

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 1.

CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

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

Action Requested:

1.1 None

1.2 Approval

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

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 2.

PRESENTATIONS

Subject:

2.1 Student Presentation

Action Requested:

None

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

Cathie Shermer's student will give a presentation.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 3.

CONSENT AGENDA

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

Subject:

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

Action Requested:

Approval

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

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

Fiscal Implications:

Warrants: NU-Humboldt Charter School - \$122,443.59

Payroll: NU-Humboldt Charter School - \$283,044.04

Contact Person/s: Shari Lovett, Kelley Withers

Checks Dated 09/01/2024 through 09/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount	
3000251247	09/05/2024	AMAZON CAPITAL SERVICES	62-4310	CEI supplies	3,768.79		
				Class and lunch room supplies	200.28		
				Classroom supplies	730.06		
				Engagement supplies	582.60		
				Office supplies	51.74		
				Outdoor program supplies	145.50		
				Outdoor supplies - TK program	1,882.73		
				PO24-00444 - TK supplies	145.44		
				TK supplies	843.79		
							62-4351
			62-4374	TK supplies	482.70		
			62-4400	TK supplies	964.45	9,870.29	
3000251248	09/05/2024	AMBROSINI, DENNIS	62-5612	SEPT 2024 RENT - WCLC		2,000.00	
3000251249	09/05/2024	BEGINNINGS INC	62-5612	SEPT 2024 RENT - BLC		1,000.00	
3000251250	09/05/2024	CAMPTON PLAZA	62-5612	SEPT 2024 RENT - CRC/ADMIN		5,625.00	
3000251251	09/05/2024	CDW GOVERNMENT	62-4310	Student chromebooks	5,345.02		
				62-5800	Student chromebooks	645.07	5,990.09
				62-5520	Sept. Utilities - CLC	576.86	
3000251252	09/05/2024	CUTTEN COMMUNITY CHURCH	62-5530	Sept. Utilities - CLC	288.40		
				62-5560	Sept. Utilities - CLC	508.19	1,373.45
3000251253	09/05/2024	CUTTEN COMMUNITY CHURCH	62-5612	SEPT 2024 RENT - CLC		5,700.00	
3000251254	09/05/2024	DAGGETT, PETER JAY	62-5612	SEPT 2024 RENT - ALC		2,200.00	
3000251255	09/05/2024	DEPARTMENT OF JUSTICE CASHIERING UNIT	62-5861	July statement		128.00	
3000251256	09/05/2024	Gomes, Sarah L	62-4310	Back to school night food		134.37	
3000251257	09/05/2024	Harmon, Christopher S	62-4310	Materials & Supplies	38.42		
				Office supplies	40.40		
				62-5950	Postage	18.88	97.70
3000251258	09/05/2024	Hayhurst, Melody	62-4393	Supplies for Fall Summit 24-25		64.88	
3000251259	09/05/2024	IXL Learning, Inc.	62-5800	IXL renewal		6,470.00	
3000251260	09/05/2024	Jespersen, Shelley	62-5201	AUG 2024 MILEAGE	321.25		
				62-5210	Accomodations	708.96	1,030.21
3000251261	09/05/2024	KGK RENTALS LLC	62-5450	SEPT INSUR - ELC	2.41		
				62-5612	SEPT INSUR - ELC	114.50	116.91
3000251262	09/05/2024	KGK RENTALS LLC	62-5450	SEPT 2024 RENT - ELC	114.50		
				62-5612	SEPT 2024 RENT - ELC	5,429.86	5,544.36
3000251263	09/05/2024	NORTH COAST JOURNAL	62-5831	Advertisement - Aug 2024		481.00	
3000251264	09/05/2024	P G & E	62-5520	Aug statement - CRC/Admin		500.85	

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

Checks Dated 09/01/2024 through 09/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000251265	09/05/2024	RAINBOW RESOURCE CENTER	62-4110	Curriculum - Az.Val Pate & Ab.Val Pate	694.21	
				Curriculum - H.Whitener	40.22	
				Curriculum - Z.Prescott	969.14	
				Supplies for class - C.Shermer	141.79	1,845.36
3000251266	09/05/2024	Sammy's BBQ & Catering	62-4393	Lunch Cater- Fall Summit		1,311.00
3000251267	09/05/2024	SCHOOL PATHWAYS LLC	62-5800	Annual subscription		505.87
3000251268	09/05/2024	STAPLES ADVANTAGE	62-4310	General materials - ELC	647.24	
				Supplies for AG class	98.42	
				Supplies for class	232.09	977.75
3000251269	09/05/2024	Trujillo, Cameron	62-4310	Materials & Supplies		159.50
3000251270	09/05/2024	Wyer, Loriann M	62-5201	FALL SUMMIT 24-25 MILEAGE		97.02
3000251271	09/05/2024	Zuspan, Rebecca M	62-5201	AUG 2024 MILEAGE		96.55
3000251505	09/09/2024	Aaron Souza North Coast Music	62-5800	Guitar lessons - J.Coppini, M.Bornman		320.00
3000251506	09/09/2024	AMAZON CAPITAL SERVICES	62-4310	General supplies - students	33.30	
				Shelves for Room 2	131.33	
				Supplies - multiple classes	414.69	
				Supplies for SpEd students	143.29	722.61
3000251507	09/09/2024	BICOASTAL MEDIA	62-5831	Aug 24 statement - Advertisement		700.00
3000251508	09/09/2024	Boldway, Denise	62-4310	Floral class		150.00
3000251509	09/09/2024	CDW GOVERNMENT	62-4310	ACAD Google Chrome Edu Lic	571.08	
			62-5800	ACAD Google Chrome Edu Lic	68.92	640.00
3000251510	09/09/2024	Daena L Velasco Acosta	62-5800	Yardwork - Aug statement - ELC		75.00
3000251511	09/09/2024	Damian Dragon-Kibbe	62-4310	Help with ALC clean up and move		105.00
3000251512	09/09/2024	Devon McDermid	62-4310	Help with ALC clean up and move		210.00
3000251513	09/09/2024	MOVING BEYOND THE PAGE	62-4110	Full curriculum - A.Trunzo, J.Trunzo		1,222.59
3000251514	09/09/2024	NORTH COAST JOURNAL	62-5831	08/29/24 statement		481.00
3000251515	09/09/2024	OPTIMUM	62-5922	Aug 24 statement		100.00
3000251516	09/09/2024	P G & E	62-5520	Aug 24 statement - ALC		127.12
3000251517	09/09/2024	RAINBOW RESOURCE CENTER	62-4110	Math - Coppini,Fosnaugh,Hess,Lewis	791.62	
				Math curriculum	243.41	1,035.03
3000251518	09/09/2024	STAPLES ADVANTAGE	62-4310	General supplies		129.71
3000251519	09/09/2024	UBEO West, LLC	62-5637	Sept 24 statement		948.39
3000251520	09/09/2024	WESTERN ASSOC SCHOOLS&COLLEGES	62-5800	WASC annual membership 2024-2025		1,980.00
3000251521	09/09/2024	Withers, Kelley L	62-5950	Postage		9.68
3000251522	09/09/2024	Zuspan, Rebecca M	62-4310	Materials & Supplies	14.74	
			62-5950	Postage	43.48	58.22
3000252202	09/12/2024	AMAZON CAPITAL SERVICES	62-4110	Curriculum	82.53	

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

Checks Dated 09/01/2024 through 09/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000252202	09/12/2024	AMAZON CAPITAL SERVICES	62-4110	Instructional material	392.11	
				Science curriculum	40.61	
			62-4310	Book club books - Fall Summit 24-25	539.35	
				Curriculum	79.52	
				Curriculum - U.Gamer, Gibson, Magee	65.22	
				Family		
				Curriculum and supplies	28.07	
				Instructional supplies	879.50	
				Reading course materials	134.24	
				Sensory supplies: MHSA	75.37	
SSD's for computer lab - ELC	113.10					
Supplies	52.08	2,481.70				
3000252203	09/12/2024	CliftonLarsonAllen LLP	62-5822	Lease information		1,398.60
3000252204	09/12/2024	Cyrek, Teal W	62-5201	FALL SUMMIT 24-25 MILEAGE		96.48
3000252205	09/12/2024	EUREKA OXYGEN CO	62-5800	Fuel Fire Service		67.00
3000252206	09/12/2024	Harmon, Christopher S	62-5800	Slack line session - ORBE		150.00
3000252207	09/12/2024	HUMBOLDT MOVING & STORAGE INC	62-5610	Record stoarge - Sept statement		71.70
3000252208	09/12/2024	LEARNING WITHOUT TEARS	62-4110	Instructional material		272.03
3000252209	09/12/2024	McDermid, Jessica	62-4310	Materials & Supplies		139.51
3000252210	09/12/2024	MCGRAW HILL LLC	62-4110	Instructional material		137.67
3000252211	09/12/2024	NCS PEARSON INC	62-4310	SpEd forms		375.77
3000252212	09/12/2024	Paradigm Healthcare Services	62-5800	Sept. statement		111.75
3000252213	09/12/2024	PITNEY BOWES INC Reserve Acct.	62-5950	Refill postage - Sept 2024		1,000.00
3000252214	09/12/2024	RAINBOW RESOURCE CENTER	62-4110	Curriculum - A.Moran, K.Moran	656.78	
				Curriculum - EIGr	70.39	
				Curriculum - InBa	110.27	
				Curriculum - M.Oxford	75.05	
				Curriculum - MaLu	70.39	
				Curriculum - spelling CaRu	129.73	
				Curriculum classical	53.88	
				Curriculum handwriting	111.64	
				DL review	87.90	
				Handwriting	175.84	
				Math curriculum	244.88	
				Moving beyond the page	78.81	
				TK Singapre Math - MaLu, EIGr,	46.61	
				Updated curriculum	197.11	
				Writing, Science, Soc.Studies	253.61	

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

Checks Dated 09/01/2024 through 09/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000252214	09/12/2024	RAINBOW RESOURCE CENTER	62-4110	ZB spelling	401.49	2,764.38
3000252215	09/12/2024	Restif Cleaning Service Cooper ative, Inc	62-5800	Cleaning service - CRC/ELC/Admin		1,025.00
3000252216	09/12/2024	STAPLES ADVANTAGE	62-4310	Office supplies		74.63
3000252217	09/12/2024	Sylvia, Jennah L	62-4364	Gas for vehicle		20.00
3000252218	09/12/2024	YOUNG MINNEY & CORR LLP	62-5823	Legal fees		852.50
3000252440	09/16/2024	AMAZON CAPITAL SERVICES	62-4310	CR class book / ELC supplies	69.95	
				General supplies	120.91	
				General supplies - ELC	880.94	
			62-4374	General supplies	21.19	
				General supplies - ELC	118.25	1,211.24
3000252441	09/16/2024	BLICK ART MATERIALS	62-4310	Art supplies		169.92
3000252442	09/16/2024	DAGGETT, PETER JAY	62-5530	Aug. water reimbursement		90.65
3000252443	09/16/2024	H.C.S.D.	62-5530	Aug statement - water (ELC)		190.30
3000252444	09/16/2024	Mitchell, Natalie S	62-4310	Materials & Supplies		305.86
3000252445	09/16/2024	P G & E	62-5520	Aug statement - ELC		327.57
3000252446	09/16/2024	PITNEY BOWES INC Reserve Acct.	62-4310	Service agreement		15.39
3000252447	09/16/2024	Scripps National Spelling Bee	62-5800	Enrollment fee		192.50
3000252448	09/16/2024	STAPLES ADVANTAGE	62-4310	General supplies	30.44	
				Stock supplies for I.S.	112.44	142.88
3000252449	09/16/2024	VALLEY PACIFIC PETROLEUM SERV	62-4364	Gasoline - Aug statement		360.84
3000252801	09/19/2024	ACSA	62-5210	Event Registration - J.Churchill-Bos		879.00
3000252802	09/19/2024	AMAZON CAPITAL SERVICES	62-4110	Book club / Math book	64.65	
				Math curriculum	38.42	
				Physics book	36.61	
			62-4310	Book club / Math book	30.16	
				Engagement items	280.78	
				Laptop supplies	484.65	
				Outdoor program	129.50	
				Sensory items	38.76	
			62-4374	Outdoor program	128.30	
			62-4396	Outdoor program	96.95	1,328.78
3000252803	09/19/2024	AMBROSINI, DENNIS	62-5612	OCT 2024 RENT		2,000.00
3000252804	09/19/2024	BEGINNINGS INC	62-5612	OCT 2024 RENT		1,000.00
3000252805	09/19/2024	Big Lagoon School District	62-5210	PD 06/21-6/23 - W.Kerr		375.00
3000252806	09/19/2024	BLICK ART MATERIALS	62-4310	Art supplies		558.63
3000252807	09/19/2024	CAMPTON PLAZA	62-5612	OCT 2024 RENT		5,625.00
3000252808	09/19/2024	CUTTEN COMMUNITY CHURCH	62-5612	OCT 2024 RENT		5,000.00

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

Checks Dated 09/01/2024 through 09/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000252809	09/19/2024	DAGGETT, PETER JAY	62-5612	OCT 2024 RENT		2,200.00
3000252810	09/19/2024	EUREKA CITY SCHOOLS BUSINESS AND FISCAL SERVICES	62-5800	8/2024 Meals by ECS to NUCS		2,699.85
3000252811	09/19/2024	Fire Monkey Catering Services	62-5800	School Meal Program- Aug 2024		488.15
3000252812	09/19/2024	GREAT AMERICA FINANCIAL SERV	62-5623	Sept statement		816.25
3000252813	09/19/2024	Harmon, Christopher S	62-4310	Materials & Supplies	38.20	
			62-5800	Contracted service	120.00	158.20
3000252814	09/19/2024	I E W	62-4110	Writing/grammar curriculum		226.28
3000252815	09/19/2024	KGK RENTALS LLC	62-5450	OCT 2024 RENT	114.50	
			62-5612	OCT 2024 RENT	5,429.86	5,544.36
3000252816	09/19/2024	MCGRAW HILL LLC	62-4110	Social Studies curriculum		50.97
3000252817	09/19/2024	PITNEY BOWES BANK INC PURCHASE POWER	62-5950	Aug statement		148.35
3000252818	09/19/2024	RAINBOW RESOURCE CENTER	62-4110	Curriculum	131.66	
				Vocabulary curriculum	53.88	
			62-4310	Art supplies	51.75	237.29
3000252819	09/19/2024	STAPLES ADVANTAGE	62-4310	Office supplies		237.22
3000252820	09/19/2024	Withers, Kelley L	62-5881	Contracted service		50.00
3000253801	09/26/2024	AMAZON CAPITAL SERVICES	62-4110	Instructional material	57.44	
			62-4310	Instructional material	199.40	
				Outdoor program supplies	272.81	
				Student supplies	13.17	542.82
3000253802	09/26/2024	ARCATA POLICE DEPARTMENT	62-5884	Annual alarm permit renewal		20.00
3000253803	09/26/2024	BLICK ART MATERIALS	62-4310	Art supplies		530.27
3000253804	09/26/2024	Boldway, Denise	62-4310	Materials & Supplies		850.00
3000253805	09/26/2024	CITI CARDS	62-4110	Aug/Sept statement	372.85	
			62-4310	Aug/Sept statement	698.34	
			62-4374	Aug/Sept statement	14.19	
			62-4393	Aug/Sept statement	405.33	
			62-5210	Aug/Sept statement	75.00	
			62-5800	Aug/Sept statement	2,706.98	
			62-5950	Aug/Sept statement	45.26	4,317.95
3000253806	09/26/2024	CITY OF EUREKA	62-5800	Deposit for Prom 2025		275.00
3000253807	09/26/2024	CUTTEN COMMUNITY CHURCH	62-5520	Oct, Utilities - CLC	662.39	
			62-5530	Oct, Utilities - CLC	331.15	
			62-5560	Oct, Utilities - CLC	583.54	1,577.08
3000253808	09/26/2024	DEPARTMENT OF JUSTICE CASHIERING UNIT	62-5861	Aug 2024 Fingerprints		64.00
3000253809	09/26/2024	FEDEX	62-5950	Ground shipping		30.50
3000253810	09/26/2024	Kerr, Trevor L	62-4310	Materials & Supplies		112.00

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

Checks Dated 09/01/2024 through 09/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000253811	09/26/2024	Kerr, Wendy	62-4310	Materials & Supplies		152.16
3000253812	09/26/2024	LEARNING WITHOUT TEARS	62-4110	TK supplies		960.08
3000253813	09/26/2024	Merrill, Brandon	62-4310	Materials & Supplies		450.72
3000253814	09/26/2024	OPTIMUM	62-5922	Sept statement		128.06
3000253815	09/26/2024	P G & E	62-5520	Aug/Sept statement		678.90
3000253816	09/26/2024	PITNEY BOWES INC Reserve Acct.	62-5623	Sept17 Lease invoice		461.06
3000253817	09/26/2024	RAINBOW RESOURCE CENTER	62-4110	Curriculum	327.93	
				Language arts curriculum	64.64	
				Math curriculum	63.37	455.94
3000253818	09/26/2024	REPUBLIC INDEMNITY	62-9542	Sept14 statement		2,649.20
3000253819	09/26/2024	Rosie Bosco	62-5800	Piano lessons - Z.Prescott		120.00
3000253820	09/26/2024	ServiceMaster Restor. Services	62-5800	Mold remediation services		1,208.61
3000253821	09/26/2024	Speck, Lynda D	62-4310	Materials & Supplies		36.71
3000253822	09/26/2024	STAPLES ADVANTAGE	62-4310	Student supplies	324.56	
				Supplies	305.34	
			62-4374	General supplies	188.92	818.82
Total Number of Checks					112	122,443.59

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	112	122,443.59
	Total Number of Checks	112	122,443.59
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		122,443.59

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

Additional filtering applied

EARNINGS by Earnings Code	Income	Adjustments
Regular	283,044.04	
TOTAL	283,044.04	

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	16,518.68		16,518.68	255,763.16
State Withholding	6,341.34		6,341.34	255,763.16
Social Security	5,193.89	5,193.89	10,387.78	83,772.44
Medicare	4,093.65	4,093.65	8,187.30	282,317.65
SUI		141.20	141.20	282,317.65
Workers' Comp		2,060.92	2,060.92	282,317.65
SUBTOTAL	32,147.56	11,489.66	43,637.22	

EARNINGS by Group	Income	Adjustments
Base Pay	276,379.54	
Extra Duty	3,409.50	
Stipends	3,255.00	
TOTAL	283,044.04	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	1,750.90	6,765.94	8,516.84	25,012.63
PERS / 62	4,175.12	14,117.16	18,292.28	52,188.98
STRS / 60	9,565.76	17,824.92	27,390.68	93,324.00
STRS / 62	10,762.71	20,143.67	30,906.38	105,464.18
Tax Sheltered Annuit	300.00		300.00	
Supplemental Insuran	726.39		726.39	
SUBTOTAL	27,280.88	58,851.69	86,132.57	

EARNINGS	Person Type	Female Employees
Certificated	37	28
Classified	24	20
TOTAL	61	48

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Garnishments	220.00		220.00	
Health & Welfare	2,715.48	77,515.92	80,231.40	
Supplemental Insuran	414.90		414.90	
Summer Savings	14,697.01		14,697.01	88,181.90
SUBTOTAL	18,047.39	77,515.92	95,563.31	
TOTALS	77,475.83	147,857.27	225,333.10	

Vendor Summary for Pay Date 09/30/2024		
Vendor Checks	1,361.29	6
Vendor Liabilities	223,971.81	16
	225,333.10	22

Cancel/Reissue for Process Date 09/30/2024	
Reissued	
Cancel Checks	
Void ACH	

BALANCING DATA			
Gross Earnings	283,044.04	205,568.21	Net Pay
District Liability	147,857.27	77,475.83	Deductions
	430,901.31	430,901.31	Contributions

NET		
Direct Deposits	180,336.45	49
Checks	25,231.76	12
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	205,568.21	61

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 3.

CONSENT AGENDA

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

Subject:

3.2 Consideration of Approval of Warrants & Payroll for Northern United - Siskiyou Charter School (NU-SCS) (0905, 0918, 0925, 1003)

Action Requested:

Approval

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

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

Fiscal Implications:

Warrants: NU-Siskiyou Charter School - \$85,473.71

Payroll: NU-Siskiyou Charter School - \$65,431.42

Contact Person/s: Shari Lovett, Kelley Withers

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH SPECIAL 0905

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH SPECIAL 0905	14960.00	
	Batch Total		

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

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

District Superintendent/Administrator: Kelley Withers Date: 9/3/24
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 0905

To batch: 0905

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J51077
 2425 SPECIAL BATCH 0905

ACCOUNTS PAYABLE PRELIST
 BATCH: 0905 SPECIAL BATCH 0905
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/03/24 12:18 PAGE 1

<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount
000020/00	KEENAN C/O SETECH PO BOX 4328 TORRANCE, CA 90510	000000000											
PO-250009	08/22/2024	AUGUST 2024 MEDICAL	1	62-0000-0-9514-0000-0000-000-00000	NN	P						13,208.00	13,208.00
				H & W		PASS THROUGH							
PO-250009	08/22/2024	AUGUST 2024 DENTAL	1	62-0000-0-9514-0000-0000-000-00000	NN	P						1,476.00	1,476.00
				H & W		PASS THROUGH							
PO-250009	08/22/2024	AUGUST 2024 VISION	1	62-0000-0-9514-0000-0000-000-00000	NN	P						276.00	276.00
				H & W		PASS THROUGH							
		TOTAL PAYMENT AMOUNT										14,960.00	14,960.00
		TOTAL FUND PAYMENT										14,960.00	14,960.00
		TOTAL BATCH PAYMENT									0.00	14,960.00	14,960.00
		TOTAL DISTRICT PAYMENT									0.00	14,960.00	14,960.00
		TOTAL FOR ALL DISTRICTS:									0.00	14,960.00	14,960.00
Number of checks to be printed:		1, not counting voids due to stub overflows.										14,960.00	14,960.00

SISKIYOU COUNTY OFFICE OF EDUCATION REQUEST FOR WARRANT PROCESSING

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0918

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0918	24788.47	
	Batch Total		

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

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

District Superintendent/Administrator: Kelley Withers Date: 9/11/24
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 0918

To batch: 0918

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J52814
 2425 NUSCS ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
 BATCH: 0918 NUSCS A/P BATCH
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/10/24 13:14 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount			
000244/00	AMAZON CAPITAL SERVICES PO BOX 035184 SEATTLE, WA 98124	000000000						
PO-250052	08/20/2024	1G4G-CHJF-71R3	4 62-1100-0-4300-1110-1000-000-00000	NN F	284.74	284.74		
			SUPPLIES					
PO-250054	08/26/2024	1DMC-CT31-9QF4	1 62-6332-0-4300-1110-1000-000-00000	NN F	50.00	39.84		
			SUPPLIES					
PO-250055	08/27/2024	1FPL-HHLT-TF1N	3 62-1100-0-4300-1110-1000-000-00000	NN F	208.99	208.99		
			SUPPLIES					
PO-250056	09/05/2024	1DWT-WJLK-N4W4	1 62-0000-0-4300-1110-1000-000-00000	NN F	296.88	163.07		
			SUPPLIES					
PO-250058	08/29/2024	1MCR-XMK1-FW9Q	1 62-0000-0-4300-0000-3700-000-00000	NN F	66.01	54.93		
			SUPPLIES					
PO-250062	08/29/2024	1NCF-FQ71-6M4V	1 62-0000-0-4300-0000-1000-000-00000	NN F	116.10	81.70		
			SUPPLIES					
PO-250066	08/29/2024	11PG-RPYJ-JWH1	1 62-0000-0-4300-1110-1000-000-00000	NN F	89.32	70.59		
			SUPPLIES					
PO-250072	09/05/2024	111-4612061-9819458	1 62-0000-0-4300-0000-2700-000-00000	NN F	92.20	76.70		
			SUPPLIES					
		TOTAL PAYMENT AMOUNT			980.56 *	980.56		
000188/00	AMERICAN SAFETY COUNCIL 225 E. ROBINSON STREET SUITE 570 ORLANDO, FL 32801	000000000						
PO-250069	09/06/2024	INASC1641	1 62-0000-0-5800-1110-1000-000-00000	NN F	258.35	199.50		
			PROFES'L/CONSULTG SVCS/OP EXP					
		TOTAL PAYMENT AMOUNT			199.50 *	199.50		
000065/00	BLICK ART MATERIALS 6910 EAGLE WAY CHICAGO, IL 60678-1069	463756132 /						
PO-250057	08/30/2024	3690966	1 62-0000-0-4300-1110-1000-000-00000	NN F	497.12	157.50		
			SUPPLIES					
		TOTAL PAYMENT AMOUNT			157.50 *	157.50		

043 NORTHERN UNITED SISKIYOU
 2425 NUSCS ACCOUNTS PAYABLE

J52814

ACCOUNTS PAYABLE PRELIST
 BATCH: 0918 NUSCS A/P BATCH
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/10/24 13:14 PAGE 2
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS			Liq Amt	Net Amount	
000002/00	BOB STONE P.O. BOX 601 YREKA, CA 96097	559781278						
PO-250000	09/06/2024	423 RENT FOR OCTOBER 2024	1 62-0000-0-5612-0000-8700-000-20007 NI P			3,350.00	3,350.00	
					NORTH UNITED RENT/LEASE BLDG			
		TOTAL PAYMENT AMOUNT			3,350.00 *		3,350.00	
000021/00	COLLEGE OF THE SISKIYOU ATTN: BOOKSTORE 800 COLLEGE AVE WEED, CA 96094-2899	000000000						
PO-250078	09/03/2024	2870	1 62-6300-0-4100-1110-1000-000-00000 NN F			241.19	200.22	
					APPRVD TEXTBKS/CORE CURRICULA			
		TOTAL PAYMENT AMOUNT			200.22 *		200.22	
000289/00	DANIEL D. NELSON A-1 MINI STORAGE PO BOX 600 MT SHASTA, CA 96067	567925190						
PO-250002	09/06/2024	MT SHASTA RENT FOR OCTOBER	1 62-0000-0-5612-0000-8700-000-20007 NY P			4,944.00	4,944.00	
					NORTH UNITED RENT/LEASE BLDG			
		TOTAL PAYMENT AMOUNT			4,944.00 *		4,944.00	
000255/00	ELIZABETH CLAUSE 216 3RD STREET YREKA, CA 96097							
PV-250006	09/05/2024	FALL SUMMIT	62-0000-0-5200-1110-1000-000-00000 NN				329.64	
					TRAVEL & CONFERENCE			
		TOTAL PAYMENT AMOUNT			329.64 *		329.64	
000063/00	G & G HARDWARE INC 729 SOUTH BROADWAY YREKA, CA 96097							
PO-250059	08/29/2024	343301	1 62-0000-0-4300-0000-8110-000-00000 NN F			32.25	26.83	
					SUPPLIES			
PO-250068	08/29/2024	343314	1 62-0000-0-4300-0000-8110-000-00000 NN F			10.71	8.91	
					SUPPLIES			
		TOTAL PAYMENT AMOUNT			35.74 *		35.74	

043 NORTHERN UNITED SISKIYOU
2425 NUSCS ACCOUNTS PAYABLE

J52814

ACCOUNTS PAYABLE PRELIST
BATCH: 0918 NUSCS A/P BATCH
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/10/24 13:14 PAGE 3
<< Open >>

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

000215/00	GOLDEN ARROW INVESTMENTS	833970988						
	950 NORTHVIEW DR.							
	YREKA, CA 96097							
PO-250001	09/06/2024	505 RENT FOR OCTOBER	1 62-0000-0-5612-0000-8700-000-20007 N1 P			4,250.00		4,250.00
			NORTH UNITED RENT/LEASE BLDG					
		TOTAL PAYMENT AMOUNT				4,250.00 *		4,250.00

000071/00	HUE & CRY INC	000000000						
	PO BOX 548							
	ANDERSON, CA 96007							
PO-250013	09/03/2024	868351	1 62-0000-0-5500-0000-8100-000-00000 NN P			76.30		76.30
			OPERATION & HOUSEKEEPING SERV					
PO-250013	09/03/2024	868351	2 62-0000-0-5800-0000-8100-000-00000 NN P			65.40		65.40
			PROFES'L/CONSULTG SVCS/OP EXP					
PO-250013	09/03/2024	868351	3 62-0000-0-5600-0000-8100-000-00000 NN P			60.00		60.00
			RENTALS, LEASES & REPAIRS,N.C.					
		TOTAL PAYMENT AMOUNT				201.70 *		201.70

000294/00	HUNTEE COMMUNICATION & TECH	000000000						
	PO BOX 24644							
	SEATTLE, WA 98124-0644							
PO-250017	09/01/2024	BILL # 691339	1 62-0000-0-5922-1110-1000-000-00000 NN P			20.18		20.18
			COMMUNICATION - TELEPHONE SVCS					
PO-250017	09/01/2024	BILL # 691339	2 62-0000-0-5922-0000-2700-000-00000 NN P			6.05		6.05
			COMMUNICATION - TELEPHONE SVCS					
PO-250017	09/01/2024	BILL # 691339	3 62-0000-0-5922-0000-7200-000-00000 NN P			2.59		2.59
			COMMUNICATION - TELEPHONE SVCS					
		TOTAL PAYMENT AMOUNT				28.82 *		28.82

000295/00	JOHN SMITH SANITATION							
	6284 4TH STREET							
	DUNSMUIR, CA 96025							
PO-250018	09/01/2024	161853	1 62-0000-0-5550-0000-8100-000-00000 NN P			27.00		27.00
			DISPOSAL/GARBAGE REMOVAL					
		TOTAL PAYMENT AMOUNT				27.00 *		27.00

043 NORTHERN UNITED SISKIYOU J52814
 2425 NUSCS ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
 BATCH: 0918 NUSCS A/P BATCH
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/10/24 13:14 PAGE 4
 << Open >>

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

000334/00	LESSONFACE, PBC 125 GREENVILLE ST, NW AIKEN, SC 29801							
PO-250061	08/28/2024	24WACS01	1	62-6770-0-5800-1110-1000-000-00000	NN F	3,108.00		2,400.00
				PROFES'L/CONSULTG SVCS/OP EXP				
				TOTAL PAYMENT AMOUNT				2,400.00

000198/00	MT SHASTA POINT S 811 NORTH MT SHASTA BLVD MOUNT SHASTA, CA 96067							
PO-250046	08/28/2024	INV# 1031260-# 1031263	1	62-0000-0-5600-0000-8110-000-00000	NN F	279.52		279.52
				RENTALS, LEASES & REPAIRS,N.C.				
				TOTAL PAYMENT AMOUNT				279.52

000335/00	NATIVE GROUNDS NURSERY 1172 S. MOUNT SHASTA BLVD. MT SHASTA, CA 96067							
PO-250071	09/05/2024	NG06-085	1	62-9328-0-5800-0000-8110-000-00000	NN F	2,427.85		2,427.85
				PROFES'L/CONSULTG SVCS/OP EXP				
PO-250071	09/05/2024	NG06-085	2	62-9328-0-4300-0000-8100-000-00000	NN F	2,430.35		2,430.35
				SUPPLIES				
				TOTAL PAYMENT AMOUNT				4,858.20

