materials	2020/2021 Access to standards-aligned instructional materials 100% of students had access to standards-aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	2021/2022 Access to standards-aligned instructional materials 100% of students had access to standards-aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	2022/2023 Access to standards-aligned instructional materials 100% of students had access to standards-aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	2023/2024 Access to standards-aligned instructional materials 100% of students had access to standards-aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	Maintain 100% of student's with access to standards aligned instructional materials
Implementation of academic content and performance standards	2020/2021 - 100% of teachers included academic content and performance standards for all	2021/2022 100% of teachers included academic content and performance standards for all	2022/2023 100% of teachers included academic content and performance standards for all	2023/2024 100% of teachers included academic content and performance standards for all	Maintain 100% of teachers including academic content and performance standards for all courses for every

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	courses for every student in each learning record	courses for every student in each learning period	courses for every student in each learning period	courses for every student in each learning period	student in each learning record
Students have access and are enrolled in a broad course of study	2020/2021 - 100% of students have access and are enrolled in a broad course of study	2021/2022 100% of students have access and are enrolled in a broad course of study	2022/2023 100% of students have access and are enrolled in a broad course of study	2023/2024 100% of students have access and are enrolled in a broad course of study	Maintain 100% of students with access to a broad course of study
Programs and services developed and provided to students with exceptional needs	2020/2021 - 100% of special education case carriers had a student caseload of 20 or below	2021/2022 - 100% of special education case carriers had a student caseload of 20 or below	2022/2023 - 100% of special education case carriers had a student caseload of 20 or below	2023/2024 100% of special education case carriers had a student caseload of 20 or below	Maintain 100% of special education case carriers having a student caseload of 20 or below
Other Student Outcomes - K-8 Growth on Renaissance STAR Assessments - Reading and Math	2020/2021 - Reading 73.6% average student growth in reading from fall window to the spring window test administrations Math 68.3% average student growth in	2021/2022 Reading 67% average student growth in reading from Fall window to the Spring window test administrations Math 70% average student growth in math from the fall window to the	2022/2023 Reading 58% average student growth in reading from Fall window to the Spring window test administrations Math 51% average student growth in math from the fall window to the	2023/2024 Reading 55% average student growth in reading from Fall window to the Spring window test administrations Math 60% average student growth in math from the fall window to the	Increase Reading growth to 80% Increase Math growth to 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	math from the fall window to the spring window test administrations	spring window test administrations	spring window test administrations	spring window test administrations	
Other Student Outcomes - 9-12 College Career Indicator	2019 California School Dashboard - 10.5% Prepared	2020 California School Dashboard 45% Prepared	2021 California School Dashboard Not reported for the 2020-2021 school year	2022 California School Dashboard 32% Prepared	Increase number of Prepared students by 5%

Goal Analysis

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

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

In general, we were able to carry out this goal during this year. The majority of actions were completed and an overall improvement of student performance outcomes did occur, based on increases on the English/Language Arts, Math and College and Career indicators of the California School Dashboard. There were two substantive differences in the planned actions versus the actual implementation of these actions. First, our intervention coordinator moved into a special education position due to two different special education teachers accepting positions elsewhere. This meant we did not have a person whose job was dedicated to overseeing our intervention program, as planned. Instead of replacing this position, other staff members who had a variety of other job duties pitched in to help in this area. Then, in December, our academic counselor accepted a position for another school district. This left our social/emotional counselor to step in to support students with academic counseling.

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.

We had material differences between Budget Expenditures and Estimated Actual Expenditures in the following actions:

- 1.3 We increased our spending on this action because we purchased additional curriculum (Character Strong, social studies) that was not originally budgeted.
- 1.4 We increased our spending on this action because we received the Community Schools planning grant and utilized that resource for staff training.
- 1.5 We increased our spending on this action because we hired a math intervention teacher and that was not originally budgeted.

- 1.6 We increased our spending on this action because we employed an additional counselor that was not originally budgeted. This counselor was only employed half of the school year.
- 1.7 We increased our spending on this action because we hired three additional instructional aides.
- 1.8 We decreased our spending in supplemental/concentration funds because we used other resources to purchase materials and supplies.
- 1.9 We increased our spending on this action because we purchased more Chromebooks than originally budgeted.
- 1.10 We increased our spending on this action because we contracted with more educational vendors, including Parsec.
- 1.12 We increased our spending on this action because our costs for CTE teachers increased per our MOUs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of specific actions in making progress toward the goal during the three-year LCAP cycle varies. Employing highly qualified teachers and content area specialists, purchasing curriculum aligned with state standards, and providing professional learning opportunities likely contributed positively to student performance outcomes, evident in moderate improvements in ELA and Math for all students. However, challenges persist, notably in Math performance for students with exceptional needs. Implementing academic RTI, employing academic counselors, instructional aides, and providing materials, supplies, and educational technology are essential components that likely supported student success, though further improvement is needed, particularly in addressing disparities among student subgroups. Additional CTE pathways showed promise in preparing students for college and careers, yet the overall effectiveness of these actions may be constrained by resource allocation and implementation fidelity. We did a review of resources to determine if any inequities existed and determined that there were none. Overall, while progress has been made, ongoing efforts and adjustments are necessary to achieve desired outcomes across all academic areas.

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

Because we are starting a new LCAP cycle, we started from scratch. We looked at our goals and felt they still captured the areas in which we want to grow so those are the same as our previous LCAP. However, we did change our metrics. In order to be more efficient and stream lined, we grouped several metrics together. For example, we included the CAASPP scores of student groups with all students scores rather than having them all separate. We also decided to move all metrics related conditions of learning to goal 2. We are hoping that by grouping metrics, the document will be easier for educational partners to read. We also changed some of the actions. We analyzed the effectiveness of each action and because we had mixed results, but have been seeing progress in most areas, we decided to retain the actions that most likely resulted in student growth. Based on the data, we also decided to focus on the actions that specifically target our students groups who are not making gains as quickly as the student body as a whole.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent satisfaction survey results	2020/2021 - 100% of the parents stated that they were satisfied with our school's academic program	2021/2022 100% of parents stated that they were satisfied with our school's academic program	2022/2023 84.6% of parents stated that they were satisfied with our school's academic program	2023/2024 100% of parents stated that they were satisfied with our school's academic program	Maintain 100% parent satisfaction with school's academic program
School connectedness	2020/2021 - 83.3% of teachers feel connected to all staff and regularly collaborate with other teachers and 100% of our staff feel connected to their students and our school.	2021/2022 81.9% of teachers feel connected to all staff and regularly collaborate with other teachers and 95.5% of our staff feel connected to their students and our school.	2022/2023 80% of teachers feel connected to all staff and regularly collaborate with other teachers and 100% of our staff feel connected to their students and our school.	2023/2024 75.8% of teachers feel connected to all staff and regularly collaborate with other teachers and 75.7% of our staff feel connected to their students and our school.	Increase teachers feel connected to all staff to 95% and maintain 100% of staff feeling connected to their students and our school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent participation in programs for individual with exceptional needs	2020/2021 - 100% of parents participated in IEP meetings held for their students with exceptional needs	2021/2022 100% of parents participated in IEP meetings held for their students with exceptional needs	2022/2023 100% of parents participated in IEP meetings held for their students with exceptional needs	2023/2024 100% of parents participated in IEP meetings held for their students with exceptional needs	Maintain 100% participation at IEP meetings
School facilities in "good repair" using the Facilities Inspection Tool (FIT)	2020/2021 - 100% of our facilities were in "good repair" per FIT	2021/2022 100% of our facilities were in "good repair" per FIT	2022/2023 100% of our facilities were in "good repair" per FIT	2023/2024 100% of our facilities were in "good repair" per FIT	Maintain 100% facilities in "good repair" using FIT
Chronic Absenteeism for students of multiple races			2021/2022 Students of multiple races performed in the lowest status level (red) on the California School Dashboard	2022/2023 37.1% of students of multiple races performed in the lowest status level (red) on the California School Dashboard	Increase the status level of students of multiple races to the highest status level (blue)
Student safety survey results	2020/2021 - 100% of students felt safe at their school	2021/2022 100% of students felt safe at their school	2022/2023 100% of students felt safe at their school	2023/2024 91.65% of students felt safe at their school	Maintain 100% of students who feel safe at school
Student satisfaction survey results	2020/2021 - 82.9% of the students stated that they were satisfied with the school's academic program	2021/2022 50% of the students stated that they were satisfied with the school's academic program	2022/2023 100% of the students stated that they were satisfied with the school's academic program	2023/2024 100% of the students stated that they were satisfied with the school's academic program	Increase student satisfaction with the school's academic program to 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Attendance rate	2019/2020 - 97.26% school attendance rate	2020/2021 95.2% school attendance rate	2021/2022 95.94% school attendance rate	2022/2023 95.75% school attendance rate	Increase school attendance rate to 98%
Chronic Absenteeism	2019/2020 - 8.88% Chronic absentee rate	2020/2021 17.9% Chronic absentee rate	2021/2022 12.4% Chronic absentee rate (all students)	2022/2023 17.1% Chronic absentee rate	Decrease chronic absentee rate to 5%
Suspension rate	2019/2020 - 1.5% suspension rate	2020/2021 0% suspension rate	2021/2022 .8% suspension rate	2022/2023 .6% suspension rate	Decrease suspension rate to 1%
Expulsion rate	2019/2020 - 0% expulsion rate	2020/2021 0% expulsion rate	2021/2022 0% expulsion rate	2022/2023 0% expulsion rate	Maintain 0% expulsion rate
High School graduation rate	2019/2020 - 94.1% graduation rate	2020/2021 84.2% graduation rate	2021/2022 74.4% graduation rate	2022/2023 92.3% graduation rate	Increase graduation rate to 98%
Middle School drop out rate	2019/2020 - 0% middle school drop out rate	2020/2021 .01% middle school drop out rate (1 of 99 6-8 grade students)	2021/2022 0% middle school drop out rate	2022/2023 0% of middle school drop out rate	Maintain 0% middle school drop out rate
High School drop out rate	2019/2020 - 5.82% student drop out rate	2020/2021- 10.5% student drop out rate	2021/2022 25.6% student drop out rate	2022/2023 7.7% student drop out rate	Decrease student drop out rate to 3%
Parent participation in programs for all students, including unduplicated students	2019/2020 - 76.54% parents participated in programs for all	2020/2021 95.6% parents participated in programs for all	2021/2022 88.5% parents participated in programs for all	2022/2023 56.7% parents participated in programs for all	Increase parent participation in programs for all students, including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent input in decision making	2020/2021 - 19.7% of parents provided input in decision making process	2021/2022 85.7% of parents provided input in decision-making process	2022/2023 82.4% of parents provided input in decision-making process	85.2% of parents provided input in decision-making process	Increase parent input in decision making process to 50%

Goal Analysis

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

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

Overall, the actions related to this goal were carried out, though there were some challenges. One notable success has been the significant participation of parents in school activities, exemplified by 100% attendance at IEP meetings and high satisfaction rates with the academic program. The employment of a social/emotional counselor has also contributed positively, with a majority of students reporting feeling safe at school. Moreover, the maintenance of instructional facilities to ensure they are in good repair has provided a conducive environment for learning. However, challenges have been encountered in measuring the direct impact of certain actions, such as providing professional learning opportunities and implementing behavioral RTI strategies, on specific metrics related to school climate. Additionally, while the overall climate seems positive, the relatively high percentage of students performing in the lowest status level on the California School Dashboard suggests a need for further intervention. Our chronic absenteeism rate is still too high, especially for our subgroups (SWD, SED, two or more races, white). We did a review of resources to determine if any inequities existed and determined that there were none. One instance in which a planned action was not implemented as planned was Action 2.2 Employ a social/emotional counselor. This was impacted due to our academic counselor leaving mid year. This meant our social/emotional counselor had to also take on the duties of the academic counselor. Luckily, due to the Community School Planning grant, we have a PPS credentialed staff member serving as Community School Coordinator. This staff member was able to help support the social/emotional needs of our students.

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.

We had a material difference between Budgeted Expenditures and Estimated Actual Expenditures in the following area:
 2.5 We increased our spending in this action because of increases to the pay schedule for the School Psychologist line.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Upon analyzing the effectiveness of actions outlined in this goal, it is evident that several initiatives have shown promising signs of effectiveness. Notably, the action to increase parent communication (Action 2.1) has resulted in full parent participation in Individualized Education Program (IEP) meetings and high satisfaction rates among parents and students with the academic program. Similarly, employing a social/emotional counselor (Action 2.2) appears to have positively influenced student perceptions of safety, as indicated by a high percentage (91.65%) of students reporting feeling safe at school. Additionally, the maintenance of instructional facilities (Action 2.7) has ensured that 100% of the facilities are in good repair, indirectly contributing to a positive environment. While these actions demonstrate promising outcomes, there remains a lack of direct correlation between some actions and specific metrics. For instance, while actions such as providing professional learning opportunities (Action 2.3) and implementing behavioral Response to Intervention (RTI) strategies (Action 2.4) may contribute to improved school climate and student engagement, their direct impact is not clearly evident from the data provided.

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

For this goal, we also decided to change our metrics. In order to be more efficient and stream lined, we grouped several metrics together. For example, we included the graduation rates of student groups with all students graduation rate rather than having them all separate. We also included our student groups with all students for the chronic absenteeism rate. We are hoping that by grouping metrics, the document will be easier for educational partners to read. In the next LCAP cycle, all metrics related to conditions of learning and engagement will be contained within this goal. We also changed some of the actions. We analyzed the effectiveness of each action and because we had mixed results, but have been seeing maintenance or progress in most areas, we decided to retain the actions that most likely resulted in improved performance on metrics. Based on the data, we also decided to focus on the actions that specifically target our students groups who are not making gains as quickly as the student body as a whole.

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.

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$3,469,912.00	\$3,692,592.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Employ highly qualified teachers, including special education teachers	No	\$1,809,002.00	\$1,667,165.00
1	1.2	Employ highly qualified content are a specialists	Yes	\$404,173.00	\$376,650.00
1	1.3	Purchase common core state stand ard aligned curriculum for all students, including unduplicated students and students with disabilities	No	\$37,500.00	\$85,269.00
1	1.4	Provide professional learning opportunities	No	\$4,000.00	\$65,904.00
1	1.5	Implement academic RTI	Yes	\$157,434.00	\$220,778.00
1	1.6	Employ academic counselor	Yes	\$110,113.00	\$157,982.00
1	1.7	Employ instructional aides	Yes	\$177,570.00	\$259,696.00
1	1.8	Provide materials and supplies	Yes	\$13,045.00	\$5,000.00

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	1.9	Provide educational technology	Yes	\$11,500.00	\$20,224.00
1	1.10	Purchase educational contracted services	No	\$46,173.00	\$115,869.00
1	1.11	Contract vendors	No	\$19,000.00	\$20,000.00
1	1.12	Provide additional CTE pathways	Yes	\$23,440.00	\$47,693.00
2	2.1	Increase parent communication	No	\$15,437.00	\$13,973.00
2	2.2	Employ social/emotional counselor	No		
2	2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Yes	\$5,500.00	\$5,000.00
2	2.4	Implement behavioral RTI	Yes	\$52,425.00	\$56,500.00
2	2.5	Employ school psychologist	No	\$11,423.00	\$22,782.00
2	2.6	Offer food program	Yes	\$147,690.00	\$149,701.00
2	2.7	Maintain instructional facilities	No	\$424,487.00	\$402,406.00

2023-24 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 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)	
915510.00	\$1,090,346.00	\$1,044,444.00	\$45,902.00	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.2	Employ highly qualified content area specialists	Yes	\$404,173.00	\$376,650.00		
1	1.5	Implement academic RTI	Yes	\$144,890.00	\$182,951.00		
1	1.6	Employ academic counselor	Yes	\$110,113.00	\$135,913.00		
1	1.7	Employ instructional aides	Yes	\$177,570.00	\$163,262.00		
1	1.8	Provide materials and supplies	Yes	\$13,045.00	\$5,000.00		
1	1.9	Provide educational technology	Yes	\$11,500.00	\$20,224.00		
1	1.12	Provide additional CTE pathways	Yes	\$23,440.00	\$39,193.00		
2	2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Yes	\$5,500.00	\$5,000.00		
2	2.4	Implement behavioral RTI	Yes	\$52,425.00	\$56,500.00		
2	2.6	Offer food program	Yes	\$147,690.00	\$59,751.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — 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)
[INPUT]	[Shared with 2023-24 Contributing Actions Annual Update Table]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
3459294.00	915510.00	0	26.465%	\$1,044,444.00	0.000%	30.192%	\$0.00	0.000%

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

2024 LCAP Annual Update for the 2023–24 LCAP for Northern United – Humboldt Charter School

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 [2024-25]

General Information

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

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 strengths in parent satisfaction, IEP meeting participation, and school safety. However, student performance, particularly for diverse and exceptional needs students, falls below desired levels in ELA and math. Completion rates for UC/CSU A-G course requirements and CTE pathways are also low. Despite challenges, we demonstrated growth with moving to a green rating in English/Language Arts and a yellow rating in math on the CA School Dashboard and increased progress in College and Career Indicator preparation. 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.

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
Teachers, Principals, Administrators, Other School Personnel	<p>We distributed three 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 Survey, the Family Engagement Survey and the Implementation of State Standards Survey were all distributed on January 23, 2024, March 4, 2024 and again at a staff meeting on March 8, 2024. In total, we received 76 staff responses.</p> <p>Input was also solicited through LCAP meetings held at our learning centers. These meetings occurred on October 23rd, December 13th, January 18th, January 29th, February 26th, March 13th, March 20th, March 27th and April 15th.</p> <p>Total staff attendees: 15 teachers; 1 principals; 2 administrators; 23 other school personnel</p> <p>Additionally, a Parent Advisory Council (PAC) meets with the purpose of seeking guidance and input on the LCAP. This group is made up of ten members, including 4 staff members, and met on October 27th, January 12th and April 19th.</p> <p>All staff had the opportunity to give feedback at Northern United Charter Schools' Board meetings. A public hearing was held on June 26, 2024, with plan adoption on June 27, 2024.</p>

	Northern United - Humboldt Charter School does not have a bargaining unit.
Humboldt/Del Norte SELPA	Consultation with our SELPA was completed in May 2024.
Parents, Students	<p>We distributed two different surveys for parents and students. The surveys 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 the Family Engagement Survey were both distributed on March 6, 2024 through email and on Parent Square on March 6, 2024 and were posted on the school website. The surveys were also emailed to teachers and the teachers were asked to also give them to parents and students. In total, we received feedback to our surveys from 42 parents and 13 students.</p> <p>Input was also solicited through LCAP meetings held at our learning centers. These meetings occurred on October 23rd, December 13th, February 26th, March 13th and March 20th. A total of 35 parents and 0 students attended.</p> <p>Listening sessions and student interviews were also held at our high school learning centers.</p> <p>Additionally, a Parent Advisory Council (PAC) meets with the purpose of seeking guidance and input on the LCAP. This group is made up of ten members, including six parents, and met on October 27th, January 12th and April 19th.</p> <p>Parents had the opportunity to give feedback at Northern United Charter Schools' Board meetings. A public hearing was held on June 26, 2024, with plan adoption on June 27, 2024.</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 1: Basic (Conditions of Learning)

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			Local Reading Assessment Growth Analysis (Fall to Spring): 86% of students Met or Exceeded growth target in Reading	

			SWD: 14.29% met or exceeded (2023 CAASPP-ELPAC)		SWD: 50% met or exceeded
1.6	English Learner Progress		Too few to report		100% making progress toward English proficiency
1.7	English Learner Reclassification Rate		33% reclassified (CalPads)		50% reclassified
1.8	CTE Pathway Completion Rate		7.7% completion rate (2023 Dashboard)		15% completion rate
1.9	UC or CSU Entrance Requirement Rate		19.2% completion rate (2023 Dataquest)		30% completion rate
1.10	Advanced Placement Passing Rate (Score of 3 or higher)		0 students took an AP test (College Board)		50% passing
1.11	Early Assessment Program (EAP) Rate		36.85% scoring at Level 3 or 4 (2023 Dataquest)		50% scoring at Level 3 or 4

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instruction	Employ highly qualified teachers	\$1,281,443.00	No
1.2	Academic Intervention	Implement academic intervention (intervention staff/tutors/instructional aides)	\$751,271.00	Yes
1.3	College and Career Readiness	Develop college and career readiness (college and career support staff, CTE pathways)	\$111,372.00	Yes
1.4	Special Education Services	Employ special education staff	\$698,575.00	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, including promotion of parent participation in programs for unduplicated pupils and special need subgroups (2023-24 Local data)			Continue to seek parent input in 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)			98% attendance rate	
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: 5% chronic absenteeism rate SED: 5% chronic absenteeism rate White: 5% chronic absenteeism rate SWD: 5% chronic absenteeism rate	
2.4	Middle School Dropout Rate	0% dropout rate (CalPads ODS 8.1b)			0% dropout rate	
2.5	High School Dropout Rate	7.7% dropout rate (CalPads ODS 8.1b)			0% dropout rate	
2.6	High School Graduation Rate	All: 92.3% graduation rate (2023 Dashboard)			All: 100% graduation rate	

2.7	Suspension Rate	All: .6% suspension rate SED: 1.9% suspension rate (2023 Dashboard)	All: 0% suspension rate SED: 0% suspension rate				
2.8	Expulsion Rate	0% expulsion rate (2023 Dataquest)	0% expulsion rate				
2.9	Sense of Safety and School Connectedness	<p>Students: 91.65% feel safe 80% feel connected to the school</p> <p>Parents/Guardians: 100% feel their children are safe 82.6% feel connected to the school</p> <p>Staff: Sense of safety - No baseline data 81.9% feel connected to their students (2023-24 Local survey)</p>	<p>Students: 100% feel safe 100% feel connected to the school</p> <p>Parents/Guardians: 100% feel their children are safe 100% feel connected to the school</p> <p>Staff: 100% feel safe 100% feel connected to their students</p>				
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				