000014/00	SHASTA VALLEY PEST CONTROL 467 SOUTH 7TH ST MONTAGUE, CA 96064	822402374						
PO-250007	08/30/2024	08/30/24-5	1	62-0000-0-5800-0000-8100-000-00000	NY P	40.00		40.00
				PROFES'L/CONSULTG SVCS/OP EXP				
PO-250007	08/30/2024	08/30/24-8	1	62-0000-0-5800-0000-8100-000-00000	NY P	40.00		40.00
				PROFES'L/CONSULTG SVCS/OP EXP				
PO-250007	08/30/2024	08/30/24-9	1	62-0000-0-5800-0000-8100-000-00000	NY P	40.00		40.00
				PROFES'L/CONSULTG SVCS/OP EXP				
				TOTAL PAYMENT AMOUNT				120.00

043 NORTHERN UNITED SISKIYOU J52814
 2425 NUSCS ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
 BATCH: 0918 NUSCS A/P BATCH
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/10/24 13:14 PAGE 5
 << Open >>

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

000085/00	SISKIYOU OPPORTUNITY CENTER PO BOX 304 MT SHASTA, CA 96067												
PO-250014	08/31/2024	18948	1	62-0000-0-5800-0000-2700-000-00000	NN	P						187.20	187.20
				PROFES'L/CONSULTG SVCS/OP EXP									
			TOTAL PAYMENT AMOUNT									187.20 *	187.20

000023/00	UBEO PO BOX 301062 LOS ANGELES, CA 90030-1062												
PO-250011	09/05/2024	4621760	1	62-0000-0-5600-1110-1000-000-00000	NN	P						349.21	349.21
				RENTALS, LEASES & REPAIRS,N.C.									
PO-250011	09/05/2024	4621760	2	62-0000-0-5600-0000-2700-000-00000	NN	P						104.76	104.76
				RENTALS, LEASES & REPAIRS,N.C.									
PO-250011	09/05/2024	4621760	3	62-0000-0-5600-0000-7200-000-00000	NN	P						44.90	44.90
				RENTALS, LEASES & REPAIRS,N.C.									
			TOTAL PAYMENT AMOUNT									498.87 *	498.87

000015/00	WESTRN ASSOC OF SCHOOLS & COLL 533 AIRPORT BLVD., STE 200 BURLINGAME, CA 94010												
PO-250079	08/21/2024	1326689	1	62-0000-0-5800-1110-1000-000-00000	NN	F						2,253.30	1,740.00
				PROFES'L/CONSULTG SVCS/OP EXP									
			TOTAL PAYMENT AMOUNT									1,740.00 *	1,740.00

TOTAL FUND	PAYMENT			24,788.47	**								24,788.47
TOTAL BATCH PAYMENT				24,788.47	***	0.00							24,788.47
TOTAL DISTRICT PAYMENT				24,788.47	****	0.00							24,788.47
TOTAL FOR ALL DISTRICTS:				24,788.47	****	0.00							24,788.47

Number of checks to be printed: 19, not counting voids due to stub overflows. 24,788.47

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

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0925

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0925	27229.81	
	Batch Total		

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

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

District Superintendent/Administrator: Kelley Withers Date: 9/19/24

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 0925

To batch: 0925

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J54281
 2425 NUSCS ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST APY500 L.00.22 09/19/24 08:45 PAGE 1
 BATCH: 0925 NUSCS ACCOUNTS PAYABLE << Open >>
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

Vendor/Addr	Req	Remit name	Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
							FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS				Liq Amt	Net Amount
000244/00		AMAZON CAPITAL SERVICES			000000000							
		PO BOX 035184										
		SEATTLE, WA 98124										
	PO-250073		09/05/2024	IMP1-4NGC-1QMF			1 62-0000-0-4300-1110-1000-000-00000	NN F			145.16	145.16
							SUPPLIES					
	PO-250073		09/05/2024	IMP1-4NGC-1QMF			2 62-6770-0-4300-1110-1000-000-00000	NN F			176.17	176.17
							SUPPLIES					
	PO-250076		09/06/2024	LX3N-F444-KVQ3			1 62-6300-0-4100-0000-1000-000-00000	NN F			957.84	885.88
							APPRVD TEXTBKS/CORE CURRICULA					
	PO-250076		09/06/2024	LX3N-F444-KVQ3			2 62-0000-0-4300-0000-2700-000-00000	NN F			273.63	173.14
							SUPPLIES					
	PO-250077		09/09/2024	1RNM-CYRN-4FYD			1 62-0000-0-4300-1110-1000-000-00000	NN F			28.38	28.38
							SUPPLIES					
	PO-250083		09/11/2024	1PF4-KVGX-7KGJ			1 62-0000-0-4350-0000-2700-000-00000	NN F			173.85	144.66
							OFFICE SUPPLIES					
							TOTAL PAYMENT AMOUNT				1,553.39 *	1,553.39
000002/00		BOB STONE			559781278							
		P.O. BOX 601										
		YREKA, CA 96097										
	PO-250000		09/18/2024	423 RENT FOR NOV. 2024			1 62-0000-0-5612-0000-8700-000-20007	N1 P			3,350.00	3,350.00
							NORTH UNITED RENT/LEASE BLDG					
							TOTAL PAYMENT AMOUNT				3,350.00 *	3,350.00
000062/00		CDW GOVERNMENT										
		75 REMITTANCE DRIVE										
		SUITE 1515										
		CHICAGO, IL 60675										
	PO-250080		09/09/2024	ORDER # PCGH170			1 62-0000-0-4300-0000-2700-000-00000	NN F			6,630.09	6,630.09
							SUPPLIES					
							TOTAL PAYMENT AMOUNT				6,630.09 *	6,630.09
000289/00		DANIEL D. NELSON			567925190							
		A-1 MINI STORAGE										
		PO BOX 600										
		MT SHASTA, CA 96067										
	PO-250002		09/18/2024	MT SHASTA RENT FOR NOV. 2024			1 62-0000-0-5612-0000-8700-000-20007	NY P			4,944.00	4,944.00
							NORTH UNITED RENT/LEASE BLDG					
							TOTAL PAYMENT AMOUNT				4,944.00 *	4,944.00

043 NORTHERN UNITED SISKIYOU J54281
 2425 NUSCS ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
 BATCH: 0925 NUSCS ACCOUNTS PAYABLE << Open >>
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/19/24 08:45 PAGE 2

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount
000063/00	G & G HARDWARE INC 729 SOUTH BROADWAY YREKA, CA 96097												
PO-250084	09/12/2024	INVOICE 343837	1	62-0000-0-4300-0000-8110-000-00000	NN	P						7.53	7.53
				SUPPLIES									
PO-250084	09/10/2024	INVOICE 343750	1	62-0000-0-4300-0000-8110-000-00000	NN	F						5.98	3.71
				SUPPLIES									
		TOTAL PAYMENT AMOUNT										11.24 *	11.24
000215/00	GOLDEN ARROW INVESTMENTS 950 NORTHVIEW DR. YREKA, CA 96097	833970988											
PO-250001	09/18/2024	505 RENT FOR NOV. 2024	1	62-0000-0-5612-0000-8700-000-20007	N1	P						4,250.00	4,250.00
				NORTH UNITED RENT/LEASE BLDG									
		TOTAL PAYMENT AMOUNT										4,250.00 *	4,250.00
000296/00	GREAT AMERICAN FINANCIAL SERV PO BOX 660831 DALLAS, TX 95266-0831												
PO-250026	09/16/2024	37457894	1	62-0000-0-5600-1110-1000-000-00000	NN	P						166.10	166.10
				RENTALS, LEASES & REPAIRS,N.C.									
PO-250026	09/16/2024	37457894	2	62-0000-0-5600-0000-2700-000-00000	NN	P						49.83	49.83
				RENTALS, LEASES & REPAIRS,N.C.									
PO-250026	09/16/2024	37457894	3	62-0000-0-5600-0000-7200-000-00000	NN	P						21.36	21.36
				RENTALS, LEASES & REPAIRS,N.C.									
		TOTAL PAYMENT AMOUNT										237.29 *	237.29
000256/00	KAJEET INC 7901 JONES BRANCH DRIVE SUITE 350 MCLEAN, VA 22102												
PO-250085	09/11/2024	Q#202409-052821	1	62-0000-0-5800-1110-1000-000-00000	NN	F						421.70	396.49
				PROFES'L/CONSULTG SVCS/OP EXP									
		TOTAL PAYMENT AMOUNT										396.49 *	396.49

043 NORTHERN UNITED SISKIYOU
 2425 NUSCS ACCOUNTS PAYABLE

J54281

ACCOUNTS PAYABLE PRELIST
 BATCH: 0925 NUSCS ACCOUNTS PAYABLE << Open >>
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/19/24 08:45 PAGE 3

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	
000187/00	OAK MEADOW INC PO BOX 615 PUTNEY, VT 05302-1346	000000000						
PO-250063	09/04/2024	67458	1	62-6300-0-4100-1110-1000-000-00000	NN F	3,418.80	2,976.60	
				APPRVD TEXTBKS/CORE CURRICULA				
PO-250075	09/13/2024	67951	1	62-0000-0-4300-1110-1000-000-00000	NN F	641.03	562.13	
				SUPPLIES				
PO-250087	09/05/2024	68314	1	62-6300-0-4100-1110-1000-000-00000	NN F	1,318.96	1,134.53	
				APPRVD TEXTBKS/CORE CURRICULA				
				TOTAL PAYMENT AMOUNT		4,673.26 *	4,673.26	
000013/00	PACIFIC POWER PO BOX 26000 PORTLAND, OR 97256-0001							
PO-250006	09/04/2024	ACCT: 64034125-002 8 505-423	1	62-0000-0-5520-0000-8100-000-00000	NN P	771.57	771.57	
				ELECTRICITY				
				TOTAL PAYMENT AMOUNT		771.57 *	771.57	
000061/00	PITNEY BOWES GLOBAL FINANCIAL PO BOX 981026 BOSTON, MA 02298-1026	000000000						
PO-250012	09/12/2024	8000-9090-0069-5077	3	62-0000-0-5930-1110-1000-000-30001	NN P	103.84	103.84	
				COMMUNICATION - POSTAGE/METER				
PO-250012	09/12/2024	8000-9090-0069-5077	4	62-0000-0-5930-0000-2700-000-00000	NN P	44.51	44.51	
				COMMUNICATION - POSTAGE/METER				
				TOTAL PAYMENT AMOUNT		148.35 *	148.35	
000060/00	SISKIYOU FIRE EQUIPMENT 619 KENNETH WAY MT. SHASTA, CA 96067	569232797						
PO-250082	09/10/2024	21420	1	62-0000-0-5800-0000-8100-000-00000	NY F	124.32	96.00	
				PROFES'L/CONSULTG SVCS/OP EXP				
				TOTAL PAYMENT AMOUNT		96.00 *	96.00	

043 NORTHERN UNITED SISKIYOU J54281
 2425 NUSCS ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
 BATCH: 0925 NUSCS ACCOUNTS PAYABLE << Open >>
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/19/24 08:45 PAGE 4

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

000052/00 STAPLES ADVANTAGE
 PO BOX 660409
 DALLAS, TX 75266-0409

PO-250088	09/17/2024	6012098890	1 62-0000-0-4300-0000-2700-000-00000 NN F			202.07		168.13
			SUPPLIES					
			TOTAL PAYMENT AMOUNT	168.13 *				168.13
			TOTAL FUND PAYMENT	27,229.81 **				27,229.81
			TOTAL BATCH PAYMENT	27,229.81 ***	0.00			27,229.81
			TOTAL DISTRICT PAYMENT	27,229.81 ****	0.00			27,229.81
			TOTAL FOR ALL DISTRICTS:	27,229.81 ****	0.00			27,229.81

Number of checks to be printed: 13, not counting voids due to stub overflows. 27,229.81

SISKIYOU COUNTY OFFICE OF EDUCATION REQUEST FOR WARRANT PROCESSING

District # 43

District Name: Northern United Siskiyou Charter School SPECIAL BATCH 1003

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School SPECIAL BATCH 1003	18495.43	
	Batch Total		

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

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

District Superintendent/Administrator: Kelley Withers Date: 9/25/24

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 1003

To batch: 1003

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J55117
 2425 NUSCS SPECIAL BATCH

ACCOUNTS PAYABLE PRELIST
 BATCH: 1003 2425 SPECIAL BATCH << Open >>
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.22 09/25/24 10:44 PAGE 1

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

000074/00	AMERICAN FAMILY LIFE INSURANCE ATTN: PAYROLL DEDUCTIONS 1932 WYNNTON COLUMBUS, GA 31999							
PO-250021	09/24/2024 482566		1	62-0000-0-9514-0000-0000-0000-0000	NN P	698.43	698.43	
				H & W	PASS THROUGH			
		TOTAL PAYMENT AMOUNT			698.43 *		698.43	

000020/00	KEENAN C/O SETECH PO BOX 4328 TORRANCE, CA 90510	000000000						
PO-250009	09/25/2024 SEPT. 2024 MEDICAL		1	62-0000-0-9514-0000-0000-0000-0000	NN P	15,899.00	15,899.00	
				H & W	PASS THROUGH			
PO-250009	09/25/2024 SEPT. 2024 DENTAL		1	62-0000-0-9514-0000-0000-0000-0000	NN P	1,599.00	1,599.00	
				H & W	PASS THROUGH			
PO-250009	09/25/2024 SEPT. 2024 VISION		1	62-0000-0-9514-0000-0000-0000-0000	NN P	299.00	299.00	
				H & W	PASS THROUGH			
		TOTAL PAYMENT AMOUNT			17,797.00 *		17,797.00	
		TOTAL FUND PAYMENT			18,495.43 **		18,495.43	
		TOTAL BATCH PAYMENT			18,495.43 ***	0.00	18,495.43	
		TOTAL DISTRICT PAYMENT			18,495.43 ****	0.00	18,495.43	
		TOTAL FOR ALL DISTRICTS:			18,495.43 ****	0.00	18,495.43	

Number of checks to be printed: 2, not counting voids due to stub overflows. 18,495.43

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	0	GETTING PAID FIRST TIME	1		
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 1/3 OPTION: P	%0.000
APD TO CHECKING	15	STARTING APD CHECKING NEXT MONTH	0	RET SYSTEM 2/4 OPTION: P	%0.000
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0	FICA OPTION:	
TOTAL GETTING PAID	15	GETTING PAID BALANCE OF CONTRACT	0		

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	ADJ	NML	ADJ	NML	ADJ	NML	ADJ	NML	ADJ
57,090.67	0.00	0.00	0.00	7,786.01	0.00	7,786.01	0.00	64,876.68	0.00
ADJ NML	57,090.67*	ADJ NML	0.00*	ADJ NML	7,786.01*	ADJ NML	7,786.01*	ADJ NML	64,876.68*
STIP	499.99	STIP	0.00	STIP	0.00	STIP	0.00	STIP	499.99
SLV	0.00	SLV	0.00	SLV	54.75	SLV	54.75	SLV	54.75
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	499.99*	NON-NML	0.00*	NON-NML	54.75*	NON-NML	54.75*	NON-NML	554.74*
TOTAL	57,590.66**	TOTAL	0.00**	TOTAL	7,840.76**	TOTAL	7,840.76**	TOTAL	65,431.42**

TOTAL NUMBER HOURS WORKED: 357.10 TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP	GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
65,431.42		0.00	803.76	0.00	6,403.78	58,223.88	2,863.68	495.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI	
1,030.91	0.00	22,285.78	1,381.72	64,627.66	937.11	0.00	0.00	
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED	
0.00	0.00	0.00	46,165.66	4,724.56	21,208.84	1,679.22	984.56	
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR		
51,334.66	0.00	0.00	0.00	0.00	0.00	0.00		
STATE IMP GROSS	STATE TAX GROSS	STRS (C)	STRS (P)	STRS (O)	PERS (C)	PERS (P)	PERS (O)	
0.00	58,223.88	3,036.04	1,688.52	0.00	122.45	1,556.77	0.00	
STRS/SUBJ (C)	STRS/SUBJ (P)	STRS/SUBJ (O)	PERS/SUBJ (C)	PERS/SUBJ (P)	PERS/SUBJ (O)	STRS/SUBJ DBS	STRS DBS	
29,619.83	16,545.83	0.00	1,749.26	19,459.58	0.00	0.00	0.00	

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 3.

CONSENT AGENDA

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

Subject:

3.3 Consideration of Approval of Minutes for the September 11, 2024 Board Meeting

Action Requested:

Approval

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Northern United Charter Schools
Board of Directors
Regular Board Meeting Minutes
September 11, 2024

Members: Rosemary Kunkler, Jere Cox, and Brian Payton

Absent: Briana Oesterle and Melissa Johnson

Staff: Shari Lovett, Rebekah Davis, Kirk Miller, Colleen Allen, Kelley Withers, Lynda Speck, Sara Thompson

Guests: Wilder Thompson, Legend Thompson, and Sterling Thompson

- 1.0 **CALL TO ORDER:** Rosemary Kunkler called the meeting to order at 4:02pm.
 - 1.1 Pledge of Allegiance
 - 1.2 Adopt the Agenda: A motion to adopt the agenda was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 2.0 **STUDENT PRESENTATION:** Sterling, Wilder and Legend Thompson, students from Willow Creek Learning Center gave a presentation to the board on “Stock and Flow” which is about successful learning experiences and enjoying school. They also showed the board self-portraits. Thank you Legend, Sterling and Wilder.
- 3.0 **CONSENT AGENDA:**
 - 3.1 **Consideration of Approval of Warrants and Payroll for Northern United-Humboldt Charter School:**
 - 3.2 **Consideration of Approval of Warrants (batches: 0813, 0819, 0830) and Payroll for Northern United-Siskiyou Charter School:**
 - 3.3 **Consideration of Approval of Minutes for the June 26, 2024 and June 27,2024 Board Meetings:**
 - 3.4 **Consideration of Resignations, Hires, Leaves, and Change of Assignments:**

A motion to approve the consent agenda with corrections to item 3.3 was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 4.0 **PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA:**
- 5.0 **ACTION ITEMS TO BE CONSIDERED:**
 - 5.1 **Approval of the 2024-2025 Annual Goals:** Shari Lovett shared the updated draft of the goals with the changes and explained the rationale behind the graphic. Jere Cox suggested a few changes to the graphic. A motion to approve the 2024-2025 annual goals was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.

- 5.2 Approval of Unaudited Actuals for Northern United-Humboldt Charter School:** Kelley Withers went over the unaudited actuals and explained that we ended with a little more than projected. A motion to approve the unaudited actuals for Northern United – Humboldt Charter School was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.3 Approval of Unaudited Actuals for Northern United-Siskiyou Charter School:** Kelley Withers reported that we had received all the monies owed to us from the basic aid districts in Siskiyou. A motion to approve the unaudited actuals for Northern United – Siskiyou Charter School was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.4 Approval of the Northern United Charter Schools' Homeless Children and Youth Policy:** Shari Lovett explained the changes to the policy and answered questions from Brian Payton and Rosemary Kunkler on current homeless students. A motion to approve the Northern United Charter Schools' Homeless Children and Youth Policy was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.5 Approval of the Vendor Services Policy (2nd Reading):** Shari Lovett explained the updates to the policy. Rosemary suggested a couple of changes. A motion to approve the Vendor Services Policy with changes was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.6 Approval of the Curriculum and Instructional Materials Policy (2nd Reading):** Shari Lovett explained the changes to the policy. Jere Cox suggested a change to the wording. A motion to approve the Curriculum and Instructional Materials Policy with change was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.7 Approval of the Memorandum of Understanding between Northern United – Humboldt Charter School and Northern United – Siskiyou Charter School:** Shari Lovett explained the structure of Northern United Charter Schools doing business for both Northern United – Humboldt and Northern United – Siskiyou Charter Schools. She explained what the changes to the MOU were. A motion to approve the Memorandum of Understanding between Northern United – Humboldt Charter School and Northern United – Siskiyou Charter School was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye. Motion carries.
- 5.8 Approval of the Lease Agreement for 5 Cemetery Road, Briceland for Northern United – Humboldt Charter School:** Shari Lovett explained why this was back on the agenda. The former lease had the wrong dates. A motion to approve the lease agreement for 5 Cemetery Road, Briceland for Northern United

– Humboldt Charter School was made by Brian Payton and seconded by Jere Cox.
Vote taken: Jere Cox-Aye, Brian Payton-Aye and Rosemary Kunkler-Aye.
Motion carries.

6.0 DISCUSSION ITEMS:

6.1 Discussion of Board Member Terms: Shari Lovett explained that we have three board terms ending in December. A discussion was held on who will continue. Jere Cox and Rosemary Kunkler stated that they will continue. Melissa Johnson is absent but has said she planned not to continue. Shari Lovett will get confirmation from her.

7.0 REPORTS:

7.1 Enrollment and Attendance Report: In packet

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

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

- Fall Summit
- First week of school activities
- Special education population
- Calendar of engagement activities
- Reminders to the board on Vector trainings, Brown Act training and fingerprinting for new board members.

7.4 Board Report:

Jere Cox reported that he attended the Fall Summit and participated in an activity. Enjoyed using his “teacher voice”.

Brian Payton reported that he is enjoying being on the board.

Rosemary Kunkler thanked Jere Cox for representing the board at the Fall Summit. She was sorry for missing the Back to School Night at the Cutten Learning Center. She encouraged the board to attend Eureka Learning Center’s Back to School night. She also gave thanks for the NUCS mugs that were given to the board members.

8.0 NEXT BOARD MEETING:

8.1 Possible Agenda Items: Fire Monkey lease, possibly some policies, board evaluation and director evaluation process. Brian Payton wanted to put finding a facility with a kitchen.

8.2 Next Board Meeting Date: October 10th: A discussion was held on an in person board meeting with Siskiyou’s board members coming to Humboldt. Shari is going to reach out to Melissa and Briana on dates.

8.0 ADJOURNMENT: Rosemary Kunkler adjourned the meeting at 5:21pm.

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 3.

CONSENT AGENDA

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

Subject:

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

Action Requested:

Approval

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck



Northern United Charter Schools

Resignations, Hires, and Leaves

For Month Ending: 9/30/2024

Resignations

Name	Date	Location	Comments

HIRES

Name	Date	Location	Comments
Miranda (Riley) Filbey	8/26/2024	Cutten Learning Center	1-1 aide
Ana Juan	8/26/2024	Cutten Learning Center	Instructional Aide
Jacqueline Hertzog	9/15/2024	Mt. Shasta Learning Center	Cooking and Sewing SGI

Leaves

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

Change Of Assignment

Name	Date	Location	Comments

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 3.

CONSENT AGENDA

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

Subject:

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

Action Requested:

Approval

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Northern United - Siskiyou Charter School

Person completing this form: Shari Lovett Title: School Director

Quarterly Report Submission Date: (Check one)

October 2024

January 2025

April 2025

July 2025

Date for information to be reported publicly at governing board meeting: October 9, 2024

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

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

Shari Lovett

Print Name of District Superintendent



Signature of District Superintendent

10/9/2024

Date

Please return completed form to Tiffany Fulk
Email: tfulk@siskiyoucoe.net

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 4.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

4.1 Comments by the Public

Action Requested:

None

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.1 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. The Fire Monkey Food Service Agreement was previously approved at the June 27, 2024 Board meeting, however we discovered a mistake so this lease needs to be approved again.

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 2024/2025 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 August 26, 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. 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: 9/12/2024
By: 

Shari Lovett
School Director
Northern United Charter Schools

Date: 06/25/2024
By: 

Jessica Shaw
CFO
Fire Monkey

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.2 Approval of NUCS School Director Evaluation Tool

Action Requested:

Approval

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

In June 2024, the Board and School Director agreed that they would collaborate to develop a new evaluation tool for the School Director. The tool must be agreed upon by the October board meeting. Please see attached options.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Freshwater Elementary School District
PERFORMANCE EVALUATION FOR SUPERINTENDENT
COVERSHEET

SUPERINTENDENT:

Date of Evaluation: _____

School Year:

Steps in completing the Superintendent Evaluation:

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

Evaluation Forms

Part 1: Performance Standards

Instructions

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

SCORING RUBRIC

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

Standard 1: LEADERSHIP AND DISTRICT CULTURE

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

Performance Indicators:

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

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

The superintendent's performance for this standard:

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- PROFICIENT
- ACCOMPLISHED
- DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 2: POLICY AND GOVERNANCE

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

Performance Indicators:

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

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

The superintendent's performance for this standard:

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- PROFICIENT
- ACCOMPLISHED
- DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

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

Performance Indicators:

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

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

The superintendent's performance for this standard:

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- PROFICIENT
- ACCOMPLISHED
- DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 4: ORGANIZATIONAL MANAGEMENT

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

Performance Indicators:

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

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

The superintendent's performance for this standard:

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

Comments: (Use back of page if necessary)

Standard 5: CURRICULUM PLANNING DEVELOPMENT

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

Performance Indicators:

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

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

The superintendent's performance for this standard:

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

Comments: (Use back of page if necessary)

Standard 6: INSTRUCTIONAL

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

Performance Indicators:

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

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

The superintendent's performance for this standard:

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- PROFICIENT
- ACCOMPLISHED
- DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 7: HUMAN RESOURCES MANAGEMENT

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

Performance Indicators:

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

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

The superintendent's performance for this standard:

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- PROFICIENT
- ACCOMPLISHED
- DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 8: VALUES AND ETHICS OF LEADERSHIP

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

Performance Indicators:

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

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

The superintendent's performance for this standard:

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- PROFICIENT
- ACCOMPLISHED
- DISTINGUISHED

Comments: (Use back of page if necessary)

Standard 9: LABOR RELATIONS

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

Performance Indicators:

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

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

The superintendent's performance for this standard:

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- PROFICIENT
- ACCOMPLISHED
- DISTINGUISHED

Comments: (Use back of page if necessary)

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

Signature of Superintendent: _____ Date: _____

Signature of Board President: _____ Date: _____

Alder Grove Charter School

714 F Street, Eureka, CA 95501

Director Evaluation

Director Name: _____

Date of Evaluation: _____

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

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

Director, Alder Grove Charter School _____ Date _____

President of the Governance Council, Alder Grove Charter School _____ Date _____

Jacoby Creek School District Administrator Self-Evaluation

EVALUATEE: _____ DATE: _____

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

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

Jacoby Creek School District Administrator Self-Evaluation

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

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

Jacoby Creek School District Administrator Self-Evaluation

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

Commendations:

Recommendations:

Continued Services: Recommended _____ Recommended, but needs improvement _____ Not Recommended _____

SCHOOL BOARD PRESIDENT'S SIGNATURE _____

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

____ I desire to respond to this evaluation in writing.

EVALUATEE'S SIGNATURE _____

Evaluation Rubric Ratings:

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

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

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

Board

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

Personnel

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

Business: Budget / financial

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

Parking, Facilities and Site Maintenance and Operations

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

Accountability and Programs

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

Student and Family Engagement

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

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

Committee Signatures: _____

 Date

Principal/Director Signature: _____
 Employee Signature acknowledges receipt, but not necessarily agreement with the evaluation.

 Date

Superintendent Evaluation: Name

A Sample School District

2060-61 School Year

Executive Summary

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

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

Part I: Achievement on Priority Goals

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

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

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

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

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

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

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

Average Rank: 4.0 Range of Scores 4 4 4 4

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

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

Average Rank: 3.6 Range of Scores 4 4 3 3

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

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

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

Average Rank: 3.2 Range of Scores 4 4 3 2

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

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

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

Goal 5: Implement the Program Improvement plan.

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

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

Part II: Achievement in Additional Areas

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

Closing Remarks

It is a pleasure working with you.

_____ Date _____

Signature Lines for Each Trustees

_____ Date _____

Signature Line for Superintendent

Note: Board signs *before* delivering to Superintendent.

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

Another USD

Superintendent Evaluation Instrument 2010-11

Part 1: Long-range priorities

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

Priority One: EXAMPLE - Preserve and strengthen district fiscal health

Annual Goal:

Check One:

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

Board Member Comments / Commendations / Suggestions for Improvement

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

Annual Goal:

Check One:

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

Board Member Comments / Commendations / Suggestions for Improvement

Priority Three: Increase rigor and increase pathway options.

Annual Goal:

Check One:

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

Board Member Comments / Commendations / Suggestions for Improvement

Part 2: Board Service / Relationship

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

Supports Governance

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

Supports Governance culture

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

Supports Governance Operations

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

Supports Governance Development

10. Supports the Board's continuous professional development.

Check One:

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

Board Member Comments:

Part 3: California Professional Standards for Educational Leaders

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

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

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

Check One:

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

Board Member Comments:

Part 4: District Operations (Optional)

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

Check One:

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

Board Member Comments:

Part 5: Other Commendations

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

Part 6: Overall Evaluation

Overall the superintendent has:

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

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

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

Superintendent Response:

Response is inserted here. Response is inserted here.

Signature lines for superintendent _____

Signature lines for each board members _____

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 6.

DISCUSSION ITEMS

Subject:

6.1 NU-HCS California Community School Partnership Program Implementation Grant

Action Requested:

None

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

In February 2024, we applied for the Community School Implementation grant. By June we were notified that we received the grant. The grant application is attached for your review and it is also posted on the school website.

Fiscal Implications:

\$1,187,500 over 5 years (through June 30, 2028)

Contact Person/s: Shari Lovett

CCSPP - LEA and Site Participation Sheet Instructions

California Department of Education

November 2023

PURPOSE

The California Community Schools Partnership Program (CCSPP) LEA and Site Participation Sheet lists all the proposed local educational agency (LEA) and school sites planned to be included in the CCSPP Implementation Grant project.

DOCUMENT INSTRUCTIONS

The Site Participation Sheet requires completion of the following worksheet tabs:

1) LEA Information; and 2) School Information.

1. LEA Information: Enter the following information: 1) LEA Name; and 2) Applicant LEA County and District Code. List the applying/lead LEA first followed by the other LEA partners.

2. School Information: Enter the following information: 1) The School Site Name; and 2) School Site LEA County-District-School (CDS) Code.

DOCUMENT SUBMISSION

Email original to the California Department of Education (CDE). For questions regarding this report, email the CDE Community Schools Office at:

CCSPP@cde.ca.gov

CCSPP Attachment II: Budget Worksheet - Instructions

California Department of Education - November 2023

PURPOSE

The California Community Schools Partnership Program (CCSPP) Budget Worksheet is for the CCSPP Implementation Grant, Cohort 3 application.

DOCUMENT INSTRUCTIONS

The Budget Worksheet requires completion of the following worksheet tabs:

1) Applicant Information; 2) Contact Information; 4) Year 1; 5) Year 2; 6) Year 3; 7) Year 4; and 8) Year 5.

1. Applicant Information: Enter the following information: 1) Grantee Local Educational Agency (LEA) Name; 2) Grantee LEA County-District-School (CDS) Code (e.g., 12-12345-1234567); and 3) Total Grant Award Amount.

When all information is complete in all tabs, obtain the Superintendent, or authorized designee's, approval and signature by completing the following: 12) Enter the name and title; 13) Enter the signature of the individual listed in the previous step;* and 14) Provide the date of approval/signature.

*If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this Excel document with the PDF signature page together. Note: Applicant Information will auto-populate on all other worksheets.

2. Contact Information: Enter the following information under SECTION 1: 1) Program Contact Name; 2) Program Contact Title; 3) Program Contact Phone Number; 4) Program Contact Email Address; 5) Fiscal Contact Name; 6) Fiscal Contact Title; 7) Fiscal Contact Phone Number; and 8) Fiscal Contact Email Address.

3. Budget Summary: Program information will auto-populate from the Applicant Information tab. Budget information will auto-populate from the annual budget worksheets (Year 1 thru 5 Budget Worksheets).

4. Year 1: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, administrative (admin) reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

5. Year 2: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

6. Year 3: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

7. Year 4: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

8. Year 5: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

DOCUMENT SUBMISSION

Submit signed original, or questions regarding this report, to the California Department of Education (CDE) Community Schools Office email at:

CCSPP@cde.ca.gov

Applicant Information

Note: By signing, the Superintendent, or designee, is approving the proposed budget for the CCSP Implementation Grant application.

If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this Excel document with the PDF signature page together.

Field Names	Applicant Information Fields
Program:	CCSP Implementation Grant, Cohort 3
Application Year:	2023-24
LEA Name:	Northern United Humboldt Charter School
LEA CDS Code:	12 101240137364
Total Requested Amount:	\$1,187,500
Superintendent's, or designee's, Printed Name and Title:	Shari Lovett
Superintendent's, or designee's, Signature:	[Insert Superintendent's Signature Here]
Approval Date:	[Enter Approval Date Here]

Contact Information

Program:	CCSPP Implementation Grant, Cohort 3
Application Year:	2023-24
LEA Name:	Northern United Humboldt Charter School
LEA CDS Code:	12 101240137364
Total Requested Amount:	1187500
Section 1 - Field Names	Contact Information Entry Fields
Program Contact Name:	Shari Lovett
Program Contact Title:	Director
Program Contact Phone Number:	707-445-2660 Ext 110
Program Contact Email:	slovett@nuarters.org
Fiscal Contact Name:	Kelley Withers
Fiscal Contact Title:	CBO
Fiscal Contact Phone Number:	707-445-2660 Ext 130
Fiscal Contact Email:	kwithers@nuarters.org

Program Budget Summary

Information on the worksheet will autopopulate based on the data entered in the Year 1 thru 5 budget worksheets.

Program: CCSPP Implementation Grant, Cohort 3
Application Year: 2023-24
LEA Name: Northern United Humboldt Charter School
LEA CDS Code: 12 101240137364
Total Requested Amount: 1167500

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Grant Total	Total Match	Percent Match
1000	Certificated Personnel Salaries	\$84,100.00	\$86,100.00	\$86,100.00	\$86,100.00	\$73,500.00	\$415,900.00	\$310,675.00	N/A
2000	Classified Personnel Salaries	\$32,400.00	\$32,724.00	\$33,051.00	\$33,382.00	\$33,715.00	\$165,272.00	\$0.00	N/A
3000	Employee Benefits	\$51,472.00	\$53,896.00	\$55,873.00	\$57,904.00	\$57,239.00	\$276,384.00	\$96,164.00	N/A
4000	Books and Supplies	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$2,500.00	\$0.00	N/A
5000	Services and Other Operating Expenditures	\$57,773.00	\$53,025.00	\$50,721.00	\$48,359.00	\$4,730.00	\$214,608.00	\$0.00	N/A
6000	Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	N/A
N/A	Total Direct Costs	\$226,245.00	\$226,245.00	\$226,245.00	\$226,245.00	\$169,684.00	\$1,074,664.00	\$406,839.00	37.86%
7000	Indirect Rate	\$23,755.00	\$23,755.00	\$23,755.00	\$23,755.00	\$17,816.00	\$112,835.98	\$0.00	N/A
N/A	Total Budget & Expenditures	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$187,500.00	\$1,187,499.98	\$406,839.00	34.26%

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Year 1 - Budget (July 1, 2024 - June 30, 2025)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students

**The CCSPF has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Humboldt Charter School
 LEA CDS Code: 12.101240137364
 Total Requested Amount: 1187500

Object Code	Item Description and Narrative (Specify a detailed description and organizational/department for each expenditure, including the amount for each supporting)	Proposed Costs School Site	Proposed Costs Admin Reserve	Proposed Costs Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 1.0 FTE Certificated Community School Coordinator (190 Days)	64,350.00		7,150.00	71,500.00	0.00		0.00
1000	Additional Hours for Certificated Staff to Offer Tutoring After School/Expanded Learning \$35 per hour (2 hours for 180 days)	12,600.00		0.00	12,600.00	0.00		0.00
1000	85% of our 1.0 FTE Social/Emotional Counselor Salary (190 Days)	0.00		0.00	0.00	60,775.00		60,775.00
2000	Salary for a 0.5 FTE Classified Family Engagement Liaison (180 Days)	32,400.00		0.00	32,400.00	0.00		0.00
3000	Statutory Benefits for 1.0 FTE Community School Coordinator including STRS Retirement and Health and Welfare	24,034.00		2,670.00	26,704.00	0.00		0.00
3000	Statutory Benefits for Certificated Tutoring Additional Hours including STRS Retirement	2,688.00		0.00	2,688.00	0.00		0.00
3000	85% of our 1.0 FTE Social/Emotional Counselor Statutory Benefits including STRS Retirement and Health and Welfare	0.00		0.00	0.00	22,698.00		22,698.00
3000	Statutory Benefits for 0.5 FTE Classified Family Engagement Liaison including PERS Retirement and Health and Welfare	22,080.00		0.00	22,080.00	0.00		0.00
4000	Office supplies for community school coordinator and supplies for student engagement activities	450.00		50.00	500.00	0.00		0.00
5000	Contracted services with Humboldt IPA and professional development costs for staff trainings	57,773.00		0.00	57,773.00	0.00		0.00
Total Direct Costs	N/A	218,275.00		9,870.00	228,145.00	63,473.00		63,473.00
7000 Indirect		10.50%	22,718.65	1,036.35	23,755.00	0.00		0.00
Total Budget	N/A	238,993.65		10,906.35	250,000.00	63,473.00		63,473.00

Year 2 - Budget (July 1, 2025 - June 30, 2026)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Humboldt Charter School
 LEA CDS Code: 12 101240137364
 Total Requested Amount: 1187207

Object Code	Line Detail and Narrative (Provide a detailed justification and cost distribution for each expenditure. Indicate the school(s) the cost(s) supports.)	Proposed Costs - Schools/LEAs	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 1.0 FTE Certificated Community School Coordinator (190 Days)	66,150.00	7,300.00	0.00	73,450.00	0.00	0.00	0.00
1000	Stipends for Additional Hours for Certificated Staff to Offer Tutoring After School/Expanded Learning, \$35 per hour (2 hours for 180 days)	12,600.00	0.00	0.00	12,600.00	0.00	0.00	0.00
1000	85% of our 1.0 FTE Social/Emotional Counselor Salary (190 Days)	0.00	0.00	0.00	0.00	62,475.00	0.00	62,475.00
2000	Salary for a 0.5 FTE Classified Family Engagement Liaison (180 Days)	32,724.00	0.00	0.00	32,724.00	0.00	0.00	0.00
3000	Statutory Benefits for 1.0 FTE Community School Coordinator including STRS Retirement and Health and Welfare	25,139.00	2,793.00	0.00	27,932.00	0.00	0.00	0.00
3000	Statutory Benefits for Certificated Stipends including STRS Retirement	2,688.00	0.00	0.00	2,688.00	0.00	0.00	0.00
3000	85% of our 1.0 FTE Social/Emotional Counselor Statutory Benefits including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	23,743.00	0.00	23,743.00
3000	Statutory Benefits for 0.5 FTE Classified Family Engagement Liaison including PERS Retirement and Health and Welfare	23,276.00	0.00	0.00	23,276.00	0.00	0.00	0.00
4000	Office supplies for community school coordinator and supplies for student engagement activities	450.00	50.00	0.00	500.00	0.00	0.00	0.00
5000	Contracted services with Humboldt IPA and professional development costs for staff training	53,025.00	0.00	0.00	53,025.00	0.00	0.00	0.00
N/A	Total Direct Costs	216,952.00	10,193.00	0.00	228,245.00	66,218.00	0.00	66,218.00
7000 Indirect		10.50%	22,684.73	1,070.27	23,755.00	0.00	0.00	0.00
N/A	Total Budget	238,736.73	11,263.27	0.00	250,000.00	66,218.00	0.00	66,218.00

Year 3 - Budget (July 1, 2026 - June 30, 2027)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Humboldt Charter School
 LEA CDS Code: 12 101240137364
 Total Requested Amount: 1187500

Object Code	Line Detail and Narrative (Provide a detailed description of the program activity and the school/organization for each expenditure. Indicate the school/organization supporting.)	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve - (Direct Services)	Total Proposed Costs - (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 1.0 FTE Certificated Community School Coordinator (190 Days)	66,150.00	7,350.00	0.00	73,500.00	0.00	0.00	0.00
1000	Stipends for Additional Hours for Certificated Staff to Offer Tutoring After School/Expanded Learning \$35 per hour (2 hours for 180 days)	12,600.00	0.00	0.00	12,600.00	0.00	0.00	0.00
1000	85% of our 1.0 FTE Social/Emotional Counselor Salary (190 Days)	0.00	0.00	0.00	0.00	82,475.00	0.00	82,475.00
2000	Salary for a 0.5 FTE Classified Family Engagement Liaison (180 Days)	33,051.00	0.00	0.00	33,051.00	0.00	0.00	0.00
3000	Statutory Benefits for 1.0 FTE Community School Coordinator including STRS Retirement and Health and Welfare	25,911.00	2,879.00	0.00	28,790.00	0.00	0.00	0.00
3000	Statutory Benefits for Certificated Stipends including STRS Retirement	2,688.00	0.00	0.00	2,688.00	0.00	0.00	0.00
3000	95% of our 1.0 FTE Social/Emotional Counselor Statutory Benefits including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	24,472.00	0.00	24,472.00
3000	Statutory Benefits for 0.5 FTE Classified Family Engagement Liaison including PERC Retirement and Health and Welfare	24,395.00	0.00	0.00	24,395.00	0.00	0.00	0.00
4000	Office supplies for community school coordinator and supplies for student engagement activities	450.00	50.00	0.00	500.00	0.00	0.00	0.00
5000	Contracted services with Humboldt IPA and professional development costs for staff trainings	50,721.00	0.00	0.00	50,721.00	0.00	0.00	0.00
N/A	Total Direct Costs	219,968.00	10,279.00	0.00	226,245.00	86,947.00	0.00	86,947.00
7000 Indirect		10.50%	22,675.70	1,079.30	0.00	23,755.00	0.00	0.00
N/A	Total Budget	238,541.70	11,358.30	0.00	250,000.00	86,947.00	0.00	86,947.00

Year 4 - Budget (July 1, 2027 - June 30, 2028)

Expanded rows as needed. Add rows in the middle of the table.
LEAs can run up to the limit of \$600,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

*The CGSPP has a 1% (3% percent) match requirement.

Program: CGSPP Implementation Grant, Cohort 3
 LEA: 02526
 LEA Name: United Humboldt Charter School
 LEA CDE Code: 12 10126013784
 Total Requested Amount: 118,750.00

Object Code	Line Detail and Narrative	Support Costs - School Title	Required Costs - Admin Builders	Proposed Costs - Admin Insurance (Direct Services)	Total Proposed Costs (Grant Funds)	Submit Match	Community Match	Total Match
1000	Stipends for Additional Hours for Certified Staff to Offer Training After School/Extended Learning. \$30 per hour (2 hours for 150 days)	04,150.00	7,350.00	0.00	71,600.00	0.00	0.00	0.00
1000	80% of our 1.0 FTE Social/Emotional Counselor Salary (190 Days)	12,500.00	0.00	0.00	12,500.00	0.00	0.00	0.00
2000	Salary for a 1.0 FTE Social/Emotional Counselor Salary (190 Days)	31,362.00	0.00	0.00	31,362.00	0.00	0.00	0.00
3000	Salary benefits for 1.0 FTE Community School Coordinator including STPS, Retirement and Health and Welfare.	20,737.00	2,871.00	0.00	29,708.00	0.00	0.00	0.00
3000	Statutory benefits for Certified Employees including STRS Retirement	2,608.00	0.00	0.00	2,608.00	0.00	0.00	0.00
3000	10% of our 1.0 FTE Social/Emotional Counselor Salary Benefits	0.00	0.00	0.00	0.00	0.00	25,251.00	25,251.00
3000	Salary benefits for 0.5 FTE Classified Family Engagement Liaison including PERA, Retirement and Health and Welfare.	25,598.00	0.00	0.00	25,598.00	0.00	0.00	0.00
4000	Office supplies for community school coordinator and supplies for student engagement activities.	450.00	50.00	0.00	500.00	0.00	0.00	0.00
5000	Contracted services with Humboldt PA and professional development costs for staff training	48,359.00	0.00	0.00	48,359.00	0.00	0.00	0.00
N/A	Total Direct Costs	215,674.00	10,271.00	0.00	229,345.00	0.00	87,256.00	87,256.00
7000 Indirect		22,660.04	1,268.96	0.00	23,755.00	0.00	0.00	0.00
N/A	Total Budget	238,334.04	11,439.96	0.00	259,600.00	0.00	87,256.00	87,256.00

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a "whole-child" approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/aq/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

The Developmental Rubric can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Northern United-Humboldt Charter School
2120 Campton Road Suite I, Eureka, CA 95503

Althea Jones
Community School Coordinator
(707) 599-4333
ajones@nuarters.org

Shari Lovett
Superintendent
(707) 445-2660 Ext:110
slovett@nuarters.org

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Why a community school for Northern United-Humboldt Charter School?

Since 2018, Northern United has informally, yet intentionally, worked to implement a community school model, though, we didn't call it that then. We have been working towards many of the strategies listed in the CA Community Schools Framework. We have been operating as a community school, committed to meeting children and families where they are. We provide every student with a personalized learning plan that educates the whole child. 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 facilitator of their child's learning program. Professional learning and parent education are available and encouraged. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create individualized curricula, and determine their individual teaching and learning methods. This is a mission shared by all employees at Northern United-Humboldt Charter School. However, there is always more to do. Much of these funds, which will be sustained in various ways after the grant has ended, will be used to serve the heightened needs of all our students.

Northern United has a longstanding commitment to serve some of our region's most disadvantaged students and families. This commitment is reflected in our vision and mission statements: Our Mission: Northern United Charter Schools, in partnership with parents and the community, will engage all students in a comprehensive education, preparing them to be confident, competent, and proactive citizens in a diverse society. Similarly, our vision seeks to prepare every student for the future; ready for personal success, ready for college, and ready for the global workplace.

Northern United created strong connections with families and communities before COVID. We have a shared commitment to serve all of our families, even when situations become more challenging. We have a disproportionate population of unduplicated youth, a rising percentage of unduplicated students, increased mental health needs, and students who are struggling with basic math and literacy skills. Many of our families live in rural areas, making accessing needed resources difficult. Becoming a community school and building on community collaborations has helped students and families better access needed resources. We provide our students with a safe environment and positive culture as a school. We utilize PBIS/MTSS, a behavioral framework, to help support our students achieve improved social and academic outcomes. To help support our students' social/emotional needs, we offer an Outdoor Resilience Building Education program, as well as counselors and school psychologists.

Racially-just, relationship-centered school climate:

Our approach to fostering a relationship-centered school climate lies at the core of NU-HC's educational philosophy. Our commitment is evident in the transformation of relationships, climate, teaching, and learning conditions. Central to our model is the inclusivity derived from the personalized nature of our teaching methods. NU-HCS' personalized learning model ensures weekly one-on-one focused sessions as teachers engage individually with each student and their parents.

The enduring relationships formed by our Teachers with students and their families contribute to meeting individual needs, recognizing strengths and interests, and addressing learning gaps. Personalized learning facilitates a racially just curriculum and acknowledges each student's cultural capital as an asset rather than a barrier. Collaboration is paramount among students, teachers, and

families.

We utilize PBIS and MTSS to cultivate a safe and welcoming learning environment for every student. A significant percentage of our student body struggled in traditional schools, and have come to our school for the high-quality, individualized curricula we offer. We have 76.1% of our students who are unduplicated, and meeting the needs of these students and their families remains a top priority. Our Social Emotional Learning Team meets monthly and consists of teachers, support staff, administrators, and the CS Coordinator. Collaboratively, they work to ensure that each student feels safe, supported, and welcomed, and is able to experience a learning environment that fosters strong relationships and community. The SEL team has implemented staff training, student social-emotional data collection via interviews/assessments, and an incentive program to reward positive behavior, and works to make the overall culture of the school positive, safe, and inclusive.

Given our small school size and the rural residence of many students, we recognize the challenges of daily commutes. Our flexible approach allows students to attend our school less frequently, ensuring continued access to quality education.

As a component of our Implementation Plan, we will partner with the Humboldt County Office of Education to train our teachers in Restorative Practices, Diversity/Equity/Inclusion, and social-emotional learning workshops. Currently, our Community School Coordinator is taking the Training the Trainers program through IIRP to facilitate and teach Restorative Practices/Restorative Circles. Additionally, we plan on hiring a Social Work Intern to support students with mental health needs. With additional grant funding, we will also be able to continue to partner with Humboldt Independent Practitioners Association (IPA) to provide empowerment groups for all students, with attention towards traditionally marginalized students, and to make referrals to community partners for students with additional needs. These programs and professional development plans demonstrate a commitment to providing a racially just and restorative school climate.

Shared Decision-Making and Collaboratory Practices:

Shared power and collaborative leadership are embedded in the structure of our school. Early in the process of becoming a community school, we educated our staff, students, families, and community about the Community Schools vision and core values to provide backgrounds and shared understanding. We did this by selecting a staff member from each of our multiple school sites and creating a Community Schools team that meets monthly. The school staff on the Community Schools team have all been trained in either (or all) of the following: MTSS, Character Strong, PBIS, and Compassionate Systems. The goal of these practices is to create and foster strong relationships and community in a supportive environment.

Althea Jones, ASW, PPSC, was hired as Community School Coordinator in August 2023 to continue the Community School work and streamline services systematically and sustainably. In collaboration with the Community Advisory Council, the Community Schools Coordinator continues to conduct ongoing assessments and coordinate partnerships with community agencies.

Throughout the planning process, school staff and interest-holders have demonstrated an understanding of the overarching values/commitments of community schools in several ways. The

core values have been implemented in the past through MTSS/PBIS, LCAP, and various other school initiatives. School staff implement MTSS and PBIS at each site by participating in rigorous ongoing professional development. Developing SEL teams to address tier 1/tier 2 students embed the ideas and practices into the school culture. The staff has also received additional training/support in Restorative Practice work and implementing trauma-informed practices to support students' academic, social, emotional, and behavioral success. Years of school climate improvement work have created a school ready and able to embrace the Community School mindset.

The school has multiple student, parent, and advisory councils, composed of parents, teachers, administrators, and community members, that provide valuable feedback and are included in decision-making processes throughout the school. Students from leadership teams are given the opportunity to share at board meetings, Community Advisory Council meetings, and staff meetings, ensuring student voices are heard in all conversations.

These various leadership teams receive input from parents, teachers, students, and community members to inform the development of our LCAP. This academic year, the LCAP goals will be re-written with input from our PAC (Parent Advisory Committee), Community School, and student leadership. Support staff and school coordinators meet regularly to discuss the concerns and needs of the school community. The Social Emotional Team meets monthly and updates the school community through newsletters, staff meetings, and Parent Square. They help organize staff development, training, and incentives for students. Within this framework, decisions are made collaboratively, and decision-making is shared.

As we grow into a more comprehensive community school, we plan to add more ways to share power with the entire school community. To sustain a collaborative leadership model, we'll actively engage in various avenues such as listening sessions, family engagement nights, advisory council meetings, and one-on-one interviews. Through extensive data collection, including surveys, assessments, and interviews, we aim to amplify voices that may have previously been unheard. This information will serve as a guide in our ongoing efforts to nurture our community school. As we progress, a primary goal is to boost parent and student participation, hopefully leading to more active leadership roles.

Powerful, Culturally sensitive instruction/ Class-community Connections:

Our commitment lies in delivering culturally proficient and relevant instruction, ensuring our teaching methods resonate with the diverse backgrounds of our students. This approach aims to cultivate a more inclusive and captivating learning environment. Concurrently, we are dedicated to enhancing the links between our classrooms and the community.

Due to our unique school model, students are continually immersed in the community, serving as a classroom and a rich source of educational curricula. Regular meetings between students and teachers occur at school and various community locations, such as local libraries or even in students' homes. Our educators actively assist parents, guardians, and students in discovering community resources that align with their educational interests and pursuits.

Our school has established partnerships with numerous local agencies, providing students access to diverse subjects like music, theater, gymnastics, martial arts, trades, agriculture, floral design, and more. Frequent field trips to community organizations enhance students' understanding of their surroundings and increase their awareness of the community's assets.

We take immense pride in our Career and Technical Education (CTE) programming and collaborations with the community. Students pursuing specific pathways work at various community sites, gaining hands-on experience in construction, agriculture, media, and computer technology. Internship opportunities and volunteer work at local non-profits further enrich students' learning experiences.

As we envision the future of our community school, we aspire to strengthen our connections with the community. This involves expanding access to mental health and social services, broadening CTE experiences to reach more students, and continuing the growth of community-centered offerings. Parents and students have expressed interest in outdoor education/activities, and providing more opportunities for outdoor education will continue to be one of our priorities.

Focus on continuous improvement:

Through Northern United-Humboldt Charter School's Community School planning grant, LCAP, Dashboard indicators, and other processes, including parent/student feedback, we have identified areas where more support is needed, including improving CAASPP scores for all students, especially economically disadvantaged and EL students. While we have seen significant success in our CAASPP scores, this will continue to be a priority for our school. Through the planning grant process, we have sent out multiple student/parent/staff feedback surveys to survey every parent and student by the end of 2024. Quantitative feedback from the surveys will be used to continue to address barriers to academic performance and test scores. In order to have more involvement in our survey process, and follow through-the goal of the survey will be made available to all our educational partners. Surveys will continue to be sent out multiple times throughout the school year and will include a description of how the data will be used and why it's important.

Attendance is another important area for continuous improvement. Our chronic absenteeism for all students increased from 12.4% to 17.1%, but is still too high. All of these areas will be a focus moving forward. Returning to in-person instruction has helped improve attendance. As with many schools county-wide, our attendance was significantly impacted by Covid-19. Since returning to in-person instruction, Northern United Humboldt Charter School has implemented several evidence-based practices to improve attendance and student well-being. We employ an academic counselor, a SEL counselor, and a school psychologist to address academic and social-emotional issues. Our school counselors attend missed assignment meetings (how we track attendance being an independent study school) and make individualized plans with families to improve attendance and address barriers to learning. This wrap-around approach to attendance helps address academic issues and eliminates barriers for students and families.

Additional professional development aimed at addressing social-emotional needs, and restorative practices has helped improve attendance while supporting the needs of our students. Our school uses evidence-based practices, such as MTSS, Character Strong, and SEL curriculums, to support

all students, with additional emphasis on tier two and three students who often need additional support. We will continue to use planning grant funds to support our MTSS efforts to continue providing students with additional opportunities for learning and success. Ensuring our students feel happy and safe while at school is of equal importance as academic learning. Our Community School Planning grant will continue to help improve student achievement and emphasize social-emotional well-being.

Transforming education for children requires an asset-based and driven approach, emphasizing culturally responsive, student-centered teaching and learning practices. Our commitment extends to improving coordination among health, mental health, and social services, aligning them with county and local educational agency resources. The Community School Team and LEA are committed to collaborating across school sites and throughout the community to address further and identify priorities that emerge.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Before the pandemic and continuing into the present, our school has been actively crafting and implementing our Multi-Tiered System of Support (MTSS). This comprehensive approach involves a thorough examination of both student and school data, aiming to pinpoint strengths and areas requiring additional support and enhancement.

Our MTSS process seamlessly aligns with the goals and objectives outlined in our LCAP. As a result of these collective efforts, we've identified specific focus areas:

- Enhanced student performance outcomes, particularly math and reading interventions
- Social-emotional needs of positive school climate
- Chronic absenteeism
- Fostering increased family and community engagement

As a component of the Needs and Assets assessment process, we employed a tool for Community Asset Mapping and Needs/Gap Analysis, from the National Center for Community Schools Resource Inventory. This tool helped ensure a comprehensive review of supports available for children/youth and the broader community supports.

In preparation for moving into implementation, the data from our needs assessment was analyzed by our Advisory Teams to determine gaps and discover if we were missing any voices from our school community. We will continue to gather additional information through listening sessions, empathy interviews, student leadership teams, parent advisory groups, and continued assessments to address our gaps and include previously unheard voices. This enhanced data will be shared and reviewed in our Community School planning meetings, faculty, grade and subject areas teams, classified staff, and parent and community meetings.

Through the process of shared decision-making/data analysis, we identified the following areas of strength and areas for growth.

Areas of Strength:

- Increase in CTE pathways (Building trades, horticulture, mental and behavioral health, and floral design).
- Increase in college-ready students
- Increase student satisfaction in academic programs
- Social-emotional support for students
- Regular communication with staff, students, and parents via Parent Square, Newsletters, email, home visits, etc.
- ORBE (Outdoor Resilience Building Experience) program
- Tier 1 supports such as Character Strong-whole classroom guidance, PBIS, ORBE, Indian Action Council, TRiO Talent Search, peer-to-peer tutoring, expressive arts therapy, and 1:1 check-ins/support
- Improved technology, we have a 1:1 ratio for technology. Provide hotspots for all students who don't have access to the internet.
- Cutten Resource Center- which includes the school library and serves as a safe place for staff and students to hold meetings, groups, and art.
- Ongoing, high-quality professional development for all staff
- Administration (Site Coordinators/regional director) that knows each student by name and their families
- Individualized, culturally responsive learning plans

Areas for growth:

- Chronic absenteeism
- Increase CAASPP scores
- Address gaps in reading and math through targeted supports
- Extended learning opportunities
- Increased 1:1 tutoring supports
- Increased in graduation rates
- Additional opportunities for outdoor experiences after school and on the weekends

The LEA and Community Schools Team have identified key priorities and established groups dedicated to problem-solving and addressing these issues. To more fully engage teachers and staff in implementing our Community School and ongoing needs and asset assessment, we will begin next school year addressing the needs of our Community School during staff in-service. This will include a review of our goals, data, and community resources, and an evaluation of our process and ways to continue meaningful dialogue/feedback. At monthly staff meetings, there will be time for reflection, evaluation, and revision of our Community School implementation process. Teachers and staff will have time for thoughtful feedback and will be included in community surveys. Staff will be incentivized to attend Community Advisory meetings and actively build our Community School. All feedback will be recorded for further improvement, reflection, and evaluation.

Additionally, the Community Schools Coordinator and site teams participated in a four-day Compassionate Systems Awareness Leadership Workshop, enhancing their understanding of the essential needs specific to our sites. In previous years, PBIS/MTSS Teams attended Compassionate systems training, Character Strong Summit, AVID, and restorative practices training. In the spring of this year, all staff will continue to be trained in implicit bias, culturally relevant curriculum, and anti-racist training. Our SEL team will also be able to attend this summer's Character Strong Summit.

The overarching goal is to instigate transformational change in education, providing every student with the opportunity to lead a healthy, dignified, and fulfilling life. The Community School Team and LEAs remain steadfast in fostering collaboration across school sites and throughout the community, continuously addressing and identifying emerging priorities.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
<p>Enhanced student well-being through integrated student support and protective factors.</p> <p>(In alignment with LCAP goal 2: improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all students.)</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> ● Cultivate strong community partnerships and formalize MOUs with local businesses and agencies, such as DHHS; Public health, Mental health, Bridges, local Family Resource Centers, First 5 Humboldt, 0-8 Mental Health Collaborative, and Humboldt IPA. ● Increased targeted mental health supports. ● Increased access to Humboldt IPA Counseling/Case management. ● Recruit skilled tutors to support students and homeschool/home-based families. ● Accessible transportation services, esp. for rural low-income families. ● Ongoing training in Restorative Practices aligns with Community School strategies. ● PBIS/MTSS strategic plan aligns with Community School strategies. <p>Metric to measure indicators of success:</p> <ul style="list-style-type: none"> ● Improved student attendance, academic performance, and behavior, measured using our school engagement and school safety survey distributed to all parents/staff, dashboard indicators. ● Increased MOUs and engagement with community partners.

<p>Expanded and enriched learning time and opportunities. To develop the capacity to support students' academic growth and help them develop socially, emotionally, and physically. (In alignment with LCAP goal 1: Improve student performance outcomes in all academic areas.)</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> ● Partner with local community agencies to offer extended learning opportunities/programs after school and summer break. ● Expand ORBE (Outdoor Resilience Building Experience) Train additional staff in outdoor ed., and have the school open one weekend per month and over the summer for the ORBE program. ● Increase enrollment and dual enrollment opportunities with the College of the Redwoods, Cal Poly Humboldt, and local Trade Schools. ● Increase volunteering and civic opportunities, such as St. Vincent de Paul, Betty Chinn Foundation, Food for People, Jefferson Project/kitchen, and peer-to-peer tutoring/mentorship. ● Increased student voice and leadership opportunities by providing students with training/education and including them in practical decision-making. ● Partnering with additional art, music, and recreation-based community organizations, such as Far North Climbing, Ramp Art Skate, Del Norte Performing Art, Farmers Market, Ink People, and Boys and Girls Club. ● Partner with Cal Poly Humboldt Y.E.S house and Education interns to provide high-quality academic tutoring. ● Develop lasting internship placements with Cal Poly and CR. ● Increase CTE pathways. ● Enriching and culturally relevant field trips. ● Expand CEI (Community Engagement Initiative) to include students from every site. Have currently involved CEI students present at student leadership/staff meetings. <p>Metrics to measure indicators of success:</p> <ul style="list-style-type: none"> ● Additional hours the school is open after school, weekends, holidays, and summer break. ● The Community School Team will check in regularly with community partners, and record insights.
--	---

<p>Strengthen school culture through active family and community engagement.</p> <p>(In alignment with LCAP goals 1 & 2: improve student performance, improve school climate/parent/community involvement.)</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> ● Parents/families recruited to participate in Community School, Parent Advisory Committee, and School meetings. ● Parents/families provided opportunities to give input and participate in decision-making outside of scheduled meetings. ● Arrange for teachers to participate in locally available PD provided by local tribes and Native Organizations, such as Two Feathers, NCIDC, the Wiyot language program, and Save Our Salmon. ● Build culturally inclusive, racially-just spaces. ● Elevate student voice through student government and student-led clubs. Have students share at Board Meetings/Staff meetings. <p>Metrics to measure indicators of success:</p> <ul style="list-style-type: none"> ● Number of family members who participate in Community School, Parent Advisory meetings, and LCAP meetings. ● Number of families who give input and participate in decision-making outside the scheduled meetings. ● Number of student and parent-led meetings.
---	--

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: Increase family participation in the school's decision-making processes.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Parents/families recruited to participate in Community School, Parent Advisory, and LCAP committees. ● Small parent focus groups ● Meaningful opportunities for parents/families to give input and participate in decision-making. ● Honor shared power structures and create space for all voices to be heard. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Number of family members who give input and participate in decision-making outside the scheduled meetings. ● Number of families/community members participating in Community School, PAC, and LCAP meetings. ● Add and retain diverse membership to Community School Advisory Team
<p>Goal 2: Increase student participation in school decision-making processes, and school-wide community meetings.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Students are actively recruited to participate in community school, student leadership, and schoolwide meetings. ● Students are given meaningful opportunities to give input and participate in decision-making and school policies. ● Develop an efficient process for student feedback and input. Present findings to the School Board. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Number of students participating in Community School, Schoolwide meetings, and LCAP meetings. ● Number of students who give input and participate in decision-making processes. ● Increase in students participating in student leadership and student council.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The core of leadership within Northern United Humboldt Charter is the Board of Directors. To ensure inclusive representation, the school advisory teams and student leadership actively gather input from diverse interest-holders, encompassing parents, teachers, community members, students, and classified staff. This valuable input aids in shaping the development of our LCAP. Additionally, the Community Schools Advisory Team systematically collects, receives, and analyzes input from

various interest-holders, guiding the creation of Community Schools initiatives and programs, while consistently evaluating and assessing our evolving needs.