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)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair
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

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SEL Support	Employ social/emotional counselor	\$100,129.00	Yes
2.2	Behavioral Intervention	Implement behavioral intervention program (ORBE staff, vendors)	\$108,686.00	Yes
2.3	Food Program	Offer food program (food services staff, vending agreements, food)	\$178,730.00	Yes
2.4	Community School	Implement a Community School approach (Community School staff, materials and supplies)	\$249,998.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$928854.00	\$97,856.00

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
27.200%	0.000%	\$0.00	27.200%

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>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</p>	<p>ELA and Math CAASPP Scores, CA Science Test Scores, Local Assessment Growth, English Learner Progress, English Learner Reclassification Rate</p>

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
<p>Scope: LEA-wide</p>		<p>access to the appropriate curriculum and staff in order to achieve academic expectations. These interventions may include personalized tutoring, 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.</p>	
<p>1.3</p> <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>		<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</p>	<p>CTE Pathway Completion Rate, UC or CSU Entrance Requirement Rate, Advanced Placement Passing Rate, Early Assessment Program Rate</p>

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
2.1	<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>	<p>requirement rates, boost AP passing rates, and enhance EAP rates. By providing additional 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.</p> <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</p>	<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</p>

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
2.2	<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>services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</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>	<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</p>

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 student engagement for all students, but will principally benefit the unduplicated students.</p>	Attendance Rate, Chronic Absenteeism Rate

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
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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 LCFE funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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	1:26
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:12

2024-25 Total 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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	3414901.00	928854.00	27.200%	0.000%	27.200%
Totals	[AUTO-CALCULATED]	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	\$2,827,653.00	\$471,357.00	\$7,646.00	\$173,548.00	\$3,480,204.00
					\$283,614.00

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
This table was automatically populated from this LCAP.															
1	1.1	Instruction	All Students with Disabilities	No					\$1,281,443.00	\$0.00	\$1,234,387.00			\$47,056.00	\$1,281,443.00
1	1.2	Academic Intervention	English Learners Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$749,666.00	\$1,605.00	\$751,271.00				\$751,271.00
1	1.3	College and Career Readiness	English Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$73,275.00	\$38,097.00	\$111,372.00				\$111,372.00
1	1.4	Special Education Services	Students with Disabilities	No					\$653,868.00	\$44,707.00	\$453,627.00	\$183,407.00	\$7,646.00	\$53,895.00	\$699,575.00
2	2.1	SEL Support	English Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$99,529.00	\$600.00	\$100,129.00				\$100,129.00
2	2.2	Behavioral Intervention	English Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$98,186.00	\$10,500.00	\$108,686.00				\$108,686.00
2	2.3	Food Program	English Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$68,697.00	\$110,033.00	\$68,181.00			\$37,952.00	\$178,730.00
2	2.4	Community School	All	No					\$171,926.00	\$78,072.00		\$249,998.00			\$249,998.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
3414901.00	928854.00	27.200%	0.000%	27.200%	\$1,139,639.00	0.000%	33.373 %	Total:	\$1,139,639.00
								LEA-wide Total:	\$1,139,639.00
								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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.2	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$751,271.00	
1	1.3	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,372.00	
2	2.1	SEL Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,129.00	
2	2.2	Behavioral Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,686.00	
2	2.3	Food Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,181.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$3,469,912.00	\$3,692,592.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Employ highly qualified teachers, including special education teachers	No	\$1,809,002.00	\$1,667,165.00
1	1.2	Employ highly qualified content are a specialists	Yes	\$404,173.00	\$376,650.00
1	1.3	Purchase common core state stand ard aligned curriculum for all students, including unduplicated students and students with disabilities	No	\$37,500.00	\$85,269.00
1	1.4	Provide professional learning opportunities	No	\$4,000.00	\$65,904.00
1	1.5	Implement academic RTI	Yes	\$157,434.00	\$220,778.00
1	1.6	Employ academic counselor	Yes	\$110,113.00	\$157,982.00
1	1.7	Employ instructional aides	Yes	\$177,570.00	\$259,696.00
1	1.8	Provide materials and supplies	Yes	\$13,045.00	\$5,000.00

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	1.9	Provide educational technology	Yes	\$11,500.00	\$20,224.00
1	1.10	Purchase educational contracted services	No	\$46,173.00	\$115,869.00
1	1.11	Contract vendors	No	\$19,000.00	\$20,000.00
1	1.12	Provide additional CTE pathways	Yes	\$23,440.00	\$47,693.00
2	2.1	Increase parent communication	No	\$15,437.00	\$13,973.00
2	2.2	Employ social/emotional counselor	No		
2	2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Yes	\$5,500.00	\$5,000.00
2	2.4	Implement behavioral RTI	Yes	\$52,425.00	\$56,500.00
2	2.5	Employ school psychologist	No	\$11,423.00	\$22,782.00
2	2.6	Offer food program	Yes	\$147,690.00	\$149,701.00
2	2.7	Maintain instructional facilities	No	\$424,487.00	\$402,406.00

2023-24 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 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)	
915510.00	\$1,090,346.00	\$1,044,444.00	\$45,902.00	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action/Service Title	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.2	Employ highly qualified content area specialists	Yes	\$404,173.00	\$376,650.00		
1	1.5	Implement academic RTI	Yes	\$144,890.00	\$182,951.00		
1	1.6	Employ academic counselor	Yes	\$110,113.00	\$135,913.00		
1	1.7	Employ instructional aides	Yes	\$177,570.00	\$163,262.00		
1	1.8	Provide materials and supplies	Yes	\$13,045.00	\$5,000.00		
1	1.9	Provide educational technology	Yes	\$11,500.00	\$20,224.00		
1	1.12	Provide additional CTE pathways	Yes	\$23,440.00	\$39,193.00		
2	2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Yes	\$5,500.00	\$5,000.00		
2	2.4	Implement behavioral RTI	Yes	\$52,425.00	\$56,500.00		
2	2.6	Offer food program	Yes	\$147,690.00	\$59,751.00		

2023-24 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)
3459294.00	915510.00	0	26.465%	\$1,044,444.00	0.000%	30.192%	\$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]).

2024-25 Local Control and Accountability Plan for Northern United - Humboldt Charter School

▪ **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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o 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.

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.

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.
- 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.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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 holistic 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) (California Legislative Information) 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.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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

- 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.
- 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.
- 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.

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

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 succinctly enough 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.

- Conclusive 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 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 LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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 of the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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 2023

Agenda Item 3.

ACTION ITEMS TO BE CONSIDERED

Subject:

3.2 Approval of 2024-2025 Budget Overview for Parents and Local Control and Accountability Plan with 2023-2024 Annual Update for NU-SCS

Action Requested:

Approval

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

A public hearing for the LCAP was held on June 26, 2024.

Using data and input from our educational partners, the LCAP attempts to capture and reduce to writing what our school does well and areas for growth. It represents the goals of all educational partners and includes the resources the school allocates to reach these goals.

The administrative staff, in cooperation with our business office, and the Siskiyou County Office of Education (SCOE) have developed the 2024-25 LCAP.

This document was developed in coordination with the development of the 2024-2025 school budget. The draft has been reviewed by SCOE.

The LCAP has three goals:

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

In addition to the LCAP, this item also includes a Budget Overview for Parents and Annual Updates of the 2023-2024 LCAP.

Fiscal Implications:

The LCAP and budget mirror each other

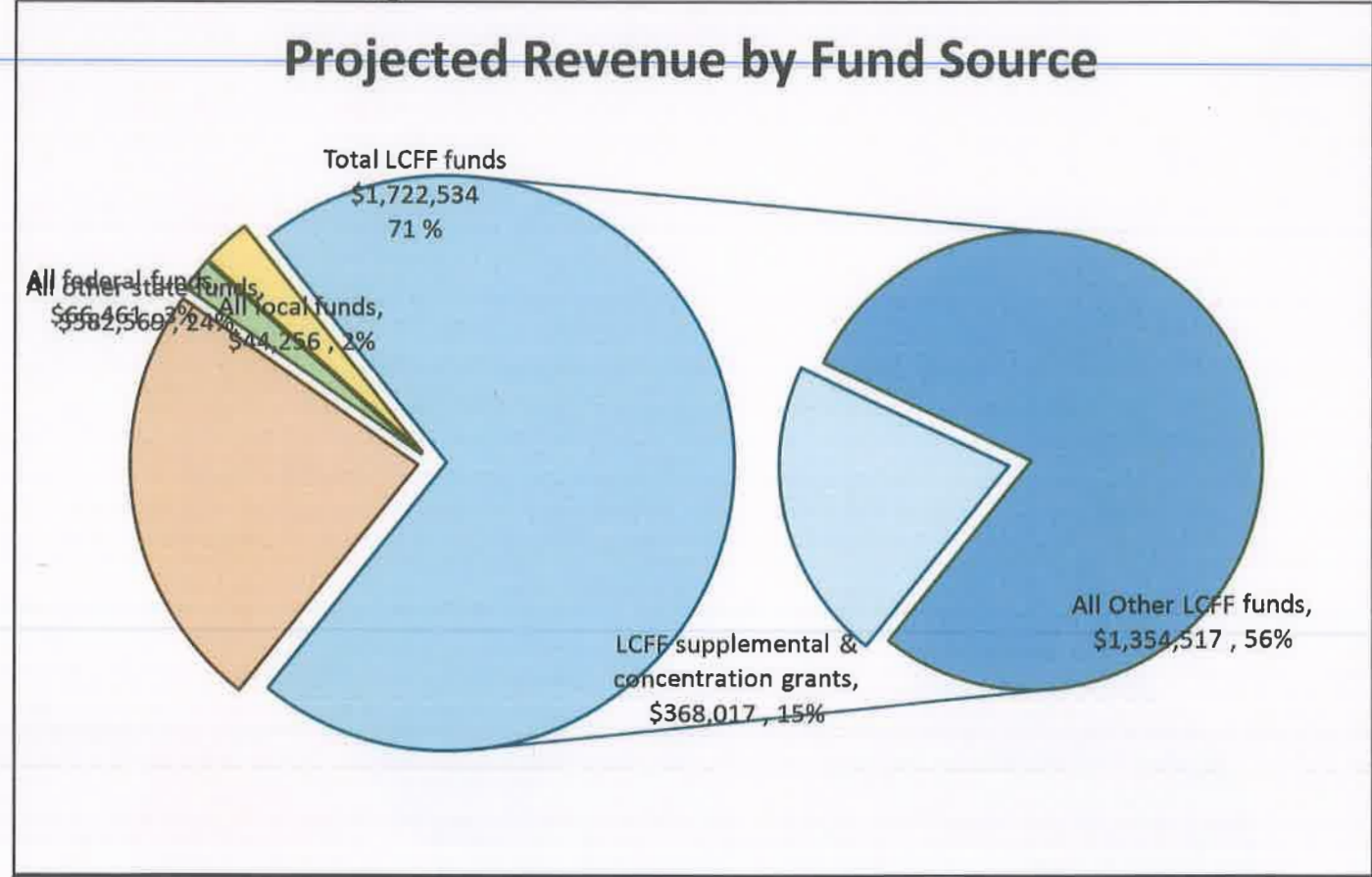
Contact Person/s: Shari Lovett, Kirk Miller

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United - Siskiyou Charter School
 CDS Code: 47-10470-0137372
 School Year: 2024-25
 LEA contact information:
 Shari Lovett
 Director
 slovett@nuarters.org
 707.445.2660 x110

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 2024-25 School Year

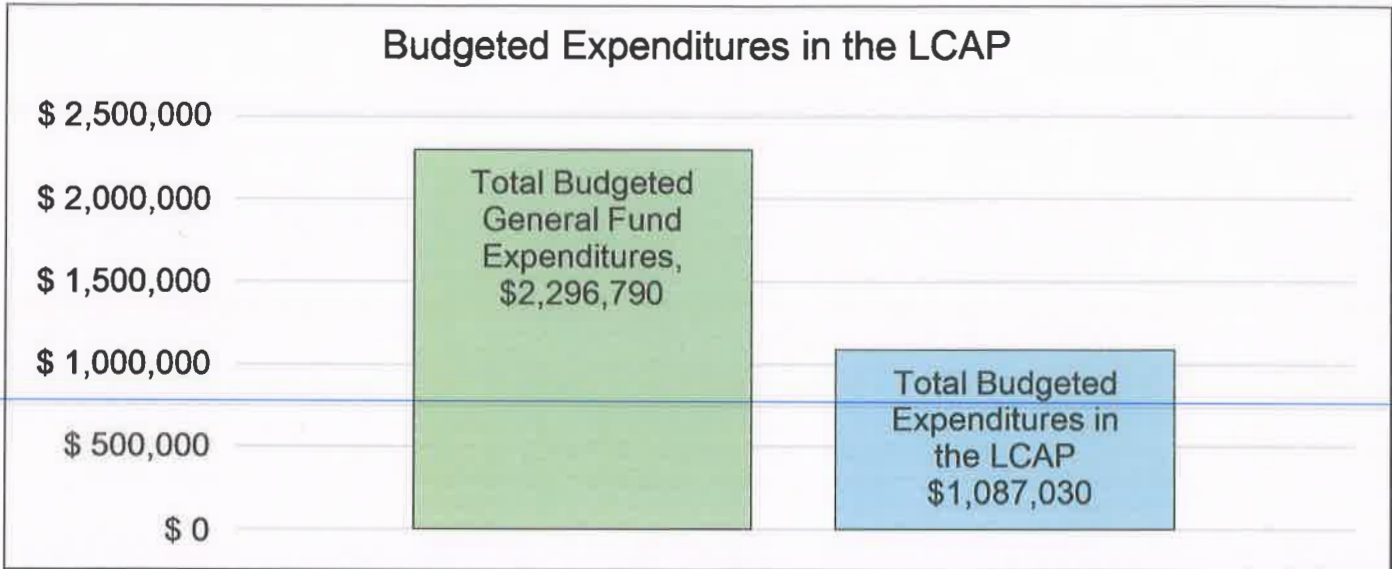


This chart shows the total general purpose revenue Northern United - Siskiyou Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern United - Siskiyou Charter School is \$2,415,820, of which \$1,722,534 is Local Control Funding Formula (LCFF), \$582,569 is other state funds, \$44,256 is local funds, and \$66,461 is federal funds. Of the \$1,722,534 in LCFF Funds, \$368,017 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Northern United - Siskiyou Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Northern United - Siskiyou Charter School plans to spend \$2,296,790 for the 2024-25 school year. Of that amount, \$1,087,030 is tied to actions/services in the LCAP and \$1,209,760 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

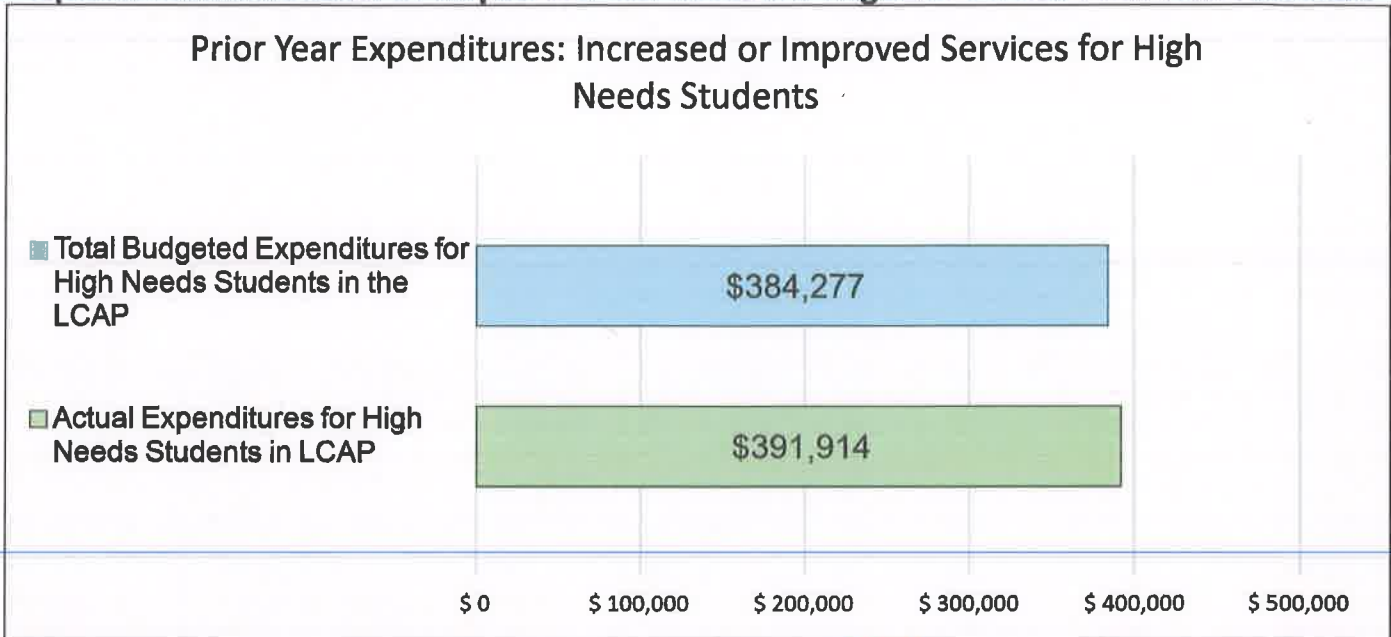
Director and administration expenses, curriculum, supplies, utilities, leases, maintenance expenses, audit fees, legal fees, insurance and central business expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Northern United - Siskiyou Charter School is projecting it will receive \$368,017 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Siskiyou Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Siskiyou Charter School plans to spend \$438,946 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Northern United - Siskiyou Charter School's LCAP budgeted \$384,277 for planned actions to increase or improve services for high needs students. Northern United - Siskiyou Charter School actually spent \$391,914 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Academic Indicator: CAASPP ELA (Priority 4)</p> <p>Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL); Hispanic or Latino (H/L); American Indian or Alaskan Native (AI/AN)</p> <p>(California School Dashboard)</p>	<p>2018-19 All students - 43% met or exceeded SED: 45% SWD: 45% EL: N/A no current EL students H/L: 49% AI/AN: Too few to report</p>	<p>2020-21 All students - 36.36% met or exceeded SED: 27.5% SWD: 25% EL: N/A no current EL students H/L: 33.34% AI/AN: Too few to report</p>	<p>2021-22 All students - 48.33% met or exceeded SED: 48.00% SWD: 5 students - too few to report EL: N/A no current EL students H/L: 50.00% (12 students) AI/AN: 3 students - too few to report</p>	<p>2022-23 All students - 39% met or exceeded SED: 38 % met or exceeded SWD: 9 students - too few to report EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report</p>	<p>20-21 Statewide average: 49.01% 20-21 Countywide average: 40.54% All students - 52% met or exceeded SED: 52% SWD: 50% (county avg. 15.20%) EL: N/A no current EL students H/L: 52% AI/AN: Typically, too few to report</p>
<p>Academic Indicator: CAASPP math (Priority 4)</p> <p>Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD);</p>	<p>2018-19 All students - 21% met or exceeded SED: 22% SWD: 0% EL: N/A no current EL students H/L: 8%</p>	<p>2020-21 All students - 19% met or exceeded SED: 15% SWD: 25% EL: N/A no current EL students H/L: 7.14%</p>	<p>2021-22 All students - 20.00% met or exceeded SED: 20.00% SWD: 0.00% (5 students) EL: N/A no current EL students</p>	<p>2022-23 All students - 21% met or exceeded SED: 21% met or exceeded SWD: 9 students - too few to report</p>	<p>20-21 Statewide average: 33.76% 20-21 Countywide average: 26.75% All students - 32% met or exceeded SED: 32%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
English Learner (EL); Hispanic or Latino (H/L) (California School Dashboard)	AI/AN: Too few to report	AI/AN: Too few to report	H/L: 0.00% (13 students) AI/AN: 3 students - too few to report	EL: N/A no current EL students H/L: 10 students - too few to report AI/AN: 1 student - too few to report	SWD: 10% (county avg. 9.90%) EL: N/A no current EL students H/L: 32% AI/AN: Typically, too few to report
Assessments: Star Renaissance English/Language Arts assessments (Priority 8)	2020-21: Average student growth percentile, grades 2-8: Fall/Spring: 48 (nationwide percentile ranking)	2021-22: Average student growth percentile, grades 2-8: Fall/Spring: 52 (nationwide percentile ranking)	2022-23: Average student growth percentile, grades 2-8: Fall/Winter 53rd (nationwide percentile ranking)	2023-24: Average student growth percentile, grades 2-8: Fall/Winter 56th (nationwide percentile ranking)	Average student growth percentile, grades 2-8: Fall/Spring: 58
Assessments: Star Renaissance math assessments (Priority 8) Increase the number of students who meet their projected growth	2020-21: Average student growth percentile. Grades 2-11: Fall/Spring: 38 (nationwide percentile ranking)	2021-22: Average student growth percentile, grades 2-8: Fall/Spring: 45 (nationwide percentile ranking)	2022-23: Average student growth percentile, grades 2-11: Fall/Spring: 47th (nationwide percentile ranking)	2023-24: Average student growth percentile, grades 2-11: Fall/Spring: 45th (nationwide percentile ranking)	Average student growth percentile. Grades 2-11: Fall/Spring: 48
Weekly tutoring minutes available per student per week	2020-21: 12 minutes per student per week	2021-22: 26 minutes per student per week	2022-23: 28 minutes per student per week	2023-24: 5 minutes per student per week	24 minutes per student per week
Number of students graduating with A-G eligibility	2019-20: 0 students	2020-2021: 1 student	2021-22: 5 students	2022-23: 5 students	10 students
Percentage of students with IEPs or	100% of students with IEP or 504 plan	100% of students with IEP or 504 plan	100% of students with IEP or 504 plan	100% of students with IEP or 504 plan	100% of students with IEP or 504 plan will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
504 plans receiving appropriate services	receive appropriate services	receive appropriate services	receive appropriate services	receive appropriate services	receive appropriate services
Number of students taking the PSAT	2020-21 - zero students (due to pandemic)	2021-22 - 1 student	2022-23: 1 student	2023-24: Test not administered yet	10 students
Number of students taking the SAT	2020-21 - zero students (due to pandemic)	2021-22 - 6 students	2022-23: 6 student	2023-24: Test not administered yet	8 students
Number of students concurrently enrolled	2020-21 - 3 students (lower than what is typical due to pandemic)	2021-22 - 2 students	2022-23: 0 students	2022-23: 3 student	15 students
Number of students passing an AP course with a score of 3 or higher	2020-21 - No students taking AP courses	2021-22 - Two students taking AP courses, AP test results reported in 2022-23 LCAP	2022-23: 0 students	2023-24: 0 students	5 students
English Learner (EL) pupils who are Reclassified Fluent English Proficient (RFEP)	Zero EL students in 2020-21	Zero EL students reclassified in 2021-22	Zero EL students reclassified in 2022-23	Zero EL students reclassified in 2023-24	Zero EL students in 2020-21
English Learner Progress Indicator	One EL student in 2019-20, no ELPAC due to COVID-19	Zero EL students in 2020-2021	Zero EL students in 2022-23	Zero EL students in 2023-24	100% of EL students will demonstrate progress based on ELPAC scores
Percent of graduates considered college and career Prepared per the California School Dashboard CCI	2018-19 - 13.6%	2019-20 - 7.1%	Data not included on 2022 CA Dashboard	2022-23: 29.4% prepared	35%

Goal Analysis

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

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

Strategic Efforts

Professional Development: Staff received CAASPP-focused training.