Surrounding this central structure, various teams, committees, and clubs contribute data and input, addressing specific needs and aspirations. Noteworthy is the active involvement of parents and students in many of these groups. Though the leadership structure at each site and school-wide is well-established, we recognize the need to include a variety of family and student voices in the decision-making process. As we grow into a more comprehensive community school, we plan to add more ways to share power with our population. One of our action goals for this academic year is to increase parent education and participation, hoping to create more active leadership roles for parents.

Our SEL (Social Emotional Learning) team meets monthly and reports to the rest of the school through newsletters, teachers' circles, staff meetings, and school events.

Through these various leadership teams, priorities get decided, and power is shared. Our school teams/groups all meet monthly and consist of:

- Admin Team
- Teacher circles (meet weekly for training, PD, reflective practice, self-care, and information sharing)
- CS Advisory Team
- SPED
- PBIS/SEL Team
- Branches (Staff/family groups)
- Student Leadership
- PAC (Parent Advisory Council)
- AVID
- NU-HCS School Board

NU-HCS hosts several school-wide family events throughout the year to engage families. These include seasonal celebrations, music and theater, college and career planning, parent information nights, parent orientation, field days, graduation ceremonies, back-to-school nights, and celebrations of student success. One of our priorities in this grant is to increase and improve ways in which we engage and include families in school leadership and our decision-making process.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources,

avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: Community School strategy is integrated/aligned with all existing school-wide strategic plans.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Existing school-wide strategic plans are reviewed and adapted to ensure community school strategy is integrated. ● Community school core values and LCAP are aligned. ● Community school coordinator works at all school sites to ensure CS strategy integration. ● The Community Advisory Team takes an active role in developing LCAP goals that align with CS strategies. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Northern United-Humboldt Charter School LCAP aligns with Community Schools core values and strategies. ● Students' mental health outcomes will improve across all tiers. Data will be assessed through school-wide Social Emotional Student surveys, administered by our trained SEL team. ● MTSS/PBIS strategies align with Community School strategies. ● On-going training in Restorative Practices by the Community School Coordinator, who is Certified in IIRP restorative practices.
<p>Goal 2: Increase educational/community partner engagement and maintain a positive, culturally sensitive/diverse school culture.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Provide a continuum of supports: mental health, PBIS, counseling, and social work services. ● Staff participation in HCOE's Equity Series workshops including Culturally Responsive Teaching and the Brain, Implicit Bias and Microaggressions ● MOU with Dr. Ramona Bell, Chair for Critical Race and Gender studies from Cal Poly Humboldt-to teach culturally sensitive curriculum, book recommendations, and implicit bias training for staff at school-wide staff meetings and in-service days. ● Administration/Community School Coordinator participation in REN (Rainbow Educator Network) through HCOE. Attend Foundation/Advanced level LGBTQ+ Administrator training. ● Have additional staff and student leadership teams trained in Compassionate Systems.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: NU-HCS assigns Althea Jones Community School Coordinator.	Althea Jones, ASW, PPSC already coordinates the school's CS work through the 2022-23 CS Planning grant
Goal 2: Provide stipends for Community School Teams and identify teachers at each site to support community school initiatives at each school site.	Community School Coordinator and Administration will work to create a Community School Team with stipends available for teachers, to continue the momentum of Community Schools work and retain/recruit additional staff.
Goal 3: NU-HCS will establish a schoolwide wellness plan and create wellness spaces at each site.	NU-HCS has contracted with Humboldt Independent Practitioners to establish therapeutic groups, case management, and boys/girls councils at each school site, which includes outreach to home-based families. The long-term goal is to start wellness spaces at each site, designed and implemented by the students, and to have Humboldt IPA services available daily during the school year and as needed over summer break.
Goal 4: The Community Schools Coordinator and additional staff are qualified and enrolled in the CYBHI Statewide, multi-payer, school-linked Fee Schedule. CS staff can cover at least 60% of their cost through the CYBHI School linked Fee Schedule.	Community School Coordinator is a PPS Credential-holding site lead qualified to enroll in the CYBHI, Fee Schedule under, School Social Worker, School Counselor. Community School Coordinator is certified in the IIRP-Training the Trainers Program for Restorative Practices and can train the CS team in Restorative Practices/Certifications to enable billing under the Fee Schedule. NU-HCS will begin billing using the CYBHI Fee Schedule in the second half of 2025.

Key Staff/Personnel

Althea Jones, PPSC, ASW-Community School Coordinator	Community School Coordinator: Responsible for the planning, research, community engagement, coordination, and later implementation of the Community School strategy for NU-HCS. CSC will oversee CS projects and maintenance of program fidelity.
--	---

<p>Community School Assistant (Classified)</p>	<p>Hire a Community School Assistant. The CS assistant will help coordinate student and family support services and work with the CS Coordinator and Administration to help support student achievement and success.</p>
<p>Existing 1.0 School Counselor, 1.0 Academic Counselor, and 0.9 School Psychologist, 1.0 Director of Student Support-oversees SEL Team</p>	<p>Support staff will continue to address students' academic, social-emotional, and behavioral health. Collaboratively working with the CS team, they will develop a comprehensive wraparound approach to student wellness. Together, the CS team and support staff will actively contribute to maintaining a positive school climate for all students.</p>
<p>NU-HCS will establish a school-wide wellness plan and wellness spaces for students and families.</p>	<p>NU-HCS will continue to contract services with Humboldt Independent Practitioners (IPA) to create a wraparound approach to address students' mental health needs. Humboldt IPA will participate in CS advisory council meetings.</p>

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Northern United-Humboldt Charter School will continue to support professional development for the many described initiatives (MTSS, Restorative Practices, Compassionate Systems, PBIS) through funds secured through other grant opportunities and fundraising efforts. NU-HCS will look to add supporting the Community School initiative to the existing language and commitment to support MTSS. This includes expanding the Community School initiative's inclusion in the yearly strategic plan and the LCAP.

To sustain the Community School after grand funding has ended, NU-HCS will use Medi-Cal funding/billing. Our Community School program aligns with California's Statewide reform in School-based Medi-Cal, resulting in LEAs, and community-based providers (such as Humboldt IPA, our contracted mental-health service provider) contracted by or affiliated with the LEA, being eligible for reimbursement under the CYBHI, Medi-Cal, Fee-for-Service Schedule.

Under state law starting in 2024, Medi-Cal Managed Care Plans (MCPs) and commercial plans like Blue Shield CA are obligated to reimburse local LEAs and eligible school-linked providers for providing school-linked mental health services. In many cases, it will require a PPS credential, which our Community School lead and School Counselor hold, to receive reimbursement. These services will also include case management and family support services.

This funding is critical in supporting the continued growth of Northern United Humboldt Charter School's Community School. The school will begin participating in the Statewide CYBHI, Multi-payer, school-linked, Fee-for-Service (FFS) schedule in 2025. Funding for existing positions for 2024 has

already been secured with planning grants and additional school funding streams. Implementation grant funds will be used to continue these positions while we learn how to use the Fee Schedule best and to support additional expansion of Community School efforts. In 2024, NU-HCS will continue to work closely with the Humboldt County Office of Education to become trained in and learn how to use the FFS Schedule best. They will be ready and able to begin implementing our Medi-Cal Managed Care Plan in 2025.

The Community School Coordinator works with and supports the currently employed PPS-credentialed School Social Worker and Academic Counselor in addressing our students' social-emotional and academic needs. The FFS Schedule will allow the Community School Coordinator and Support Staff (Counselors) to increase school-linked mental health services delivery. Our intention is that through Medi-Cal billing and private insurance billing, these positions will be self-sustained. These positions can also be supplemented through additional grant funding streams already in use, such as Humboldt Area Foundation, Humboldt Sponsors, Coast Central Credit Union, and other State-funded grant opportunities.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Northern United-Humboldt Charter School (NU-HCS) will maintain and strengthen relationships with existing school-community partners.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Identify schoolwide priorities through various means (i.e., Advisory Council, Asset & Needs Assessment, Surveys, Focus groups, Listening sessions, one-on-one interviews) ● Increase staff capacity through continued Professional Development. ● Attend Humboldt Area Foundation's pilot program to help Schools and Nonprofits apply for federal grants. ● Increased representation of underrepresented and underserved families. ● Maintain MOUs with current community partners. ●
<p>Northern United-Humboldt Charter School will create additional community partnerships focusing on the arts, culture, music, nature, and movement.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● The Community School Coordinator will check in regularly with community partners, surveying and recording their insights to better assess needs, assets, and service gaps. ● The Advisory Team will work to increase community representation at the school. ● As appropriate, NU-HCS and new community partners will develop and execute new agreements and MOUs.
<p>Northern United-Humboldt Charter School will establish a formal system for Internship placement and volunteer recruitment and training.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● The Community School Coordinator, school and site leadership, and CTE instructors will identify potential local businesses and organizations. ● Under the direction of the Community School Coordinator, and other appropriate school staff, interns from Cal Poly Humboldt and College of the Redwoods will be tasked with working with reaching out to additional community partners, fundraising and networking in the community.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Current Partnerships:

In its second year of the Community School Planning process, NUHCS is dedicated to nurturing and expanding its well-established partnerships with Marshall Family Resource Center and Jefferson

Resource Center, Humboldt IPA's Wellness Center, Humboldt County Office of Education, College of the Redwoods, United Indian Action Council, Trio Educational Talent Search, DHHS-Bridges-mental health, and Humboldt SELPA. These are integral to the school's vision to address the needs of students, staff, families, and community members. Through the asset and needs assessment process, it became evident that there is a strong desire to maintain and an eagerness to expand these partnerships to all school sites, including our home-based program. Additionally, the professional development opportunities facilitated by HCOE staff and grant partners significantly contribute to enhancing our school climate for all students and families.

The Community School planning grant process is integrated into our ongoing shared leadership as a school. As a community school, we integrate staff and student voices in all aspects of school decision-making.

Each of our five sites, and our home-based students have opportunities to be actively involved in student leadership teams. Students from these leadership teams are invited/encouraged to participate in Northern United-Humboldt Charter Schools Community Advisory Committees, parent advisory committees, and other school activities.

Northern United-Humboldt Charter School is dedicated to maintaining its well-established partnerships that support the well-being of the whole child. Working closely with these partners, the Community School Coordinator will meet regularly with an identified partner liaison. During these meetings, addressing key interest holders' visions and priorities will be reviewed, evaluated, revised, and implemented.

While in the planning process, NU-HCS has established/expanded partnerships with these agencies, please reference the Community partners listed below:

Academic Partners:

- The Humboldt County Office of Education: Provides CTE Building and Construction Tech, Horticulture, and Mental Health CTE. HCOE also provides direct support and professional development for staff, administrative support, events, and training in various areas. **Established MOU.**
- College of the Redwoods: Provides academic counseling, dual and concurrent enrollment support and opportunities, and CTE pathways to support high school students at NU-HCS. **Established MOU.**
- Cal Poly Humboldt TRIO: Provides direct support to students grades 7-12th who have limited income and whose parents do not hold a four-year college degree. They help students complete high school, enroll in post-secondary education, graduate, and find meaningful employment that pays a living wage. **Established MOU.**
- Jefferson Family Resource Center: Provides culinary classes for high-school students to expand their skills and foster a passion for the culinary arts. Additionally, the partnership encourages volunteering initiatives, allowing students to give back to the community while gaining hands-on experience in a supportive environment. **Established MOU.**

- Blue Ox Historical Village and School of Traditional Arts: offers workshops and hands-on classes in the traditional arts. **Established MOU.**
- Dr. Ramona Bell, Department Chair-Critical Race, Gender & Sexuality Studies at Cal Poly Humboldt: offers transformative training in implicit bias, culturally appropriate curriculum, anti-bias strategies, and fostering inclusive conversations. **Formalized MOU in process.**
- Friends of the Dunes: Provides field trips and offers engaging programs like Coastal Classroom and Coastal Stewards. These 4-5 hour adventures unfold at the Humboldt Coastal Nature Center and the Northern unit of Ma-le'l Dunes, where students explore dune ecosystems, identify animal tracks, delve into plant adaptations, and witness ecosystem restoration. Aided by immersive classroom presentations, students gain insights into environmental conservation. **Established MOU.**
- Friends of the Lost Coast: Provides in-school environmental education lessons. They bring fun, hands-on learning about the environment to local schools. Teach students about nature in their own backyard to encourage the next generation of environmental stewards. **Established MOU**
- AmeriCorps Seniors Foster Grandparent Program: Provides one-on-one support to children with special needs to improve their academic, social/emotional development. Volunteers help children learn to read and provide tutoring services. They also help children who have been abused or neglected. **Established MOU.**
- Many more community partners in ceramics, art, music, theater, driving instruction, nutrition/food preparation, outdoor education, water safety, etc.

Mental Health/Social-Emotional Partners:

- Humboldt Independent Practitioners Association (IPA): Humboldt IPA is a local physician-sponsored organization that provides an array of wraparound services, including personalized 1:1 counseling, enriching support groups, empowerment groups, dedicated case management, and crisis intervention. With a focus on nurturing social-emotional health, their staff not only provides direct counseling to students but also imparts valuable lessons and facilitates specialized empowerment groups, fostering a resilient and thriving school community. **Established MOU.**
- Humboldt Bridges to Success: The Children's Mental Health branch currently provides school-based crisis response and mental health services, on and off-site. Crisis intervention support is available to all students and families, as well as short-term counseling and case management services. Referrals for long-term support are provided as well. **Established MOU.**
- Humboldt Del Norte SELPA: Provides services to all SPED students, and will also support Trauma Informed and other Professional Development for teachers, administrators, and staff.

Established MOU.

- Humboldt County Public Health Department: Provides vaccinations, COVID info/resources, SafeCare, reproductive information/supplies, oral health information/resources, etc. **Established MOU.**
- Family Resource Centers: FRCs work closely with our school to support families and students, including food, clothing, and housing resources. **Established Partnership.**
- The Betty Kwan Chinn Center Homeless Foundation: Provides services for homeless and foster youth and families, including individualized care, clothing, food, and afterschool support. **Established Partnership.**
- Boys and Girls Club: Provides out-of-school time activities and support to students via the afterschool and out-of-school programs hosted at various community centers. Students can also participate in Teen Court. **Established Partnership.**
- Redwood Community Action Agency Youth Service Bureau: YSB provides a variety of services to support youth who are homeless, fleeing dangerous or abusive situations, or experiencing severe family conflict. Services include a 24-hour youth referral line, street outreach, and drop-in services. **Established Partnership.**
- Changing Tides Family Services: Provides care for behavioral health and child care vouchers to qualifying families. Provides parenting classes, referrals, and 1:1 Counseling services. **Established Partnership.**

Physical:

- Food for People: Food for People works to eliminate hunger and improve the health and well-being of our community through access to healthy and nutritious foods, community education, and advocacy. Through collaboration, they provide an emergency food closet for our students and families. Food for People also provides emergency food boxes to community members. **Established MOU.**
- Cities of Arcata, McKinleyville, Eureka, and Fortuna Parks and Recreation Departments: Provides out-of-school time activities and supports students via the afterschool and out-of-school programs hosted at various community centers. **Established Partnerships.**
- HealthSport/Cal Courts gyms for working out, P.E. for high-school students, and personal training.
- Dental Van: Partners with local schools to provide comprehensive dental care to students. They provide exams, cleanings, oral health education, oral supplies, and referrals. **MOU in place.**
- Smile Humboldt Family: Trained coaches provide students/families with referrals to dental

appointments, arrange transportation, and teach students what to do daily to keep their teeth healthy. **Established MOU.**

- Arcata Community Pool: Provides swimming instruction and recreation time for students outside of school. **Established Partnership.**
- Humboldt Area Foundation: Provides local nonprofits and schools with funding for community projects and children's services. HAF has provided NU-HCS multiple mini-grants during the 2023-24 school year to support homeless and at-risk families. **Established Partnership.**

Each of these community partners plays an integral part in the vision of Northern United-Humboldt Charter School to address the needs of students, staff, families, and community members. Although we already have strong ties with many community partners, with grant funding, we will have the capacity to expand our work within the community and build partnerships with more local organizations. These are some Community Partners with whom we've started to collaborate. Once funding is secured, we will continue adding to this list throughout the implementation process.

- Cal Poly Humboldt Social Work Department: will provide a SW intern, to be supervised by the Community School Coordinator and School Counselor, PPS.
- Bruce Kaye Cultural Drumming: will provide lessons in drumming circles and cultural presentations.
- Cal Poly Humboldt Center Activities: Sponsor a wide variety of outdoor activities for students of all ages.
- Independent tutors: will provide expanded tutoring for students, paid for by grant funding, at no cost to students.
- Independent local therapists: space will be provided for therapists to see individual students and families.
- The Ink People performing arts: will provide students with in-school and afterschool enrichment opportunities in the performing arts.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Strategy 7 Professional Learning: The CCSPP Planning Grant has allowed our educational community to conduct a comprehensive needs assessment, encompassing asset mapping and gap analysis. The insights gained from this process have profoundly influenced our approach to professional learning, fostering shared understanding among interest-holders, nurturing relationships, and aligning efforts to enhance equitable and inclusive student success.

Two years of needs assessment and resource mapping have also informed staff professional development topics that will be worked into our standing practice of providing protected time for staff expansion and engagement. NU-HCS utilizes a regular schedule of professional learning community and in-service days to offer a vast amount of instruction, workshops, and collaboration time for staff. Teacher circles happen weekly, where staff members share information from training and professional development, they recently attended with other staff members. We also have weekly staff meetings and monthly whole-school staff meetings. Topics during all staff meetings are focused on trauma-informed research-based strategies and programs that support improved attendance and access to behavioral/mental health services.

As the implementation years unfold, training will be provided to support staff in achieving the CS priority areas of attendance, behavioral health, and academic, college, and career preparedness outcomes. Our school will continue to engage in focus groups, surveys, community meetings, and interviews as part of our ongoing Needs and Assets Assessment, and we will use the information to guide ongoing professional development. The Leadership Team and School Coordinators will routinely review this data to identify and prioritize our staff's needs for professional development.

<p>Provide access to a safe, welcoming, positive learning environment that values parent/community engagement and is inclusive and culturally responsive for all students.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Professional Development in Restorative Practices. ● Professional Development in MTSS/PBIS. ● Multiple opportunities to attend the Tk-12 HCOE Implicit Bias/Microaggression and Culturally Responsive Teaching and the Brain. ● Professional Development in School Improvement Science (Carnegie and Compassionate Systems Training) ● Participation in Countywide professional learning cohorts (ie. Humboldt County’s Social Emotional Learning Community of Practice, From Theory to Action, Literacy) ● Encourage participation in community organizations <p>Outcomes/Measures:</p> <ul style="list-style-type: none"> ● Increase in Staff who attend multiple PD days and ongoing Professional Development. ● MTSS/SEL teams get certified in Restorative Practices/Character Strong. Attend the National Character Strong Conference in July 2024. ● Staff who attend training/teach what they learned during Teacher Circles, in-service days, and staff meetings. ● Additional staff will receive training in Compassionate Systems.
<p>Foster Collaborative Learning Environments</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Facilitate cross-role professional learning sessions that bring together administrators, educators, classified staff, and community members to discuss the principles of collaborative and relationship-centered learning. ● Implement regular team-building activities and workshops to strengthen relationships and communication among school stakeholders. ● Develop and deliver role-specific training sessions to build a shared understanding of the community school strategy and its goals.

<p>Engage Families in the Learning Process</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Offer workshops and training sessions for families on actively supporting their children's education, emphasizing collaborative and community-based approaches. ● Expand Branches: Our family engagement team, composed of both school staff and parents, will assess and address the specific needs of the community. ● Develop communication strategies to keep families informed about school initiatives, progress, and opportunities for involvement. <p>Outcomes/Measures:</p> <ul style="list-style-type: none"> ● Attendance by families at workshops and training sessions. ● Family engagement task force participants and activities. ● Regular (at least monthly) formal communication with families.
--	---

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Strategy 8 Centering Community-Based Curriculum and Pedagogy: At Northern United-Humboldt Charter School, we recognize Community-Based Learning (CBL) as a vital approach to integrating students into our local community. By embracing CBL principles, our students gain a deeper understanding of diverse populations, community challenges, and their own role in addressing these issues. Implementing CBL pedagogy not only enriches the learning experience for teachers, students, and community partners but also strengthens our collective bond with the community.

Our unique school model emphasizes learning within and from the community, where the community itself becomes a dynamic classroom and source of educational content. Students regularly meet with teachers, whether at school, local libraries, or within their homes, as we actively facilitate access to community resources that align with their educational interests. Through partnerships with various local agencies, students can explore subjects ranging from music, theater, and gymnastics to agriculture, local history, and beyond.

Incorporating frequent field trips to community organizations further immerses our students in the richness of their surroundings, fostering a deeper appreciation for the assets within their community. As part of our commitment to a Comprehensive Support (CS) strategy, we are integrating CBL principles and Native American perspectives into our field trips, lessons, community-based programs, and service opportunities. This holistic approach ensures that we not only meet the diverse needs of our students but also fully engage them in meaningful experiences that are accessible to all.

While our Career and Technical Education (CTE) program is already robust, we aim to enhance the student experience by infusing it with the principles of community-based learning. Our needs assessments have revealed a desire among students and families for increased access to CTE experiences, more opportunities to participate in school events, greater interaction with peers, and a deeper incorporation of Native American perspectives. Through the integration of CBL principles, we are poised to fulfill these aspirations, enriching the educational journey of every student at Northern United-Humboldt Charter School.

Site Level Goals and Measures of Progress

Goals	Action Steps
Enhance leadership capacity (for shared leadership) and learn best practices.	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Continue to actively learn from and support our CEI Community Engagement Initiative cohort IV team. ● Expand meaningful student leadership opportunities. ● Include students in curriculum development/planning.
Support all teachers in integrating local and regional Native American lessons and activities into their classes.	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Connect with tribal members in the community to help present curriculum in authentic ways to teachers, students, and families. ● The Community School Coordinator is currently part of the Native American Studies Model Curriculum (NASMC) Development. CS Coordinator will support all teachers to integrate the new California NASMC into their lessons and classroom activities. ● Include students in assisting with the development of the NAS curriculum.
Expand ORBE (Outdoor Resiliency Based Experiences) schoolwide.	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Train teachers in outdoor education to expand ORBE into everyday teaching practices. ● Purchase curriculum and materials to support ORBE and Forest School.
NU-HCS will broaden the scope of our CTE program to include principles of Community-Based Learning.	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Professional Development in Community-Based Learning for all CTE staff. ● CTE Teachers will incorporate these principles into their community-based classes. ● Expand our new FFA. Get additional teachers involved in FFA/ 4-H. ● Contract with agencies/teachers for additional CTE courses/pathways.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Strategy 9 Progress Monitoring and Possibility Thinking: In order for possibility thinking and collaboration to occur, interest holders must have three things in place: a working model of what's being studied, the metrics with which to measure progress, and a system to study it. This brings us to the goals for strategy 9, in which all three are created for the purposes of ongoing analysis and reporting for interest holders. As part of our ongoing progress monitoring, we will get feedback from interest-holders on the potential indicators to see if they align with our diverse community's definition of success and expectations of progress. This will help us to determine if we are achieving our goals and positively impacting our students, families and communities. All Community School information, including the implementation plan, metrics, and CS Advisory Team minutes, will be publicly available on our website. The CS Coordinator will regularly provide public presentations and annual reports on CS plans, highlighting engagement from students, staff, families, and community members. School leadership teams will regularly review data and progress toward CS outcome goals, making revisions as needed to address challenges.

Goals	Action Steps	Outcome/Indicators
<p>Strengthen the integration of services and increase our capacity to support student mental, social, physical, and academic wellness.</p>	<p>Create an evaluation plan and metrics and monitor our progress towards goals.</p> <p>Purchase software to collect student data/quantitative data.</p> <p>SPED team will identify students needing support.</p> <p>The CS Advisory Team will establish a series of metrics based on measures of progress.</p> <p>Align the 2024-2025 LCAP goal with this goal.</p>	<p>All Students will complete mental health and wellness screening tools in the fall of 2024.</p> <p>75% or more of students who have been referred for counseling will receive counseling within 4 weeks of their initial referral.</p> <p>Baseline data: Number of students who access Humboldt IPA wellness services.</p> <p>Number of students needing crisis interventions (Character Strong/MTSS data) will be reduced by 25% using 2023-24 statistics as a baseline.</p> <p>95% of teachers participate in SEL/Trauma-informed training offered.</p>
<p>Integrate CS goals in our ongoing MTSS and LCAP data and student success monitoring and Plan Do Study and Act cycles.</p>	<p>Identify CS initiative goals and measures of progress.</p>	<p>New or newly emphasized goals are identified. Progress towards those goals is assessed regularly as part of PDSA cycles.</p>
<p>Use the PDSA cycle to monitor and facilitate a continuous improvement cycle.</p>	<p>The Advisory Team will meet a minimum of six times a year to monitor the progress of CS goals and to calibrate the progress with the needs as identified by the Needs Assessment Process.</p> <p>The Advisory Team will develop regular needs assessment tools (surveys, interview questions, focus groups) to address the outcomes and next steps identified through the PDSA cycle.</p>	<p>Advisory PDSA reports will be made public throughout the school year to share data on the progress toward goals.</p> <p>Additional Needs Assessment steps will be taken regularly based on the above-mentioned report.</p>

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

Northern United - Humboldt Charter School
Community School Application
Artifacts Table of Contents

Attachement IV-a 1:Community School Planning Artifacts-Community Asset Mapping and Needs/Gap Analysis	2
Attachement IV-a 2:Student Needs Assessment Interviews	24

Northern United-Humboldt Charter School: Attachment IV-a1: Community School Planning Artifacts-Community Asset Mapping and Needs/Gap Analysis.

Northern United-Humboldt Charter School spent the planning phases of the CSPP grant meeting with staff, families, students, and community members to develop a comprehensive Asset Map and multiple- Needs Assessments for our school. We utilized the Community Asset Mapping from the National Center for Community Schools Resource Inventory and Assets and Needs Assessment Report and co-created our Needs Assessment tools for staff, students, caregivers, and community members. Needs Assessments were sent via Parent Square, Community School Advisory Committee, family engagement nights, parent-teacher conferences, and parent advisory committee. Asset Mapping and Needs/Gap Analysis results were shared during school board meetings, the NU-HCS website, School Newsletters, and Parent and Community Advisory Committee meetings. Below is our Community Schools Asset Map, Parent/Caregiver Needs Assessment 2022-23, 2023-24 school year, Staff Needs Assessment/Gaps Analysis, and our Community School Family Engagement Survey.

Northern United-Humboldt Charter School

Assets and Needs Assessment Report

Description of the Assets and Needs Assessment Process: This document compiles work started in spring 2023 and continued through a series of meetings, student focus groups, and interviews in autumn 2023. Participants in the Assets and Needs Assessment Process included the Northern United-Humboldt Charter Community Advisory Team, the NU-HCS Community Engagement Initiative Team, the NU-HCS Parent and Community Advisory Committee, and input from over 80 students in our schools.

Community School Pillar	List programs and services provided for each domain	Which services are our priorities for the future?	Who has the capacity to meet the unmet needs?	What can be done to continue addressing the gaps?
Integrated student support	<ul style="list-style-type: none"> -Reading and Math intervention -Special Education Programs -School Psychologist -School Counselor -Academic Counselor -Student Intervention Coordinator -Dental Van -Indian Action Council/Tutoring -Character Strong Curriculum -Break Spaces -Zen Den/Calm room 	<ul style="list-style-type: none"> -Continued social/emotional supports -Addressing gaps in Math and Reading post-COVID -Art specialist -Music teacher -Additional 1:1 tutoring 	<ul style="list-style-type: none"> -Reading and Math Intervention supports/specialists -Student Intervention Facilitators -Humboldt IPA Contracted services -Community School Coordinator -County Public Health 	<ul style="list-style-type: none"> -Reading and Math Intervention Programs -Social Emotional support through school counselors/school psychologists -Wrap-around mental health support from Humboldt IPA -Stipends for Staff Tutors

<p>Family and community engagement</p>	<ul style="list-style-type: none"> -Parent Advisory Council, ELAC, School Site Council, Student Leadership teams. -Family nights, IEPs, 504, SSTs, Parent/teacher conferences, Lunch on the Lawn, Assemblies, Classroom Volunteers -AmeriCorps Seniors Foster Grandparent Program -CS Advisory Group -CEI community school group/grant -Classroom volunteers -Humboldt Area Foundation Grants -McKinney Vento -Social Workers 	<ul style="list-style-type: none"> -Listening sessions(voices that aren't being heard) -Increased engagement across the board -Need for increased family attendance for PAC, CS Advisory Councils - 	<ul style="list-style-type: none"> -Local FRCs -The Community School Coordinator -Family and Community members -Local Rotary, businesses, local government 	<ul style="list-style-type: none"> -Prioritize ongoing collaboration with leadership teams, PAC, FRCs, and the SEL Team. -Open communication across school facilities, school-wide. -Increase family and community engagement. -Interpreters reaching out to families in their native language
---	--	---	--	--

<p>Collaborative leaderships and practices for educators and administrators</p>	<ul style="list-style-type: none"> -Restorative Practices Training -Implicit bias training -PBIS/MTSS -Community Schools Advisory Council/Team -SEL Team -SPED Team 	<ul style="list-style-type: none"> -School-wide Professional development -Opportunities to attend an array of conferences -Student focus groups 	<ul style="list-style-type: none"> -Northern United-Humboldt Charter School -Collaboration across school facilities -Community Schools Team -CEI Team -Parents/caregivers 	<ul style="list-style-type: none"> -Provide opportunities to collaborate school-wide and beyond -Use some CEI grant funding for parent/caregiver incentives for attending community events/school involvement -Invite local/dynamic speakers from the community to speak at events/committees
	<ul style="list-style-type: none"> -Ongoing PD and collaboration -Compassionate Systems -Character Strong Training -Student Leadership Teams -PAC members 			

**Extended learning
time and
opportunities**

<ul style="list-style-type: none"> -CTE pathways -ORBE (outdoor education program) -3D printing -Chess Club -Avid Tutoring -Lego Club -Enriching field trips to cultural sites, music, theater, nature, and the arts -Student leadership -Opportunities for students to travel (CEI, FFA/4H) 	<ul style="list-style-type: none"> -Additional afterschool activities/program -Before School programs -Music programs afterschool -Field trips out of county -Inviting professionals on campus 	<ul style="list-style-type: none"> -Afterschool programs -Before school programs -Enrichment classes -ORBE 	<ul style="list-style-type: none"> -Staffing for before/after school -Transportation assistance, bus passes, gas cards, carpooling
---	---	--	--

Form A: Applicant Info Sheet
2023–24 California Community Schools Partnership Program:
Implementation Grant, Cohort 3

Please complete the following:

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

LEA's County-District-School Code: 12101240137364

Primary Contact:

Name: Althea Jones
Title: Community School Coordinator
Phone: 707-599-4333
Email: ajones@nuarters.org

Secondary Contact:

Name: Shari Lovett
Title: Superintendent
Phone: 707-445-2660 Ext: 110
Email: slovett@nuarters.org

Fiscal Contact:

Name: Kelley Withers
Title: Chief Business Official
Phone: 707-445-2660 Ext: 130
Email: kwithers@nuarters.org

If applicable, as described in *California Education Code (EC) Section 8901(i)(2)*, if the LEA applicant is not a qualifying entity itself but is applying on behalf of schools that are qualifying entities, list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

Click or tap here to enter text.