Academic Interventions: Expanded intervention programs and utilized data for student support.

Resource Accessibility: Provided Chromebooks and hotspots, focusing on unduplicated student groups.

Parental Engagement: Attempted to engage parents through training programs, with limited success.

Achievements

Improvements noted in Star Renaissance assessments.

Maintained 100% compliance for IEPs/504 plans services.

Challenges

Inconsistent CAASPP scores, with a need for reevaluation in Math strategies.

Significant gaps in tutoring service implementation and parent workshop participation.

Lack of progress in expanding advanced academic opportunities.

Recommendations

Review and improve Math interventions.

Address the decrease in tutoring services.

Increase access to advanced coursework and participation rates.

Develop more effective parent engagement strategies.

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.

1.4 - Lower than anticipated costs for data

1.5 - Will continue updated Chromebook inventory next FY

1.6 - Planned on not using Subject, but that changed due to student and teacher request. Spent less on Apex than anticipated. Prepaid for three years worth of Study.com to get a better rate.

1.7 - Not able to create program this year

1.9 - Salary and benefits greater than anticipated

1.10 - No students took AP courses

1.11 - Total includes AVID membership only. Summer Institute 2023 expenses were paid in last FY. 2024 Summer Institute expenses have yet to be determined.

1.13 - Salary and benefits higher than anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Professional Development and Academic Interventions (Actions 1.1 and 1.2)

Effectiveness: These actions, particularly professional development around CAASPP and the expansion of academic intervention programs, have shown partial effectiveness. While we observed improvements in the Star Renaissance assessments, indicating growth in ELA and Math, CAASPP scores have fluctuated, especially in Math, which did not show the desired progress. This suggests that while the professional development has positively impacted teaching strategies, the translation into CAASPP performance, particularly in Math, has been less effective.

Resource Accessibility (Actions 1.4 and 1.5)

Effectiveness: Providing Chromebooks, hotspots, and other school-related supplies has been effective in ensuring that all students, especially those from unduplicated groups, have access to necessary learning tools. This action likely contributed to the maintenance of IEPs/504 plans compliance and supported continued learning, particularly during periods of remote instruction.

Parental Engagement (Action 1.7)

Ineffectiveness: Despite the intention to engage parents more deeply in the educational process, the lack of participation in workshops indicates this action was ineffective. The desired outcome of improved parental involvement to support student learning at home and increased engagement in school decision-making processes was not achieved.

Tutoring Services (Part of Actions 1.2)

Ineffectiveness: The reduction in tutoring services significantly deviated from the planned level of support, rendering this action ineffective in providing the anticipated academic support outside of classroom instruction. This likely impacted the overall effectiveness of academic interventions.

Advanced Academic Opportunities (Actions related to expanding A-G and AP courses)

Mixed Effectiveness: While the school aimed to expand access to advanced coursework, the stagnation in A-G and CTE completion rates, along with minimal increases in students taking the PSAT, SAT, and AP courses, suggest a need for reassessment. These actions were somewhat effective in providing more opportunities but did not achieve the desired uptick in student participation and success in these areas.

Conclusion and Future Adjustments

The LCAP cycle revealed a combination of effective strategies and areas requiring significant reevaluation. Specifically, the mixed effectiveness of interventions in improving CAASPP scores, particularly in Math, and the ineffectiveness of actions aimed at increasing

parental engagement and tutoring services, suggest a need for strategic adjustments. Moving forward into the 2024–25 LCAP development, NU-SCS must consider:

Revising Math intervention strategies to more directly impact CAASPP Math scores.
Reevaluating parental engagement efforts to increase participation and support.
Restoring or reimagining tutoring services to provide substantial academic support outside of classroom instruction.
Continuing support for resource accessibility while reassessing the approach to expanding advanced academic opportunities to ensure they lead to increased student participation and success.

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

1. Math Intervention Strategies (Action 1.1 and 1.2):

Reasons for Ineffectiveness: Despite professional development efforts and academic interventions, CAASPP Math scores did not improve as expected. The existing approach lacked the specificity needed to address diverse learner needs in Math.

New Approach: The school will implement a more individualized math intervention program. This includes more fully utilizing IXL diagnostic assessments to identify specific gaps and tailor instruction, using technology-based adaptive learning tools for personalized learning paths.

2. Parental Engagement (Action 1.7):

Reasons for Ineffectiveness: Initial parental workshops failed to attract participation, revealing a gap between session offerings and parental needs or schedules.

New Approach with CEI Insights: Incorporating learnings from completing the first year of the California Community Engagement Initiative (CEI), NU-SCS intends to revamp its parental engagement strategy. This will involve utilizing CEI insights to develop more flexible and relevant engagement sessions, which may include virtual options and content directly relevant to student success.

3. Tutoring Services (Part of Action 1.2):

Reasons for Ineffectiveness: The significant reduction in tutoring minutes impacted the support structure necessary for student success. The decrease was mainly due to resource allocation issues.

New Approach: The school intends to reevaluate expenditures and find ways to reallocate some to tutoring, and provide more effective tutor training. The strategy includes not only restoring previous tutoring minutes but also integrating a peer tutoring program to extend support hours without significantly increasing costs.

4. Expansion of Advanced Academic Opportunities (Related to Actions for A-G and AP Courses):

Reasons for Ineffectiveness: Stagnation in A-G and CTE completion rates and minimal increases in advanced coursework participation suggested the need for better support systems.

New Approach: NU-SCS will focus on early identification of students for A-G pathways and provide targeted counseling to prepare them for these courses. Additionally, the school will partner with online education providers to expand course offerings, ensuring a broader range of subjects and levels to meet student interests and academic needs.

Adjustments in Metrics and Desired Outcomes:

Adjusted metrics will now include a more detailed tracking of progress in math, including more regular IXL assessments to monitor growth and areas needing support.

Desired outcomes have been recalibrated to reflect realistic targets based on the new interventions and strategies being implemented, with an emphasis on incremental but consistent improvement in math scores and increased participation in advanced coursework.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Teachers inappropriately assigned	2020-21: One teacher	2021-22: No teachers inappropriately assigned.	2022-23: No teachers inappropriately assigned.	2023-24: No teachers inappropriately assigned.	Zero teachers
Average score for Priority 2 State Standards self reflection tool.	2020-21: 3.65	2021-22: 3.2	2022-23: 2.72	2023-24: 3.87	4.5
Number of students that meet both A-G and CTE completion	Zero students meet both requirements	One student met both requirements	Zero students meet both requirements	2022-23: 2 students	6
Number of parents who attend parent-educator workshops.	Zero (new program)	Zero	Zero	Zero	30
Number of students taking AVID Electives per year	2020-21: Middle school: 0 2020-21: High School: 8	2021-22: Middle school: 6 students 2021-22: High School: 6 students	2022-23: Middle school: 7 students 2022-23: High School: 9 students	2022-23: Middle school: 4 students 2022-23: High School: 10 students	Middle school: 8 High School: 16
Percentage of parent training attendees who report initial implementation of standards	Zero (new program)	Zero	Zero	Zero	60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who have access to standards based curriculum	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Percentage of facilities scoring in good repair on FIT	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Percentage of staff PBIS trained	2020-21: 90%	2021-22: 53%	2022-23: 81%	2022-23: 100%	100%
Number of students taking teen skill building or life coaching classes	Zero (new program)	Zero	Nine students	Nine students	24
Number of students taking "e" approved language other than English requirement	2020-21: 3 students	2021-22: 15 students	2022-23: 16 students	2023-24: 19 students	10 students
Number of students participating in the SCOE Outdoor Education program	2020-21: 38 students participated	2021-22: 35 students	2022-23: 29 students	2022-23: 25 students	60 students participating
Number of students completing CTE pathway	2020-21: 3	2021-22: 1	2022-23: 3	2022-23: 3 students	24
Number of teachers participating in coding pathways professional learning	Zero (new program)	Zero	Zero	Zero	5

Goal Analysis

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

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

Strategic Efforts

Educational Conditions: Ensured 100% of facilities are in good repair, supporting an optimal learning environment.

Curriculum Access: Maintained 100% access to standards-based curriculum for all students, including those with disabilities.

Broad Course of Study: Expanded AVID electives and ensured offerings in "e" approved language courses to broaden academic pathways.

Achievements

PBIS Training Completion: Achieved 100% staff training in PBIS, enhancing the educational climate.

Standards Self-Reflection: Improved the average score for the Priority 2 State Standards self-reflection tool, indicating a progression in meeting educational standards.

Challenges

Parental Engagement: Continued lack of participation in parent-educator workshops, despite efforts to improve engagement.

CTE and A-G Pathways: Limited growth in the number of students meeting both A-G and CTE completion requirements, highlighting an area for strategic improvement.

Implementation Gaps

Parent Training Attendees: No progress in increasing the percentage of parent training attendees reporting initial implementation of standards, indicating a need for reevaluation of engagement strategies.

Advanced Academic Opportunities: Slow progress in increasing student participation in advanced coursework and external education programs like SCOE Outdoor Education, suggesting a need for enhanced support and accessibility.

Recommendations

Enhance Parent Engagement: Integrate insights from the California Community Engagement Initiative (CEI) to revamp engagement strategies, aiming for increased participation in workshops and training sessions.

Boost A-G and CTE Pathway Participation: Implement targeted counseling and support for students to increase enrollment and completion rates in A-G and CTE pathways.

Expand Access to Advanced Courses: Reassess and potentially expand offerings and support for advanced academic opportunities, ensuring students are prepared and motivated to participate.

Conclusion

While NU-SCS has made significant strides in creating an optimal educational environment and expanding curriculum access, challenges in parental engagement and the broad course of study indicate areas requiring focused improvement. For future success, it's crucial to leverage data and community insights to refine engagement strategies, bolster support for advanced coursework participation, and ensure all students have access to a comprehensive educational experience. These targeted improvements are essential for meeting the strategic goal of providing a conducive learning environment and a broad course of study for all students.

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.

- 2.2 - Additional spending related to community school effort
- 2.6 - Replacing more curriculum than expected and increasing science curriculum
- 2.7 - Rent increase and expenses associated with moving two facilities
- 2.8 - Food costs and lower costs than estimated for Courtney Chase as we were not able to add her to the Mt Shasta schedule. Decided not to use Dr. Dale this year.
- 2.9 - Primarily due to increased costs of Sustainable Ag teacher.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions and Metrics Analysis:

Teachers Appropriately Assigned:

Effectiveness: Achieved 100% success rate from 2021-22 through 2023-24, ensuring all teachers were appropriately assigned. This action directly supported the goal by ensuring qualified educators were available to deliver the broad course of study, indicating a high level of effectiveness.

Access to Standards-Based Curriculum:

Effectiveness: Maintained 100% access across all years, suggesting successful implementation of actions to ensure all students could engage with an appropriate curriculum. This underscores a strong alignment with the goal, marking these actions as effective.

Facilities in Good Repair:

Effectiveness: Consistently ensured facilities were scored 100% in good repair, contributing positively to creating conducive educational conditions, reflecting effective action towards achieving the goal.

PBIS Staff Training:

Mixed Effectiveness: From a low of 53% in 2021-22 to achieving 100% in 2023-24, this action showed significant improvement over time. The initial low percentage indicates a slow start, but the eventual full training indicates effective corrective action was taken.

AVID Electives and Broad Course of Study:

Mixed Effectiveness: The increase in high school students taking AVID Electives from 8 to 10 and a slight decrease in middle school participation from 7 to 4 students in 2022-23 indicates mixed outcomes. This action was partly effective in broadening the course of study but highlighted the need for reevaluation to ensure consistent growth across all grade levels.

Parent-Educator Workshops Participation:

Ineffectiveness: The consistently zero participation across years indicates ineffectiveness in engaging parents through these workshops. Despite being a planned action, the lack of any significant result suggests a need for a strategic overhaul.

CTE and A-G Completion:

Ineffectiveness: Minimal increase from zero to two students meeting both A-G and CTE requirements by 2022-23 falls short of the desired outcome, indicating ineffectiveness in sufficiently broadening the course of study towards these completion rates.

Recommendations for 2024–25 LCAP Development:

Given the mixed results in achieving Goal 2, the following changes are proposed for the next LCAP cycle:

Revise Parent Engagement Strategy: Based on the ineffectiveness of parent-educator workshops, a new approach should be adopted, possibly leveraging insights from the California Community Engagement Initiative (CEI) to better align with parent availability and interests.

Enhance A-G and CTE Pathway Support: Given the underwhelming increase in completion rates, actions must be intensified or adjusted to better support students in meeting A-G and CTE requirements, potentially through more targeted counseling or support services.

Continuous Monitoring of PBIS Training: Ensure that the 100% training rate is not only maintained but that the effectiveness of this training in improving educational conditions is regularly evaluated.

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

Strategy for Enhanced Focus:

Consolidation into Goal 1:

The transfer of actions from Goal 2 to Goal 1, including professional development, academic support enhancements, and access to technology and resources, is intended to consolidate educational strategies. This alignment under a single goal aims to create a more cohesive approach toward elevating the quality of education and instructional outcomes.

Benefits of Moving Actions to Goal 1:

Enhanced Clarity and Efficiency: By centralizing related actions under Goal 1, NU-SCS anticipates improved clarity in its strategic objectives, allowing for a more efficient allocation of resources and streamlined efforts directly tied to enhancing student achievement and instructional quality.

Improved Monitoring and Tracking: This realignment facilitates better tracking of progress across related initiatives. Consolidating actions that contribute to creating accomplished students under one goal allows for more coherent data collection and analysis, improving the ability to assess the effectiveness of various strategies and interventions.

Focused Attention on Academic Excellence: Concentrating efforts on academic support, professional development, and resource accessibility within Goal 1 intensifies the school's focus on academic excellence. This strategic focus is expected to drive improvements in teaching practices, student learning outcomes, and overall educational quality.

Sustained Commitment in Goal 2:

Despite the shift of certain actions to Goal 1, Goal 2 remains dedicated to ensuring that all students have access to supportive educational conditions and a broad course of study. This includes maintaining a supportive environment, enhancing non-academic student support, and continuing efforts to improve school climate and pupil engagement. The distinction between the goals ensures that while Goal 1 intensifies its focus on academic achievement, Goal 2 upholds the commitment to creating a holistic educational experience that supports the well-being and development of all students.

Conclusion:

This strategic realignment of actions between Goal 1 and Goal 2 for the 2024–25 LCAP cycle represents NU-SCS's commitment to refining its focus on creating accomplished students. By centralizing related educational strategies under Goal 1, NU-SCS aims to enhance the effectiveness of its programs, improve the tracking of progress, and ultimately, achieve a more focused approach towards academic excellence. This reorganization aligns with the school's mission to provide a high-quality education that meets the diverse needs of its student body, fostering an environment where every student can thrive.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent engagement survey results	2020-21: Percent who responded positively: Building Relationships between School Staff and Families - *Relationships 95.7 *Environment 91.4 *Cultural knowledge of students 82.7 *Communication 82.7 Building Partnerships for Student Outcomes - *Information and resources 82.7 *Made aware of legal rights 91.3 Seeking Input for Decision-making - *Opportunities to participate 78.2	2021-22: Percent who responded positively: Building Relationships between School Staff and Families - *Relationships 100% *Environment 82.3% *Cultural knowledge of students 70.5% *Communication 88.2% Building Partnerships for Student Outcomes - *Information and resources 82.3% *Made aware of legal rights 70.5% Seeking Input for Decision-making - *Opportunities to participate 70.5%	2022-23: Percent who responded positively: Building Relationships between School Staff and Families - *Relationships 85.19% *Environment 81.48% *Cultural knowledge students 74.07% *Communication 77.78% Building Partnerships for Student Outcomes - *Information and resources 59.26% *Made aware of legal rights 70.37% Seeking Input for Decision-making -	Surveys have not yet been administered this year.	Percent who respond positively: Building Relationships between School Staff and Families - *Relationships - 98 *Environment - 98 *Cultural knowledge of students - 90 *Communication - 90 Building Partnerships for Student Outcomes - *Information and resources - 90 *Made aware of legal rights - 98 Seeking Input for Decision-making - *Opportunities to participate - 85 *Made aware of advisory groups - 75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Made aware of advisory groups 65.2	*Made aware of advisory groups 52.9%	*Opportunities to participate 540.74% *Made aware advisory groups 68.18%		
School climate survey results	<p>2020-21: Percent who responded positively: Students: Safety - 100% Relationships - 92.3% Conditions for learning - 92.3% Empowerment - 100%</p> <p>Parents: Safety - 100% Relationships - 92.9% Conditions for learning - 92.9% Empowerment - 92.9%</p> <p>Staff: Safety - 100% Relationships - 85.7% Conditions for learning - 85.7% Empowerment - 61.9%</p>	<p>2021-22: Percent who responded positively: Students: Safety - 100% Relationships - 94.6% Conditions for learning - 93% Empowerment - 100%</p> <p>Parents: Safety - 85.7% Relationships - 87.9% Conditions for learning - 97% Empowerment - 75.8%</p> <p>Staff: Safety - 100% Relationships - 100% Conditions for learning - 90.3% Empowerment - 75%</p>	<p>2022-23: Percent who responded positively: Students: Safety - 100% Relationships - 85.5% Conditions for learning - 80.93% Empowerment - 90%</p> <p>Parents: Safety - 75% Relationships - 79.16% Conditions for learning - 91.07% Empowerment - 82.5%</p> <p>Staff: Safety - 100% Relationships - 95.24% Conditions for learning - 77.55% Empowerment - 57.14%</p> <p>**Neutral responses were not included in the numerator, but</p>	Surveys have not yet been administered this year.	<p>Percent who responded positively: Students: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 100%</p> <p>Parents: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95%</p> <p>Staff: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			were included in the denominator**		
Percent of stakeholders who respond to climate survey.	2020-21: Parents - 9.6% Students - 3.4% Staff - 36.8%	2021-22: Parents - 9% Students - 4.2% Staff - 20.1%	2022-23: Parents - 6.25% Students - 18.75% Staff - 38.8%	Surveys have not yet been administered this year.	Parents - 25% Students - 70% Staff - 70%
Attendance rate	2019-20: 93.3%	2020-21: 97.46%	2021-22: 96.98%	2022-23: 94.73%	97%
Chronic absenteeism	2019-20: 13.48%	2020-21: 10.9%	2021-22: 6.5%	2022-23: 16.1%	7%
HS Dropout rate	2019-20: 17.8%	2020-21: 10.7%	2021-22: 3.5%	2022-23: 17.6%	3.5%
Graduation rate	2019-20: 60%	2020-21: 82.1%	2021-22: 100%	2022-23: 82.4%	80%
Suspension rate	2019-20: 3%	2020-21: 0%	2021-22: 0%	2022-23: 0%	2%
Expulsion rate	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%
Middle school dropout rate	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%

Goal Analysis

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

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

Parent Engagement Surveys:

Planned: It was anticipated that parent engagement surveys would reveal significant improvements in relationships, environment, cultural knowledge, and communication annually.

Actual: While there was a noticeable improvement in the positive response rates across most survey domains by the end of the 2023–24 cycle, participation rates in these surveys did not meet the expected levels. The challenge lay in engaging a broader segment of the parent population to participate in the surveys.

School Climate Surveys:

Planned: The intention was to implement comprehensive school climate surveys that would guide targeted improvements in safety, relationships, conditions for learning, and empowerment across student, parent, and staff groups.

Actual: Responses to the climate surveys showed a positive trend in safety and empowerment but highlighted areas for growth in relationships and conditions for learning, especially among staff and parents. The effectiveness was partially hampered by lower than anticipated response rates from students and parents.

Stakeholder Engagement Initiatives:

Planned: A series of workshops and forums were planned to increase stakeholder engagement, particularly aiming to involve parents and community members more actively in the decision-making process.

Actual: The actual implementation of these engagement initiatives saw mixed success. While some events were well-attended and generated positive feedback, overall participation fell short of goals. Efforts to involve stakeholders in advisory groups and decision-making did not fully materialize as planned, indicating a need for reevaluation of engagement strategies.

Challenges:

Engaging a wider parent and community audience proved difficult, with lower-than-expected participation in surveys and workshops. The anticipated growth in positive perceptions of the school climate did not fully materialize, pointing towards areas needing more focused intervention.

Successes:

Notably, there was an improvement in the positive perception of safety and empowerment among all stakeholder groups, underscoring successful interventions in these areas.

The increase in positive responses in parent engagement surveys over the years suggests that ongoing efforts to improve communication and build relationships are yielding results, albeit gradually.

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.

No material differences between budgeted and actual expenditures

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall Implementation:

The school focused on enhancing stakeholder engagement through surveys, meetings, and various community events. Despite these efforts, challenges such as geographic dispersion and past negative educational experiences posed significant barriers.

Substantive Differences:

Planned actions included a broad range of engagement strategies; however, actual implementation revealed that increased efforts were required to overcome geographical challenges and to provide inclusive engagement opportunities for all families, particularly those who had less favorable experiences with education systems in the past.

Challenges and CEI Learnings:

Geographic Dispersion: As part of a sprawling county, NU-SCS learned the importance of utilizing diverse engagement platforms to reach stakeholders effectively, recognizing the need for flexibility and creativity in engagement strategies.

Past Educational Experiences: Insights from the CEI cohort underscored the necessity of rebuilding trust with families and students who might have had negative experiences with educational institutions. Strategies focused on personal outreach and creating a welcoming environment were identified as crucial.

Engagement Opportunities: Despite various initiatives to engage stakeholders (e.g., fundraising events, social gatherings, and academic nights), the feedback and participation levels indicated a need for more targeted and accessible engagement methods.

Successes and CEI Insights:

Inclusive Environment: NU-SCS successfully created a safe and inclusive environment, recognized through positive survey feedback on school safety and relationships. This achievement was supported by strategies learned from the CEI, emphasizing the creation of organized and welcoming campus environments.

Community Partnerships: Engagement with community partners and local businesses, inspired by the CEI's focus on co-creating systems of change, contributed positively to the school climate and stakeholder engagement.

Conclusion and CEI-Informed Adjustments:

Reflecting on Goal 3's implementation, the insights gained from the CEI cohort have been instrumental in identifying effective and ineffective strategies within NU-SCS's approach to enhancing stakeholder engagement and maintaining a positive school climate. Moving forward, NU-SCS plans to:

Enhance Flexibility in Engagement Strategies: Address the geographic and experiential barriers more effectively by employing a mix of traditional and digital engagement platforms.

Build Trust and Reassure Stakeholders: Implement more personalized outreach efforts and events designed to rebuild trust and assure families and students of their valued place within the school community.

Leverage Community Partnerships: Continue to strengthen and expand community partnerships, ensuring that the school acts as a hub for positive learning experiences and engagement.

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

Changes Stemming from Reflections on Prior Practice:

Ineffective Actions Identified:

Low Response Rates to Engagement Surveys: Despite concerted efforts, the response rates for LCAP, school climate, and parent engagement surveys remained significantly below expectations.

Reasons for Ineffectiveness: Geographic dispersion of the student body, past negative educational experiences among families, and a lack of tailored communication strategies were identified as primary barriers.

New or Strengthened Approach: NU-SCS plans to diversify engagement methods by introducing a blend of digital and in-person outreach tailored to community preferences, leveraging technology to bridge geographical gaps, and employing targeted messaging to reassure and rebuild trust with historically disengaged stakeholders.

Limited Participation in Decision-Making Processes: Efforts to increase stakeholder participation in decision-making forums like the Parent Advisory Committee (PAC) and site council meetings fell short of goals.

Reasons for Ineffectiveness: Challenges included unclear communication about the impact of stakeholder contributions, limited awareness of engagement opportunities, and logistical barriers to participation.

New or Strengthened Approach: Moving forward, NU-SCS will implement more accessible, transparent, and inclusive decision-making platforms, enhance communication around the significance of stakeholder input, and schedule meetings at varied times to accommodate diverse schedules.

Enhancements to Existing Actions:

Strengthening Community Partnerships: Building on the positive aspects of engagement with community partners and local businesses, NU-SCS aims to further these relationships, utilizing them as platforms for broader stakeholder engagement and as resources for enriching the educational experience.

Expanding Engagement Efforts: Inspired by the CEI's emphasis on creating co-created systems of change, NU-SCS intends to innovate its engagement strategies, including introducing "MAY it Forward," a school-wide volunteer effort, and partnering with organizations like First 5 to support family engagement.

Metrics and Desired Outcomes Adjustments:

In response to the identified need for improved and more nuanced metrics, NU-SCS will refine its approach to measuring engagement and climate, incorporating more qualitative measures and feedback mechanisms to capture a fuller picture of stakeholder sentiments and experiences.

Conclusion:

The reflections on prior practice and the insights gained from the CEI cohort have been pivotal in shaping a renewed strategy for NU-SCS to enhance stakeholder engagement and sustain a positive school climate. By identifying areas of ineffectiveness and deploying new or strengthened approaches, NU-SCS is committed to fostering an environment where every member of the school community feels valued, heard, and actively involved in shaping the educational journey.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

**The 2425 NU-SCS LCAP is a
separate link below on this
web page**

<https://www.nucharters.org/board-of-directors/>

Agenda Item 3.

ACTION ITEMS TO BE CONSIDERED

Subject:

3.3 Approval of 2024-2025 Final Budget Adoption for NU-HCS

Action Requested:

Approval

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

A public hearing for the Budget was held on June 26, 2024.

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

Fiscal Implications:

As shown in budget

Contact Person/s: Shari Lovett, Kelley Withers

Charter Number: 1957

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

2024-25 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: Shari Lovett
Charter School Official

Date: 6/27/2024

(Original signature required)

Printed Name: Shari Lovett

Title: School Director

For additional information on the budget report, please contact:

Charter School Contact:

Kelley Withers
Name

CBO
Title

(707) 445-2660 x 130
Telephone

kwithers@nucharters.org
E-mail Address

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,374,804.00	4,343,755.00	-0.7%
2) Federal Revenue		8100-8299	264,680.00	260,915.00	-1.4%
3) Other State Revenue		8300-8599	624,034.00	674,993.00	8.2%
4) Other Local Revenue		8600-8799	609,584.00	585,299.00	-4.0%
5) TOTAL, REVENUES			5,873,102.00	5,864,962.00	-0.1%
B. EXPENSES					
1) Certificated Salaries		1000-1999	2,060,599.00	2,201,111.00	6.8%
2) Classified Salaries		2000-2999	882,219.00	874,355.00	-0.9%
3) Employee Benefits		3000-3999	1,669,585.00	1,780,392.00	6.6%
4) Books and Supplies		4000-4999	284,093.00	300,779.00	5.9%
5) Services and Other Operating Expenses		5000-5999	1,342,148.00	1,179,442.00	-12.1%
6) Depreciation and Amortization		6000-6999	30,400.00	30,400.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	3,204.00	3,204.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			6,272,248.00	6,369,683.00	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(399,146.00)	(504,721.00)	26.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(399,146.00)	(504,721.00)	26.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,623,459.00	2,224,313.00	-15.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,623,459.00	2,224,313.00	-15.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,623,459.00	2,224,313.00	-15.2%
2) Ending Net Position, June 30 (E + F1a)			2,224,313.00	1,719,592.00	-22.7%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	385,887.00	222,953.00	-42.2%
c) Unrestricted Net Position		9790	1,838,426.00	1,496,639.00	-18.6%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,413,231.79		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) In Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	46,768.70		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	119,270.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	(91,440.00)		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	598,170.00		
j) Accumulated Amortization-Lease Assets		9465	(246,430.00)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			2,839,570.49		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	86,493.91		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	353,737.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			440,230.91		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G11 + H2) - (I7 + J2)			2,399,339.58		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	4,301,857.00	4,272,158.00	-0.7%
Education Protection Account State Aid - Current Year		8012	61,726.00	60,376.00	-2.2%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools In Lieu of Property Taxes		8096	11,221.00	11,221.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,374,804.00	4,343,755.00	-0.7%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	53,895.00	53,895.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	72,597.00	72,597.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8265	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	101,305.00	101,305.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	12,848.00	12,848.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	23,589.00	20,270.00	-14.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	446.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			264,680.00	260,915.00	-1.4%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	37,952.00	37,952.00	0.0%
Mandated Costs Reimbursements		8550	9,036.00	9,036.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	79,929.00	79,929.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	497,117.00	548,076.00	10.3%
TOTAL, OTHER STATE REVENUE			624,034.00	674,993.00	8.2%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,164.00	4,164.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	46,500.00	28,374.00	-39.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	407,316.00	401,157.00	-1.5%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	151,604.00	151,604.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			609,584.00	585,299.00	-4.0%
TOTAL, REVENUES			5,873,102.00	5,864,962.00	-0.1%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,475,187.00	1,616,460.00	9.6%
Certificated Pupil Support Salaries		1200	117,532.00	158,339.00	34.7%
Certificated Supervisors' and Administrators' Salaries		1300	195,965.00	202,463.00	3.3%
Other Certificated Salaries		1900	271,915.00	223,849.00	-17.7%
TOTAL, CERTIFICATED SALARIES			2,060,599.00	2,201,111.00	6.8%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	156,541.00	179,331.00	14.6%
Classified Support Salaries		2200	119,738.00	125,760.00	5.0%
Classified Supervisors' and Administrators' Salaries		2300	287,822.00	298,607.00	3.7%
Clerical, Technical and Office Salaries		2400	178,502.00	184,737.00	3.5%
Other Classified Salaries		2900	139,616.00	85,920.00	-38.5%
TOTAL, CLASSIFIED SALARIES			882,219.00	874,355.00	-0.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	537,014.00	591,752.00	10.2%
FERS		3201-3202	248,304.00	227,514.00	-8.4%
OASDI/Medicare/Alternative		3301-3302	106,129.00	102,251.00	-3.7%
Health and Welfare Benefits		3401-3402	755,246.00	834,933.00	10.6%
Unemployment Insurance		3501-3502	1,467.00	1,541.00	5.0%
Workers' Compensation		3601-3602	21,425.00	22,401.00	4.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,669,585.00	1,780,392.00	6.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	29,820.00	29,820.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	150,013.00	266,959.00	78.0%
Noncapitalized Equipment		4400	101,760.00	1,500.00	-98.5%
Food		4700	2,500.00	2,500.00	0.0%
TOTAL, BOOKS AND SUPPLIES			284,093.00	300,779.00	5.9%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	119,525.00	95,129.00	-20.4%
Dues and Memberships		5300	24,246.00	14,246.00	-41.2%
Insurance		5400-5450	88,511.00	91,238.00	3.1%
Operations and Housekeeping Services		5500	48,347.00	50,723.00	4.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	315,984.00	296,784.00	-6.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	712,448.00	599,085.00	-15.9%
Communications		5900	33,087.00	32,237.00	-2.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,342,148.00	1,179,442.00	-12.1%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	23,854.00	23,854.00	0.0%
Amortization Expense-Lease Assets		6910	6,546.00	6,546.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			30,400.00	30,400.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	3,204.00	3,204.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			3,204.00	3,204.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			6,272,248.00	6,369,683.00	1.6%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,374,804.00	4,343,755.00	-0.7%
2) Federal Revenue		8100-8299	264,680.00	260,915.00	-1.4%
3) Other State Revenue		8300-8599	624,034.00	674,993.00	8.2%
4) Other Local Revenue		8600-8799	609,584.00	585,299.00	-4.0%
5) TOTAL, REVENUES			5,873,102.00	5,864,962.00	-0.1%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		3,387,757.00	3,569,514.00	5.4%
2) Instruction - Related Services	2000-2999		1,355,783.00	1,414,849.00	4.4%
3) Pupil Services	3000-3999		531,271.00	443,462.00	-16.5%
4) Ancillary Services	4000-4999		5,966.00	7,658.00	28.4%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		564,841.00	569,648.00	0.9%
8) Plant Services	8000-8999		423,426.00	361,348.00	-14.7%
9) Other Outgo	9000-9999	Except 7600-7699	3,204.00	3,204.00	0.0%
10) TOTAL, EXPENSES			6,272,248.00	6,369,683.00	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(399,146.00)	(504,721.00)	26.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(399,146.00)	(504,721.00)	26.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,623,459.00	2,224,313.00	-15.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,623,459.00	2,224,313.00	-15.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,623,459.00	2,224,313.00	-15.2%
2) Ending Net Position, June 30 (E + F1e)			2,224,313.00	1,719,592.00	-22.7%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	385,887.00	222,953.00	-42.2%
c) Unrestricted Net Position		9790	1,838,426.00	1,496,639.00	-18.6%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
6266	Educator Effectiveness, FY 2021-22	90,461.00	40,461.00
6300	Lottery: Instructional Materials	62,333.00	50,625.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	144,389.00	57,462.00
6770	Arts and Music In Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	52,653.00	0.00
7810	Other Restricted State	21,187.00	61,187.00
9010	Other Restricted Local	14,864.00	13,218.00
Total, Restricted Net Position		385,887.00	222,953.00

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT
 ALL FUNDS
 BUDGET ADOPTION WORKING BUDGET
 FISCAL YEAR 2024-25

6/17/2024

	General Fund/TRANS		SPECIAL REVENUE FUNDS		OTHER FUND TYPES		Total All Funds
	Unrestricted	Restricted	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	
A. REVENUES							
Local Control Funding Formula	\$ 4,343,755	\$	\$ 4,343,755	\$	\$	\$	\$ 4,343,755
Federal Sources	66,120	260,915	260,915				260,915
Other State Sources	427,595	608,873	674,993				674,993
Other Local Sources		157,704	585,299				585,299
Total Revenue	4,837,470	1,027,492	5,864,962				5,864,962
B. EXPENDITURES							
Certificated Salaries	1,664,429	536,682	2,201,111				2,201,111
Classified Salaries	772,715	101,640	874,355				874,355
Employee Benefits	1,229,276	551,116	1,780,392				1,780,392
Supplies	115,020	185,759	300,779				300,779
Services & Other Operating	864,597	314,845	1,179,442				1,179,442
Capital Outlay	30,400	3,204	30,400				30,400
Other Outgo	(18,988)	18,988	3,204				3,204
Support Costs							
Total Expenditures	4,657,449	1,712,234	6,369,683				6,369,683
C. EXCESS REVENUES (EXPENDITURES)	180,021	(684,742)	(504,721)				(504,721)
D. OTHER FINANCING SOURCES/USES							
Interfund Transfers In							
Interfund Transfers Out							
Other Sources							
Other Uses							
Contributions							
Total Other Sources (Uses)	(521,808)	521,808	(504,721)				(504,721)
E. FUND BALANCE INCREASE (DECREASE)	(341,787)	(162,934)	(504,721)				(504,721)
F. ADJUSTED BEGINNING BALANCE	1,838,426	385,887	2,224,313				2,224,313
G. ENDING BALANCE	\$ 1,496,639	\$ 222,953	\$ 1,719,592				\$ 1,719,592

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT ALL FUNDS BUDGET ADOPTION MULTI-YEAR PROJECTION FISCAL YEAR 2025-26	General Fund/TRANS		Special Revenue Funds		Other Fund Types		Total All Funds		
	Unrestricted	Restricted	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities		Capital Outlay	Retiree Fund
A. REVENUES									
Local Control Funding Formula	\$ 4,436,427	\$	\$ 4,436,427	\$	\$	\$	\$	\$	\$
Federal Sources	66,120	260,915	260,915						260,915
Other State Sources	427,764	538,873	604,993						604,993
Other Local Sources		157,704	585,468						585,468
Total Revenue	4,930,311	957,492	5,887,803						5,887,803
B. EXPENDITURES									
Certificated Salaries	1,704,532	549,183	2,253,715						2,253,715
Classified Salaries	799,700	105,300	905,000						905,000
Employee Benefits	1,256,489	572,320	1,828,809						1,828,809
Supplies	125,020	123,641	248,661						248,661
Services & Other Operating	888,745	279,348	1,168,093						1,168,093
Capital Outlay	30,400	3,204	30,400						30,400
Other Outgo	(18,988)	18,988							3,204
Support Costs									
Total Expenditures	4,785,898	1,651,984	6,437,882						6,437,882
C. EXCESS REVENUES (EXPENDITURES)	144,413	(694,492)	(550,079)						(550,079)
D. OTHER FINANCING SOURCES/USES									
Interfund Transfers In									
Interfund Transfers Out									
Other Sources	(553,215)	553,215							
Other Uses									
Contributions									
Total Other Sources (Uses)	(553,215)	553,215							
E. FUND BALANCE INCREASE (DECREASE)	(408,802)	(141,277)	(550,079)						(550,079)
F. ADJUSTED BEGINNING BALANCE	1,496,639	222,953	1,719,592						1,719,592
G. ENDING BALANCE	\$ 1,087,837	\$ 81,676	\$ 1,169,513						\$ 1,169,513

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT ALL FUNDS BUDGET ADOPTION MULTI-YEAR PROJECTION FISCAL YEAR 2026-27	General Fund/TRANS		General Fund/TRANS		Special Revenue Funds		OTHER FUND TYPES		6/17/2024			
	Unrestricted	Restricted	General Fund/TRANS Total	General Fund/TRANS Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	Capital Facilities	Total All Funds
A. REVENUES												
Local Control Funding Formula	\$ 4,577,708	\$	\$ 4,577,708	\$	\$	\$	\$	\$	\$	\$	\$	4,577,708
Federal Sources		260,915	260,915	260,915								260,915
Other State Sources	66,120	538,873	604,993	604,993								604,993
Other Local Sources	427,942	157,704	585,646	585,646								585,646
Total Revenue	5,071,770	957,492	6,029,262	6,029,262								6,029,262
B. EXPENDITURES												
Certificated Salaries	1,564,280	561,084	2,125,364	2,125,364								2,125,364
Classified Salaries	813,285	108,160	921,445	921,445								921,445
Employee Benefits	1,333,145	529,950	1,863,095	1,863,095								1,863,095
Supplies	135,020	113,106	248,126	248,126								248,126
Services & Other Operating	893,101	235,512	1,128,613	1,128,613								1,128,613
Capital Outlay	30,400		30,400	30,400								30,400
Other Outgo		3,204	3,204	3,204								3,204
Support Costs	(18,988)	18,988										
Total Expenditures	4,750,243	1,570,004	6,320,247	6,320,247								6,320,247
C. EXCESS REVENUES (EXPENDITURES)	321,527	(612,512)	(290,985)	(290,985)								(290,985)
D. OTHER FINANCING SOURCES/USES												
Interfund Transfers In												
Interfund Transfers Out												
Other Sources												
Other Uses												
Contributions	(569,369)	569,369										
Total Other Sources (Uses)	(569,369)	569,369										
E. FUND BALANCE INCREASE (DECREASE)	(247,842)	(43,143)	(290,985)	(290,985)								(290,985)
F. ADJUSTED BEGINNING BALANCE	1,087,837	81,676	1,169,513	1,169,513								1,169,513
G. ENDING BALANCE	\$ 839,995	\$ 38,533	\$ 878,528	\$ 878,528								\$ 878,528

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

2024-2025

Actuals through the month of: Before FY start:	1	2	3	4	5	6	7	8	9	10	11	12	Accruals
	July	August	September	October	November	December	January	February	March	April	May	June	
Beginning Cash	2,059,842	2,582,976	3,030,342	3,165,474	3,396,500	2,955,567	2,480,113	2,240,520	2,023,762	1,805,271	1,542,150	1,384,872	
Local Control Funding Formula													
Federal Revenues	645,279	645,279	648,084	645,279	-	2,805	258,111	290,507	293,312	290,507	290,507	334,086	-
State Revenues	-	-	10,890	-	2,500	54,624	4,108	4,108	14,102	4,108	40,522	28,861	101,201
Local Revenues	22,741	54,986	22,741	19,982	1,355	10,138	4,066	-	10,309	19,982	11,350	589,642	39,965
Sources	-	-	-	217,121	31,703	-	10,137	10,309	10,309	10,309	11,350	172,413	1,041
Receivables	4,927	14,420	70,990	14,568	-	-	5,477	-	7,306	-	0	-	-
1000	43,100	51,151	203,292	204,164	202,678	202,853	196,806	199,868	204,628	209,352	220,787	262,433	-
2000	43,202	53,083	74,526	86,316	82,047	74,683	64,903	75,105	69,660	74,379	78,743	97,709	-
3000	25,615	60,875	149,567	168,753	147,716	143,408	138,622	143,737	144,293	146,860	150,383	360,563	-
4000	23	24,307	55,738	47,937	22,365	27,771	13,203	5,520	28,934	13,747	27,731	33,504	-
5000	37,872	77,903	134,451	158,754	21,686	94,306	107,959	93,344	96,005	143,689	22,012	191,461	-
6000	-	-	-	-	-	-	-	-	-	-	-	30,400	-
7000	-	-	-	-	-	-	-	-	-	-	-	3,204	-
TF in	-	-	-	-	-	-	-	-	-	-	-	-	-
TF out	-	-	-	-	-	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-	-	-	-	-	-
Payables	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
TRANS Note Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Balance	2,582,976	3,030,342	3,165,474	3,396,500	2,955,567	2,480,113	2,240,520	2,023,762	1,805,271	1,542,150	1,384,872	1,530,602	

Total Projected Receivables (including deferred appropriations if any): 142,207
 Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$1,530,602**

**Northern United Humboldt Charter School
Budget Three Year Review
2024-25, 2025-26 & 2026-27
Budget Adoption**

This transmittal document is provided as supporting information to the 2024-25 Budget Adoption cycle for Northern United Humboldt Charter School. The document consists of the budget year and two subsequent years.