If applicable, if the LEA is applying as part of a consortium, as described in *EC 8901(c)*, list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:

Click or tap here to enter text.

If applicable, list the cooperating agency (including county behavioral health agency, federal Head Start or Early Head Start program or other government-funded early childhood program or agency or childcare program or agency within a public institution of higher education), as described in *EC 8901(d)*, with which the LEA will partner:

Click or tap here to enter text.

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. As a condition of funding, I assure that the LEA applying for the CCSPP implementation grant will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *EC* sections 8900–8902; the California Community Schools Framework; the assurances, certifications, terms and conditions included in the Request for Applications; and the grant requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I am agreeing that my electronic signature is the legal equivalent of my manual signature on this Form and demonstrates my agreement to comply with all CCSPP application items (the 2023–24 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, Implementation Plan[s], Artifacts, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school site identified in Attachment I: CCSPP LEA and Site Participation Sheet has signed this form. Sign and date below.

LEA Name: Northern United-Humboldt Charter School

Shari Lovett	02/06/2024
_____ E-Signature of LEA Superintendent or Designee	_____ Date

School site 1 Name: Click or tap here to enter text.

Click or tap here to enter text	
_____ E-Signature of Site Principal	_____ Date

School site 2 Name: Click or tap here to enter text.

Click or tap here to enter text.	
_____ E-Signature of Site Principal	_____ Date

School site 3 Name: Click or tap here to enter text.

Click or tap here to enter text.	
_____ E-Signature of Site Principal	_____ Date

School site 4 Name: Click or tap here to enter text.

Click or tap here to enter text.	
_____ E-Signature of Site Principal	_____ Date

Form B: Project Abstract
**2024 California Community Schools Partnership Program
Implementation Grant Cohort 3**
Northern United-Humboldt Charter School Implementation Grant

Vision for the Project: Northern United-Humboldt Charter School (NU-HCS) is applying for the California Community Schools Partnership Program (CCSPP) to strengthen and solidify its current model of student-centered services and supports. NU-HCS envisions a school where parents, students, teachers, and administrators connect and align with the goal of providing students with a top-tier, innovative, and inclusive education. The vision is to be a school where every student is future-ready. In this community school, students will come first with the right to a personalized education. There will be a continuous cycle of improvement, which is essential for students' success. Each student's success is the shared responsibility of all educational partners.

In 2018, NU-HCS formally adopted the Multi-Tiered System of Support (MTSS) model, which aligns with the Community Schools (CS) model. Implementation was partly supported through the Public Charter Schools Grant Program (2019); funding was used to expand transportation services, art programs, and CTE courses. In the Fall of 2022, NU-HCS received a CDE Community Schools Planning Grant, which has supported the development of this plan. The 2024 Cohort 3 Implementation Grant will support Schoolwide Community School implementation, serving multiple school facilities with an unduplicated student count of 76.1%.

Implementation grant funding will allow NU-HCS to more comprehensively and strategically serve all students, increase student and family voice and engagement, improve school climate, deepen relationships with community partners, and strengthen extended learning and enrichment opportunities. The grant will allow us to build a school-wide CS model by funding a 1.0 FTE Community School Coordinator (CSC) to oversee implementation of strategies in a clear and systematic format across all our school sites, including home-based students, to support students and families. These funds will allow us to provide a 0.5 Community School Assistant to assist in implementing our vision. We will continue to build on the work we began in early 2022 to make our school a community hub for students/families and community members to grow, learn, and access community support, resources, and a place to build relationships.

We established three primary goals over the two-year planning process to actualize our vision through comprehensive needs assessments and gap analysis. We will enhance student well-being through integrated student supports and protective factors, expand and enrich learning time and opportunities, and strengthen school culture through active family and community engagement. We will do this by collaborating with community partners to address our students' and families' academic, behavioral, and social-emotional needs. Many from low-income households live far from school and have faced challenges in their prior districts/schools. Through these collaborative efforts, we want to create a positive, holistic school culture for the success and well-being of each student.

Description of Northern United-Humboldt Charter School: As an independent study school, NU-HCS understands that students learn differently and can learn outside a traditional classroom model. Founded in 2018, NU-HCS is Humboldt's exclusive countywide public charter School. NU-HCS has learning centers in Arcata, Willow Creek, Eureka, and Briceland, serving TK - Gr. 12 students. The learning centers will be part of the CS and are considered one school site. Students come to our facilities for direct instruction and in-person support, receive instruction virtually, or use a hybrid model. A deep understanding of our students is needed to see their needs. Since its beginnings, NU-HCS has taken a personalized approach to meeting students' needs. Parents and students meet with their teachers monthly to discuss academic progress. At NU-HCS, parents have always been active facilitators in their child's education.

Academic data shows NU-HCS has room to grow, and the CS program will support these efforts. NU-HCS has identified these academic areas to address:

- Renaissance Learning Star Assessment Data from the 2021-22 school year confirms that our students, on average, are underperforming compared to the state benchmark.
- Increase the number of students who score ready for college on the EAP.
- We also need to continue emphasizing concurrent enrollment for our students at the local community college.
- Increase A-G eligibility and AP courses.
- Our chronic absenteeism rate needs to decrease.
- Train new staff in PBIS/MTSS.
- While we have shown improvement in our graduation rate, we need to improve.

We have identified the following needs in addition to academic support:

- Mental health support (including counseling)
- Dental and physical healthcare access
- Computers and internet access in the home
- Basic hygiene supplies
- Healthy and consistent meals
- School supplies
- Increased access to outdoor recreation, art, and music
- Meaningful connections to caring adults within the community

As noted, in 2018, NU-HCS adopted MTSS (which aligns with the CS model) in a concerted effort to reverse poor academic and behavioral student outcomes and increase support for student's academic, social-emotional, and physical/mental health. In 2023, 17.1% of NU-HCS students were chronically absent. In 2022-23, 52.4% of students met or exceeded CAASPP/ELA standards, and 41.2% met or exceeded math standards. Post-COVID intervention support is critical for narrowing gaps in learning. Over the last two years in the planning process, parents, staff, and community members exchanged ideas about causes and solutions to identified needs. Their input revealed attendance, family engagement, academic performance, and students' socio-emotional behavior were areas of concern. Based on these findings, plans were created to:

- Address chronic absenteeism to reduce the risk of academic failure and close equity gaps.
- Improve family and community engagement by increasing the capacity of staff to

establish true partnerships by honoring the expertise and knowledge of family and community members and connecting through focus groups, family engagement nights, and one-on-one interviews to address our gaps and include previously unheard voices.

- Provide effective academic interventions, expanded learning time, and opportunities to close achievement gaps and expand and deepen learning time. This will make school more enjoyable and increase academic and beyond-academic outcomes, including improved student attendance and behavior, higher graduation rates, development of social, emotional, and leadership skills, and reduced involvement in juvenile crime.

- Improve school climate by increasing social/emotional/behavioral support for students to address trauma, including developing a culture of restorative practices and support, providing education for students to learn self-regulation, adopting culturally appropriate curriculum, and providing access to site-based mental health services.

In response, we expanded MTSS implementation using intensive individualized and targeted group interventions, including creating SEL-focused MTSS Tier 2 Student Support Teams. Teachers and staff have been trained in targeted SEL interventions through attending Character Strong training, PBIS, Compassionate Systems, and restorative practices. Additionally, NU-HCS purchased the Character Strong Curriculum to use schoolwide to address the needs of students' social-emotional learning. Other support systems include bus passes for students needing transportation, laptops, and hotspots to access their curriculum for independent study. Free breakfast and lunch, access to our newly created food pantry through Food for People, school supplies, backpacks, coats provided by our partnership with Coats for the Cold, shoes, and other winter clothing provided by grants from Humboldt Area Foundation. Our McKinney-Vento liaison offers extra support for homeless and foster students, like gas vouchers, clothing vouchers, mental health support, and referrals. Our CSC provides additional support for families who need help accessing quality dental care by partnering with Smile Humboldt, Dental Van, and the Tooth Program. Our new partnership with Humboldt IPA will provide students with needed mental health and case management services. With this grant, we aim to increase support services and expand learning opportunities, thus further reducing our students' barriers to education.

Information about programs and services to be provided/expanded: Current and potential programs and services must match identified needs and align with the LCAP, MTSS, the four CS Pillars, the four Key Conditions for Learning, and the Four Corner-stone Commitments. Moving forward, we will continue strengthening and systematizing the Community School approach and fostering the whole child to serve our students and the community better. In preparation for this application, the CS Coordinator and CS team met and reviewed the current services using the four pillars of community schools to classify/sort the different types of activities and supports:

Self-rating: 0 (not) to 5 (fully implemented)	NU-HCS
(1) Integrated support services	4
(2) Family and community engagement	3
(3) Expanded learning time & opportunities	3
(4) Collaborative leadership and practices	4

Althea Jones, ASW, PPSC, the NU-HCS Community Schools Coordinator, is already funded through the planning grant and will lead this program. She will sustain visioning, asset mapping/needs assessment, and collaborative strategic planning processes. The implementation grant will fully or partially fund two positions to enhance student services, strengthen relationships with community partners, leverage resources, oversee PD for all staff, and hold the overall vision for our Community School. Each site will have a CS team lead. The team lead will act as a school leader, providing student-centered coaching focusing on implementing MTSS, PBIS, and Restorative Practices in the classroom. The site leads will work with the CS Coordinator to promote collaboration and resource sharing between the school facilities and arrange professional development for staff.

We will also hire a Community School Assistant to work with the CSC and School Counselor. They will work closely with students, parents, and staff and serve as liaison between the school and community agencies. This will increase the accessibility of services and allow the current CS Coordinator additional time to support families and staff and provide direct mental health services to students. The CS Assistant will work to meet students' day-to-day social-emotional and behavioral needs. Finally, CCSPF funds will support wellness spaces at the elementary, middle, and high school levels by partnering with Humboldt IPA to provide wraparound services and case management.

- Integrated student supports: NU-HCS will continue to use and expand MTSS to meet students' needs and scaffold their in-class learning. When a child performs above or below standards, teachers are trained to provide instruction to keep students engaged in the curriculum while helping others approach academic standards.
- Social-emotional learning: NU-HCS will deepen PBIS/MTSS practices through PD and certification for all staff, including training to conduct whole child observations and trauma-informed instructional approaches to ensure students are known and supported.
- Academic support: We aim to expand data-driven instruction and academic support (using RTI to guide us) schoolwide. The CS Team, working with the teachers, the intervention coordinator, school psychologists, school social workers, behaviorists, and classified staff, will expand training and capacity building to successfully implement strategies to provide all students with powerful, culturally relevant instruction.
- Early childhood learning: NU-HCS is committed to ensuring all children enter school ready to learn. In conjunction with California's universal TK rollout, we are exploring with families how to best meet their needs. Next year, NU-HCS will expand from a TK-K class to one dedicated TK class. TK teachers utilize age-appropriate curriculum, administer early assessments, provide targeted interventions, and welcome families into their classrooms. The school psychologist and special education team work with teachers and families to identify and assess students as early as possible. They collaborate with county office special education staff to determine appropriate services for students with already identified disabilities to set them up for immediate school success.
- Expanded learning and enrichment: Unlike many independent study charter schools that do not mandate regular facility hours, NU-HCS keeps its facilities open daily to ensure students have ongoing access to essential support services,

opportunities to meet with teachers, and the option to partake in a high-quality meal program. Our commitment extends to all students, including those who are entirely home-based, providing the flexibility to engage with teachers Monday through Friday.

NU-HCS takes pride in offering extended learning opportunities after school through various clubs and classes. These include Chess Club, 3-D printing, Lego Club, and ceramics. Our commitment to enrichment extends to field trips exploring local cultural sites, arts, music, outdoor learning, and more throughout the school year.

As part of our holistic approach, NU-HCS is dedicated to expanding sports programs, currently featuring volleyball, basketball, track, cross-country, and soccer. Participation in local spelling bees, history day, county science fairs, and chess tournaments showcases our students' diverse talents. Additionally, our student leadership teams often meet after school and on weekends and actively contribute to volunteer and civic activities, fostering a sense of community engagement and responsibility.

Nutrition and physical health: Nutrition is a surefire strategy to support students' health and increase learning. Humboldt is plagued by food insecurity. During the pandemic, we had pick-up breakfast and lunch for all children and made home visits to ensure families had food. Since reopening, NU-HCS has expanded its commitment to student nutrition by participating in a food program, serving free breakfast and lunch to all students, and partnering with Food for People. This partnership provides emergency food supplies to families in need. We partner with Betty Kwan Chinn and local FRCs to provide food baskets and supplies over school breaks. The CS Advisory Team is working to support our recreation programs by coordinating swimming lessons for elementary students.

Describe the existing or planned initiatives that will transform the school:

NU-HCS will undertake activities that align with the four pillars of the California Community Schools framework.

- Integrated student supports
- Family and community engagement
- Collaborative leadership and Practices for educators and Administrators
- Extended learning time and opportunities

Our approach will enable healthy development, respond to student needs, and address learning barriers by offering mental and physical health support, access to basic needs, and creating additional learning opportunities outside the classroom. CS funds will allow us to hire additional mental health staff, coordinate services and referrals, and foster a sense of community connectedness. Being a Community School will allow us to serve more students, solidify partnerships, and provide more student support.

Since our founding, NU-HCS has taken a hands-on approach to meeting students' needs. Teachers have formed partnerships in the community to help students (like providing bus passes and dental services for students). We recognize this work cannot be done without the input of families and the community. We have established a wide range of partnerships to provide these services to students. Here are some examples of the partnerships NU-HCS has formed to serve its students and their families:

- Contract with a dental van and a dental hygienist to come to campus
- Collaboration with the HCOE for mental health

- Counseling referrals
- Partnership with HCOE to provide greenhouse space for hydroponics
- Partnership with HCOE to provide horticulture, CTE
- Partnerships with local recreation facilities, including Far North Climbing Gym, Eureka Municipal Tennis, Arcata Community Pool, Humboldt Crossfit, and local parks and recreation spaces
 - Partner with CalCourts to provide workout space, yoga classes, and weight training.
 - Partner with Jefferson Community Center/FRC for community kitchen/garden space
 - Contract with local therapists to provide therapy and behavioral health services

In addition to partnerships, NU-HCS already provides student/family supports, including:

- Extended school hours with a staff member present
- Laptop and hotspots for students without internet access
- Two meals at school per day
- Personal hygiene products (including menstrual products)
- Free Coats and shoes provided by Coats for the Cold
- Dental kits and oral healthcare information provided by Smile Humboldt
- Food bags/emergency food supplies from Food for People
- Parent classes taught by the Positive Discipline Association
- Family/community nights/events
- ORBE (Outdoor Resiliency Based Experiences) Program

NU-HCS is uniquely positioned to run a Community School, as it already provides many of the services and opportunities that support students and families. Since its inception, NU-HCS has offered extended school day hours. In addition to the many clubs and sports offered after school, home-based independent study teachers meet after hours and, if needed, on the weekends to support students' academic learning. NU-HCS provides wrap-around services to students by offering counseling, transportation vouchers, home visits, meals, and access to healthcare. NU-HCS staff can respond quickly to the needs they see because of NU-HCS partnerships with local healthcare providers, counseling centers, and other community providers.

However, to fully meet the vision of our Community School, NU-HCS will undertake the following new activities:

- NU-HCS will hire a Community School Assistant to coordinate, inform, and offer
 - wrap round services to students, such as transportation, mental health services, and family support
 - Additional resiliency and outdoor teamwork courses with a dedicated staff person to run the program and new equipment
 - Family counseling services hosted at the school facilities
 - Increasing awareness of programs and services offered by the school counselor
 - Social/emotional support training for school staff to better serve students
 - Expand music, art, and cultural programs across the school
 - Increased opportunities for meaningful volunteer work, student training, and civic

opportunities.

The above activities will allow NU-HCS to expand services and help students and families thrive. NU-HCS believes caring for the whole family improves educational outcomes for the students and is a critical component of the CS Framework.

Planning and Community Engagement: Parent involvement is critical to the success of an independent study school, and our parents must meet with their children's teachers monthly at a minimum. Parents serve on the School Board and are invited to all Board meetings. Zoom is also available to make these meetings accessible to working parents. Our parents are more involved than those in a traditional school setting. They are active participants in our Parent Advisory Council (PAC). Students have many opportunities to address specific academic, social, or emotional needs. However, we aim to improve community and parent involvement. We envision our community school as one where parents interact with their children and receive exceptional services (such as family counseling).

Parent and school climate surveys are distributed annually to solicit feedback on the educational experience at NU-HCS. These surveys are reviewed, and follow-up items are discussed at the next board meeting. These surveys are also distributed to students. In addition, staff members are surveyed annually better to understand the needs of the teachers and staff. The school hosts monthly school-wide staff meetings with school administration to solicit feedback. In addition, school staff are surveyed to learn more about their needs as they interact with students.

With CCSPP funds, NU-HCS will expand our CS Advisory Council to guide community school implementation. The Advisory Council includes teachers, staff, parents, students, and representatives from other school committees, the Family Resource Center (FRC), and Community Partners. NU-HCS has many ways to communicate with the community, including social media, parent-teacher conferences, Parent Square, outreach from the SEL team and CS Team, and school events, but these can be improved. CS staff will increase family engagement nights, offer parenting support classes, and conduct one-on-one interviews with families who are reluctant to participate. We will continue partnering with Jefferson and Marshal FRCs, HCOE for Building and Construction Tech, Horticulture, and Mental Health CTE pathway, and other community partners to expand events (i.e., Music program nights, Pride events, Family Movie Nights) that bring the community together at school. These partnerships increase access to community resources (CalFresh, dental van services, housing assistance). These efforts will ensure culturally responsive engagement, stronger MTSS, PBIS, SEL, and restorative practices, and consistent and equitable information sharing with the community.

NU-HCS will expand PD. While our school community has firmly committed to equity, improving this area requires diligence. Many staff already participate in ongoing training in implicit bias, microaggressions, culturally sensitive curriculum, Compassionate Systems, and restorative practices. School staff will attend PD sessions facilitated by community partners focused on creating inclusive and equitable school settings.

Ongoing reflection, assessment, and continuous improvement: One of the critical

elements of our CS implementation strategy will be to retain our community school coordinator, Althea Jones, ASW, PPSC, who has been trained and has been working with the Community School Framework under our current CS Planning Grant. The community school coordinator will conduct ongoing outreach to students, families, and community partners to ensure that community school initiatives are based on the demonstrated needs of our students and families.

To ensure data-informed decision-making and continuous improvement, we will continue to partner with HCOE and the R-TAC to support ongoing, collaborative assessment of our CS approach. NU-HCS is committed to utilizing improvement science to maximize outcomes for students. To measure CS success, we will consider indicators beyond test scores, including attendance, suspensions, health and wellness, and social/emotional benefits, utilizing tools like the California Healthy Kids Survey, Family Engagement Surveys, Character Strong/SEL Surveys, and staff surveys in addition to the data gathered during focus groups and one-on-one interviews. We will develop a longitudinal tool that will follow students from TK throughout their high-school experiences, including end-of-the-year exit interviews/assessments.

Other factors that demonstrate need: Humboldt experiences high rates of poverty, unemployment, food insecurity, domestic violence, and substance abuse due to limited resources and high community rates of intergenerational trauma. A vital measure of the difficulties children face is Adverse Childhood Experiences (ACEs). Humboldt has California's highest ACEs rate: 30.8% of adults report experiencing four or more ACEs versus 13% statewide and 11% nationally. Native American, immigrant, and low-income families are particularly prone to ACEs.

Community Partners: In our remote area, partnerships are crucial to bringing services and support to students and families. NU-HCS has close working relationships with the Jefferson Family Resource Center, Humboldt Independent Practitioners Association (IPA) Wellness Center, Humboldt County Office of Education, Humboldt Sponsors-mini grants (swimming, clothing/food, sports/recreation), Humboldt Bridges to Success, Humboldt-Del Norte SELPA, Queer Humboldt, Community Engagement Initiative (CEI) grant, multiple-grants through Humboldt Area Foundation, Betty Kwan Chinn Homeless Foundation, Coats for the Cold, Smile Humboldt, Dental Van, and Food for People. Please see the implementation plan for a more in-depth description of our partnerships.

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 6.

DISCUSSION ITEMS

Subject:

6.2 NU-SCS California Community School Partnership Program Implementation Grant

Action Requested:

None

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

In February 2024, we applied for the Community School Implementation grant. By June we were notified that we received the grant. The grant application is attached for your review and it is also posted on the school website.

Fiscal Implications:

\$712,500

Contact Person/s: Shari Lovett

CCSPP - LEA and Site Participation Sheet Instructions

California Department of Education

November 2023

PURPOSE

The California Community Schools Partnership Program (CCSPP) LEA and Site Participation Sheet lists all the proposed local educational agency (LEA) and school sites planned to be included in the CCSPP Implementation Grant project.

DOCUMENT INSTRUCTIONS

The Site Participation Sheet requires completion of the following worksheet tabs:

1) LEA Information; and 2) School Information.

1. LEA Information: Enter the following information: 1) LEA Name; and 2) Applicant LEA County and District Code. List the applying/lead LEA first followed by the other LEA partners.

2. School Information: Enter the following information: 1) The School Site Name; and 2) School Site LEA County-District-School (CDS) Code.

DOCUMENT SUBMISSION

Email original to the California Department of Education (CDE). For questions regarding this report, email the CDE Community Schools Office at:

CCSPP@cde.ca.gov

CCSPP Attachment II: Budget Worksheet - Instructions

California Department of Education - November 2023

PURPOSE

The California Community Schools Partnership Program (CCSPP) Budget Worksheet is for the CCSPP Implementation Grant, Cohort 3 application.

DOCUMENT INSTRUCTIONS

The Budget Worksheet requires completion of the following worksheet tabs:

1) Applicant Information; 2) Contact Information; 4) Year 1; 5) Year 2; 6) Year 3; 7) Year 4; and 8) Year 5.

1. Applicant Information: Enter the following information: 1) Grantee Local Educational Agency (LEA) Name; 2) Grantee LEA County-District-School (CDS) Code (e.g., 12-12345-1234567); and 3) Total Grant Award Amount.

When all information is complete in all tabs, obtain the Superintendent, or authorized designee's, approval and signature by completing the following: 12)

Enter the name and title; 13) Enter the signature of the individual listed in the previous step,* and 14) Provide the date of approval/signature.

*If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this Excel document with the PDF signature page together. Note: Applicant Information will auto populate on all other worksheets.

2. Contact Information: Enter the following information under SECTION 1: 1) Program Contact Name; 2) Program Contact Title; 3) Program Contact Phone Number; 4) Program Contact Email Address; 5) Fiscal Contact Name; 6) Fiscal Contact Title; 7) Fiscal Contact Phone Number; and 8) Fiscal Contact Email Address.

3. Budget Summary: Program information will auto-populate from the Applicant Information tab. Budget information will auto-populate from the annual budget worksheets (Year 1 thru 5 Budget Worksheets).

4. Year 1: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, administrative (admin) reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

5. Year 2: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

6. Year 3: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

7. Year 4: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

8. Year 5: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

DOCUMENT SUBMISSION

Submit signed original, or questions regarding this report, to the California Department of Education (CDE) Community Schools Office email at:

CCSPP@cde.ca.gov

Applicant Information

Note: By signing, the Superintendent, or designee, is approving the proposed budget for the CCSPP Implementation Grant application.

If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this Excel document with the PDF signature page together.

Field Names	Applicant Information Fields
Program:	CCSPP Implementation Grant, Cohort 3
Application Year:	2023-24
LEA Name:	Northern United Siskiyou Charter School
LEA CDS Code:	47 10470 0137372
Total Requested Amount:	\$712,500
Superintendent's, or designee's, Printed Name and Title:	Shari Lovett
Superintendent's, or designee's, Signature:	
Approval Date:	1/22/2024

Contact Information

Program:	CCSPP Implementation Grant, Cohort 3
Application Year:	2023-24
LEA Name:	Northern United Siskiyou Charter School
LEA CDS Code:	47 10470 0137372
Total Requested Amount:	712500
Section 1 - Field Names	Contact Information Entry Fields
Program Contact Name:	Shari Lovett
Program Contact Title:	Director
Program Contact Phone Number:	707-445-2660 Ext 110
Program Contact Email:	slovett@nuarters.org
Fiscal Contact Name:	Kelley Withers
Fiscal Contact Title:	CBO
Fiscal Contact Phone Number:	707-445-2660 Ext 130
Fiscal Contact Email:	kwithers@nuarters.org

Program Budget Summary

Information on the worksheet will autopopulate based on the data entered in the Year 1 thru 5 budget worksheets.

Program: CCSPP Implementation Grant, Cohort 3
Application Year: 2023-24
LEA Name: Northern United Siskiyou Charter School
LEA CDS Code: 47 10470 0137372
Total Requested Amount: 712500

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Grant Total	Total Match	Percent Match
1000	Certificated Personnel Salaries	\$80,990.00	\$82,590.00	\$84,190.00	\$85,790.00	\$78,570.00	\$412,130.00	\$192,570.00	N/A
2000	Classified Personnel Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	N/A
3000	Employee Benefits	\$29,537.00	\$30,737.00	\$31,937.00	\$33,137.00	\$28,975.00	\$154,567.00	\$95,349.00	N/A
4000	Books and Supplies	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$660.00	\$10,660.00	\$0.00	N/A
5000	Services and Other Operating Expenditures	\$31,246.00	\$28,446.00	\$25,588.00	\$22,682.00	\$0.00	\$107,940.00	\$0.00	N/A
6000	Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	N/A
N/A	Total Direct Costs	\$144,273.00	\$144,273.00	\$144,273.00	\$144,273.00	\$108,205.00	\$685,297.00	\$287,919.00	42.01%
7000	Indirect Rate	\$5,727.00	\$5,727.00	\$5,727.00	\$5,727.00	\$4,295.00	\$27,202.99	\$0.00	N/A
N/A	Total Budget & Expenditures	\$150,000.00	\$150,000.00	\$150,000.00	\$150,000.00	\$112,500.00	\$712,499.99	\$287,919.00	40.41%

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Year 1 - Budget (July 1, 2024 - June 30, 2025)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Northern United Siskiyou Charter School

LEA CDS Code: 47 10470 0137372

Total Requested Amount: 712500

Object Code	Line Detail and Narrative <small>(Include a detailed justification and break down of cost for each expenditure category for complete financial reporting)</small>	Proposed Costs - School Title	Proposed Costs - Federal Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 0.8 FTE Community School Coordinator	39,816.00	4,424.00	0.00	44,240.00	0.00	0.00	0.00
1000	Salary for a 0.5 FTE Counselor	36,750.00	0.00	0.00	36,750.00	0.00	0.00	0.00
1000	Salary for 0.5 FTE Counselor	0.00	0.00	0.00	0.00	36,750.00	0.00	36,750.00
3000	Statutory Benefits associated with Community School Coordinator including STRS, retirement and Health and Welfare	8,432.00	944.00	0.00	9,436.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	20,101.00	0.00	0.00	20,101.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	20,101.00	0.00	0.00
4000	Supplies for ORBE Program	2,500.00	0.00	0.00	2,500.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences, Contracted Services for ORBE Program	31,246.00	0.00	0.00	31,246.00	0.00	0.00	0.00
Total Direct Costs	N/A	138,905.00	5,368.00	0.00	144,273.00	56,851.00	0.00	56,851.00
7000 Indirect		3.97%	5,513.89	213.11	5,727.00	0.00	0.00	0.00
Total Budget	N/A	144,418.89	5,581.11	0.00	150,000.00	56,851.00	0.00	56,851.00

Year 2 - Budget (July 1, 2025 - June 30, 2026)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPF has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Siskiyou Charter School
 LEA CDS Code: 47 10470 0137372
 Total Requested Amount: 712500

Object Code	Line Detail and Narrative (Provide a unique justification and description for each expenditure. Include the school(s) the costs represent.)	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 0.5 FTE Community School Coordinator	41,298.00		4,564.00	45,862.00	0.00	0.00	0.00
1000	Salary for a 0.5 FTE Counselor	36,750.00		0.00	36,750.00	0.00	0.00	0.00
1000	Salary for 0.5 FTE Counselor				0.00	36,750.00	0.00	36,750.00
3000	Statutory Benefits associated with Community School Coordinator including STRS retirement and Health and Welfare	8,800.00		978.00	9,778.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	20,968.00		0.00	20,968.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00		0.00	0.00	20,968.00	0.00	20,968.00
4000	Supplies for ORBE Program	2,500.00		0.00	2,500.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences, Contracted Services for ORBE Program	28,446.00		0.00	28,446.00	0.00	0.00	0.00
N/A	Total Direct Costs	134,711.00		5,542.00	140,253.00	57,708.00	0.00	57,708.00
7000 Indirect		3.97%	5,506.19	220.81	5,727.00	0.00	0.00	0.00
N/A	Total Budget	140,217.19		5,762.81	146,000.00	57,708.00	0.00	57,708.00

Year 3 - Budget (July 1, 2026 - June 30, 2027)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Northern United Siskiyou Charter School

LEA CDS Code: 47 10470 0137372

Total Requested Amount: 712500

Object Code	Line Detail and Description (Provide a detailed justification and breakdown of the amount for each expenditure. Indicate the school(s) and grade(s) impacted.)	Proposed Costs - School Site	Proposed Costs - Adult Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 0.8 FTE Community School Coordinator	42,898.00	4,744.00	0.00	47,642.00	0.00	0.00	0.00
1000	Salary for a 0.5 FTE Counselor	36,750.00	0.00	0.00	36,750.00	0.00	0.00	0.00
1000	Salary for 0.5 FTE Counselor	0.00	0.00	0.00	0.00	36,750.00	0.00	36,750.00
3000	Statutory Benefits associated with Community School Coordinator including STRS Retirement and Health and Welfare	9,107.00	1,012.00	0.00	10,119.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	21,878.00	0.00	0.00	21,878.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	21,878.00	0.00	21,878.00
4000	Supplies for ORBE Program	2,500.00	0.00	0.00	2,500.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences. Contracted Services for ORBE Program	25,586.00	0.00	0.00	25,586.00	0.00	0.00	0.00
N/A	Total Direct Costs	138,617.00	6,756.00	0.00	144,273.00	58,628.00	0.00	58,628.00
7000 Indirect		3.97%	5,498.48	228.51	5,727.00	0.00	0.00	0.00
N/A	Total Budget	144,015.48	6,984.51	0.00	150,000.00	58,628.00	0.00	58,628.00

Year 4 - Budget (July 1, 2027 - June 30, 2028)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPF has a 1/3 (33 percent) match requirement.