Enrollment and Average Daily Attendance (ADA)

Enrollment projections are based on current year enrollment and attendance trends. We used a 96% attendance rate for the revenue projections in all three years. Current year ADA of 301.88 is based upon enrollment estimate of 313 students.

2025-2026 & 2026-2027

Both years assume ADA of 301.88 based on an estimated enrollment of 313.

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			
	2024-25	2025-26	2026-27
8011 - State Aid	\$4,272,158	\$4,364,830	\$4,506,111
8012 - EPA	\$60,376	\$60,376	\$60,376
8021-8089, 8096 – Property Taxes	\$11,221	\$11,221	\$11,221
TOTAL FUNDING	\$4,343,755	\$4,313,527	\$4,577,708

Federal Revenues

Title I – ESSA Part A Low Income revenue is projected to be in the amount of \$101,305 and maintain that level for the two multi-years.

Title II - Improving Teacher Quality revenue is projected to be in the amount of \$12,848 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 \$10,270 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 \$53,895 in all three budget years.

Other State Revenues

Lottery revenue of \$177 per ADA unrestricted and \$72 per ADA restricted is based on 2024-25 estimated P-2 ADA adjusted for annual, is projected to be \$56,817 unrestricted and \$23,112 restricted.

Mandate Block Grant funding was added to the budget for all three years in the amount of \$9,036.

The Community Engagement Initiative Grant revenue of \$70,000 has been added to the current year only.

Other Local Revenues

Local interest revenue is budgeted at \$4,164 for 2024-2025 and maintain that level for the two multi-years.

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

The Special Ed transfer of apportionment from the County Office of Education is projected to be \$151,604 and maintain that level for the two multi-years.

Expenditures:

Personnel

2024-2025

Certificated

In 2024-2025, total Certificated salaries and wages are projected to be \$2,201,111. This includes a new TK teaching position at Cutten, an additional elementary teacher at Briceland and an additional independent study teacher.

Classified

In 2024-2025, total Classified salaries and wages are projected to be \$874,355.

2025-2026 & 2026-2027

Certificated

The first Multi-Year budget projects an increase in Certificated salaries and wages of \$52,604. The second Multi-Year budget projects a decrease in certificated salaries and wages of \$128,351 due to a reduction of 3 teaching positions.

Classified

The first Multi-Year budget projects an increase in Classified salaries and wages of \$30,645. The second Multi-Year budget projects an increase in Classified salaries and wages of \$16,445.

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 2024-2025, 19.10% in 2025-2026 and 19.10% in 2026-2027. The California Public Employees' Retirement System (PERS) budgeted rates are 27.05% in 2024-2025, 27.60% in 2025-2026 and 28.00% in 2026-2027.

The Workers Compensation Rate is 0.73% in all three budget years.

The Health and Welfare expense budget is based on current projections for JPA rates in 2024-2025 and employee participation in benefits plans. The subsequent budget year projections are based on the continued cap of Spruce Tiered Plans.

Other Expenditures:

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

Agenda Item 3.

ACTION ITEMS TO BE CONSIDERED

Subject:

3.4 Approval of 2024-2025 Final Budget Adoption and Budget Transfer Resolution for NU-SCS

Action Requested:

Approval

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

A public hearing for the Budget was held on June 26, 2024.

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

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

Fiscal Implications:

As shown in budget

Contact Person/s: Shari Lovett, Kelley Withers

Charter Number: 1958

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

2024-25 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: Shari Lovett
Charter School Official

Date: 6/27/2024

(Original signature required)

Printed Name: Shari Lovett

Title: School Director

For additional information on the budget report, please contact:

Charter School Contact: Kelley Withers

Name: CBO

Title: (707) 445-2660 x130

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Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults In Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	116.41	116.41	116.41	116.41	116.41	116.41
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	116.41	116.41	116.41	116.41	116.41	116.41
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	116.41	116.41	116.41	116.41	116.41	116.41

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,703,704.00	1,722,534.00	1.1%
2) Federal Revenue		8100-8299	129,584.00	66,461.00	-48.7%
3) Other State Revenue		8300-8599	288,298.00	582,569.00	102.1%
4) Other Local Revenue		8600-8799	73,377.00	44,256.00	-39.7%
5) TOTAL, REVENUES			2,194,963.00	2,415,820.00	10.1%
B. EXPENSES					
1) Certificated Salaries		1000-1999	706,887.00	682,047.50	-3.5%
2) Classified Salaries		2000-2999	378,622.57	162,757.50	-57.0%
3) Employee Benefits		3000-3999	597,751.59	465,547.15	-22.1%
4) Books and Supplies		4000-4999	178,500.00	118,204.00	-33.8%
5) Services and Other Operating Expenses		5000-5999	941,368.00	817,540.00	-13.2%
6) Depreciation and Amortization		6000-6999	38,508.00	38,508.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	12,185.00	12,185.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			2,853,822.16	2,296,789.15	-19.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(658,859.16)	119,030.85	-118.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(658,859.16)	119,030.85	-118.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,470,817.47	927,858.31	-36.9%
b) Audit Adjustments		9793	147,944.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,618,761.47	927,858.31	-42.7%
d) Other Restatements		9795	(32,044.00)	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,586,717.47	927,858.31	-41.5%
2) Ending Net Position, June 30 (E + F1e)			927,858.31	1,046,889.16	12.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	147,944.00	147,944.00	0.0%
b) Restricted Net Position		9797	111,481.87	350,136.89	214.1%
c) Unrestricted Net Position		9790	668,432.44	548,808.27	-17.9%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	1,419,340.14		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) In Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	210,416.49		
4) Due from Grantor Government		9280	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	77,215.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	(146,216.00)		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	155,609.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	158,186.00		
j) Accumulated Amortization-Lease Assets		9465	(77,968.00)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			1,796,582.63		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	(7,508.34)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	6,202.45		
6) Long-Term Liabilities					
a) Subscription Liability		9660	82,918.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			81,612.11		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G11 + H2) - (I7 + J2)			1,714,970.52		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	1,680,422.00	1,699,252.00	1.1%
Education Protection Account State Aid - Current Year		8012	23,282.00	23,282.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,703,704.00	1,722,534.00	1.1%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	1,488.00	1,488.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	45,980.00	45,980.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	5,143.00	5,143.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	13,850.00	13,850.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	63,123.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			129,584.00	66,461.00	-48.7%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	3,994.00	3,994.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	28,857.00	28,857.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	255,447.00	549,718.00	115.2%
TOTAL, OTHER STATE REVENUE			288,298.00	582,569.00	102.1%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,000.00	5,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	38,621.00	9,500.00	-75.4%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	29,756.00	29,756.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			73,377.00	44,256.00	-39.7%
TOTAL, REVENUES			2,194,963.00	2,415,820.00	10.1%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	575,888.00	567,097.50	-1.5%
Certificated Pupil Support Salaries		1200	37,249.00	76,500.00	105.4%
Certificated Supervisors' and Administrators' Salaries		1300	93,750.00	38,450.00	-59.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			706,887.00	682,047.50	-3.5%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	18,616.00	25,656.00	37.8%
Classified Support Salaries		2200	27,000.00	9,307.50	-65.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	259,618.57	117,510.00	-54.7%
Other Classified Salaries		2900	73,388.00	10,284.00	-86.0%
TOTAL, CLASSIFIED SALARIES			378,622.57	162,757.50	-57.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	166,355.43	156,263.07	-6.1%
PERS		3201-3202	116,308.61	70,535.91	-39.4%
OASDI/Medicare/Alternative		3301-3302	43,039.86	28,416.68	-34.0%
Health and Welfare Benefits		3401-3402	264,121.00	203,741.95	-22.9%
Unemployment Insurance		3501-3502	543.28	422.43	-22.2%
Workers' Compensation		3601-3602	7,383.41	6,167.11	-16.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			597,751.59	465,547.15	-22.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	34,187.00	24,000.00	-29.8%
Books and Other Reference Materials		4200	3,705.00	3,705.00	0.0%
Materials and Supplies		4300	91,090.00	85,499.00	-6.1%
Noncapitalized Equipment		4400	49,518.00	5,000.00	-89.9%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			178,500.00	118,204.00	-33.8%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	75,821.00	34,773.00	-54.1%
Dues and Memberships		5300	18,304.00	18,304.00	0.0%
Insurance		5400-5450	39,819.00	45,000.00	13.0%
Operations and Housekeeping Services		5500	42,000.00	64,500.00	53.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	155,700.00	164,628.00	5.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	598,914.00	479,525.00	-19.9%
Communications		5900	10,810.00	10,810.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			941,368.00	817,540.00	-13.2%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	38,508.00	38,508.00	0.0%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			38,508.00	38,508.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	12,185.00	12,185.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			12,185.00	12,185.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			2,853,822.16	2,296,789.15	-19.5%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,703,704.00	1,722,534.00	1.1%
2) Federal Revenue		8100-8299	129,584.00	66,461.00	-48.7%
3) Other State Revenue		8300-8599	288,298.00	582,569.00	102.1%
4) Other Local Revenue		8600-8799	73,377.00	44,256.00	-39.7%
5) TOTAL, REVENUES			2,194,963.00	2,415,820.00	10.1%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		1,409,482.79	1,185,770.91	-15.9%
2) Instruction - Related Services	2000-2999		768,674.43	428,638.96	-44.2%
3) Pupil Services	3000-3999		142,748.33	210,844.48	47.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		246,324.41	191,904.00	-22.1%
8) Plant Services	8000-8999		274,407.20	267,445.80	-2.5%
9) Other Outgo	9000-9999	Except 7600-7699	12,185.00	12,185.00	0.0%
10) TOTAL, EXPENSES			2,853,822.16	2,296,789.15	-19.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(658,859.16)	119,030.85	-118.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(658,859.16)	119,030.85	-118.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,470,817.47	927,858.31	-36.9%
b) Audit Adjustments		9793	147,944.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,618,761.47	927,858.31	-42.7%
d) Other Restatements		9795	(32,044.00)	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,586,717.47	927,858.31	-41.5%
2) Ending Net Position, June 30 (E + F1e)			927,858.31	1,046,889.16	12.8%
Components of Ending Net Position					
a) Net Investment In Capital Assets		9796	147,944.00	147,944.00	0.0%
b) Restricted Net Position		9797	111,481.87	350,136.89	214.1%
c) Unrestricted Net Position		9790	668,432.44	548,808.27	-17.9%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	(.28)	(.06)
3218	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs	.28	.28
3219	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss	(.28)	(.28)
6266	Educator Effectiveness, FY 2021-22	29,626.30	19,200.30
6300	Lottery: Instructional Materials	5,114.17	6,661.17
6331	CA Community Schools Partnership Act - Planning Grant	(.06)	(.06)
6332	CA Community Schools Partnership Act - Implementation Grant	0.00	(.13)
6383	Golden State Pathways Program	0.00	183,807.28
6388	Strong Workforce Program	.40	.40
6500	Special Education	(.41)	(.79)
6546	Mental Health-Related Services	.98	.98
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	71,709.29	70,709.29
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	.27	.32
7412	A-G Access/Success Grant	.35	.35
7413	A-G Learning Loss Mitigation Grant	.28	.28
7425	Expanded Learning Opportunities (ELO) Grant	.35	.35
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	(.27)	(.27)
7435	Learning Recovery Emergency Block Grant	.39	.39
7810	Other Restricted State	29.99	64,756.99
9010	Other Restricted Local	5,000.12	5,000.12
Total, Restricted Net Position		111,481.87	350,136.89

NORTHERN UNITED - SISKIYOU CHARTER SCHOOL

ALL FUNDS BUDGET ADOPTION WORKING BUDGET FISCAL YEAR 2024-25	General Fund/TRANS		General Fund/TRANS		General Fund/TRANS		SPECIAL REVENUE FUNDS		OTHER FUND TYPES		Total All Funds	
	Unrestricted	Restricted	Unrestricted	Restricted	Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay		Retiree Fund
A. REVENUES												
Local Control Funding Formula	\$ 1,722,534	\$	\$ 1,722,534	\$	1,722,534	\$	\$	\$	\$	\$	\$	\$
Federal Sources		66,461		66,461	66,461							
Other State Sources	24,599	557,970		582,569	582,569							
Other Local Sources	14,500	29,756		44,256	44,256							
Total Revenue	1,761,633	654,187	1,761,633	654,187	2,415,820							2,415,820
B. EXPENDITURES												
Certificated Salaries	495,100	186,948		682,048	682,048							
Classified Salaries	147,218	15,540		162,758	162,758							
Employee Benefits	338,380	127,167		465,547	465,547							
Supplies	83,300	34,904		118,204	118,204							
Services & Other Operating	675,805	141,735		817,540	817,540							
Capital Outlay	38,508			38,508	38,508							
Other Outgo	12,185			12,185	12,185							
Support Costs	(5,727)	5,727										
Total Expenditures	1,784,769	512,021	(23,136)	142,166	2,296,790							2,296,790
C. EXCESS REVENUES (EXPENDITURES)												
D. OTHER FINANCING SOURCES/USES												
Interfund Transfers In												
Interfund Transfers Out												
Other Sources												
Other Uses												
Contributions												
Total Other Sources (Uses)	(96,489)	96,489										
E. FUND BALANCE INCREASE (DECREASE)	(119,625)	238,655		119,030	119,030							119,030
F. ADJUSTED BEGINNING BALANCE	816,376	111,482		927,858	927,858							927,858
G. ENDING BALANCE	\$ 696,751	\$ 350,137	\$ 1,046,888	\$ 1,046,888	\$ 1,046,888							\$ 1,046,888

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - SISKIYOU CHARTER SCHOOL ALL FUNDS BUDGET ADOPTION MULTI-YEAR PROJECTION FISCAL YEAR 2025-26	General Fund/TRANS			Special Revenue Funds		Other Fund Types		6/18/2024 Capital Facilities	Total All Funds
	Unrestricted	Restricted	Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities		
A. REVENUES									
Local Control Funding Formula	\$ 1,768,618	\$	\$ 1,768,618	\$	\$	\$	\$	\$	\$ 1,768,618
Federal Sources		66,461	66,461						66,461
Other State Sources	22,897	233,559	256,456						256,456
Other Local Sources	13,987	29,756	43,743						43,743
Total Revenue	1,805,502	329,776	2,135,278						2,135,278
B. EXPENDITURES									
Certificated Salaries	505,100	186,948	692,048						692,048
Classified Salaries	150,218	15,540	165,758						165,758
Employee Benefits	351,269	127,253	478,522						478,522
Supplies	83,300	104,613	187,913						187,913
Services & Other Operating	675,805	150,453	826,258						826,258
Capital Outlay	38,508		38,508						38,508
Other Outgo	12,185		12,185						12,185
Support Costs	(5,727)	5,727							
Total Expenditures	1,810,658	590,534	2,401,192						2,401,192
C. EXCESS REVENUES (EXPENDITURES)	(5,156)	(260,758)	(265,914)						(265,914)
D. OTHER FINANCING SOURCES/USES									
Interfund Transfers In									
Interfund Transfers Out									
Other Sources	(96,519)	96,519							
Other Uses									
Contributions									
Total Other Sources (Uses)	(96,519)	96,519							
E. FUND BALANCE INCREASE (DECREASE)	(101,675)	(164,239)	(265,914)						(265,914)
F. ADJUSTED BEGINNING BALANCE	696,751	350,137	1,046,888						1,046,888
G. ENDING BALANCE	\$ 595,076	\$ 185,898	\$ 780,974	\$	\$	\$	\$	\$	\$ 780,974

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - SISKIYOU CHARTER SCHOOL ALL FUNDS BUDGET ADOPTION MULTI-YEAR PROJECTION FISCAL YEAR 2026-27	General Fund/TRANS		General Fund/TRANS		General Fund/TRANS		SPECIAL REVENUE FUNDS		OTHER FUND TYPES		6/18/2024 Capital Facilities	Total All Funds
	Unrestricted	Restricted	Unrestricted	Restricted	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund		
A. REVENUES												
Local Control Funding Formula	\$ 1,823,100	\$	\$ 1,823,100	\$	\$	\$	\$	\$	\$	\$	\$	\$ 1,823,100
Federal Sources		66,461		66,461								66,461
Other State Sources	20,901	232,826	20,901	232,826								253,727
Other Local Sources	13,915	29,756	13,915	29,756								43,671
Total Revenue	1,857,916	329,043	1,857,916	329,043								2,186,959
B. EXPENDITURES												
Certificated Salaries	515,100	186,948	515,100	186,948								702,048
Classified Salaries	153,218	15,540	153,218	15,540								168,758
Employee Benefits	363,831	127,315	363,831	127,315								491,146
Supplies	83,300	33,904	83,300	33,904								117,204
Services & Other Operating	675,805	131,212	675,805	131,212								807,017
Capital Outlay	38,508		38,508									38,508
Other Outgo	12,185		12,185									12,185
Support Costs	(5,727)	5,727										
Total Expenditures	1,836,220	500,646	1,836,220	500,646								2,336,866
C. EXCESS REVENUES (EXPENDITURES)	21,696	(171,603)	(149,907)									(149,907)
D. OTHER FINANCING SOURCES/USES												
Interfund Transfers In												
Interfund Transfers Out												
Other Sources												
Other Uses												
Contributions	(96,539)	96,539										
Total Other Sources (Uses)	(96,539)	96,539										
E. FUND BALANCE INCREASE (DECREASE)	(74,843)	(75,064)	(149,907)									(149,907)
F. ADJUSTED BEGINNING BALANCE	595,076	185,898	780,974									780,974
G. ENDING BALANCE	\$ 520,233	\$ 110,834	\$ 631,067									\$ 631,067

**NORTHERN UNITED - SISKIYOU CHARTER SCHOOL
CASH FLOW WORKSHEET -- GENERAL FUND (INCLUDES RESERVE)**

2024-2025

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	889,191	1,094,347	1,252,539	1,308,500	1,331,884	1,195,211	1,030,409	950,072	887,276	822,333	726,540	715,203		
Local Control Funding Formula														
Federal Revenues	252,063	252,063	257,884	252,063	-	5,821	100,825	115,549	121,370	115,549	115,549	133,797		
State Revenues	1,366	1,366	1,366	8,580	2,500	19,678	1,540	-	1,286	1,540	18,392	10,274		11,252
Local Revenues	4,463	5,227	4,463	10,292	751	240	1,797	-	2,023	7,214	3,273	545,853		14,429
Sources														
Receivables	1,619	4,738	23,324	4,786	-	-	1,799	-	2,400	-	-	5,190		1,250
1000	13,355	15,850	62,993	63,263	62,803	62,857	60,983	61,932	63,407	64,871	68,414	81,319		
2000	8,042	9,881	13,873	16,067	15,273	13,902	12,081	13,981	12,967	13,845	14,658	18,188		
3000	6,698	15,918	39,110	44,126	38,626	37,499	36,248	37,585	37,731	38,402	39,323	94,282		
4000	9	9,552	21,905	18,839	8,789	10,914	5,189	2,169	11,371	5,402	10,898	13,167		
5000	26,251	53,999	93,196	110,042	15,032	65,369	74,833	64,702	66,547	99,599	15,258	132,713		
6000	-	-	-	-	-	-	-	-	-	-	-	38,508		
7000	-	-	-	-	-	-	-	-	-	-	-	12,185		
TF in	-	-	-	-	-	-	-	-	-	-	-	-		
TF out	-	-	-	-	-	-	-	-	-	-	-	-		
Uses	-	-	-	-	-	-	-	-	-	-	-	-		
Payables	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Expense	-	-	-	-	-	-	-	-	-	-	-	-		
TRANS Note Payable	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expense	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Balance	1,094,347	1,252,539	1,308,500	1,331,884	1,195,211	1,030,409	950,072	887,276	822,333	726,540	715,203	1,019,956		

Total Projected Receivables (including deferred appropriations if any): 26,931
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$1,019,956**

**Northern United Siskiyou Charter School
Budget Three Year Review
2024-25, 2025-26 & 2026-27
Budget Adoption**

This transmittal document is provided as supporting information to the 2024-25 Budget Adoption cycle for Northern United Siskiyou Charter School. The document consists of the budget year and two subsequent years.

Enrollment and Average Daily Attendance (ADA)

Enrollment projections are based on current year enrollment and attendance trends. We used a 94% attendance rate for the revenue projections in all three years. Current year ADA of 116.41 is based upon enrollment estimate of 124 students.

2025-2026 & 2026-2027

Both years assume ADA of 116.41 based on an estimated enrollment of 124.

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			
	2024-25	2025-26	2026-27
8011 - State Aid	\$1,699,252	\$1,745,336	\$1,799,818
8012 - EPA	\$23,282	\$23,282	\$23,282
8021-8089, 8096 – Property Taxes	\$0	\$0	\$0
TOTAL FUNDING	\$1,722,534	\$1,768,618	\$1,823,100

Federal Revenues

Title I – ESSA Part A Low-Income revenue is projected to be in the amount of \$45,980 and maintain that level for the two multi-years.

Title II - Improving Teacher Quality revenue is projected to be in the amount of \$5,143 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 \$3,850 and maintain that level for the two multi-years.

Other State Revenues

Lottery revenue of \$177 per ADA unrestricted and \$72 per ADA restricted is based on 2024-25 estimated P-2 ADA adjusted for annual, is projected to be \$20,605 unrestricted and \$8,252 restricted.

Mandate Block Grant funding was added to the budget for all three years in the amount of \$3,994.

The Community Engagement Initiative Grant revenue of \$70,000 has been added to the current year only.

Other Local Revenues

Local interest revenue is budgeted at \$5,000 for 2024-2025 and maintain that level for the two multi-years.

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

Expenditures:

Personnel

2024-2025

Certificated

In 2024-2025, total Certificated salaries and wages are projected to be \$682,048.

Classified

In 2024-2025, total Classified salaries and wages are projected to be \$162,758.

2025-2026 & 2026-2027

Certificated

The first Multi-Year budget projects an increase in Certificated salaries and wages of \$10,000. The second Multi-Year projects an increase of \$10,000.

Classified

The first Multi-Year budget projects an increase in Classified salaries and wages of \$3,000. The second Multi-Year budget projects an increase in Classified salaries and wages of \$3,000.

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 2024-2025, 19.10% in 2025-2026 and 19.10% in 2026-2027. The California Public Employees' Retirement System (PERS) budgeted rates are 27.05% in 2024-2025, 27.60% in 2025-2026 and 28.00% in 2026-2027.

The Workers Compensation Rate is 0.73% in all three budget years.

The Health and Welfare expense budget is based on current projections for JPA rates in 2024-2025 and employee participation in benefits plans. The subsequent budget year projections are based on the continued cap of Spruce Tiered Plans.

Other Expenditures:

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

BUDGET TRANSFER RESOLUTION

Northern United – Siskiyou Charter School
(District)

Siskiyou County, California

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

See Attached Budget Transfer Transactions Report

PASSED AND ADOPTED by said Governing Board on June 27, 2024 by the vote:
(Date)

Ayes: _____

Noes: _____

Absent: _____

STATE OF CALIFORNIA, COUNTY OF SISKIYOU

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

(Signature, Clerk of the Governing Board)

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

County Office Use Only:

Transfer Number:	Date Posted:	By:

Date last used from: 07/01/2023 To 06/30/2024
 Transaction Number from: 0 To 999999
 Date entered from: 06/01/2024 To 06/30/2024
 Detail Sorted by: Date
 Approved and Unapproved Transactions

FUND :62 CHARTER SCH. ENTERPRISE FUND

Number	Date	Date Entered	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	Debit	Credit
240048	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-0000-0-5710-1110-1000-000-00000									15,000.00	1,246.00
	2.		62-0000-0-5800-0000-2700-000-00000									70,575.00	
	3.		62-0000-0-5800-0000-7200-000-00000										57,106.00
	4.		62-0000-0-5881-0000-7200-000-00000										14,533.00
	5.		62-0000-0-5881-0000-8100-000-00000										38,508.00
	6.		62-0000-0-6900-1110-3600-000-00000										
	7.		62-0000-0-8011-0000-0000-000-00000										33,018.00
	8.		62-0000-0-8980-0000-0000-000-00000										15,431.00
	9.		62-0000-0-9790-0000-0000-000-00000										22,631.00
240049	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-0001-0-8980-0000-0000-000-00000									2,920.00	
	2.		62-0001-0-9790-0000-0000-000-00000										2,920.00
240050	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-1100-0-4100-1110-1000-000-20006									4,500.00	
	2.		62-1100-0-8560-0000-0000-000-00000									392.00	
	3.		62-1100-0-9790-0000-0000-000-00000										4,892.00
240051	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-1400-0-5710-1110-1000-000-00000									442.00	
	2.		62-1400-0-8012-0000-0000-000-00000										442.00
240052	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-3010-0-5800-1110-1000-000-00000									1,006.00	
	2.		62-3010-0-9790-0000-0000-000-00000										1,006.00
240053	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-3218-0-4300-1110-1000-000-00000									1,214.00	
	2.		62-3218-0-9790-0000-0000-000-00000										1,214.00
240054	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-3327-0-8182-5001-0000-000-00000									1,488.00	
	2.		62-3327-0-9790-0000-0000-000-00000										1,488.00
240055	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-4035-0-5800-1110-1000-000-00000									19.00	
	2.		62-4035-0-8290-0000-0000-000-00000										19.00
240056	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-4126-0-5800-1110-1000-000-00000									1,536.00	
	2.		62-4126-0-8290-0000-0000-000-00000										1,536.00
240057	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-5310-0-4700-0000-3700-000-00000									648.00	
	2.		62-5310-0-8980-0000-0000-000-00000										648.00
240058	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-6053-0-4300-1110-1000-000-00000									20,000.00	
	2.		62-6053-0-4400-1110-1000-000-00000										20,000.00
240059	06/18/2024	06/18/2024	EOY Cleanup										
	1.		62-6300-0-4100-1110-1000-000-00000									2,000.00	

CONTINUED

Date last used from: 07/01/2023 To 06/30/2024
 Transaction Number from: 0 To 999999
 Date entered from: 06/01/2024 To 06/30/2024
 Detail Sorted by: Date
 Approved and Unapproved Transactions

FUND :62 CHARTER SCH. ENTERPRISE FUND

Number	Date	Date Entered	Description	FD	RESC	Y	OBJT	FUNC	SCH	LOCAL	Debit	Credit
240059			CONTINUED									
2.			62-6300-0-8560-0000-0000-0000-000000								30.00	
3.			62-6300-0-9790-0000-0000-0000-000000									2,030.00
240060	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									46.00
2.			62-6331-0-5800-1110-1000-0000-000000									
240061	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									163.00
2.			62-6388-0-4300-1110-1000-0000-000000									
240062	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									17,703.00
2.			62-6500-0-5800-5760-1120-0000-000000									
240063	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									2,296.00
2.			62-6500-0-8980-5001-0000-0000-000000									
240064	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									9,104.00
2.			62-6546-0-8590-0000-0000-0000-000000									
240065	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									1,000.00
2.			62-6762-0-4100-1110-1000-0000-000000									
240066	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									487.00
2.			62-7412-0-5710-1110-1000-0000-000000									
240067	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									3,056.00
2.			62-7413-0-4300-1110-1000-0000-000000									
240068	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									1,424.00
2.			62-7435-0-4300-1110-1000-0000-000000									
240069	06/18/2024	06/18/2024	EOY Cleanup								Approved: 06/18/2024	
1.			Entered by: KWIT									5,000.00
2.			62-9328-0-8699-0000-0000-0000-000000									
1.			62-0000-0-1100-1110-1000-0000-000000									
2.			62-0000-0-1150-1110-1000-0000-000000									
3.			62-0000-0-1200-0000-3110-000-000000									
4.			62-0000-0-2100-1110-1000-000-000000									
5.			62-0000-0-2200-0000-8100-000-000000									
6.			62-0000-0-2400-0000-2700-000-000000									
7.			62-0000-0-2900-1110-1000-000-000000									

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 Approved and Unapproved Transactions

FUND :62 CHARTER SCH. ENTERPRISE FUND

Number	Date	Date Entered	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	Debit	Credit
240069	8.		62-0000-0-3101-0000-3110-000-00000									1,314.46	
	9.		62-0000-0-3101-1110-1000-000-00000									22,293.31	
	10.		62-0000-0-3201-1110-1000-000-00000									9,605.00	
	11.		62-0000-0-3202-0000-2700-000-00000										34,379.31
	12.		62-0000-0-3202-0000-8100-000-00000									31.89	
	13.		62-0000-0-3202-1110-1000-000-00000									1,993.00	104.05
	14.		62-0000-0-3301-1110-1000-000-00000										7,989.20
	15.		62-0000-0-3302-0000-2700-000-00000									7.41	
	16.		62-0000-0-3302-0000-8100-000-00000										24.18
	17.		62-0000-0-3302-1110-1000-000-00000									99.79	
	18.		62-0000-0-3311-0000-3110-000-00000									1,517.82	
	19.		62-0000-0-3311-1110-1000-000-00000									1.73	
	20.		62-0000-0-3312-0000-8100-000-00000										1,868.44
	21.		62-0000-0-3312-0000-2700-000-00000										5.65
	22.		62-0000-0-3312-1110-1000-000-00000									43,245.60	
	23.		62-0000-0-3401-1110-1000-000-00000									5,352.00	43,564.00
	24.		62-0000-0-3402-0000-2700-000-00000									3.45	
	25.		62-0000-0-3402-1110-1000-000-00000									52.34	
	26.		62-0000-0-3501-0000-3110-000-00000										64.43
	27.		62-0000-0-3501-1110-1000-000-00000									0.06	
	28.		62-0000-0-3502-0000-2700-000-00000										0.20
	29.		62-0000-0-3502-1110-1000-000-00000									46.80	
	30.		62-0000-0-3601-0000-3110-000-00000									711.81	
	31.		62-0000-0-3601-1110-1000-000-00000									0.82	
	32.		62-0000-0-3602-0000-2700-000-00000										876.23
	33.		62-0000-0-3602-1110-1000-000-00000										2.65
	34.		62-0000-0-3602-0000-8100-000-00000										
	35.		62-0000-0-3602-1110-1000-000-00000									19,670.55	
	36.		62-0000-0-9790-0000-0000-000-00000									550.00	
240070	06/18/2024	06/18/2024	EOY Cleanup 2									5,105.05	
	1.		62-0001-0-1100-1110-1000-000-00000										6,537.00
	2.		62-0001-0-3101-1110-1000-000-00000										1,563.00
	3.		62-0001-0-3201-1110-1000-000-00000										487.60
	4.		62-0001-0-3301-1110-1000-000-00000									7.98	
	5.		62-0001-0-3311-1110-1000-000-00000										0.28
	6.		62-0001-0-3401-1110-1000-000-00000									0.28	
	7.		62-0001-0-3501-1110-1000-000-00000									3.74	
	8.		62-0001-0-3601-1110-1000-000-00000									2,920.55	
	9.		62-0001-0-9790-0000-0000-000-00000										

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 Approved and Unapproved Transactions

FUND :62 CHARTER SCH. ENTERPRISE FUND

Number	Date	Date Entered	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	Debit	Credit
240070	06/18/2024	06/18/2024	EOY Cleanup 2										
			Continued										
			Entered by: KWIT Approved: 06/18/2024 KWIT										
1.			62-3010-0-2900-1110-1000-000-00000									745.25	
2.			62-3010-0-3202-1110-1000-000-00000									198.83	
3.			62-3010-0-3302-1110-1000-000-00000									46.21	
4.			62-3010-0-3312-1110-1000-000-00000									10.81	
5.			62-3010-0-3502-1110-1000-000-00000									0.37	
6.			62-3010-0-3602-1110-1000-000-00000									5.06	
7.			62-3010-0-9790-0000-000-000-00000									1,006.53	
240072	06/18/2024	06/18/2024	EOY Cleanup 2										
			Continued										
			Entered by: KWIT Approved: 06/18/2024 KWIT										
1.			62-3218-0-3401-1110-1000-000-00000									1,213.60	
2.			62-3218-0-9790-0000-000-000-00000									1,213.60	
240073	06/18/2024	06/18/2024	EOY Cleanup 2										
			Continued										
			Entered by: KWIT Approved: 06/18/2024 KWIT										
1.			62-3219-0-3401-1110-1000-000-00000									0.40	
2.			62-3219-0-9790-0000-000-000-00000									0.40	
240074	06/18/2024	06/18/2024	EOY Cleanup 2										
			Continued										
			Entered by: KWIT Approved: 06/18/2024 KWIT										
1.			62-3327-0-1200-5760-3110-000-00000									1,013.00	
2.			62-3327-0-3101-5760-3110-000-00000									193.00	
3.			62-3327-0-3311-5760-3110-000-00000									15.00	
4.			62-3327-0-3401-5760-3110-000-00000									259.00	
5.			62-3327-0-3501-5760-3110-000-00000									1.00	
6.			62-3327-0-3601-5760-3110-000-00000									7.00	
7.			62-3327-0-9790-0000-000-000-00000									1,488.00	
240075	06/18/2024	06/18/2024	EOY Cleanup 2										
			Continued										
			Entered by: KWIT Approved: 06/18/2024 KWIT										
1.			62-6331-0-1100-1110-1000-000-00000									980.00	
2.			62-6331-0-1150-1110-1000-000-00000									980.00	
3.			62-6331-0-3101-1110-1000-000-00000									0.49	
4.			62-6331-0-3202-1110-1000-000-00000									0.20	
5.			62-6331-0-3311-1110-1000-000-00000									0.25	
6.			62-6331-0-3312-1110-1000-000-00000									0.26	
7.			62-6331-0-3501-1110-1000-000-00000									0.25	
8.			62-6331-0-3502-1110-1000-000-00000									28.66	
9.			62-6331-0-3601-1110-1000-000-00000									0.20	
10.			62-6331-0-3602-1110-1000-000-00000									28.44	
11.			62-6331-0-9790-0000-000-000-00000									980.00	
240076	06/18/2024	06/18/2024	EOY Cleanup 2										
			Continued										
			Entered by: KWIT Approved: 06/18/2024 KWIT										
1.			62-6388-0-3101-1110-1000-000-00000									260.00	
2.			62-6388-0-3501-1110-1000-000-00000									12.00	
3.			62-6388-0-3601-1110-1000-000-00000									151.40	
4.			62-6388-0-9790-0000-000-000-00000									423.40	

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 Approved and Unapproved Transactions

FUND :62 CHARTER SCH. ENTERPRISE FUND

Number	Date	Date Entered	Description	FD RESC Y	OBJT GOAL	FUNC SCH	LOCAL	Debit	Credit
240076	CONTINUED								
240077	06/18/2024	06/18/2024	EOY Cleanup 2					Approved: 06/18/2024	KWIT
	1.		62-6500-0-2100-5760-1130-000-00000					Entered by: KWIT	1,700.00
	2.		62-6500-0-3202-5760-1130-000-00000						453.56
	3.		62-6500-0-3302-5760-1130-000-00000						105.40
	4.		62-6500-0-3312-5760-1130-000-00000						24.65
	5.		62-6500-0-3502-5760-1130-000-00000						0.85
	6.		62-6500-0-3602-5760-1130-000-00000						11.56
	7.		62-6500-0-9790-0000-0000-00000					Approved: 06/18/2024	2,296.02
240078	06/18/2024	06/18/2024	EOY Cleanup 2					Approved: 06/18/2024	KWIT
	1.		62-6546-0-1200-0000-3110-000-00000					Entered by: KWIT	5,868.00
	2.		62-6546-0-3101-0000-3110-000-00000						1,237.00
	3.		62-6546-0-3311-0000-3110-000-00000						85.09
	4.		62-6546-0-3401-0000-3110-000-00000						1,869.00
	5.		62-6546-0-3501-0000-3110-000-00000						2.93
	6.		62-6546-0-3601-0000-3110-000-00000						41.00
	7.		62-6546-0-9790-0000-0000-00000					Approved: 06/18/2024	9,103.02
240079	06/18/2024	06/18/2024	EOY Cleanup 2					Approved: 06/18/2024	KWIT
	1.		62-6770-0-1100-1110-1000-000-00000					Entered by: KWIT	0.50
	2.		62-6770-0-3101-1110-1000-000-00000						803.63
	3.		62-6770-0-3311-1110-1000-000-00000						0.01
	4.		62-6770-0-9790-0000-0000-00000					Approved: 06/18/2024	803.12
240080	06/18/2024	06/18/2024	EOY Cleanup 2					Approved: 06/18/2024	KWIT
	1.		62-7412-0-3401-1110-1000-000-00000					Entered by: KWIT	487.20
	2.		62-7412-0-9790-0000-0000-00000						487.20
240081	06/18/2024	06/18/2024	EOY Cleanup 2					Approved: 06/18/2024	KWIT
	1.		62-7413-0-3101-1110-1000-000-00000					Entered by: KWIT	6,537.00
	2.		62-7413-0-3201-1110-1000-000-00000						1,519.00
	3.		62-7413-0-3301-1110-1000-000-00000						0.40
	4.		62-7413-0-3311-1110-1000-000-00000						0.01
	5.		62-7413-0-3401-1110-1000-000-00000						0.01
	6.		62-7413-0-3501-1110-1000-000-00000						0.01
	7.		62-7413-0-9790-0000-0000-00000					Approved: 06/18/2024	3,056.38
240082	06/18/2024	06/18/2024	EOY Cleanup 2					Approved: 06/18/2024	KWIT
	1.		62-7435-0-1100-1110-1000-000-00000					Entered by: KWIT	113,438.00
	2.		62-7435-0-3101-1110-1000-000-00000						21,666.66
	3.		62-7435-0-3201-1110-1000-000-00000						9,605.00
	4.		62-7435-0-3311-1110-1000-000-00000						1,644.85
	5.		62-7435-0-3401-1110-1000-000-00000						43,215.00
	6.		62-7435-0-3501-1110-1000-000-00000						56.72

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 Approved and Unapproved Transactions

FUND :62 CHARTER SCH. ENTERPRISE FUND

Number	Date	Date Entered	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	Debit	Credit
240082			CONTINUED										
7.			62-7435-0-3601-1110-1000-000-00000									110,397.61	771.38
8.			62-7435-0-9790-0000-0000-000-00000										
240083	06/18/2024	06/18/2024	EOY Cleanup 2									Approved: 06/18/2024	KWIT
1.			62-7825-0-3101-0000-7200-000-00000									0.10	0.25
2.			62-7825-0-3101-1110-1000-000-00000										0.20
3.			62-7825-0-3302-1110-1000-000-00000										
4.			62-7825-0-3311-0000-7200-000-00000										0.12
5.			62-7825-0-3311-1110-1000-000-00000										0.45
6.			62-7825-0-3312-1110-1000-000-00000										0.30
7.			62-7825-0-3501-0000-7200-000-00000										0.38
8.			62-7825-0-3501-1110-1000-000-00000										0.30
9.			62-7825-0-3502-1110-1000-000-00000										
10.			62-7825-0-3601-0000-7200-000-00000										3.10
11.			62-7825-0-3601-1110-1000-000-00000										9.28
12.			62-7825-0-3602-1110-1000-000-00000										17.72
13.			62-7825-0-9790-0000-0000-000-00000										29.99
240084	06/18/2024	06/18/2024	EOY Cleanup 2									Approved: 06/18/2024	KWIT
1.			62-9074-0-2100-1110-1000-000-00000									131.00	267.40
2.			62-9074-0-3101-1110-1000-000-00000										
3.			62-9074-0-3302-1110-1000-000-00000										136.00
4.			62-9074-0-3311-1110-1000-000-00000										0.30
5.			62-9074-0-3312-1110-1000-000-00000										
6.			62-9074-0-3501-1110-1000-000-00000										0.10
7.			62-9074-0-3502-1110-1000-000-00000										
8.			62-9074-0-3601-1110-1000-000-00000										0.48
9.			62-9074-0-3602-1110-1000-000-00000										0.04
10.			62-9074-0-9790-0000-0000-000-00000										0.12
240085	06/18/2024	06/18/2024	EOY Cleanup 3									Approved: 06/18/2024	KWIT
1.			62-6266-0-5200-1110-1000-000-00000									5,000.00	19,200.00
2.			62-6266-0-5800-1110-1000-000-00000									10,000.00	
3.			62-6266-0-5800-1110-1000-000-20001									4,200.00	
4.			62-6266-0-9790-0000-0000-000-00000										
240086	06/18/2024	06/18/2024	EOY Cleanup 3									Approved: 06/18/2024	KWIT
1.			62-6331-0-3301-1110-1000-000-00000									17.00	17.00
2.			62-6331-0-9790-0000-0000-000-00000										
240087	06/18/2024	06/18/2024	EOY Cleanup 3									Approved: 06/18/2024	KWIT
1.			62-6388-0-3101-1110-1000-000-00000									122.00	122.00
2.			62-6388-0-9790-0000-0000-000-00000										
240088	06/18/2024	06/18/2024	EOY Cleanup 3									Approved: 06/18/2024	KWIT
1.			62-6770-0-2900-1110-1000-000-00000									4,208.00	

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FUND :62 CHARTER SCH. ENTERPRISE FUND

Number	Date	Date Entered	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	Debit	Credit
240088			CONTINUED										
2.			62-6770-0-4310-1110-1000-000-00000										803.00
3.			62-6770-0-9790-0000-0000-000-00000										3,405.00
240089	06/15/2024	06/18/2024	EOY Cleanup 3										
1.			Entered by: KWIT										
2.			62-7435-0-8590-0000-0000-000-00000										
2.			62-7435-0-9790-0000-0000-000-00000										
240090	06/15/2024	06/18/2024	EOY Cleanup 4										
1.			Entered by: KWIT										
2.			62-7425-0-4300-1110-1000-000-00000										
2.			62-7425-0-9790-0000-0000-000-00000										
240091	06/15/2024	06/18/2024	EOY Cleanup 4										
1.			Entered by: KWIT										
2.			62-7426-0-2900-1110-1000-000-00000										
2.			62-7426-0-9790-0000-0000-000-00000										
			FUND				62					TOTAL:	721,791.39*
												DISTRICT TOTAL:	721,791.39**
												GRAND TOTAL:	721,791.39***

Agenda Item 3.