Program: CCSPF Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Sakjyou Charter School
 LEA CDS Code: 47 10470 0137372
 Total Requested Amount: 712000

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown of costs for each expenditure. Indicate the school(s) the cost is supporting.)	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 0.8 FTE Community School Coordinator	44,136.00	4,304.00	0.00	48,440.00	0.00	0.00	0.00
1000	Salary for a 0.5 FTE Counselor	36,750.00	0.00	0.00	36,750.00	0.00	0.00	0.00
1000	Salary for 0.5 FTE Counselor	0.00	0.00	0.00	0.00	36,750.00	0.00	36,750.00
3000	Statutory Benefits associated with Community School Coordinator including STRS retirement and Health and Welfare	9,414.00	1,045.00	0.00	10,460.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	22,861.00	0.00	0.00	22,861.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	22,861.00	0.00	22,861.00
4000	Supplies for ORBE Program	2,500.00	0.00	0.00	2,500.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences, Contracted Services for ORBE Program	22,662.00	0.00	0.00	22,662.00	0.00	0.00	0.00
N/A	Total Direct Costs	133,323.00	5,350.00	0.00	144,273.00	36,750.00	0.00	36,750.00
7000 Indirect		3.97%	5,490.78	236.22	5,727.00	0.00	0.00	0.00
N/A	Total Budget:	143,813.78	6,186.22	0.00	150,000.00	36,750.00	0.00	36,750.00

Year 5 - Budget (July 1, 2028 - June 30, 2029)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPF has a 1/3 (33 percent) match requirement.

Program: CCSPF Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Northern United Siskiyou Charter School

LEA CDS Code: 47 10470 0137372

Total Requested Amount: 712500

Object Code	Line Detail and Narrative (Provide a detailed description of each expenditure activity (including any sub-accounts))	Proposed Costs - Fund Title	Proposed Costs - Funds Reversals	Proposed Costs Admin Reserve (Direct services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 0.8 FTE Community School Coordinator	45,576.00	5,064.00	0.00	50,640.00	0.00	0.00	0.00
1000	Salary for a 0.38 FTE Counselor	27,930.00	0.00	0.00	27,930.00	0.00	0.00	0.00
1000	Salary for 0.82 FTE Counselor	0.00	0.00	0.00	0.00	45,570.00	0.00	45,570.00
3000	Statutory Benefits associated with Community School Coordinator including STRS Retirement and Health and Welfare	9,721.00	1,081.00	0.00	10,802.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	18,173.00	0.00	0.00	18,173.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	29,651.00	0.00	29,651.00
4000	Supplies for ORBE Program	660.00	0.00	0.00	660.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences, Contracted Services for ORBE Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00
N/A	Total Direct Costs	102,000.00	6,145.00	0.00	108,205.00	75,221.00	0.00	75,221.00
7000 Indirect		3.97%	4,051.04	243.96	4,295.00	0.00	0.00	0.00
N/A	Total Budget	106,111.04	6,388.96	0.00	112,500.00	75,221.00	0.00	75,221.00



Northern United - Siskiyou Charter School

Attachment III: Implementation Plan Table of Contents

Northern United - Siskiyou Charter School Community School
Implementation Grant Visionpage 2

Response to the Scoring Criteriapage 3

- Core Commitments
- Needs and Assets
- Measurable Goals and Activities
- Key Staff

Implementation Plan Templatepage 12

Northern United - Siskiyou Charter School's Community School Implementation Grant Vision -

Northern United-Siskiyou Charter School is applying to the California Community Schools Partnership Program Implementation grant to strengthen and solidify its current model of student-centered, whole-child services and supports. NU-SCS envisions a school where parents, students, teachers, administrators and community partners are connected and aligned with the shared goal of providing students and their families with a top-tier, innovative, and inclusive education, with wrap-around mental health support through partnerships. As we planned for our Community School, the vision that we co-created, with a diversity of educational partners, is one wherein every student is surrounded with numerous supports that address academic, physical and mental health needs. To support our vision we have detailed a roadmap to our success, which includes hiring key supportive staff, increasing engagement strategies with educational partners, building programs and community partners that will empower and increase student success and well-being.

Through Northern United - Siskiyou Charter School's two-year collaborative planning process, which included a deep Needs and Assets Assessment, building a Community School Advisory Team, holding 10 community school meetings and engagements, we have developed three main goals.

Individually, these three goals represent strategies, together, they are transformative for our rural charter school.

Goal 1 - To Enhance student well-being through concrete supports and protective factors.

Goal 2 - To foster student, family and community engagement through enhanced physical health and enriching experiences.

Goal 3 - Strengthening and empowering school culture and relationship centered spaces through student, family and community engagement.

Response to the Scoring Criteria-

Our alignment with Cornerstone Commitments

A Commitment to Assets-Driven and Strength-Based Practices:

As an independent study charter school Northern United - Siskiyou Charter School, by nature has close relationships with our students and their families, we already know that they are one of our biggest assets. As we build our community school we will further lean into this collective wisdom and diverse experiences that make up our students and their families. This will look like putting together the supports to create more opportunities for students and families to share and engage. To explicitly invite in and build our community school around physical, emotional and mental health supports that are integrated, accessible and culturally fluent. We will build upon our existing Mosaic program, a program which brings in members of the community, parents, guardians, staff and students to share and teach their expertise, share culture, passions and facilitate group projects. This program is a testament to strength-based practices and we plan to increase the scope of this program, which is currently available to elementary students at one of our learning centers.

We know that assets not only lie with our students and their families, but with our great community. In alignment with our LCAP goals, our school is committed to creating deeper and more relevant community engagement. In 2023, Northern United - Siskiyou Charter School also applied to be a part of California's Community Engagement Initiative, Cohort IV. Our CEI Team makes up a diversity of members: students, parents, staff, administrators, community members and community partners. This two year program will support our school's commitment to making sure we are elevating all voices, that we're developing meaningful and inclusive engagement, that the table is round and that we're all around it. As our CEI team does a deep dive into learning how to build capacity, support and engagement best practices we see alignment with our community school vision and are excited about the future.

A Commitment to Racially Just and Restorative School Climates:

Our school is committed to looking at ways we can better serve our students, families and staff, by becoming more rooted in restorative justice practices. In the planning phase of our community school grant we had 58% of our teaching staff trained in restorative justice practices. We are committed to finding ways to restore and learn, rather than succumb to punitive practices that are exclusionary and void of growth. We are using our restorative justice training to look at our missing assignment policy (MAP) meetings, to guide us in how we can better meet the needs of students who are at risk of getting dropped from our program, which is based on work completion, not attendance. We are asking students and parents more about their needs, outside of academic support. We are linking students and families with mental health supports as needed, as part of these MAP meetings and we are already seeing the results in increased well being and the ripple effect in their work completion.

A Commitment to Powerful, Culturally Proficient and Relevant Instruction:

Our school is driven by personalized learning and the power to lean into our community to create learning opportunities. We know the classroom is all around us and often the most relevant learning happens in environments that are hands-on, that center around our community and are collaborative. We offer three Career and Technical Education Pathways: Sustainable Agriculture, Digital and Media

Arts and Manufacturing. Through these classes, students learn hand-on skills that translate to trade schools. These classes also work closely with the community, College of the Siskiyous and business to help bring students out of the classroom, into the workforce and new opportunities. We know experiential learning roots us further in our community, builds understanding and empowerment.

A Commitment to Shared Decision Making and Participatory Practices:

We prioritize building a Community School, built by and for our students, families, staff and community, that betters itself through shared power and decision making, through participatory practices and with an ever-present focus on a continuous cycle of improvement. In our commitment to this practice, we developed a diverse Community School Advisory Team, where students, parents, staff, and community partners. We brought as many educational patterns as possible to the table to co-create our vision for what our Community School could be. As a team we analyzed and added to the data collected from our school wide Needs and Assets Assessment.

Active community partners that we have been so lucky to partner with and deepen our collaborative potential are: Siskiyou County Office of Education, Siskiyou First 5, Yreka Library, Yreka Historical Society and Geological Society and Maagic Mountain Goat Farm. Representatives from each of these organizations are on our Community School Advisory Team and play an active role in planning, development and our commitment to continuous improvement.

Northern United - Siskiyou Charter School also joined California's Community Engagement Initiative Cohort IV. Our CEI Team makes up a diversity of members: students, parents, staff, administrators, community members and community partners. As a school we are committed to making sure we are elevating all voices, that we're developing meaningful and inclusive engagement, that the table is round and that we're all around it. As our CEI team does a deep dive into learning how to build capacity, support and engagement best practices we see alignment with our community school vision and are excited about the future.

Needs and Assets

The Community School planning process was a wonderful opportunity for Northern United - Siskiyou Charter School to learn and to be humbled by in the initial stage of beginning to bring everyone to the table in asking what our Community School vision could be and what our school's needs and assets are. Through the initial phase of the Needs and Assets Assessment we learned a lot from those we surveyed. The feedback that we heard has greatly informed our practices and has sculpted our Community School vision. The real data of the Needs and Assets Assessment showed us where our strengths lie and how we can better meet the needs of our students, their families and our staff in a whole and complete way, academically, physically and mentally.

We began the planning process by firstly having our newly formed and diverse Community School Advisory Team read and amend the first drafts of our Needs and Assets Assessment. It was important for us to build trust, shared decision making and participatory practices through this first step of building our community school. We also wanted to ensure we were asking poignant and relevant questions that reflected student, parent and staff experience, culture and values. We wanted these questions to align with the Community School Framework and Overarching Values. We then conducted this survey largely through Google Forms. We layered in additional one-on-one

discussions with different student groups and worked to build momentum at parent engagement nights.

In preparation for the implementation phase of our Community School, our Advisory Team analyzed the data from our Needs and Assets Assessment. The goal was to identify existing gaps and to identify missing voices in establishing goals and a vision for our Community School. In the Implementation process, we plan to dive deeper into the practice of engagement, to ensure that everyone’s voice is heard and are a collaborative part of building our unique Community School. To further our understanding, we will continue to gather additional data through various means, including listening sessions, empathy interviews, establishing and supporting student leadership teams, establishing and supporting parent advisory groups, ongoing assessments, direct phone calls and home visits. This data will be shared and reviewed by as many stakeholders as possible, as part of our Community School planning process. Our Community Schools Team will continue to meet and share findings and visioning with the greater school, to receive feedback and promote continuous improvement. At our learning centers, we plan to support a diversity of efforts to engage all groups at our school: students, parents, staff and community members in the process of collaboratively creating a network of identified needs and support systems.

In tandem with the Needs and Assets Assessment, we developed an Assets Map, where we detailed our current community partners and identified gaps in services. We realized that the gaps in our Assets Map of community partners, aligned with the identified needs of our students, families and staff, highlighting the power of this work! From these gaps and identified needs our Community School Advisory Team collectively established our Community School goals and outcomes. These goals and objectives can be found on page 13 of the Implementation Plan Template - Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

Measurable Goals and Activities -

Collaborative Leadership and Shared Power Structure Goals and Activities.

To read a detailed description of Northern United - Siskiyou Charter School system of shared governance and site-level leadership structure for our community school, see page 23 of the Implementation Plan Template - Strategy 3: Collaborative Leadership.

<p>Goal #1: Maintain Community School Advisory Team diversity, frequency of meetings and emphasis on shared power and elevating all voices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Add and retain diverse membership of the Community School Advisory Team. Team members represent school administrators, staff, students, parents/guardians, community members and community partners. • Stay focused on shared purpose and goals within the Implementation grant.
--	---

	<ul style="list-style-type: none"> ● Honor shared power structure and create space for all voices. ● Participate in an ongoing cycle of continuous improvement. ● Share Community School Team work and provide a clear process for input and feedback for continuous improvement. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Organizing frequent meetings 4-6 in a school year. ● Meetings are rooted in shared power, they are co-organized and co-led by different team members. ● Number of Community School Advisory Team members, measuring growth and retention. ● Annually conducting school-wide Needs and Assets Assessment to gauge needs and gaps. ● Increase MOU and partnerships with community partners.
<p>Goal #2: Increase family and student participation, shared power opportunities and elevate parent/guardian and student voices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Students actively recruited to participate in Community School, student leadership and schoolwide meetings. ● Students and parents/guardians provided with meaningful opportunities to give input and participate in decision making and school policies. ● Develop an efficient process for student feedback and input. Present finding to the school board. ● Increase student and parent/guardian involvement in school wide meetings: Community School and LCAP. ● Develop and support student leadership and student government opportunities for all students. ● Develop and support parent/guardian leadership opportunities through parent volunteer and engagement group. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Number of students and parents involved in school teams. ● Number of opportunities for students and parents/guardians to lead and be part of decision making processes.

	<ul style="list-style-type: none"> • Participation in student government. • Participation in parent/guardian engagement and volunteer group.
--	--

Policy and Initiative Alignment Goals and Activities:

<p>Goal:</p> <p>Northern United - Siskiyou Charter School will increase stakeholder engagement and maintain a positive school culture.</p> <p>*Community School goal aligns with Goal #3 of LCAP.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Community School and LCAP goals and actions are aligned and integrated. • Student and parent/guardian engagement and increased participation in Community School Advisory Team, Student Government, Parent Advisory Committee, WASC and LCAP. • Structured opportunities and increase number of participants show give input and voice in decision making processes. • Provide a continuum of supports: mental health, PBIS, counseling and social work services. • Maintain Community School Coordinator position. <p>Measure of Progress:</p> <ul style="list-style-type: none"> • Increase positive results with Parent Engagement Survey. • Increase positive results with School Climate Survey
<p>Goal:</p> <p>Northern United - Siskiyou Charter School will increase social and emotional supports to improve student outcomes.</p> <p>Community School goal that aligns with Whole Child Resource Map Priorities 4 (Student Achievement), 6 (School Climate) and 8 (Student Outcomes) and LCAP Highlights:</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Community School and LCAP goals and actions are aligned and integrated. • Increase FTE for academic counselor. • Build Outdoor Resilience Building Experience - ORBE program. <p>Measure of Progress:</p> <ul style="list-style-type: none"> • Percentage of staff PBIS trained • Number of students participating in life coaching and ORBE classes.

Strategic Community Partnerships Goals and Activities:

To read a detailed description of Northern United - Siskiyou Charter School's established and planned partnerships, see page 29 of the Implementation Plan Template - Strategy 6: Strategic Community Partnerships.

Goals	Action Steps
Northern United - Siskiyou Charter will maintain and strengthen relationships with existing community partners.	<ul style="list-style-type: none"> ● Identify priorities of needs from needs and asset assessment data. ● Refine and add to Asset Map. ● Foster relationships and write MOUs with community partners.
Northern United - Siskiyou Charter School will build new community partners based on needs and asset survey data.	<ul style="list-style-type: none"> ● Foster relationships and write MOUs with new community school partners
Bring community partners to the table through involvement with Community School Advisory Team and Community Engagement Initiative Team	<ul style="list-style-type: none"> ● Grow and maintain community partnership representation at school visioning and planning groups.

Professional Learning Goals and Activities:

<p>Goals:</p> <p>Increase the capacity of staff to recognize and care for students' mental health needs.</p> <p>*Need Identified through staff reflections on Needs and Assets Assessment survey.</p>	<p>Action Steps-</p> <ul style="list-style-type: none"> ● Provide social/emotional training for staff. ● Provide training in culturally-affirming, relevant curriculum development. ● Provide training in counseling services that are available. ● Provide Restorative Justice training. ● Provide training on empathy interviews for all staff. To further support teacher in support student and families and build relationship-centered spaces. ● Staff who attend trainings are given space to share best practices at staff meetings. <p>Measure of Progress-</p> <ul style="list-style-type: none"> ● Increase staff participation in Professional Development training in Restorative Justice, SEL and empathy interviews. ● Families and students identify an increase of supports provided by staff and feel more seen, as reflected in annual Needs and Assets Assessment.

<p>Goals:</p> <p>Continue Community School education and best practices</p>	<p>Action Steps -</p> <ul style="list-style-type: none"> ● Have Community School Coordinator and interested staff and partners participate in state Community School Conferences ● Create leadership opportunities for students and their parents/guardians. ● Foster Collaborative learning environments. ● Engage families in the learning process. <p>Measure of Progress-</p> <ul style="list-style-type: none"> ● Number of Community School Conferences attended by key staff. ● Number of leadership opportunities for students and families.
--	--

Centering Community-Based, Culturally Proficient and Relevant Instruction Goals and Activities:

Goals	Action Steps
<p>Adopt standards-based and culturally-affirming and relevant curriculum</p>	<ul style="list-style-type: none"> ● Adopt new social studies, ELA and science curriculum for the middle school program. In alignment with LCAP goal #2. ● Purchase K-8 standards-based Art curriculum. In alignment with LCAP goal #2. ● Adopt Native American Studies Model Curriculum (NASMC). Community School Coordinator will support all teachers in integrating new CA curriculum and will do so with the support of students.
<p>Provide training and supports for Next Generation Science Standards and Ethnic Studies</p>	<ul style="list-style-type: none"> ● Support staff where training is needed to support robust and vibrant programs.
<p>Increase quality engagement and learn best practices</p>	<ul style="list-style-type: none"> ● Continue to actively learn from and support our Community Engagement Initiative cohort IV team. ● Continue an emphasis of diversity on our Community School Advisory Team.
<p>Develop Outdoor Resiliency Building Experiences (ORBE) Program</p>	<ul style="list-style-type: none"> ● Establish ORBE program, targeted to all students at both centers. ● Build pivotal community partnerships to help support ORBE program and outdoor activities. ● Get teachers trained in Outdoor Education, to ORBE into everyday teaching practices. ● Purchase materials and curriculum to support ORBE program development.

Progress Monitoring, Possibility Thinking and Continuous Improvement Goals and Activities:

Goals	Action Steps	Outcome/Indicators
<p>Academic Progress</p> <p>*As reflected in our LCAP and Community School Goals</p>	<ul style="list-style-type: none"> ● Provide trained tutors. ● Increase FTE of Academic counselor. ● Increase supports and strategies provided at MAP (missing assignment meetings), to reduce number of dropped students. 	<ul style="list-style-type: none"> ● School Attendance Rates ● Reduce chronic absentee rates ● Increase proficiency scores in ELA and Math ● Increase High School Graduation rates
<p>Student Supports</p> <p>*As reflected in our LCAP and Community School goals.</p>	<ul style="list-style-type: none"> ● Provide staff training for SEL, resiliency training and Restorative Justice programs ● Facilitate outdoor team-building and resiliency activities ● Provide transportation service ● Improve school climate ● Mental Health supports 	<ul style="list-style-type: none"> ● Number of students participating in Outdoor Resilience Building Experience program ● Participation in School Climate Survey ● Access services through community partners, such as Dental Van and Behavioral Health. ● Number of students accessing Daybreak Health Counseling services ● Number of professional developments taken by staff ● Monitor mental health data through Aperture
<p>Engagement</p> <p>*As reflected in our LCAP and Community School goals.</p>	<ul style="list-style-type: none"> ● Increase opportunities for student engagement and leadership ● Increase opportunities for parent engagement and leadership ● Provide opportunities for stakeholder feedback ● Build trust and commit to continuous improvement 	<ul style="list-style-type: none"> ● Number of students participating in engagement opportunities ● Increase survey and feedback opportunities and participation ● Maintain diversity of Community School Advisory Team ● Number of Community School meetings ● Number of staff engagement and decision making opportunities.

Key Staff -

This chart represents key staff who will be funded through the Community School Implementation Grant and staff who are supported through matching funds.

The role of these staff members are directly rooted in the in our community school goals and objectives, as identified through our Needs and Assets Assessment and Asset Mapping.

Community School Coordinator	(.8 FTE): This position will oversee all components of the community school, including organizing the Community School Advisory Council meetings and members, establishing partnerships with community agencies, working with staff, families and students to support their individual needs, training staff, needs analysis and asset mapping, referring students and families to community resources. This role is crucial to supporting robust engagement with students, families and staff, to elevate their voices. Engagement is anchored cultural relevance, it is relationship-centered and strength based. This position will also be responsible for grant reporting. This position was funded through the Community School planning grant and will continue to be staffed through the implementation phase.
Academic Counselor	(.5 FTE): This position will support all students of the community school. In this role, the counselor is anchored in advocacy for all students, providing leadership and guidance, both academic and social emotional. Academic supports include: individual learning plans, four year academic planners, concurrent enrollment with College of the Siskiyous, graduation credit checks, A-G course support, career exploration (Pathful), Life Skills curriculum, college & vocational tours and social emotional support. Social emotional supports include: supporting students in Character Strong curriculum values, sending mental health referrals to mental health partners and helping students with our mental health screening tool - Aperture. Counselor will help run our Outdoor Resilience Building Experience program, a new program we will build for our Community School, which introduces all students to social emotional and resilience building skills, through engagement and exposure to outdoor activities.
Social Emotional Counselor	(.5 FTE): This position supports our students and staff and represents our school's matching funds at a 42% match. Counselor will provide counseling resources and information to students, parents and school staff; counsel students with personal and psychological issues; and address relevant issues in the school, such as school attendance, illegal drugs, teen pregnancy and social adjustment issues.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Northern United - Siskiyou Charter School

Shari Lovett

School Director

(707) 445-2660

slovett@nuarters.org

Kate O'Brien-Mann

Community School Coordinator

(530) 513-0647

kobrien@nuarters.org

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Northern United - Siskiyou Charter School (NU-SCS), is rooted in our commitment to students and

their families. Our commitment is clearly reflected in our school's Mission: Northern United - Siskiyou Charter School, in partnership with parents and community, will engage all students in comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

Our school's Core Beliefs state that: Students come first, each student has the right to personalized education, a continuous cycle of improvement is essential for success of our students and the success of each student is the shared responsibility of all stakeholders. Similarly, our vision seeks to prepare every student for the future; ready for personal success, ready for college and ready for the global workplace. For our school to meet our mission, beliefs and visions we have woven together strategies that already authentically dovetail with the California Community Schools Framework principals.

We knew, as we started to vision and engage our Community School efforts, that we were in a good place, that we already had practice and dedication in many of the CS Framework principles. Continuous improvement is essential for success, as stated in our school's core beliefs. From a place of continuous improvement we know we can grow and evolve. By becoming a Community School, we're dedicated to finding and fine-tuning strategies to provide whole-child support, especially as our school identifies an increase of mental health and basic math and literacy needs.

After receiving the Community School Planning Grant, Northern United - Siskiyou Charter School embarked on engaging interest-holders in an educational campaign about Community Schools. The school's director created a committee of school staff members to work on the beginning stages of developing an Asset Map spreadsheet and roadmap for completing our school's goals that were stated within the Project Abstract of the Planning Grant. This process was collaborative within the agency.

This committee educated interest-holders in the Community School Framework and started the momentum of building shared understanding around what our Community School vision could be. They started this campaign by sharing information on Parent Square (our school's digital communication platform), through internal emails and by holding an informational meeting, where many stakeholders were invited to the table: staff, parents, students and community members. Participants were encouraged to be a part of the team process of co-creating the unique vision of what our Northern United - Siskiyou Charter School Community School could be. In creating the vision for our Community School, we asked how we plan to provide and bolster 'whole-child' supports through integrated supports centered around academics, health, social-services, community development and community engagement.

To concretely support the role of Community School development and ensure the values within the Framework and Overarching Values are in alignment, a Community School Coordinator was hired. In the role, the coordinator is tasked in creating board connections with all school stakeholders, to hear from a diversity of voices and make sure that as we plan to build our community school it is being done so by adhering to the Community School Framework fundamentals: four pillars, core commitments, conditions for learning and proven practices. The Community School Coordinator has built a diverse Community School Advisory Team, consisting of administrators, staff, students, parents, community members and community partners. Throughout the planning process, this diverse team has met for 10 meetings all centered around building our Community School vision and a feasible and sustainable roadmap to get there. The Community School Coordinator is tasked with creating the agenda for the Community School Advisory Team meetings and the organization and

scaffolding to help us meet our goals and reach our vision.

As we apply for implementation funding we recognize that there are areas within the Overarching Values Framework where we seek improvement and where we need support in ensuring these values are reflected in our community school work.

1. Racially-just, relationship-centered spaces:

Northern United - Siskiyou Charter School is committed to creating relationship-centered, racially-just spaces. This commitment is ongoing and takes constant nurturing.

As an independent-study charter school, we are able to offer personalized education and a rich Independent Study Teacher (IST), student and parent relationships. Students often meet weekly and independently with their teachers. This unique focused, one-on-one time, allows for relationships to be at the center of building a student's personalized learning plan.

To grow in our efforts, NUSCS plans to continue to provide training and classroom implementation of PBIS, Restorative Justice practices and empathy interviews. We plan to further fund the Community School coordinator position, who will work to galvanize relations and positive connections with our tribal community and work to build trust and understanding of cultural diversity within the school. Through our on-going needs assessment, we will continue to ask students if the curriculum feels culturally relevant and representative.

2. Shared Power:

Through the diverse Community School Advisory Team, that was established in the Community School planning phase, NU-SCS started to collaboratively do the work of co-visioning and co-creating our Community School. We work to recognize and value the expertise of our team, composed of students, parents, staff, administrators and community partners. We have worked together, throughout the duration of the planning grant, to envision how we want the time, funding and resources of the implementation grant to be invested. This grant can only be written due to this collaborative work and the many voices heard through the Needs and Assets Assessment data.

However diverse this group is, it is still limited to a small percentage of our school and community. With further funding, our Community School Coordinator will work to hear from voices of those who are not always able to be at the table. We are a rural community and there can be many barriers to hearing from our diverse student body and their families.

As an independent study charter school, we by nature have an independent model of education for our students. Students can complete all of their course work at home, or come into our two centers for supplementary classes. Students and parents are able to exercise their voice, as each semester they work to build a master agreement with their teacher, getting to choose what educational courses inspire them. By nature of our independence, we lack systems of school-wide student leadership or government models. Through our Needs and Assets Assessment, we've been asking students and parents how we can best support them and the greater school, in elevating their voices through parent and student leadership groups. As we build our Community School we seek to ensure that this value of shared power

and investing in elevating student and parent voices has continued support and funding. We hope to build both a student government and parent engagement team to increase a sense of school community, empowerment and richness in relationship center spaces at our centers.

3. Classroom-community connections:

Due to our unique school model, we're able to encourage and engage with our students and families in many different ways. We know how powerful it is when the community is the classroom and we're excited about the additional support of the Community School model to help increase our capacity for community engagement.

At Northern United - Siskiyou Charter School we've been building our Career and Technical Education capacity for our High School students, where we offer a Sustainable Agriculture, Digital Media Arts and Manufacturing Pathway. These classes have increased student access to hands-on trade-based skills and empowers them to think outside the classroom towards their future careers. As a Community School we plan for these CTE classes to be further integrated in our community by building greater partnerships and internships with local businesses and our local community college. We plan to increase hours of our Academic Advisor to further this connection between enthusiasm for learning and motivation through galvanizing students' passions towards trades and future careers. We plan to increase our collaboration with our local Siskiyou Works chapter, which seeks to improve connections between education and industry, to improve workforce, local economy and our community.

As part of our Community School vision we plan to uplift our school culture by becoming more rooted and engaged in our community culture. We will build partnerships with local agencies, such as our local resource center, First 5, Behavioral Health, Public Health and Siskiyou Office of Education. As we work together and build mutually beneficial collaboration with these partners, we build capacity, sustainability and increased wellbeing for our students and their families.

During the Community School planning process we connected with the Siskiyou County Historical Society to strategize how to enliven our Social Studies program, which was a need identified by students through our Needs and Assets Assessment. One vision of our Community School is that we would like to build family engagement nights around classes offered through the historical society, providing awareness and context of the culturally rich history of our rural county and to offer genealogy support to further ground families in identity and connection. We're also working on increasing community connection with our Digital Media Arts CTE program, to volunteer and help scan documents and archives for the Historical Society.

Northern United - Siskiyou Charter School is committed to community engagement and in 2023 joined the state-wide Community Engagement Initiative Cohort IV. Again, we built a team of diverse individuals: administrators, staff, students, parents and community members, who have come together be students of and engage fist-hand with community engagement best practices. We've been inspired by past cohorts and look forward to this two year journey of learning and growing with our community engagement practices.

4. Focus on continuous improvement:

Northern United - Siskiyou Charter School, looks at CA Dashboard data, along with LCAP and Community School Needs Assessments surveys to identify areas where we would like to focus improvements and increase support. The 2023 Dashboard data saw our English Language Arts and Mathematics scores decline. As a community school we seek to recognize and address the diversity of challenges that our students and families face, at the same time we would like to bolster our efforts to provide increased quality tutoring and academic support, so our students are meeting state standards and benchmarks.

We plan to address our chronic absenteeism and focus on continuous improvement. Our 2023 Dashboard data show an increase of absenteeism from 6% in 2022, to 16.1%. Some strategies we've identified to support chronic absenteeism is to have our school counselors and Community School Coordinator attend our Missed Assignment Policy meetings. As an independent study charter school, we track attendance through work completion and after a percentage of missing assignments, a meeting is called to support the student and parent in getting them back on track. This restructured approach, brings many stakeholders together to help address academic issues and also helps give tools to eliminate barriers for success moving forward. We have already seen success in this strategy of bringing more people to the table to help offer and build support and we look forward to this trend of success in getting students the support they need to be motivated in completing school work.

We have used this year and a half of Community School planning to wonderfully support our staff in many professional development training opportunities. This gives our staff the tools to be best equipped to support our students, families and themselves, as we move forward. Trainings we have provided in the planning process have included: Restorative Justice, SEL - Character Strong and Project Based Learning courses.

As we work together, our Community School Advisory Team is committed to an ongoing cycle of reflection, to keep asking, to listen and to revise feedback on what integrated 'whole-child' supports need to be adapted and adopted at our school. Our Community School Coordinator plans to continue to grow our diverse advisory team and to continue to hold visioning meetings throughout the Community School process. We are committed to transparency in the duration of the planning and implementation process in regards to programs, collaborations and budgeting. We plan to also continue our Needs and Asset Assessment, Asset Mapping work and to hold continued meetings about Community School progress.

Our school is also challenging itself to reinvent systems of measurement, to gauge success and growth not solely academic, but through mental health and emotional wellbeing. As we provide more mental health and wellness support, to meet the increased demand, we need to find a way to capture that data to analyze how we are doing. We plan to use data collected through Aperture to give real-time information on the mental health supports and needs for our students. NU-SCS commits to improving coordination among health, mental health and social services. We plan to work more consistently with Siskiyou Office of Education and their Daybreak Mental Health program to get students the care they need.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

The Community School planning process was a wonderful opportunity for Northern United - Siskiyou Charter School to learn and to be humbled by in the initial stage of beginning to bring everyone to the table in asking what our Community School vision could be. Through the initial phase of the Needs and Assets Assessment we learned a lot from those we surveyed. These findings truly helped us understand how we can be more effective in rolling out and reaching more voices in our Needs and Assets Assessment survey efforts. We found that our strategies were not always successful and in the implementation process we plan to take what we've learned and to pivot in ways that we are confident will maximize our impact and support.

We began the planning process by firstly having our newly formed and diverse Community School Advisory Team read and amend the first drafts of our Needs and Assets Assessment. It was important for us to build trust, shared decision making and participatory practices through this first step of building our community school. We also wanted to ensure we were asking poignant and relevant questions that reflected student, parent and staff experience, culture and values. We wanted these questions to align with the Community School Framework and Overarching Values. We then conducted this survey largely through Google Forms. We layered in additional one-on-one discussions with different student groups and worked to build momentum at parent engagement nights.

We did not reach as many stakeholders as we had hoped through our survey. Even though our school advertised and educated upon the importance of our survey in person, at school functions, through flyers and over Parent Square (our school's digital communication tool), engagement numbers with the survey fell short of what we had hoped. To address this in real-time, we isolated this communication issue, made sure everyone was receiving messages properly and further educated staff, students and parents on how to best utilize Parent Square. We didn't originally anticipate this step, but as a result of focusing on fine tuning this communication tool, we now have

better engagement and reach through our Parent Square efforts.