ACTION ITEMS TO BE CONSIDERED

Subject:

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

Action Requested:

Approval

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

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. In addition to the State indicators, each LEA is responsible for reporting on local indicators that address additional local priorities. These local indicators must be approved by the Board prior to July 1, 2024. For LCFF priorities where data is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data. This information is self-reported. There are 8 State priority areas (addressed in the LCAP. Five of those are considered "Local Indicators": Basic Conditions, Implementation of State Academic Standards, Parent Engagement, School Climate, and Access to a Broad Course of Study. The State Board of Education approved standards for the local performance indicators that support Local Education Agencies (LEAs) in measuring and reporting their progress within the relevant Local Control Funding Formula (LCFF) priority. For each local performance indicator, the approved standard involves: (1) measuring LEA progress on the local performance indicator based on locally available information, and (2) reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard. LEAs determine whether they have [Met, Not Met, or Not Met for Two or More Years] the standard for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the Dashboard, which will allow them to measure and report their progress through the Dashboard user interface. LEAs will collect and reflect on locally available information relevant to progress on that LCFF priority, which will support local planning and improvement efforts.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	25.3	74.7	21.1	0	0	4.1	.1	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Agenda Item 3.

ACTION ITEMS TO BE CONSIDERED

Subject:

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

Action Requested:

Approval

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

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. In addition to the State indicators, each LEA is responsible for reporting on local indicators that address additional local priorities. These local indicators must be approved by the Board prior to July 1, 2024. For LCFF priorities where data is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data. This information is self-reported. There are 8 State priority areas (addressed in the LCAP). Five of those are considered "Local Indicators": Basic Conditions, Implementation of State Academic Standards, Parent Engagement, School Climate, and Access to a Broad Course of Study. The State Board of Education approved standards for the local performance indicators that support Local Education Agencies (LEAs) in measuring and reporting their progress within the relevant Local Control Funding Formula (LCFF) priority. For each local performance indicator, the approved standard involves: (1) measuring LEA progress on the local performance indicator based on locally available information, and (2) reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard. LEAs determine whether they have [Met, Not Met, or Not Met for Two or More Years] the standard for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the Dashboard, which will allow them to measure and report their progress through the Dashboard user interface. LEAs will collect and reflect on locally available information relevant to progress on that LCFF priority, which will support local planning and improvement efforts.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	8.7	61.6	35.4	0	0	2.9	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

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

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

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

In the area of building relationships with our families, we see this as a tremendous strength. With 89.5% of our participants believing that we are at Full Implementation or Full Implementation and Sustainability, it is clear that we are building trusting respectful relationships in which our families feel connected.

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

Overall, progress has been made in this area since our first year (2018-29). Due to the pandemic of the past year, we did not have any in-person parent involvement in family engagement activities. We did provide Zoom meetings for back to school night, reopening orientation, school sight council, and LCAP meetings, however attendance was not at the same level it had been in the years prior. This could be due to internet issues or other technology barriers, or it could be a communication issue. Our goal, once is to help serve underrepresented families by removing barriers to participation by: ensuring all students who do not have reliable internet or technology at home are provided with a Chromebook and/or hotspot; making it convenient for parents to bring younger siblings to meetings; continuing to provide a Zoom option (as allowable) for meetings; and using a more robust communication and engagement platform, with built-in translation features.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

Northern United - Siskiyou Charter School (NU-SCS) administered the School Climate Survey to students, parents, and staff. Our participation rate has not significantly increased from last year. However, those who responded were very positive about our school climate. Of the 4 students who participated in the survey, 100% of them felt safe at school. Of the 6 parents/guardians participated in the survey with 100% of the parents/guardians responding that they felt that NU-SCS placed a high priority on their student's safety and 100% responded that they are provided ample opportunities to participate in their student's education. Five staff participated in the survey with 100% stating that our school has developed the capacity of staff to build trusting and respectful relationships with families. Staff also responded with 100% of those who responded stating they are satisfied with the level of professional development being offered to them. In response to whether or not staff felt connected to their students, only 100% of the staff respondents felt connected to students.

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

The analysis of the School Climate Survey data from NU-SCS reveals several key learnings, identified needs, and areas of strength. One of the most notable improvements is the significant increase in feelings of safety. Safety perceptions are high. Additionally, 100% of parents feel they have ample opportunities to engage in their child's education, suggesting successful facilitation of parental involvement. 100% of staff expressed approval of the opportunities provided, highlighting effective and well-received efforts in this area and 100% of staff believe the school has developed the capacity to build trusting and respectful relationships with families, pointing to strong relational skills and a supportive community and 100% of staff feel connected to students. The low student response rate, with only 4 participants, suggests a need to increase student engagement in future surveys to ensure their voices are comprehensively represented.

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

NU-SCS has identified several key learnings that will necessitate changes to existing procedures. To enhance staff-student connections, NU-SCS will encourage collaborative projects requiring staff and students to work together, and organize regular social events like assemblies and sports events to strengthen bonds and improve the sense of community. To increase student survey participation, surveys will be administered during class time, incentives such as small prizes or recognition will be offered, and various modes of survey administration, including online and mobile app options, will be provided. To expand parental engagement, NU-SCS will offer flexible meeting times, including evenings and weekends, continue using virtual platforms for meetings and events, and conduct targeted outreach efforts to engage less involved parents through personal invitations, phone calls, and home visits when appropriate.

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

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

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

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

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

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

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

The barriers that we face are usually two areas. The first area of challenge is internet access and the second challenge is transportation. Given that we as an LEA are geographically challenged with our rural students, it is pertinent that we stay abreast of any internet access issues and transportation issues that students may face in interfacing with our online platforms of study or transportation issues in attending college courses or live classes at our learning centers.

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

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

Agenda Item 3.
DISCUSSION ITEMS

Subject:

3.7 Approval of the LCAP Every Student Succeeds Act Federal Addendum for NU-HCS

Action Requested:

Approval

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

The Federal Addendum describes the use of federal dollars and how they correlate with state and local Revenues. The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA. The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning. The Federal Addendum was reviewed and updated. See attached.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Northern United - Humboldt Charter School

CDS code:

12-10124-0137364

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A

Title II, Part A

Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Northern United – Humboldt Charter School (NU-HCS) uses federal funds to enhance the local priorities as outlined in the LEA's LCAP. The LEA's LCAP goals are as follows:

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

Through educational partners' input, the LEA's priorities, actions, and services were developed and subsequently approved by the board. The school coordinates the use of federal funds to support the school LCAP goals, actions, and services.

NU-HCS uses federal funds to employ additional instructional staff. By reducing the student/teacher ratio, students will receive more individualized support from teachers who can provide support in core academic areas in which individual students may not be excelling. NU-HCS also uses federal funds for counseling support. By providing our disadvantaged youth with extra tier II and tier III supports, we can assure that all of our students are receiving the needed foundations for academic, behavioral and social/emotional success.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

State and local funds will be used to support students, as evidenced in the LCAP: (Goal 1, Action 1) Employ highly qualified teachers; (Goal 1, Action 2) Academic intervention; (Goal 1, Action 3) College and career readiness; (Goal 2, Action 1) SEL support; (Goal 2, Action 2) Behavioral intervention

Aligning state and local funds with federal grant programs allows for an increase in student support in both academics and social/emotional needs of students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - LEA is a Charter School

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School encourages and supports active parent/guardian involvement in their child's education. Our school employs numerous avenues of communication between families and the school. Monthly newsletters communicating information about school events, notices sent through mail, text messages, email, face-to-face communication, plus the usage of our school-wide communication platform, ParentSquare, are a few of the ways the school provides critical, ongoing information to families. Northern United - Humboldt Charter School administrators are easily accessible to all educational partners. We encourage open communication between the school and parents/guardians. This ongoing communication keeps families current on their children's academic, behavior and social/emotional progress.

Northern United - Humboldt Charter School teachers provide relevant information through email, weekly/monthly newsletters, google classroom, APEX or similar online secure communication

systems and newsletters. Parents/guardians can also use more traditional means of communication such as phone calls, letters, or in-person meetings. Parent-teacher conferences are held at least twice a year for face-to-face communication. Additional conferences are held with parents or guardians on an as needed basis. In addition to discussing academic, social and emotional needs, parents/guardians are notified of CAASPP student assessment results, along with Renaissance STAR Reading and Mathematics results. We also provide parents with the following website: <https://www.cde.ca.gov/ta/tg/ca/documents/sbsummativpegqtu.pdf> \

in order to better understand Smarter Balanced Summative Assessments.

Northern United-Humboldt Charter School holds numerous LCAP meetings at various learning centers. This provided an opportunity for parents/guardians to give invaluable feedback to our program and LCAP goals. Parents, guardians, students as well as staff participate in these meetings. Additionally, surveys are sent each year to parents to complete in order to give feedback on our school. Parents/guardians at Northern United - Humboldt Charter School have many opportunities for involvement. We encourage parent/guardian involvement in all aspects of their children's school experience. Parents/guardians enjoy volunteering at many of our learning centers. Families are also a valuable resource for school activities and all extracurricular activities. By volunteering in classrooms, chaperoning field trips, aiding in fundraising activities or working on special projects, such as Family Maker Night, parents/guardians at Northern United- Humboldt Charter School have ample opportunity to be engaged in all aspects of their child's education. We also have a representation of family, parents, and grandparents of students, who serve as school board members, Parent Advisory Council members, Community School Advisory Committee members and Community Engagement Initiative team members.

Student Study Team (SST) meetings with parents/guardians are conducted throughout the year to discuss specific needs of students. To ensure families with disabilities or those who speak a language other than English are able to participate in school decision making, Northern United - Humboldt Charter School translates school documents, forms and letters, has an ADA compliant website, and uses translators and interpreters when needed. Gas reimbursement and bus passes are also provided to families for whom transportation is a barrier.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School does not conduct targeted support programs. Northern United - Humboldt Charter School operates a school wide Title I program. Teachers use formative and summative data to determine which students need additional support. The teachers and

paraprofessionals (instructional aides, tutors and small group instructors) provide individual or small group instruction to those students.

The school also employs a Multi-tiered System of Support. Special services staff (resource teachers, speech therapist, school psychologist, intervention staff, community school coordinator and counselor) meet with administration and parents to review a variety of academic and/or social emotional data and information. The team determines needs and what types of supports best meet each student's needs. The teachers, instructional aides, tutors and small group instructors provide many of those supports.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School provides school supplies and transportation (bus tickets) for homeless children as needed. Providing computers, internet service and hotspots are some of the ways Northern United - Humboldt Charter School supports the enrollment, attendance and success of homeless children and youth. Our counselor and community school coordinator also connects families with family resource centers and local social services. Northern United - Humboldt Charter School has access to the County Office of Education Homeless/Foster Youth coordinator should additional assistance be needed.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School provides students with early childhood education programs. Our TK and K courses are vertically aligned with our 1st-8th programs. K students take the KST (Kindergarten Screening Tool) which is a screening tool used to assess kindergarten

readiness and progress. It mirrors the 1st and 2nd-grade tool, though these tools incorporate grade level standards. Our centers welcome TK and K students to a Kindergarten Roundup where the students and family members visit the center for a full day the year prior to enrollment. Families attend the first day of school with their student to ease the transition. Our TK and K students have older buddies that they read with and do STEAM projects with twice a month. The Character Strong curriculum is used in order to boost the social/emotional skills of the young students and help support them through transitions.

Northern United - Humboldt Charter School does participate in coordinated efforts to transition students from middle school to high school. During seventh and eighth grade, students have the opportunity to participate in an AVID elective course in which they begin to explore careers and/or college. Our seventh grade programs have the opportunity in coordination with the local junior college, College of the Redwoods, to attend an "I've Been Admitted to College" orientation. A similar workshop is held for eighth graders at the local university, Cal Poly Humboldt. Some of our learning centers host TRIO Talent Search, a pre-college program that provides services to promote college readiness in grades 6th – 8th.

Northern United - Humboldt Charter School's high school learning centers also meet with eighth graders and provide them with at least two "shadow days" in which the eighth graders participate in shadowing our high school students throughout their day. Our high school learning centers host Family Nights so families of our eighth grade students can visit and discuss class schedules, what individual programs offer and provide families with opportunities to ask pertinent questions concerning the high school experience. Our high school programs offer AVID elective courses to provide students with the skills necessary to be successful in college. Dual enrollment courses are being hosted at our learning centers in partnership with our local community college, College of the Redwoods. The My Future, My Plan course provides students with the skills needed to be college ready as well as to find a discipline or vocation that is directed to their personal strengths. Northern United - Humboldt Charter School also has the local university, Cal Poly Humboldt, visit our learning centers and provide an immediate acceptance program to college. Students also visit our local community college specifically to discover the programs that are offered. Concurrent enrollment is highly encouraged at Northern United - Humboldt Charter School with several of our students attending college while in high school. One of our high school learning centers acts as a satellite program for our local community college and provides college courses at the Charter School facility to students attending Northern United - Humboldt Charter School.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please note: Our Title II, Part A funds are transferred to Title I, Part A.

Northern United - Humboldt Charter School supports professional growth and improvement in many ways. All new teachers are supported through the North Coast School of Education (NCSOE) North Coast Teacher Induction Program (NCTIP) and are mentored by veteran teachers. This is a two-year program that provides candidates with the ability to use skills acquired in the credentialing program and apply them to the classroom. Candidates of this program work with a Mentor Teacher who provides support and experience to help candidates achieve competency and meet the CCTC requirements for a Clear Credential. This induction program is a support that helps to set new teachers up for success.

All Northern United - Humboldt Charter School staff are required to complete five days of professional development during the school year. Four of the five days are provided by the school and the fifth day is self-selected. The professional development provided by the school is specifically designed to support teachers with best practices and structured to see an improvement in student outcomes.

In order to accomplish the above, Northern United - Humboldt Charter School provides teachers with professional development in all core academic areas, including: English Language Arts, Mathematics, Social Studies and Science, as well as SEL, MTSS, PBIS, AVID, trauma informed practices.

Individual learning centers also host professional development opportunities for instructional staff to participate in continued learning. Topics such as STEAM education, higher order thinking skills, differentiation, project-based learning and math intervention strategies are subjects that are covered in these center based professional development days.

We will use federal funding to provide all of our teachers with professional development that specifically targets disadvantaged youth. There will be an emphasis placed on career development and career goals.

Northern United – Humboldt Charter School's professional development is designed to build the capacity of all teachers in their support of disadvantaged youth. Our professional development is selected based on needs determined through data analysis and staff feedback.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A Our school is not in CSI nor TSI.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School provides staff development targeted toward disadvantaged youth. The professional development is selected based on the analysis of internal data. Teachers use formative and summative assessment data, including California Assessment of Student Performance and Progress, Renaissance assessments, progress on special education goals, and English Language Proficiency Assessment for California data, to monitor student progress. Teachers collaborate to review data to determine the effectiveness of the small groups interventions supported by this part.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please note: Our Title IV, Part A funds are transferred to Title I, Part A.

Northern United - Humboldt Charter School will be receiving the minimum amount of \$10,000 and will be expending the funds in only one subsection, as it relates to supporting a well-rounded education. The funds will be utilized on a school-wide level. Currently, Northern United - Humboldt Charter School employs a Multi-tiered System of Supports (MTSS) to address academic, behavior, and social-emotional needs of students. At the all-school level, Northern United - Humboldt Charter School has monthly meetings in which our intervention team uses data obtained from our local assessment to target and implement strategic instruction and intervention, as well as, to provide students with intensive interventions if needed. On a student level, the special services staff (resource teachers, speech therapist, school psychologist, and counselor) meets with administration and parents to review a variety of individual academic and/or social-emotional data and information. As part of our MTSS, Northern United - Humboldt Charter School has implemented PBIS at an all-school level. Our school has established systems of social-emotional and behavioral support that enhance our staff's capacity to maximize outcomes for all students. The implementation of PBIS has been instrumental in significantly improving and making a positive impact on behavioral, social-emotional and academic outcomes for all students. We have also adopted a school-wide social emotional curriculum that is used with all grade levels.

Agenda Item 3.
DISCUSSION ITEMS

Subject:

3.8 Approval of the LCAP Every Student Succeeds Act Federal Addendum for NU-SCS

Action Requested:

Approval

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

The Federal Addendum describes the use of federal dollars and how they correlate with state and local Revenues. The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA. The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning. The Federal Addendum was reviewed and updated. See attached

Fiscal Implications:

None

Contact Person/s:

Shari Lovett

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Northern United - Siskiyou Charter School

CDS code:

47-10470-0137372

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Northern United – Siskiyou Charter School (NU-SCS) uses federal funds to enhance the local priorities as outlined in the LEA's LCAP. The LEA's LCAP goals are as follows:

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

Through educational partners' input, the LEA's priorities, actions, and services were developed and subsequently approved by the board. The school coordinates the use of federal funds to support the school LCAP goals, actions, and services.

NU-SCS uses federal funds to employ additional instructional staff. By reducing the student/teacher ratio, students will receive more individualized support from teachers who can provide support in core academic areas in which individual students may not be excelling. NU-SCS also uses federal funds for counseling support. By providing our disadvantaged youth with extra tier II and tier III supports, we can assure that all of our students are receiving the needed foundations for academic, behavioral and social/emotional success.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

State and local funds will be used to support students, as evidenced in the LCAP: (Goal 1, Action 1) Employ highly qualified teachers; (Goal 1, Action 2) Academic intervention; (Goal 1, Action 3) College and career readiness; (Goal 2, Action 1) Support non-academic needs of students; (Goal 2, Action 2) School Climate

Aligning state and local funds with federal grant programs allows for an increase in student support in both academics and social/emotional needs of students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - LEA is a Charter School

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Siskiyou Charter School encourages and supports active parent/guardian involvement in their child's education. Our school employs numerous avenues of communication between families and the school. Monthly newsletters communicating information about school events, notices sent through mail, text messages, email, face-to-face communication, plus the usage of our school-wide communication platform, ParentSquare, are a few of the ways the school provides critical, ongoing information to families. Northern United - Siskiyou Charter School administrators are easily accessible to all educational partners. We encourage open communication between the school and parents/guardians. This ongoing communication keeps families current on their children's academic, behavior and social/emotional progress.

Northern United - Siskiyou Charter School teachers provide relevant information through email, weekly/monthly newsletters, google classroom, APEX or similar online secure communication

systems and newsletters. Parents/guardians can also use more traditional means of communication such as phone calls, letters, or in-person meetings. Parent-teacher conferences are held at least twice a year for face-to-face communication. Additional conferences are held with parents or guardians on an as needed basis. In addition to discussing academic, social and emotional needs, parents/guardians are notified of CAASPP student assessment results, along with Renaissance STAR Reading and Mathematics results. We also provide parents with the following website: <https://www.cde.ca.gov/ta/tg/ca/documents/sbsummativpegqtu.pdf> \

in order to better understand Smarter Balanced Summative Assessments.

Northern United - Siskiyou Charter School holds numerous LCAP meetings at various learning centers. This provided an opportunity for parents/guardians to give invaluable feedback to our program and LCAP goals. Parents, guardians, students as well as staff participate in these meetings. Additionally, surveys are sent each year to parents to complete in order to give feedback on our school. Parents/guardians at Northern United - Siskiyou Charter School have many opportunities for involvement. We encourage parent/guardian involvement in all aspects of their children's school experience. Parents/guardians enjoy volunteering at many of our learning centers. Families are also a valuable resource for school activities and all extracurricular activities. By volunteering in classrooms, chaperoning field trips, aiding in fundraising activities or working on special projects, such as Family Appreciation Night, parents/guardians at Northern United - Siskiyou Charter School have ample opportunity to be engaged in all aspects of their child's education. We also have a representation of family, parents, and grandparents of students, who serve as school board members, Parent Advisory Council members, Community School Advisory Committee members and Community Engagement Initiative team members.

Student Study Team (SST) meetings with parents/guardians are conducted throughout the year to discuss specific needs of students. To ensure families with disabilities or those who speak a language other than English are able to participate in school decision making, Northern United – Siskiyou Charter School translates school documents, forms and letters, has an ADA compliant website, and uses translators and interpreters when needed. Gas reimbursement and bus passes are also provided to families for whom transportation is a barrier.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Siskiyou Charter School does not conduct targeted support programs. Northern United - Siskiyou Charter School operates a school wide Title I program. Teachers use formative and

summative data to determine which students need additional support. The teachers and paraprofessionals (instructional aides, tutors and small group instructors) provide individual or small group instruction to those students.

The school also employs a Multi-tiered System of Support. Special services staff (resource teacher, speech therapist, school psychologist, intervention staff, community school coordinator and counselor) meet with administration and parents to review a variety of academic and/or social emotional data and information. The team determines needs and what types of supports best meet each student's needs. The teachers, instructional aides, tutors and small group instructors provide many of those supports.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Siskiyou Charter School provides school supplies and transportation (bus tickets) for homeless children as needed. Providing computers, internet service and hotspots are some of the ways Northern United - Siskiyou Charter School supports the enrollment, attendance and success of homeless children and youth. Our counselor and community school coordinator also connects families with family resource centers and local social services. Northern United - Siskiyou Charter School has access to the County Office of Education Homeless/Foster Youth coordinator should additional assistance be needed.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Siskiyou Charter School provides students with early childhood education programs. Our TK and K courses are vertically aligned with our 1st-8th grade programs. K students are assessed at the beginning of the school year to assess kindergarten readiness and progress. Our centers welcome TK and K students and family members to visit the center prior to enrollment. Families can, if desired, attend the first day of school with their student to ease the transition. The Character Strong curriculum is used in order to boost the social/emotional skills of the young students and help support them through transitions.

Northern United - Siskiyou Charter School does participate in coordinated efforts to transition students from middle school to high school. During seventh and eighth grade, students have the opportunity to participate in an AVID elective course in which they begin to explore careers and/or college. Our students have the opportunity, in coordination with the local junior college, College of the Siskiyous, to attend an orientation. Northern United - Siskiyou Charter School's high school learning centers also meet with eighth graders and provide them with shadow days in which the eighth graders participate in shadowing our high school students throughout their day. Our high school learning centers host family nights so families of our eighth-grade students can visit and discuss class schedules, what individual programs offer, and provide families with opportunities to ask pertinent questions concerning the high school experience.

Our high school programs offer AVID elective courses to provide students with the skills necessary to be successful in college. Concurrent enrollment courses are an option for our students through College of the Siskiyous. The Get Focused, Stay Focused class provides students with the skills needed to be college ready as well as to find a discipline or vocation that is directed to their personal strengths. Northern United-Siskiyou Charter School also has representatives of College of the Siskiyous visit our learning centers and provide an immediate acceptance program to college. Students also visit our local community college specifically to discover the programs that are offered. Concurrent enrollment is highly encouraged at Northern United - Siskiyou Charter School with several of our students attending college while in high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Siskiyou Charter School supports professional growth and improvement in many ways. All new teachers are supported through the Tehama County Office of Education through their Induction Program and are mentored by veteran teachers. This is a two-year program that provides candidates with the ability to use skills acquired in the credentialing program and apply them to the classroom. Candidates of this program work with a Mentor Teacher who provides support and experience to help candidates achieve competency and meet the CCTC requirements for a Clear Credential. This induction program is a support that helps to set new teachers up for success.

All Northern United - Siskiyou Charter School staff are required to complete five days of professional development during the school year. Four of the five days are provided by the school and the fifth day is self-selected. The professional development provided by the school is specifically designed to support teachers with best practices and structured to see an improvement in student outcomes.

In order to accomplish the above, Northern United - Siskiyou Charter School provides teachers with professional development in all core academic areas, including: English Language Arts, Mathematics, Social Studies and Science, as well as SEL, MTSS, PBIS, AVID, trauma informed practices.

Individual learning centers also host professional development opportunities for instructional staff to participate in continued learning. Topics such as STEAM education, higher order thinking skills, differentiation, project-based learning and math intervention strategies are subjects that are covered in these center based professional development days.

We will use federal funding to provide all of our teachers with professional development that specifically targets disadvantaged youth. There will be an emphasis placed on career development and career goals.

Northern United – Siskiyou Charter School’s professional development is designed to build the capacity of all teachers in their support of disadvantaged youth. Our professional development is selected based on needs determined through data analysis and staff feedback.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A Our school is not in CSI nor TSI.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Siskiyou Charter School provides staff development targeted toward disadvantaged youth. The professional development is selected based on the analysis of internal data. Teachers use formative and summative assessment data, including California Assessment of Student Performance and Progress, local assessments, progress on special education goals, and English Language Proficiency Assessment for California data, to monitor student progress. Teachers collaborate to review data to determine the effectiveness of the small groups interventions supported by this part.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Siskiyou Charter School will be receiving the minimum amount of \$10,000 so will be expending the funds in only one subsection, as it relates to supporting a well-rounded education, and will utilize contracted services. The funds will be utilized on a school-wide level. Currently, Northern United - Siskiyou Charter School employs a Multi-tiered System of Supports (MTSS) to address academic, behavior, and social-emotional needs of students. At the all-school level, Northern United - Siskiyou Charter School has monthly meetings in which our intervention team uses data obtained from our local assessment to target and implement strategic instruction and intervention, as well as, to provide students with intensive interventions if needed. On a student level, the special services staff (resource teachers, speech therapist, school psychologist, and counselor) meets with administration and parents to review a variety of individual academic and/or social-emotional data and information. As part of our MTSS, Northern United – Siskiyou School has implemented PBIS at an all-school level. Our school has established systems of social-emotional and behavioral support that enhance our staff's capacity to maximize outcomes for all students. The implementation of PBIS has been instrumental in significantly improving and making a positive impact on behavioral, social-emotional and academic outcomes for all students. We have also adopted a school-wide social emotional curriculum that is used with all grade levels.

Agenda Item 3.
DISCUSSION ITEMS

Subject:

3.9 Approval of the Beginnings, Inc. Food Service Agreement 2024-2025 for Briceland Learning Center - NU-HCS

Action Requested:

Approval

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

In order to offer hot breakfast and lunches to our Briceland location (BLC), we are entering into a food vendor agreement with Beginnings, Inc. We estimate the cost would be approximately \$46,296.25 for the school year. This agreement is an increase of \$.25 per breakfast and \$.25 per lunch over the previous year. The agreement is attached.

Fiscal Implications:

About \$46,296.25 per year
\$3.50 per breakfast meal
\$5.75 per lunch meal

Contact Person/s:

Shari Lovett

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

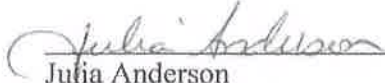
This agreement, executed in duplicate, entered into on August 26, 2024, between Beginnings Inc. and the Northern United Humboldt Charter School hereinafter referred to as NUHCS is made for the purpose of preparing meals which meet the National School Lunch meal pattern requirements. It is hereby agreed that:

1. Beginnings Inc. shall prepare meals which meet the National School Lunch Program meal pattern requirements. Meals must comply with the nutritional standards for meals as established by the United States Department of Agriculture (USDA).
2. Beginnings Inc. shall maintain all necessary records on the nutritional components and quantities of the meals served and make said records available for inspection by State and Federal authorities upon request.
3. Beginnings Inc. shall prepare the meals in their commercial kitchen located on site at 5 Cemetery Road, Briceland, CA. This site shall maintain the appropriate state and local health certifications for the facility.
4. NUHCS shall pay Beginnings Inc. \$3.50 for each breakfast served and \$5.75 for each lunch served. The cost of milk is included in the price of the meal.
5. Commencing in SY 2022–23, *Education Code (EC) 49501.5* requires public school districts, county offices of education, and charter schools serving students in grades TK–12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.
6. Beginnings Inc. shall provide all personnel necessary to receive serve and supervise the consumption of the meals. NUHCS shall provide personnel for meal tracking and supervision of kitchen staff.
7. Beginnings Inc. shall be responsible for the condition or care of said meals. Beginnings Inc. shall be responsible for maintaining the proper temperature of the meal components until they are consumed.

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

The term of this agreement shall be from August 26, 2024, until June 12, 2025, unless terminated by either party upon 15 days written notice with cause or by

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


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

05-15-24
Date

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

Date

Agenda Item 3.
DISCUSSION ITEMS

Subject:

3.10 Approval of the Eureka City Schools Food Service Agreement 2024-2025 for Cutten Learning Center, Cutten Resource Center and Eureka Learning Center - NU-HCS

Action Requested:

Approval

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

In order to offer hot lunches to our Eureka locations (CLC, CRC, ELC), we are entering into a food vendor agreement with Eureka City Schools. We estimate the cost would be approximately \$84,392.10 for the school year. There is no increase over the previous year. The agreement is attached.

Fiscal Implications:

About \$84,392.10

\$2.85/breakfast

\$4.75/lunch

+\$8.90/day delivery fee/facility

Contact Person/s:

Shari Lovett



**Eureka City
Schools**

**Kevin Ralston, Director
Food Services**

642 W 14th Street | Eureka, CA 95501

May 3, 2024

MEMORANDUM

To:	Shelley Jespersen, Food Coordinator Northern United Charter Schools
From:	Kevin Ralston, Food Services Director Eureka City Schools
Subject:	Food Service Agreement for 2024-2025 school year between Northern United Charter and Eureka City Schools

Enclosed please find copies of the 2024/2025 school year Food Service Agreement for Northern United Charter Schools and Eureka City Schools.

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

Enclosures

FOOD SERVICES AGREEMENT

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

WHEREAS, the NUCS is in need of Food Services;

WHEREAS, the Eureka City Schools has available Food Services;

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

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

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

1. The term of this agreement is from July 1, 2024, through June 30, 2025.
2. This agreement may be terminated by either party at any time by the giving of sixty (60) days written notice.
3. ECS shall provide breakfasts and lunches, which meet the School Breakfast Program and National School Meal Program meal requirements, using the Food Based Menu Plan Approach. Services shall include preparation of food, transportation of food to sites at 4620 Meyers Avenue and 2120 Campton Road in Eureka, CA. Meals will include all required components including milk.
4. NUCS shall pay ECS the sum of \$4.75 per student meal for lunch services and adults will pay ala carte prices. The number of lunches requested will be a set number that is called in prior to the start of service. This number can be adjusted as needed with a phone call to the ECS Food Service Department with advance notice. ECS needs at least 48 hours to make the change.
5. ECS shall deliver meals at a mutually agreed upon time that works for both parties. NUCS will pay ECS for delivery of meals each school day. Delivery charges will include an hourly wage and mileage billed monthly in the sum of \$8.90 per day per site for delivery of meals.
6. The NUCS shall pay ECS the sum of \$2.85 per student meal for breakfast services. NUCS will agree to pay from a monthly invoice for all meals ordered, whether served or not, and will be responsible for keeping eligible meal counts, collecting money, and filing appropriate reimbursement forms.
7. The NUCS staff will be responsible for serving meals. The daily transport record will be a two-part record that will be completed in part by ECS kitchen staff and in part by NUCS staff. The record will obtain information needed to meet state and federal requirements. This form needs to stay on site at NUCS for their records, and be kept for three years plus the current year. ECS will retain the portion needed for their records.

FOOD SERVICES AGREEMENT

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

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

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

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

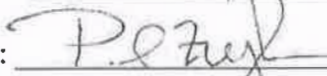
11. Notice pursuant to this agreement shall be by first class United States Mail postage prepaid addressed as follows:

Date: _____

By: _____

Tammy Picconi
Director of Fiscal Services
Northern United Charter Schools
2120 Campton Road, Suite I
Eureka, CA 95503

Date: 4/26/24

By: 

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

Agenda Item 3.
DISCUSSION ITEMS

Subject:

3.11 Approval of the Fire Monkey Food Service Agreement 2024-2025 for Mt. Shasta Learning Center and Yreka Learning Center - NU-SCS

Action Requested:

Approval

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

In order to offer breakfast and lunches to our Siskiyou locations (YLC and MSLC), we are entering into a food vendor agreement with Fire Monkey. We estimate this would be approximately \$17,171 for the school year. This agreement is an increase of \$.15 per lunch for the 9-12 students and a decrease of \$.15 per lunch for the K-8 students over the previous year. The agreement is attached.

Fiscal Implications:

\$17,171/year
\$3.50/breakfast
\$4.35/K-8 lunch
\$4.65/9-12 lunch

Contact Person/s:

Shari Lovett

MEMORANDUM

To:	Shari Lovett, School Director
	Northern United Charter Schools
From:	Jessica Shaw Fire Monkey Catering Services, Inc.
Subject:	Food Service Agreement for 2024-2025 school year between Northern United Charter and Fire Monkey

Enclosed please find copies of the 2023/2024 school year Food Service Agreement for Northern United Charter School and Fire Monkey.

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

FOOD SERVICES AGREEMENT

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

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

WHEREAS, Fire Monkey has available Food Services,

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

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

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

1. The term of this agreement is from September 16, 2023, through June 30, 2024.
2. This agreement may be terminated by either party at any time by the giving of sixty (60) days written notice.
3. Fire Monkey Catering Services, Inc. shall provide breakfasts and lunches, which meet the School Breakfast Program and National School Lunch Program meal requirements, using the Food Based Menu Plan Approach. Services shall include preparation of food, transportation of food to sites at 423 S Broadway, Yreka, CA and 2411 S Mt. Shasta Blvd., Mt. Shasta, CA. Meals will include all required components including milk.
4. The NUCS shall pay Fire Monkey Catering Services, Inc. the sum of \$4.35 per K-8 student meal, and \$4.65 per 9-12 student meal for lunch services and adults will pay ala carte prices, The number of lunches requested will be an asset number that is called in prior to the start of service. This number can be adjusted as needed with a phone call to Fire Monkey Catering Services, Inc. Fire Monkey Catering Services, Inc. may need 24 hours to make the change. Breakfast changes will need 48 hours' notice.
5. Vendor will provide substitutions to, or modifications of, meals as required by federal law for students who are documented by a physician to be unable to consume the regular program meals due to a disability. A physician's statement must identify the student's disability, the major life activities affected by the disability, the food or foods to be omitted from the student's diet, and the food or choice of foods that must be substituted. The statement must be signed and dated by the physician and must be maintained on file.

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

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


NUCS
 2120 Campton Road, Suite H
 Eureka, CA 95503

Fire Monkey
 2401 E Oberlin Road
 Yreka, California 96097

Date:

Date: 04/25/2023

By:

By: 

Shari Lovett
 School Director
 Northern United Charter Schools

Jessica Shaw
 CFO
 Fire Monkey

Agenda Item 4.

NEXT BOARD MEETING

Subject:

4.1 Possible Agenda Items:

Action Requested:

None

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

Discussion of topics to cover at the next meeting.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Rosemary Kunkler

Agenda Item 4.

NEXT BOARD MEETING

Subject:

4.2 Next Board Meeting Date: August 14th

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

5. ADJOURNMENT

5.1 Adjourn



CliftonLarsonAllen LLP
2210 East Route 66
Glendora, CA 91740

June 4, 2024

phone 626.857.7300 fax 626.857.7302
CLAconnect.com

To the Board and Management of
Northern United Charter Schools

We are engaged to audit the financial statements of Northern United Charter Schools as of and for the year ended June 30, 2024. Professional standards require that we communicate to you the following information related to our audit. We will contact you to schedule a meeting to discuss this information since a two-way dialogue can provide valuable information for the audit process. We ask if you have any questions or need clarification to any of email the following: Wade.McMullen@claconnect.com, Derrick.Debuyne@claconnect.com, Lili.Huang@claconnect.com, Marlen.Gomez@claconnect.com.

Deadline, Timelines and Meetings

Audit reports must be filed with the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by **December 15** of each year.

To file the report on or before the December 15, 2024 state deadline:

- Spring interim and final field work will be scheduled with assistance from management and interim deadlines will be established.
- We will schedule an interim exit meeting with management and certain members of governance to discuss any audit issues. This will ensure that all interim audit work and personnel interviews are complete by **August 1, 2024**. We will also use this meeting to revisit and re-confirm final audit fieldwork dates and the governance meeting date to review the audit draft.
- Final fieldwork scheduling dates will need to be prior to **October 31, 2024**, if possible. If final fieldwork dates are scheduled after this date, all information requested must be received by **October 31, 2024**.
- We request that basic financial information (**trial balance and general ledger as of June 30, 2024 and general ledger for the next fiscal year**) be transmitted to us no later than September 30, 2024. Earlier transmittal is strongly encouraged.
- In order to file the report on or before the December 15 state deadline, **all audit information requests made prior to October 20, 2024 should be received no later than October 31, 2024**. This will allow us the time needed to complete the audit and submit our working-papers to our national assurance quality control team.

If a *significant amount* of the audit information requests are not received by the specified dates, we will send a letter to Board and Management specifying the extent of outstanding information and possibly recommend notifying Northern United Charter Schools's authorizer that an audit report filing extension to **January 31, 2025** is needed. **The decision to apply for this extension is solely the responsibility of Northern United Charter Schools's Board and Management.**

Our responsibility under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*

Financial statements, internal control, and compliance

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit.

Those standards also require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under U.S. GAAS and *Government Auditing Standards*.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.
- Form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America.
- Plan and perform the audit to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the

aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

- Perform, as part of obtaining reasonable assurance about whether the financial statements as a whole are free from material misstatement, tests of the entity's compliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our tests is not to provide an opinion on compliance with such provisions and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.
- Provide a report (which does not include an opinion) on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements, as required by *Government Auditing Standards*.
- Communicate significant matters related to the financial statement audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.
- Communicate circumstances that affect the form and content of the auditors' report.
- Communicating any matters relevant to compliance with the *California State K-12 Audit Guide*.

Our responsibility under Auditing Standards Generally Accepted in the United States of America, *Government Auditing Standards*, and Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* Financial statements, internal control, and compliance

If it is determined that Northern United Charter Schools has expended more than \$750,000 in federal funds during the course of the year being audited, the additional following responsibilities apply:

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). In addition to the Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, we will:

- Obtain an understanding of internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over compliance. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control over compliance that we identify during the audit that are required to be communicated.

- Plan and perform the audit to obtain reasonable assurance about whether material noncompliance with the applicable compliance requirements occurred. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. Material noncompliance can arise from fraud or error and is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report.
- Perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.
- Consider internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.
- Perform tests of transactions and other applicable procedures described in the “OMB Compliance Supplement” for the types of compliance requirements that could have a direct and material effect on each of the entity’s major programs. The purpose of these procedures will be to express an opinion on the entity’s compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on the entity’s compliance with those requirements.
- Provide a report on internal control over compliance related to major programs and express an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.
- Our responsibility for the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the SEFA in relation to the financial statements as a whole and to report on whether the SEFA is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the SEFA to determine whether the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our audit of the financial statements does not relieve you or management of your responsibilities.

We gave significant consideration to assisting management with the preparation of the financial statements to be provided, which may reasonably be thought to bear on independence, in reaching the conclusion that independence has not been impaired.

Supplementary information in relation to the financial statements as a whole

Because we were engaged to report on the supplementary information accompanying the financial statements, our responsibility for other supplementary information accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the information to determine whether the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Planned scope and timing of the audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit of the financial statements will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters may be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Revenue recognition
- Management override of controls

As a result of unexpected events, changes in conditions, or the audit evidence obtained from the results of audit procedures performed, we may need to modify the overall audit strategy and audit plan and, thereby, the resulting planned nature, timing, and extent of further audit procedures, based on the revised consideration of assessed risks.

We expect to begin our audit in the Spring of 2024 and issue our report no later than December 15, 2024.

Other planning matters

Recognizing the importance of two-way communication, we encourage you to provide us with information you consider relevant to the audit. This may include, but is not limited to, the following items:

- Your views about the following matters:
 - The appropriate person(s) in the entity's governance structure with whom we should communicate.
 - The allocation of responsibilities between those charged with governance and management.
 - The entity's objectives and strategies and the related business risks that may result in material misstatements.
 - Matters you believe warrant particular attention during the audit and any areas for which you request additional procedures to be undertaken.
 - Significant communications between the entity and regulators.
 - Other matters you believe are relevant to the audit of the financial statements.
- The attitudes, awareness, and actions of those charged with governance concerning (a) the entity's internal control and its importance in the entity, including how those charged with governance oversee the effectiveness of internal control, and (b) the detection or the possibility of fraud.
- The actions of those charged with governance in response to developments in law, accounting standards, corporate governance practices, and other related matters, and the effects of such developments on, for example, the overall presentation, structure, and content of the financial statements, including the following:
 - The relevance, reliability, comparability, and understandability of the information presented in the financial statements.
 - Whether all required information has been included in the financial statements, and whether such information has been appropriately classified, aggregated or disaggregated, and presented.
- The actions of those charged with governance in response to previous communications with the auditor.
- Your understanding of the risks of fraud and the controls in place to prevent and detect fraud, including your views on the following matters:
 - The “tone at the top” conveyed by management.

- The risk that the entity's financial statements or schedule of expenditures of federal awards might be materially misstated due to fraud.
 - Programs and controls that the entity has established to mitigate identified fraud risks or that otherwise help to prevent, deter, and detect fraud.
 - How and how often you review the entity's policies on fraud prevention and detection.
 - If a fraud hotline is in place, how it is monitored and how you are notified of allegations or concerns.
 - How you exercise oversight of management's processes for identifying and responding to the risks of fraud and the programs and controls management has established to mitigate those risks.
-
- The risks of fraud at the entity, including any specific fraud risks the entity has identified or account balances, classes of transactions, or disclosures for which a risk of fraud may be likely to exist.
 - Examples of fraud-related discussions management has had with you.
 - Any actual or suspected fraud affecting the entity or its federal award programs that you are aware of, including measures taken to address the fraud.
 - Any allegations of fraud or suspected fraud (e.g., received in communications from employees, former employees, grantors, regulators, or others) that you are aware of.
 - Any knowledge of possible or actual policy violations or abuses of broad programs and controls occurring during the period being audited or the subsequent period.
 - Any accounting policies or procedures applied to smooth earnings, meet debt covenants, minimize taxes, or achieve budget, bonus, or other financial targets that you are aware of; and whether you are aware of any accounting policies that you consider aggressive.
-
- How you oversee the entity's (1) compliance with laws, regulations, and provisions of contracts and grant agreements, (2) policies relative to the prevention of noncompliance and illegal acts, and (3) use of directives (for example, a code of ethics) and periodic representations obtained from management-level employees about compliance with laws, regulations, and provisions of contracts and grant agreements.
 - Whether you are aware of any noncompliance with laws, regulations, contracts, and grant agreements, including measures taken to address the noncompliance.
 - If the entity uses a service organization, your knowledge of any fraud, noncompliance, or uncorrected misstatements affecting the entity's financial statements or federal award programs reported by the service organization or otherwise known to you.

* * *

This communication is intended solely for the information and use of the Board of Directors and management of Northern United Charter Schools and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

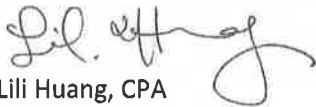
CliftonLarsonAllen LLP



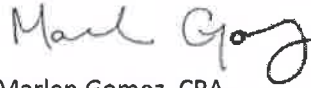
Wade McMullen, CPA
Principal
626-857-7300
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Derrick DeBruyne, CFE, CPA
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Lili Huang, CPA
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Marlen Gomez, CPA
Principal
626-857-7300
Marlen.Gomez@claconnect.com