In preparation for the implementation phase of our Community School, our Advisory Team analyzed the data from our Needs and Assets Assessment. The goal was to identify existing gaps and to identify missing voices in establishing goals and a vision for our Community School. In the Implementation process, we plan to dive deeper into the practice of engagement, to ensure that everyone's voice is heard and are a collaborative part of building our unique Community School. To further our understanding, we will continue to gather additional data through various means, including listening sessions, empathy interviews, establishing and supporting student leadership teams, establishing and supporting parent advisory groups, ongoing assessments, direct phone calls and home visits. This data will be shared and reviewed by as many stakeholders as possible, as part of our Community School planning process. Our Community Schools Team will continue to meet and share findings and visioning with the greater school, to receive feedback and promote continuous improvement. At our school centers, we plan to support a diversity of efforts to engage all groups at our school: students, parents, staff and community members in the process of collaboratively creating a network of identified needs and support systems.

How we plan to support and increase engagement with all our stakeholders-

Historically Marginalized Students:

The entirety of our engagement efforts and strategies are centered around lifting the voices of our marginalized students and family groups. According to the 2023 California School Dashboard data, our largest school demographic is that of socioeconomically disadvantaged students, which makes up 87% of our student body. Our unduplicated student count is 81.5%. Any and all efforts we make in engagement help us buoy their voice and needs. To engage further with students we plan to not only conduct more focus groups and one-on-one interviews, but to encourage and support student leadership teams and student-led listening sessions. Because our teachers meet with each student and family individually, we are able to engage marginalized students and families during weekly meetings.

Families:

Families will be further engaged in the process of community schools, through the efforts of the Community School Coordinator. More one-on-one interviews over the phone or as home visits will be conducted. We're looking to increase family engagement nights where we can support family learning and fun, as well as real-time concrete support to help families in their role as primary educators. Parents will be encouraged to join our Community School Advisory Team, LCAP council and will have support in forming a parent-led advisory group. We plan to increase parent and guardian educator support through classes offered at both sites to support homeschool strategies and curriculum fluency.

Teachers and Staff:

To engage with our entire staff our Community School Coordinator will continue to provide Community School visioning and goal updates during all staff meetings and during our annual staff inservice. As an intimate staff of 20, we regularly get to connect and provide feedback and thoughts. Staff works close together and many needs are identified and solutions addressed in real-time. The Community School Coordinator will ensure formal check-ins to ensure shared decision-making and transparency. As we assessed staff needs through the Needs and Assets Assessment we were able to address support through increasing opportunities to attend professional development. We plan to

increase staff engagement opportunities with each other and create opportunities to learn best practices in-house, and honor staff members strengths and wheel-house of knowledge.

Community Partners and Community Members:

We look to fully engage and expand our community partners in our Community School Implementation efforts. To address the needs data collected from our Needs and Assets Assessment, we plan to build partnerships with mental health services, as well as educational services and outdoor recreational organizations. Community partners will continue to play a key role in our Community School Advisory Team. The Community School Coordinator will check in regularly with community partners to survey their insights, needs, assets and gaps that they see in the needs of our students, families and community. We value and know that working together is the key to success and we greatly look forward to our increasing and braiding services through collaborations.

Setting goals and taking action-

Through our planning process efforts of conducting a wide-reaching Needs and Assets Assessment, we were able to collect responses, from a diversity of stakeholders, that spoke to the supports and needs that have made up our current Community School vision. During this two year process, we collectively developed three main goals, when implemented to represent our Community School vision and transformation.

Goal 1 - To Enhance student well-being through concrete supports and protective factors.

Goal 2 - To foster student, family and community engagement through enhanced physical health and enriching experiences.

Goal 3 - Strengthening and empowering school culture and relationship centered spaces through student, family and community engagement.

Northern United - Siskiyou Charter School is committed to turning these goals into actions and is rooted in the Community School Capacity-Building strategies of visioning and engaging as we move towards successful transformation. In part B we will elaborate on these goals and our planned action steps and metrics.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority

Outcome/Indicators you aim to improve

<p>Goal #1- Enhancing Student Well-being through Concrete Supports and Protective Factors</p> <p>* This goal is in direct alignment with the Whole Child and Family Supports Inventory category- Integrated Students Services and Supports.</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> ● Building robust community partnerships and MOUs with local business and agencies, such as: Public Health, Behavioral Health, YMCA, Heal Therapy, local Resource Centers, Boy and Girls Club and First 5. ● Increase mental health support. ● Increasing access and participation in Daybreak counseling services. ● Building on MTSS and hiring quality tutors to support students and homeschool parents. ● Transportation assistance ● Restorative Justice and SEL supports for students and staff <p>Metric to measure indicators of success:</p> <ul style="list-style-type: none"> ● Increased MOUs and or engagement with community partners
<p>Goal #2 - Fostering Student, Family, and Community Engagement through enhancing physical health and enriching learning experiences</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> ● Partnering with agencies to offer holiday and summer break extended learning programs. ● Build school wide Outdoor Resilience Building Experience - ORBE program. ● Increase enrollment and dual enrollment opportunities with College of the Siskiyous. ● Garden Program ● Partnering with arts and sports based community organizations: Shasta Gravity, Historical Society, Mt. Shasta Ski Park, Shoppe Serendipity, Mount Shasta Recreational Department, Homeward Bounty Farm, RAD Camp, Jefferson Center of the Arts and Maagic Mountain Goat Farm. <p>Metric to measure indicators of success:</p> <ul style="list-style-type: none"> ● Student participation in ORBE program

<p>Goal #3 - Strengthening and empowering school culture and relationship centered spaces through student, family and community engagement.</p> <p>* This goal is in direct alignment with the Whole Child and Family Supports Inventory category- Community and Family Engagement</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> ● Increase parents and community involvement at school events and in the classroom. ● Elevating student voice through student government and student run clubs. ● Elevating parent voice through increased parent engagement and parent run fundraising committee. ● Elevating staff engagement with each other and voice in planning processes. ● Increase family engagement opportunities, bringing in support from community partners. ● Build cultural inclusivity, racially-just and relationship centered spaces. ● Increase volunteer opportunities and community engagement with partner organizations. <p>Metric to measure indicators of success:</p> <ul style="list-style-type: none"> ● Number of student and parent run meetings.
---	---

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
-------	--------------

Goal #1: Maintain Community School Advisory Team diversity, frequency of meetings and emphasis on shared power and elevating all voices.

Action Steps:

- Add and retain diverse membership to Community School Advisory Team. Team members represent school administrators, staff, students, parents/guardians, community members and community partners.
- Stay focused on shared purpose and goals within the Implementation grant.
- Honor shared power structure and create space for all voices.
- Participate in an ongoing cycle of continuous improvement.
- Share Community School Team work and provide a clear process for input and feedback for continuous improvement.

Measure of Progress:

- Organizing frequent meetings 4-6 in a school year.
- Meetings are rooted in shared power, they are co-organized and co-led by different team members.
- Number of Community School Advisory Team members, measuring growth and retention.
- Annually conducting school-wide Needs and Assets Assessment to gauge needs and gaps.
- Increase MOU and partnerships with community partners.

<p>Goal #2: Increase family and student participation, shared power opportunities and elevate parent/guardian and student voices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Students actively recruited to participate in Community School, student leadership and schoolwide meetings. ● Students and parents/guardians provided with meaningful opportunities to give input and participate in decision making and school policies. ● Develop an efficient process for student feedback and input. Present finding to the school board. ● Increase student and parent/guardian involvement in school wide meetings: Community School and LCAP. ● Develop and support student leadership and student government opportunities for all students. ● Develop and support parent/guardian leadership opportunities through parent volunteer and engagement group. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Number of students and parents involved in school teams. ● Number of opportunities for students and parents/guardians to lead and be part of decision making processes. ● Participation in student government. ● Participation in parent/guardian engagement and volunteer group.
--	---

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

At the core of leadership within Northern United - Siskiyou Charter School is the Board of Directors. To ensure inclusive representation, the School Advisory Team actively gathers input from a diverse range of stakeholders: parents/guardians, students, teachers and community partners. The valuable input, from a diversity of voices, aids in shaping the development of our LCAP goals.

Surrounding the central structure of our Board of Directors are various teams, committees and teams, that contribute input, analyze data, address specific needs and aspirations. We seek to always bring student and parent/guardian voice to the table and we see representation, but we recognize the need to have deeper and more diverse representation and participation. As we grow into a more comprehensive community school, we plan to add more ways to share power with all school stakeholders. One of our Community School and LCAP goals is to increase student and parent/guardian engagement and to increase more active leadership roles to elevate their voices.

These teams and committees include:

- Social Emotional Learning Team
- SEL Community of Practice Committee
- Teacher Circle - weekly training for staff, offering best practices, professional development, self-care and information sharing.

- Center based staff meetings
- Community School Advisory Team
- Special Education Team - SPED
- Parent volunteer group that helps organize fundraisers

To provide more detail on our Community Schools Advisory Team, this diverse group systematically collects, and analyzes data from annual Needs and Assets Assessment surveys and focus groups. This guides the creation of our Community Schools initiatives and programs, while consistently evaluating and assessing our evolving needs. Found around the Northern United - Siskiyou Charter School Community School Advisory Team table are members representing our school as administrators, staff, students, parents/guardians, community members and community partners. We have anchored ourselves into the term Team, as opposed to council or committee, because we like that the work team roots us into the sense that we all play a unique and important role. We are aware that we can't achieve our goals without all team members working together.

As our Community School Advisory Team seasons, we seek to see greater facilitation and organization from all team members, especially student team members. As our future leaders, it would be poignant and pivotal to have them step up to guide and promote our Community School vision. As our school aims to increase student and parent leadership and voice, decentralizing the organizing of our team meetings would be key in getting us to that goal.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Community School goal that aligns with Goal #3 of LCAP:</p> <p>Northern United - Siskiyou Charter School will increase stakeholder engagement and maintain a positive school culture.</p>	<ul style="list-style-type: none"> ● Community School and LCAP goals and actions are aligned and integrated. ● Student and parent/guardian engagement and increased participation in Community School Advisory Team, Student Government, Parent Advisory Committee, WASC and LCAP. ● Structured opportunities and increase number of participants show give input and voice in decision making processes. ● Provide a continuum of supports: mental health, PBIS, counseling and social work services. ● Maintain Community School Coordinator position. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Increase positive results with Parent Engagement Survey. ● Increase positive results with School Climate Survey
<p>Community School goal that aligns with Whole Child Resource Map Priorities 4 (Student Achievement), 6 (School Climate) and 8 (Student Outcomes) and LCAP Highlights:</p> <p>Northern United - Siskiyou Charter School will increase social and emotional supports to improve student outcomes.</p>	<ul style="list-style-type: none"> ● Community School and LCAP goals and actions are aligned and integrated. ● Increase FTE for academic counselor. ● Build Outdoor Resilience Building Experience - ORBE program. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Percentage of staff PBIS trained ● Number of students participating in life coaching and ORBE classes.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal #1 - Implement Community School Plan, engage community organizations and coordinate resources.</p>	<ul style="list-style-type: none"> ● Retain Community School Coordinator position from the planning grant and increase FTE. ● Increase MOUs and engagement with Community Partners. ● Continue to be rooted in Community School Framework and Overarching Values
<p>Goal #2 - Provide academic guidance, success and motivation for students.</p>	<ul style="list-style-type: none"> ● Hire a part time academic counselor.
<p>Goal #3 - Increase resiliency skills among students</p>	<ul style="list-style-type: none"> ● Build ORBE program and increase student involvement with social, emotional and resilience building skills, while increasing student engagement with community partners and outdoor activities.
<p>Goal #4 - Partner with agencies and organizations to support each other with services and braided funding.</p>	<ul style="list-style-type: none"> ● Establish quality relationships and mutual goals with community partners to support one another and promote sustainability within our Community , School program.

Key Staff/Personnel

<p>Community School Coordinator</p>	<p>(.8 FTE): This position will oversee all components of the community school, including organizing the Community School Advisory Council meetings and members, establishing partnerships with community agencies, working with staff, families and students to support their individual needs, training staff, needs analysis and asset mapping, referring students and families to community resources. This position will also be responsible for grant reporting. This position was funded through the Community School planning grant and will continue to be staffed through the implementation phase.</p>
<p>Academic Counselor</p>	<p>(.5 FTE): This position will support all students of the community school, including individual learning plans, four year academic planners, concurrent enrollment with College of the Siskiyous, graduation credit checks, A-G course support, career exploration (Pathful), Life Skills curriculum, college & vocational tours and social emotional support.</p>
<p>Counselor - Wendy Kerr</p>	<p>(.5 FTE): This position supports our students and staff and represents our school's matching funds at a 42% match.</p>

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

To sustain the Community School after grand funding has been exhausted, NU-SCS will use Medi-Cal funding. Recent expansion of Medi-Cal billing and reimbursement through Medi-Cal Managed Care Plans (MCP's) will allow us to reimburse school programs. NU-SCS will qualify for reimbursement in school-linked mental health services, case management and family support services. 80-85% of NU-SCS students will be covered by these funds because they are low-income. Under State law, starting in 2024, Medi-Cal This funding will be critical to allow NU-SCS to continue its student support programs and promote continued growth in our Community School vision and sustainability.

Additionally, Northern United - Siskiyou Charter School will leverage relationships with our community partners to create systems of care at our school sites that are low cost and sustainable. By creating shared goals across systems and regular communication among partners, we will be able to collectively seed funding and implement strategies that benefit students and families in our school community. We will develop strategies to support certifying our Community School Coordinator in order to be billed for services.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Northern United - Siskiyou Charter will maintain and strengthen relationships with existing community partners.	<ul style="list-style-type: none"> ● Identify priorities of needs from needs and asset assessment data. ● Refine and add to Asset Map. ● Foster relationships and write MOUs with community partners.
Northern United - Siskiyou Charter School will build new community partners based on needs and asset survey data.	<ul style="list-style-type: none"> ● Foster relationships and write MOUs with new community school partners
Bring community partners to the table through involvement with Community School Advisory Team and Community Engagement Initiative Team	<ul style="list-style-type: none"> ● Grow and maintain community partnership representation at school visioning and planning groups.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Northern United - Siskiyou Charter School is a year and a half into their Community School Planning process and as part of that journey has ensured we are making positive connections and relationships with community partners, so they can be on board with our Community School plan during implementation. Siskiyou County is a very rural county with limited resources. We will work hard to make meaningful partnership and increase accessibility of these resources for our students and their families.

While in the planning process, NU-SCS has established partners with these agencies, who have supported these services:

Siskiyou County Behavioral Health - Attended Winter Social Engagement night to talk about seasonal depression and other services available through their agency

Siskiyou First 5 - Director Karen Pautz is on our Community School Advisory Team and we are planning on co-hosting a workshop geared towards child development and parenting.

Daybreak Counseling Services- We are engaged and plan to streamline onboarding of students and parents in need into this counseling program provided through Siskiyou County Office of Education.

Public Health Education - Harvest of the Month Program - This the first year the Community School Coordinator coordinated services with the Public Health Education department and brought Harvest of the Month to our two school sites. This program provides nutritional awareness and gives students opportunities to experience and learn about new foods.

Great Northern Services - Thanks to the support and organization of Great Northern Services and Mount Shasta rotary, Northern United - Siskiyou Charter School is a recipient of the Mini School Pantry. This entails monthly food deliveries of healthy snacks that are available for students to take home on weekends or holidays to increase their food security while not at school.

Dental Van - Our Mount Shasta site has historically coordinated services with the Dental Van, but this year it will be the first time our Yreka site has participated. This service is available to all students and meets the identified need to increase mental and physical health support.

Yreka Community Garden - Our CTE Sustainable Agriculture class works closely with this local non-profit. Our class has a garden plot that is maintained throughout the school year that we use for hands-on learning.

At our Mount Shasta location, elementary students engage with a weekly scheduled Mosaic program, which brings in guest speakers or has students embark on field trip opportunities, where they are learning from and engaging with community members who share their expertise and culture. This is a well established program that has built many beautiful bridges for our students in the community and where students have gained empowerment, enrichment and cultural awareness. In the planning process we leaned into the strengths and connections made through this program and we plan to continue to build these experiential learning opportunities at all of our school centers.

NU-SCS plans to establish partners with these agencies, who will support these services that were identified as prioritized needs through the Needs and Assets Assessment:

Yreka Library - Coordinator of the Literacy Program, Deborah Davis is on our Community School Advisory Team and is also a guardian of one of our students. We plan to coordinate with our local library and neighbor to co-host tutoring support and tutoring modeled to parents programs.

Kahtishraam Wellness Center - We plan to partner with the Karuk Tribal Community Wellness Center to braid services, to co-host cooking classes and to utilize their gym space for ORBE program and other extended learning physical activity opportunities.

Yreka YMCA - Through our needs and assets assessment data we identified a strong need for increased access to sports and physical health opportunities. Partnering with the YMCA would give our students the opportunity to be involved with community team-based activities that raise their wellbeing physically, mentally and socially emotionally. Partnering with the YMCA would support our Community School goal of Enhancing Student Well-being through Concrete Supports and Protective Factors.

Boys and Girls Club - We have identified, through our collaborative Community School vision, that both students and parents would like to see more coordinated efforts to get involved with community clubs, where like-age students can socialize in positive ways.

Heal Therapy - Heal Therapy is a local, comprehensive Mental Health service, which brings students, families and horses together in a rich, experiential learning environment. The program utilized the well established Equine Assisted Learning model for group and individual formats. Northern United - Siskiyou Charter School has partnered with this agency in the past, but plans to reconnect and work to bring services back to our students who can greatly benefit from this holistic approach to mental health support.

Community Volunteer Week is something we plan to launch this year as a first year pilot. Each grade level will be paired with a community partner and will volunteer at their organization for a few hours during that week. We will start reaching out to existing and new partners to see how we can mutually support each other and to get students out in the community and engage in new experiences. Increased community engagement is something our students and parents are greatly looking for and we're excited about seeing how we can make lasting and impactful efforts towards that goal.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Increase the capacity of staff to recognize and care for students' mental health needs.</p> <p>*Need Identified through staff reflections on Needs and Assets Assessment survey.</p>	<p>Action Steps-</p> <ul style="list-style-type: none"> ● Provide social/emotional training for staff. ● Provide training in culturally-affirming, relevant curriculum development. ● Provide training in counseling services that are available. ● Provide Restorative Justice training. ● Provide training on empathy interviews for all staff. To further support teacher in support student and families and build relationship-centered spaces. ● Staff who attend trainings are given space to share best practices at staff meetings. <p>Measure of Progress-</p> <ul style="list-style-type: none"> ● Increase staff participation in Professional Development training in Restorative Justice, SEL and empathy interviews. ● Families and students identify an increase of supports provided by staff and feel more seen, as reflected in annual Needs and Assets Assessment.
<p>Continue Community School education and best practices</p>	<p>Action Steps -</p> <ul style="list-style-type: none"> ● Have Community School Coordinator and interested staff and partners participate in state Community School Conferences ● Create leadership opportunities for students and their parents/guardians. ● Foster Collaborative learning environments. ● Engage families in the learning process. <p>Measure of Progress-</p> <ul style="list-style-type: none"> ● Number of Community School Conferences attended by key staff. ● Number of leadership opportunities for students and families.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Adopt standards-based and culturally-affirming and relevant curriculum	<ul style="list-style-type: none"> ● Adopt new social studies, ELA and science curriculum for the middle school program. In alignment with LCAP goal #2. ● Purchase K-8 standards-based Art curriculum. In alignment with LCAP goal #2. ● Adopt Native American Studies Model Curriculum (NASMC). Community School Coordinator will support all teachers in integrating new CA curriculum and will do so with the support of students.
Provide training and supports for Next Generation Science Standards and Ethnic Studies	<ul style="list-style-type: none"> ● Support staff where training is needed to support robust and vibrant programs.
Increase quality engagement and learn best practices	<ul style="list-style-type: none"> ● Continue to actively learn from and support our Community Engagement Initiative cohort IV team. ● Continue an emphasis of diversity on our Community School Advisory Team.
Develop Outdoor Resiliency Bases Experiences (ORBE) Program	<ul style="list-style-type: none"> ● Establish ORBE program, targeted to all students at both centers. ● Build pivotal community partnerships to help support ORBE program and outdoor activities. ● Get teachers trained in Outdoor Education, to ORBE into everyday teaching practices. ● Purchase materials and curriculum to support ORBE program development.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan

for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Academic Progress</p> <p>*As reflected in our LCAP and Community School Goals</p>	<ul style="list-style-type: none"> ● Provide trained tutors. ● Increase FTE of Academic counselor. ● Increase supports and strategies provided at MAP (missing assignment meetings), to reduce number of dropped students. 	<ul style="list-style-type: none"> ● School Attendance Rates ● Reduce chronic absentee rates ● Increase proficiency scores in ELA and Math ● Increase High School Graduation rates
<p>Student Supports</p> <p>*As reflected in our LCAP and Community School goals.</p>	<ul style="list-style-type: none"> ● Provide staff training for SEL, resiliency training and Restorative Justice programs ● Facilitate outdoor team-building and resiliency activities ● Provide transportation service ● Improve school climate ● Mental Health supports 	<ul style="list-style-type: none"> ● Number of students participating in Outdoor Resilience Building Experience program ● Participation in School Climate Survey ● Access services through community partners, such as Dental Van and Behavioral Health. ● Number of students accessing Daybreak Health Counseling services ● Number of professional developments taken by staff ● Monitor mental health data through Aperture
<p>Engagement</p> <p>*As reflected in our LCAP and Community School goals.</p>	<ul style="list-style-type: none"> ● Increase opportunities for student engagement and leadership ● Increase opportunities for parent engagement and leadership ● Provide opportunities for stakeholder feedback ● Build trust and commit to continuous improvement 	<ul style="list-style-type: none"> ● Number of students participating in engagement opportunities ● Increase survey and feedback opportunities and participation ● Maintain diversity of Community School Advisory Team ● Number of Community School meetings ● Number of staff engagement and decision making opportunities.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.



Northern United - Siskiyou Charter School

Attachment IV-a: Community School Planning Artifacts - Community Asset Mapping and Needs/Gap Analysis

Table of Contents:

Community Asset Mapping and Needs/Gap Analysis.....	page 2
--	--------



Northern United - Siskiyou Charter School

Attachment IV-b: Community School Planning Artifacts - CCSPP Shared Decision-Making Council

Table of Contents:

Shared Decision-Making Council: Community School
Advisory Team minutes - May 26th, 2022
.....page 2

Shared Decision-Making Council: Community School
Advisory Team minutes and roster- December 1st,
2023.....page 3



Northern United - Siskiyou Charter School

Attachment IV-c: Community School Planning Artifacts - Alignment to the Framework

Table of Contents:

Alignment to the Framework	page 2
----------------------------------	--------

Form A: Applicant Info Sheet
2023–24 California Community Schools Partnership Program:
Implementation Grant, Cohort 3

Please complete the following:

Local Educational Agency (LEA) Name: Northern United – Siskiyou Charter School

LEA's County-District-School Code: 47-10470-0137372

Primary Contact:

Name: Kate O'Brien-Mann
Title: Community School Coordinator
Phone: 530-643-7178 x217
Email: kobrien@nucharters.org

Secondary Contact:

Name: Shari Lovett
Title: School Director
Phone: 707-445-2660 x110
Email: slovett@nucharters.org

Fiscal Contact:

Name: Kelley Withers
Title: Chief Business Official
Phone: 707-445-2660 x130
Email: kwithers@nucharters.org

If applicable, as described in California *Education Code (EC)* Section 8901(i)(2), if the LEA applicant is not a qualifying entity itself but is applying on behalf of schools that are qualifying entities, list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

Click or tap here to enter text.

If applicable, if the LEA is applying as part of a consortium, as described in *EC* 8901(c), list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:

Click or tap here to enter text.

If applicable, list the cooperating agency (including county behavioral health agency, federal Head Start or Early Head Start program or other government-funded early childhood program or agency or childcare program or agency within a public institution of higher education), as described in *EC* 8901(d), with which the LEA will partner:

Click or tap here to enter text.

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. As a condition of funding, I assure that the LEA applying for the CCSPP implementation grant will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *EC* sections 8900–8902; the California Community Schools Framework; the assurances, certifications, terms and conditions included in the Request for Applications; and the grant requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I am agreeing that my electronic signature is the legal equivalent of my manual signature on this Form and demonstrates my agreement to comply with all CCSPP application items (the 2023–24 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, Implementation Plan[s], Artifacts, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school site identified in Attachment I: CCSPP LEA and Site Participation Sheet has signed this form. Sign and date below.

LEA Name: Click or tap here to enter text.

Shari Lovett	January 22, 2024
_____	_____
E-Signature of LEA Superintendent or Designee	Date

School site 1 Name: Click or tap here to enter text.

Click or tap here to enter text.	
_____	_____
E-Signature of Site Principal	Date

School site 2 Name: Click or tap here to enter text.

Click or tap here to enter text.	
_____	_____
E-Signature of Site Principal	Date

School site 3 Name: Click or tap here to enter text.

Click or tap here to enter text.	
_____	_____
E-Signature of Site Principal	Date

School site 4 Name: Click or tap here to enter text.

Click or tap here to enter text.	
_____	_____
E-Signature of Site Principal	Date



Form B: Project Abstract
2023–24 California Community Schools Partnership Program:
Implementation Grant

Description of Northern United - Siskiyou Charter School:

Northern United- Siskiyou Charter School is a personalized learning, independent study charter school that understands students learn differently and can learn outside of a traditional classroom model. NU-SCS was founded in 2018 as a charter school and has learning centers in Yreka and Mount Shasta serving students in grades TK through 12. We are WASC accredited and are an AVID certified school. NU-SCS is a non-classroom based charter servicing students through a standards-based comprehensive education.

From our beginning, Northern United - Siskiyou Charter School has taken a personalized approach to meet students' needs. At our core, we celebrate and embrace the uniqueness of our students and their situations. We provide every student with a personalized learning plan that best meets their unique needs. Parents and students meet with their teachers weekly or a minimum of every 20 days, to discuss academic progress in person or through Zoom. These regular connections consistently allow our school to build a foundation of trust and communication with our students and their families. Parents are the primary facilitator of their child's learning plan, however our learning centers offer a diversity of classes where students can receive instruction in person, through online classes offered synchronously and asynchronously, or through a hybrid model. Students enrolling in our charter school are looking for something different than a traditional school model. They've come to our school to seek out individualized learning plans, small class sizes, one-on-one teacher relationships, frequency of school field trips and community-based experiences, or because barriers at home make it challenging for them to attend traditional schools.

At our learning centers we offer a four day a week in-person K-5 comprehensive and enrichment program. Our middle school in-person programs consist of Math, English, AVID and STEM. High School students have the opportunity to complete their A-G required classes on-line and in person. In person, we offer programs in Math, English, Biology, Earth Science, AVID, Computer Science, Music Theory and CTE pathways in Agricultural Science, Manufacturing and Media Arts. In addition, we have co enrollment opportunities for courses at our local community college, College of the Siskiyous.

Our school is located in very rural Siskiyou County, located at the far northern border of California. Siskiyou is the 5th largest county in the state and ranks 8th in lowest population density, with a population of 43,830 residents. 16.7% of Siskiyou County residents are identified as living in poverty, compared to 12.2% statewide. 21% of those



California Community Schools Implementation Grant

in poverty are under 18 years of age. Resources are concentrated in Yreka, the county seat, and travel to this town can be lengthy and inclement for the 82% of the population living outside town limits. There is limited public transportation and high fuel prices and cost of vehicle maintenance can be a deterring factor to accessing resources.

Our current student enrollment is 123 students. According to the California School Dashboard, 87% of which are socioeconomically disadvantaged, 14.6% students with disabilities, 6.5% homeless and 1.6% foster youth. Outside of foster youth, we have 9.6% of our student body living with guardians who are not their parents. We have an 81.5% unduplicated pupil count. Our student body identifies as 69.1% white, 19.5% Hispanic, 8.9% two or more races, 1.6% American Indian and .8% Asian.

Northern United - Siskiyou Charter School offers services and supports aligned with the Community School Model and four pillars. NU-SCS has adopted a Multi-Tiered System of Supports model (MTSS), that is in place to bolster academic achievements, enhance behavioral supports and increase whole-child wellness factors. This grant will greatly help our school with these supports and systems to uplift our students and their families.

Support systems that we have already built into our school include bus passes for students who need transportation support (this is limited however to student age, proximity to a bus stop and bus route hours), laptops and hotspots for students, free breakfast and lunch, a school pantry where students can take home snacks during weekend and holiday breaks, menstrual supplies, condoms and all school supplies. Backpacks and additional support are available to homeless and foster youth through the McKinney-Vento program. We offer in-person and zoom tutoring support for all students, but our capacity is limited and does not meet our demand. On staff we have a .5 FTE academic counselor. Through this grant we seek to increase the FTE of our academic counselor to provide increased support.

Academic data shows that NU-SCS has room for improvement. The addition of the support provided by the Community Schools program will help us in these efforts. Northern United - Siskiyou Charter School has identified the following academics that needs to be addressed:

- 2023 CAASPP English Language scores 83.6 points below state average (decline of 59.8 points from 2022)
- 2023 CAASPP Math scores 153.1 points below state average (decline of 59.8 points from 2022)
- Renaissance Learning Star Assessment data from the 2022-23 school year confirms that our students, on average, are underperforming compared to the state benchmark.



- We need to increase the number of students who score ready for college on the EAP.
- We also need to continue to emphasize concurrent enrollment for our students at the local community college.
- Our graduates meeting A-G eligibility and taking AP courses needs to increase.
- We saw an increase in chronic absenteeism in 2023, 16.1%, compared to 10.1% in 2022.

Our Community School Vision:

Northern United-Siskiyou Charter School is applying to the California Community Schools Partnership Program Implementation grant to strengthen and solidify its current model of student-centered, whole-child services and supports. NU-SCS envisions a school where parents, students, teachers, administrators and community partners are connected and aligned with the shared goal of providing students and their families with a top-tier, innovative, and inclusive education, with wrap-around mental health support through partnerships. As we planned for our Community School, the vision that we co-created, with a diversity of educational partners, is one wherein every student is surrounded with numerous supports that address academic, physical and mental health needs. To support our vision we have detailed a roadmap to our success, which includes hiring key supportive staff, increasing engagement strategies with educational partners, building programs and community partners that will empower and increase student success and well-being.

We prioritize building a Community School, built by and for our students, families, staff and community, that betters itself through shared power and decision making, through participatory practices and with an ever-present focus on a continuous cycle of improvement. We visualize the success of each student as a shared responsibility of all school partners, as reflected in our school's mission statement: Northern United - Siskiyou Charter School, in partnership with parent and community, will engage all students in a comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

How Northern United - Siskiyou Charter School and agencies have been engaged in the planning process:

In the two year planning grant phase, NU-SCS has accomplished and built a strong foundation to begin to build our Community School. During the planning phase we have achieved these goals:



California Community Schools Implementation Grant

- Hired a Community School Coordinator at .6 FTE
- Successfully educated educational partners on what a Community School is and can be and introduced the Community School Framework.
- Assembled a diverse Community School Advisory Team, consisting of administrators, teachers, students, parents, community members and community partners. Our team continues to grow, as we encourage as many voices as possible to be at the table.
- Held 10 Community School Advisory Team meetings, in addition to educating and promoting our Community School work at every school engagement function and during all staff meetings.
- Created a detailed Asset Map of current and desired community partners, that included staff, parents and community partner involvement.
- Collaboratively drafted and launched Needs and Assets Assessment through a school-wide Google Forms Survey, held one-on-one interviews and class breakout sessions.
- Transparently shared data from Needs and Assets Assessment with Community School Advisory Team to support and identify Community School possibilities of needs and supports.
- Joined California Community Engagement Initiative Cohort IV to increase our investment in learning about state-wide best practices in community engagement, systems of support and racially-just, relationship centered spaces.
- Increased tutoring support.
- Offered extended learning time and opportunities, with credit recovery and tutoring support over summer vacation and school holiday breaks.
- Provided professional development training for Social Emotional Learning (SEL) -Charter Strong curriculum, Restorative Justice and Community Schools workshops.
- Purchased books and support materials to support SEL, Restorative Justice and Resilience Building.

Through thoroughly conducting our Needs and Assets Assessment we were able to collect a wealth of data, from many important voices, to help inform and support our Community School Advisory Team about the gaps and supports we can fulfill through our Community School vision. During this two year process, we collectively arrived at three main goals, to implement our Community School transformation.

1. Enhance student well-being through concrete supports and protective factors.
2. Foster student, family and community engagement through enhanced physical health and enriching experiences
3. Strengthening and empowering school culture and relationship centered spaces through student, family and community engagement.



California Community Schools Implementation Grant

We will accomplish these goals by leveraging our local community and school assets to address academic, mental, behavioral, social emotional needs for our students and their families. We believe these goals, which find alignment with our LCAP and the Community School Framework will guide us in our vision of school improvement and our ability to meet the needs of our diverse student body and their families.

The Big Picture - Information about planned initiatives and programs and services we will add, expand and provide, that will transform our school into our Community School vision:

After two years of planning, educating, data gathering, asset mapping, along with developing and conducting a Needs and Assets Assessment, through surveys, one-on-one interviews, and through Community School meetings, we have developed a plan for the programs and services that this grant will help us initiate, in order to reach our Community School vision. To meet our three identified overarching goals, we plan to put these structures in place and make key connections within our community.

Individually our three goals are strategies, together they are transformative for our small rural school.

Community School Coordinator: Funded by the grant, our Community School Coordinator (CSC) will be hired a .8 FTE. As coordinator of the Community School program, they are tasked with overseeing and implementing the Community School grant and reporting. They are the liaison between the school, our families and the greater community. Building partnerships and working with stakeholders is key to this role, in realizing our Community School goals and uplifting student success by supporting the well-being of the whole child. The role of CSC also involves working to continuously build transparency and work towards shared power and leadership within the Community School Advisory Team. The coordinator is rooted in the principles of the Community School Framework and Overarching Values and continuously seeks improvement and clear avenues to collect feedback and input in the development of our Community School. Having a dedicated staff member in this role will directly strengthen and support empowering school culture and relationship centered spaces through developing avenues for student, family and community engagement. The role is the backbone of the program and actively pursues attaining our three Community School goals.

Academic Counselor: Funded by the grant, our Academic Counselor will be hired at an additional .5 FTE. This position will support all students. Their role is to inspire motivation through establishing four year academic planners, promote concurrent enrollment with College of the Siskiyous, provide A-G support, career exploration



through Pathful, Life Skills curriculum and social emotional support. This staff member is key in promoting enthusiasm for learning, motivation and empowerment through creating clarity and vision for each student and what is possible for their present and future. The role of this key staff member aligns with our Community School goal of providing increased support and protective factors, fostering enriching experiences and strengthening school culture and relationships through a sense of belonging and engagement.

Mental Health and Social Emotional Learning: As a Community School we will increase our support, by leveraging and building partnerships. As a collective, we've identified the strong need to create a stable foundation of mental health and social emotional learning, so students and families can be in a place to be ready for academic excellence. Living in a rural county, we have limited organizations and support, we are however resourceful and always maximize the potential of each relationship. Northern United - Siskiyou Charter School will work with these partners to increase the support of mental health services:

- Siskiyou County Office of Education - Daybreak mental health counseling referrals.
- Aperture mental health screening tool
- Public Health
- Behavioral Health
- Local Resource Centers
- First 5
- Heal Therapy

We will increase our current partnerships and add new MOU's, to richly work together to support each other to increase the capacity of our services. We plan to co-host events and guest speakers and provide collaborations. We seek to partner with services that can ultimately be student and family centered and we will work to create avenues for these supports to be student and parents driven and led as well.

To further support mental-health and social emotional health, we plan to deepen PBIS/MTSS practices through professional developments for all staff, including training in empathy interviews, Restorative Justice, Social Emotional Learning - Character Strong and trauma-informed instructional approaches to ensure student well-being.

We plan to build a social emotional resiliency program, modeled from our sister school, Northern United - Humboldt Charter School, called Outdoor Resilience Building Experiences (ORBE) where students will have weekly opportunities to be outdoors and get exposure to activities that promote team building, communication skills and behavior management, all rooted in social and emotional learning. Grant funds will support this class in paying for coordinated services, equipment and travel expenses. This course



California Community Schools Implementation Grant

will be open to all students and will provide opportunities for students to experience activities that they would otherwise likely not be exposed to. It will promote belonging, empowerment, community engagement and awareness, as well as equity. This program fills many desires identified through our Needs and Assets Assessment and defined through the Community School Advisory Team. It will support student mental health and social emotional well-being, as well as promote physical health, enriching learning experiences and community involvement.

Enhancing physical health and enriching learning experiences: One of our Community School objectives is to create a dynamic learning environment that actively involves our community, promotes physical well-being through outdoor and physical education and provides enriching student/family learning opportunities. We are already engaging with community partners, but we plan to expand volunteer and civic engagement initiatives. We will build upon our efforts in building a strong sense of collaboration and participation among all stakeholders. These efforts benefit our staff, students, families and the greater community.

To meet success in these efforts we plan to:

- Partner with organizations that support the arts: Jefferson Center of the Arts, Liberty Arts, RAD Camp, Maagic Mountain Goat Farm, Southern Oregon University, College of the Siskiyou, Yreka Community Garden and Homeward Bounty Farm.
- Partner with organizations that promote physical well-being: YMCA, Shasta Gravity and Mount Shasta Recreational Center.
- Partner with organizations that support extended learning opportunities: Boys and Girls Club, Siskiyou County Office of Education enrichment opportunities, Camp YES, Camp LEAD and Upward Bound.
- Partner with organizations to build cultural relevance, trust and inclusivity: Siskiyou County Historical Society, Kahtishraam Wellness Center and Karuk Tribe.
- We plan to increase tutoring capacity and tutoring quality through professional development opportunities.
- Engage in our community through school organized community volunteer week.

Empowered Family and Student Engagement: Our Community School vision is that of a vibrant school culture, where families and students are actively engaged in decision-making and building positive school identity of empowerment and trust. We plan to foster and support parent and student-led initiatives and space of increased shared ownership. Our efforts to meet this goal include:



California Community Schools Implementation Grant

- Refining school wide communication and organization. We will work to create stronger consistency and clarity in communication, school processes and structure.
- Increasing parent teacher support to guide parents in homeschool strategies and support curriculum. We plan to do this through offering weekly classes for parents and guardians.
- Increase family and community engagement opportunities and increase family input and leadership in engagement efforts.
- Increase staff engagement with each other and learn best practices in house to honor staff members strengths and wheel-house of knowledge.
- Grow and support students in creating leadership and shared power structures, such as student government.
- Grow and support parent leadership and shared power through parent led organization/fundraising group.
- Retain and increase parent, student and community involvement in the Community School Advisory Team.
- Community School Advisory Team will meet a minimum of four times a year and will share progress with all educational partners at board meetings, all staff meetings and at family engagement events.
- Increase parent and student involvement in the LCAP committee.
- Complete two year participation with Community Engagement Initiative Team, Cohort IV
- Expand professional development opportunities for staff.
- Increase participation in school surveys: LCAP, School Climate Survey, Healthy Kids, Aperture, Needs and Assets Assessment and WASC.
- Remain focused on collaborative leadership opportunities and shared power.

Ongoing reflection and assessment that supports school-wide continuous improvement:

Through this grant Northern United - Siskiyou Charter School looks forward to seeing our Community School vision come to life. We look forward to expanding our whole-child services to greater support students and their families, to first improve mental health structures, that will ultimately bolster academic outcomes and social and emotional empowerment.

To ensure an ongoing system of continuous improvement, our Community School Coordinator will conduct ongoing outreach to students, families and community partners to ensure that community school initiatives are based on the demonstrated needs of our students and families. We will provide clear and easy ways to provide feedback and input towards our progress. We will continue to root ourselves in transparency and shared decision making.

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.3 NUCS Board Self Evaluation

Action Requested:

None

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

At the April 17, 2024 NUCS board meeting, the Board received a copy of the NUCS Board Self Evaluation Tool and decided to complete it individually and discuss the results at the August 14, 2024 meeting. At the August 14, 2024 meeting, the Board decided to wait to complete the self evaluation until the October meeting.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

**Northern United Charter Schools
Board Self Evaluation
2023 - 2024**

*Exceeded
Expectations*

*Met
Expectations*

*Did Not Meet
Expectations*

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

**Northern United Charter Schools
Board Self Evaluation
2023 - 2024**

<p>3. Provide Support Through Our Behavior and Actions</p> <ul style="list-style-type: none"> • Act with professional demeanor that models the schools' beliefs and vision • Make decisions and provide resources that support mutually agreed upon priorities and goals • Uphold board-approved policies and support staff implementation of board direction • Ensure a positive working climate exists • Be knowledgeable enough about the efforts of the schools to explain them to the public 			
<p><i>Comments:</i></p>			
<p>4. Ensure Accountability to the Public</p> <ul style="list-style-type: none"> • Evaluate the School Director • Monitor, review and revise policies • Serve as a judicial and appeals body • Monitor student achievement and program effectiveness and require program changes as indicated • Monitor and adjust finances of the schools and periodically review facilities issues 			
<p><i>Comments:</i></p>			

**Northern United Charter Schools
Board Self Evaluation
2023 - 2024**

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

Comments:

Board Self-Evaluation Result

Freshwater Elementary School District



1. Conditions of Effective Governance

Number of members responded

Almost Always Often Less Often Rarely Not Sure

Board unity

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

Roles and responsibilities

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

A strength for most members

A strength for simple majority

Area of growth for simple majority

Area of growth for most members

1. Conditions of Effective Governance

Number of members responded

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

A strength for most members

A strength for simple majority


Area of growth for simple majority


Area of growth for most members


1. Conditions of Effective Governance


Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Board meetings						
25. The board agrees on the role of the board president in managing board meetings.		5	0	0	0	0
26. Board meeting agendas reflect district priorities.		5	0	0	0	0
27. Board members come to meetings prepared.		3	2	0	0	0
28. The board effectively uses data in its decision-making.		4	1	0	0	0
29. The board confines its meetings to a reasonable length of time.		5	0	0	0	0
30. There is a good relationship between how long the board spends on an agenda item and the importance of the item.		4	1	0	0	0
31. The board effectively manages community input at board meetings.		4	0	0	0	1
Board development						
32. The board agrees on the process for identifying officers.		3	1	0	0	1
33. The board plans for the development and training of the board.		4	1	0	0	0
34. The board effectively orients new members.		3	2	0	0	0
35. The board reviews its governance agreements regularly.		3	0	1	0	1

 A strength for most members

 A strength for simple majority


 Area of growth for simple majority


 Area of growth for most members


2. Board Responsibilities


Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Setting direction						
36. The board provides opportunity for community input when developing the district's mission, core beliefs and vision.		3	2	0	0	0
37. The board adopts long-range priorities.		5	0	0	0	0
38. The board uses the district's mission, core beliefs and vision to drive district performance.		4	0	1	0	0
39. The board adopts clear and measurable indicators to assess district performance.		5	0	0	0	0
Structure						
40. The board adopts a fiscally responsible budget aligned to the district's vision and goals.		5	0	0	0	0
41. The board regularly monitors the fiscal health of the district.		5	0	0	0	0
42. The board has an effective process to review, revise and adopt policies.		4	0	0	0	1
43. The board establishes priorities for the district's collective bargaining process that support the district vision and goals.		3	2	0	0	0
Support						
44. The board demonstrates commitment to district priorities and goals.		4	1	0	0	0
45. The board demonstrates support for the superintendent in carrying out board directives.		5	0	0	0	0
46. The board is represented at key district events.		4	1	0	0	0
47. The board celebrates district accomplishments.		5	0	0	0	0

 A strength for most members







 A strength for simple majority


 Area of growth for simple majority


 Area of growth for most members


2. Board Responsibilities


Number of members responded

		Almost Always	Often	Less Often	Rarely	Not Sure
Accountability						
48. The board monitors student progress against established benchmarks.		4	1	0	0	0
49. The board monitors progress towards district goals based on established success indicators.		4	1	0	0	0
50. The board monitors the implementation of the adopted budget.		5	0	0	0	0
51. The board monitors the implementation of board policies.		4	1	0	0	0
52. The board evaluates the performance of the board.		4	0	0	0	1
53. The board evaluates the performance of the superintendent based on established expectations.		4	1	0	0	0
Community leadership						
54. The board uses cohesive messages to communicate district priorities, goals and needs.		3	0	1	0	1
55. The board provides community leadership on educational issues.		2	2	1	0	0
56. The board pursues partnerships to support district efforts.		2	2	0	0	1
57. The board advocates on behalf of students and public education at the local, state and federal levels.		3	1	0	0	1
58. The board informs the community on district priorities, progress, needs and opportunities for involvement.		3	1	0	0	1

 A strength for most members

 A strength for simple majority

 Area of growth for simple majority

 Area of growth for most members

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

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 7.
REPORTS

Subject:

7.1 Student Enrollment and Attendance Report

Action Requested:

None

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

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

Enrollment as of 9/20/2024

NU-Humboldt Charter School - 325

NU-Siskiyou Charter School - 132

Attendance as of 9/20/2024:

NU-Humboldt Charter School - N/A

NU-Siskiyou Charter School - N/A

Enrollment as of 9/22/2023

NU-Humboldt Charter School - 313

NU-Siskiyou Charter School - 124

Attendance as of 9/22/2023:

NU-Humboldt Charter School - N/A

NU-Siskiyou Charter School - N/A

Fiscal Implications:

To be determined

Contact Person/s: Shari Lovett, Lynda Speck

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 7.

REPORTS

Subject:

7.2 Financial Report for NU-HCS and NU-SCS

Action Requested:

None

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kelley Withers

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2024/25 September

Object	Description	Balance Forward	Budgeted	Revenue	Ending Balance
Revenue Detail					
LCFF Revenue Sources					
8011	REVENUE LIMIT ST AID-CURR YR	3,837,014.00		391,629.00	3,445,385.00
8012	REVENUE LIMIT-EPA	60,376.00			60,376.00
8096	TRANSFERS>CHARTERS IN LIEU TAX	10,532.00		1,378.00	9,154.00
	Total LCFF Revenue Sources	3,907,922.00	.00	393,007.00	3,514,915.00
Federal Revenue					
8181	SP ED-ENTITLEMENT PER UDC	53,895.00			53,895.00
8221	NATIONAL LUNCH PROGRAM	60,860.14			60,860.14
8290	ALL OTHER FEDERAL REVENUES	134,423.00			134,423.00
	Total Federal Revenue	249,178.14	.00	.00	249,178.14
Other State Revenues					
8520	CHILD NUTRITION	37,952.00		5,991.89	31,960.11
8550	MANDATED COST REIMBURSEMENTS	9,036.00			9,036.00
8560	STATE LOTTERY REVENUE	79,929.00			79,929.00
8590	ALL OTHER STATE REVENUES	540,448.00		6,864.00	533,584.00
	Total Other State Revenues	667,365.00	.00	12,855.89	654,509.11
Other Local Revenue					
8660	INTEREST	4,164.00			4,164.00
8677	INTERAGENCY SVCS BETWEEN LEA	28,374.00			28,374.00
8699	ALL OTHER LOCAL REVENUES	400,984.99	11,720.00	400.00	412,304.99
8792	TRANS OF APPORTION FROM COE	135,380.00		14,601.00	120,779.00
	Total Other Local Revenue	568,902.99	11,720.00	15,001.00	565,621.99
	Total Revenues	5,393,368.13	11,720.00	420,863.89	4,984,224.24

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail						
Certificated Salaries						
1100	TEACHERS SALARIES - REGULAR	1,189,200.00		1,089,552.60	122,601.40	22,954.00-
1104	SPECIAL ED TEACHER	368,076.66		300,151.53	33,350.17	34,574.96
1132	COACHES AND SPECIAL ADVISORS	3,000.00				3,000.00
1140	TEACHER SALARY - SUBSTITUTES	13,000.00			157.50	12,842.50
1150	TEACHER SALARY - OTHER PAY	29,600.00			1,286.50	28,313.50
1200	CERT PUPIL SUPPORT SAL - REG	146,347.34		131,713.47	14,634.83	.96-
1300	CERT SUPRVSR'S & ADMIN'S SAL	109,124.66		98,272.53	10,919.17	67.04-

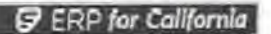
Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 3, Ending Period = 3, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2024/25 September

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Certificated Salaries (continued)						
1311	COORDINATOR	71,500.00		65,250.00	7,250.00	1,000.00-
1900	OTHER CERT SALARY- REGULAR	197,515.78		177,764.49	19,751.61	.32-
	Total Certificated Salaries	2,127,364.44	.00	1,862,704.62	209,951.18	54,708.64
Classified Salaries						
2100	CLASS INSTR AIDE SAL-REGULAR	152,331.00		115,353.00	11,703.90	25,274.10
2122	INSTR AIDE SAL HRLY-SPECL ED	25,000.00		14,562.00	1,800.00	8,638.00
2160	COACHES & ADVISORS	2,000.00				2,000.00
2210	FOOD SERVICE PERSONNEL	44,240.00		39,816.00	4,424.00	.00
2212	HELPER	150.00-			80.00	230.00-
2214	CUSTODIAN	10,220.00		9,059.30	615.94	544.76
2255	COMPUTER LAB TECHNICIAN	59,475.00		53,527.50	5,947.50	.00
2304	BUSINESS MANAGER	89,375.00		80,437.50	8,937.50	.00
2307	COORDINATOR	68,778.80		61,900.61	6,877.85	.34
2308	DIRECTOR	60,791.66		54,712.53	6,079.17	.04-
2309	ADMINISTRATIVE ASSISTANT	33,600.00		30,240.00	3,360.00	.00
2402	ACCOUNT TECHNICIAN	64,430.34		59,835.27	6,934.33	2,339.26-
2403	CLERICAL TECHNICIAN	22,613.00		18,873.96	1,400.38	2,338.66
2405	ATTENDANCE TECHNICIAN	40,583.32		36,525.06	4,058.34	.08-
2406	SECRETARY	34,144.00		29,216.00	3,872.00	1,056.00
2900	OTHER CLASS SALARIES-REGULAR	85,590.00		53,892.43	6,901.95	24,795.62
2950	OTHER CLASS SALARIES-OTH PAY				100.00	100.00-
	Total Classified Salaries	793,022.12	.00	657,951.16	73,092.86	61,978.10
Employee Benefits						
3101	STRS - CERTIFICATED	569,651.70		334,401.30	37,668.34	197,582.06
3102	STRS - CLASSIFIED	8,030.00		2,310.33	300.25	5,419.42
3201	PERS - CERTIFICATED	16,649.00		27,400.32	3,125.63	13,876.95-
3202	PERS - CLASSIFIED	189,581.24		163,929.71	17,757.47	7,894.06
3311	SOCIAL SECURITY-CERTIFICATED	3,816.00		6,916.41	787.09	3,887.50-
3312	SOCIAL SECURITY-CLASSIFIED	48,936.90		39,795.65	4,406.80	4,734.45
3331	MEDICARE-CERTIFICATED	30,808.66		26,972.64	3,040.23	795.79
3332	MEDICARE-CLASSIFIED	11,445.71		9,482.41	1,053.42	909.88
3411	HEALTH & WELFARE BENEFITS-CRT	599,280.00		534,258.08	59,320.48	5,701.44
3412	HEALTH & WELFARE BENEFITS-CLS	195,200.20		163,385.20	18,195.44	13,619.56
3501	ST UNEMPLOYMENT INS-CERTIF	1,066.10		930.51	104.88	30.71
3502	ST UNEMPLOYMENT INS-CLASSIFD	397.62		326.96	36.32	34.34

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 3, Ending Period = 3, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)



62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2024/25 September

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Employee Benefits (continued)						
3601	WORKER'S COMP-CERTIFICATED	15,509.64		13,579.29	1,530.59	399.76
3602	WORKER'S COMP-CLASSIFIED	5,763.81		4,773.73	530.33	459.75
	Total Employee Benefits	1,696,136.58	.00	1,328,462.54	147,857.27	219,816.77
Books and Supplies						
4110	TEXTBOOKS	16,050.10		7,047.01-	10,241.09	12,856.02
4310	MATERIALS & SUPPLIES	180,545.72	12,489.00	17,317.62-	26,691.87	183,660.47
4312	SUBSCRIPTIONS/PERIODICALS	2,690.00				2,690.00
4314	TESTS	500.00	64.00			564.00
4351	OFFICE SUPPLIES	4,468.38	2,251.00-	10.86	72.21	2,134.31
4361	VEHICLE SUPPLIES	464.76-				464.76-
4364	GASOLINE	7,176.18	1.00		380.84	6,796.34
4374	CUSTODIAL SUPPLIES	3,349.44	676.00-	489.87-	953.55	2,209.76
4377	GROUNDS SUPPLIES	2,732.00	778.00-			1,954.00
4381	BUILDING MAINTENANCE SUPPLS	2,486.41	835.00-			1,651.41
4382	SMALL TOOLS	61.00				61.00
4383	LOCKS AND KEYS	200.00	17.00-			183.00
4384	REPAIR PARTS-BUILDING	210.00				210.00
4393	WORKSHOP REFRESHMENTS	5,007.00	1,629.00-	1,293.00-	1,781.21	2,889.79
4396	FOOD SERVICE SUPPLIES	600.00		53.13	96.95	449.92
4400	EQUIPMENT	86,716.94-		7,132.25-	964.45	80,549.14-
4445	COMPUTERS	7,766.00-				7,766.00-
4453	OTHER TECHNOLOGY	500.00				500.00
4710	FOOD	2,500.00		326.57		2,173.43
	Total Books and Supplies	134,128.53	6,368.00	32,889.19-	41,182.17	132,203.55
Services and Other Operating Expenditures						
5201	EMPLOYEE MILEAGE	22,784.00	4,970.00-		611.30	17,202.70
5210	TRAVEL & CONFERENCES	58,961.90	5,844.00	68.12	2,037.96	62,699.82
5261	BUS TICKETS FOR STUDENTS	1,000.00				1,000.00
5300	DUES & MEMBERSHIPS	5,360.18	2,408.00-			2,952.18
5450	OTHER INSURANCE	863.92-	1,403.00	231.41-	231.41	539.08
5510	HEATING FUEL	467.11	440.00-			27.11
5512	PROPANE	1,500.00	934.00-			566.00
5520	ELECTRICITY SERVICES	5,995.00	1,671.00-	2,873.69-	2,873.69	4,324.00
5530	WATER SERVICES	2,590.00	761.00-	809.85-	808.56	1,830.29
5560	WASTE DISPOSAL	601.08	1,384.00	1,091.73-	1,091.73	1,985.08

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 3, Ending Period = 3, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2024/25 September

Object	Description	Balance Forward	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)						
Services and Other Operating Expenditures (continued)						
5565	HAZARDOUS WASTE DISPOSAL	160.00				160.00
5610	RENTALS AND LEASES	860.40-		71.70-	71.70	860.40-
5612	RENTALS AND LEASES-BUILDINGS	7,656.32-	9,248.00	89,624.22-	43,324.22	47,891.68
5623	RENTALS AND LEASES-EQUIPMENT	6,033.40	4,415.00	1,277.31-	1,277.31	10,448.40
5628	RENTALS AND LEASES-OTHER	227.00				227.00
5633	REPAIRS-VEHICLES	363.24-	700.00			336.76
5637	MAINTENANCE AGREEMENTS	5,719.20	1,390.00-	948.39-	948.39	4,329.20
5640	LEASE INTEREST EXPENSE	916.00	812.00			1,728.00
5800	CONTRACTED SERVICES	189,676.51	24,182.00	8,995.01-	19,544.70	203,308.82
5801	STUDENT TRAVEL/FIELDTRIPS	132.81	100.00	132.91-		365.72
5805	PRINTING SERV-OUTSIDE VENDOR	2,000.00	487.00-			1,513.00
5812	LIBRARY CONTRACT	3,328.00	2,728.00-			600.00
5819	OTHER INTER-LEA CONTRACTS	81,089.00	25,756.00			106,845.00
5822	AUDIT FEES	85,144.20			1,398.60	83,745.60
5823	LEGAL FEES	8,560.00	7,543.00-		852.50	164.50
5831	ADVERTISEMENT	13,804.00	10,276.00-	6,519.00	1,662.00	4,653.00-
5845	INFORMTN NETWORK SERV CONTR	9,595.00	1,766.00			11,361.00
5861	FINGERPRINTING	2,822.00	742.00-	128.00-	192.00	2,016.00
5868	OTHER EMPLOYMENT COSTS		2.00			2.00
5881	OTHER CHARGES/FEES	4,250.00	450.00-		50.00	3,750.00
5884	LICENSE, PERMIT, USE FEE, TX	622.00	120.00-		20.00	482.00
5885	STUDENT AWARDS	100.00				100.00
5909	TELEPHONE/COMMUNICATIONS	13,399.98	3,482.00-			9,917.98
5922	TELEPHONE LINES - TECHNOLOGY	14,496.00	5,318.00-	971.94	228.06	7,978.00
5950	POSTAGE	3,170.80	1,391.00-		1,296.15	483.65
Total Services and Other Operating Expenditures		534,761.29	30,501.00	98,625.16-	78,520.28	585,367.17
6600 - 6999						
6900	DEPRECIATION EXPENSE	23,854.00				23,854.00
6910	AMORTIZATION EXP —LEASE ASSETS	6,546.00				6,546.00
Total 6600 - 6999		30,400.00	.00	.00	.00	30,400.00
Tuition						
7142	OTH TUITN, EXCESS CSTS> COE	3,204.00				3,204.00
Total Tuition		3,204.00	.00	.00	.00	3,204.00
Total Expenditures		5,319,016.96	36,869.00	3,717,603.97	550,603.76	1,087,678.23

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 3, Ending Period = 3, Zero Amounts? = N, Use SACS? = N, Restricted? = Y)

Excess Revenues (Expenditures)

(129,739.87)

Account classifications selected
FD- RESC Y OBJT GOAL FUNC SCH LOCAL

Field ranges selected
FI RANGE

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

Primary sort/rollup levels: FD
 Income summary level: 4
 Expense summary level: 4
 Data source: GLSTEX Standard Extract
 Report template: /var/opt/qss/data/CTFAR300: 07/07/2020 17:07:13
 Budget type: W Working
 Include budget transfers: N
 GL Transactions: B Approved and Unapproved
 Exclude Pre-encumbrances: N
 Use Reference Values: N
 Restricted Fld Nbr: 02 RESOURCE
 Separation Option: No Separation of Restricted and UnRestricted
 Extraction Type: Restricted and UnRestricted

 Report prepared: 10/02/2024 11:40:32

FUND :01 GENERAL FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance Used
Beginning balance					
9110 CASH IN COUNTY TREASURY	0.00	0.00	6,153.00	0.00	6,153.00
9209 A/R SET-UP ODD YEARS	0.00	0.00	6,153.00-	0.00	6,153.00-
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00
**Fund balance	0.00	0.00	0.00		**

FUND :62 CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Beginning balance						
9110 CASH IN COUNTY TREASURY	0.00	18,306.59-	832.90-	0.00	832.90-	
9209 A/R SET-UP ODD YEARS	0.00	0.00	35,801.85-	0.00	35,801.85-	
9210 A/R POST	0.00	0.00	85,028.08-	0.00	85,028.08-	
9510 ACCOUNTS PAYABLE CURRENT LIAB	0.00	0.00	201,280.24	0.00	201,280.24	
9511 STRS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9512 PERS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9513 OASDHI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9514 H & W PASS THROUGH	0.00	14,005.60	19,316.60	0.00	19,316.60	
9515 SUI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9516 W/COMP PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9518 MEDICARE PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
TOTAL Beginning balance	0.00	4,300.99-	98,934.01	0.00	98,934.01	
Current year revenue						
8011 STATE AID - CURRENT YEAR	1,699,252.00	155,615.00	328,521.00	0.00	1,370,731.00	19.3
8012 EPA REVENUE	23,282.00	5,821.00	5,821.00	0.00	17,461.00	25.0
8096 TRANSFERS TO CHART. IN LIEU TX	0.00	0.00	127,260.00	0.00	127,260.00	N/A
8182 SPEC ED-DISCRETIONARY GRANTS	1,488.00	0.00	0.00	0.00	1,488.00	0.0
8290 ALL OTHER FEDERAL REVENUES	64,973.00	9,243.00	17,277.00	0.00	47,696.00	26.6
8550 MANDATED COST REIMBURSEMENTS	3,994.00	0.00	0.00	0.00	3,994.00	0.0
8560 STATE LOTTERY REVENUE	28,857.00	0.00	0.00	0.00	28,857.00	0.0
8590 ALL OTHER STATE REVENUES	549,718.00	0.00	0.00	0.00	549,718.00	0.0
8660 INTEREST	5,000.00	0.00	0.00	0.00	5,000.00	0.0
8699 ALL OTHER LOCAL REVENUES	9,500.00	245.31	4,945.31	0.00	4,554.69	52.1
8792 TF OF APPORT FROM COE	29,756.00	0.00	0.00	0.00	29,756.00	0.0
8980 CONTRIBUTIONS FR UNRESTR REV	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Current year revenue	2,415,820.00	170,924.31	483,824.31	0.00	1,931,995.69	
*TOTAL Beginning balance + Revenue	2,415,820.00	170,924.31	483,824.31			*
Expense						
1100 CERTIFICATED TEACHERS SALARIES	500,097.50	40,524.83	52,149.83	381,582.66	66,365.01	86.7
1104 NUCS EDUCATION SPECIALIST	62,000.00	0.00	0.00	0.00	62,000.00	0.0
1150 NUCS TUTOR	5,000.00	800.00	1,000.00	0.00	4,000.00	20.0
1200 CERT PUPIL SUPPORT SALARY	76,500.00	6,375.00	6,375.00	70,125.00	0.00	100.0
1300 CERTIFICATED SUPERV & ADM SAL	38,450.00	5,995.83	17,987.49	52,800.03	32,337.52	184.1
2100 INSTRUCTIONAL AIDE SALARIES	25,656.00	0.00	0.00	0.00	25,656.00	0.0
2200 CLASSIFIED SUPPORT SALARIES	9,307.50	1,040.25	3,109.00	8,869.50	2,671.00	128.7
2400 CLERICAL/TECHNICAL/OFFICE SAL	117,510.00	9,820.51	27,230.51	88,009.56	2,269.93	98.1
2900 OTHER CLASSIFIED SALARIES	10,284.00	1,680.00	3,255.00	14,670.00	7,641.00	174.3
3101 STRS CERTIFICATED	156,263.07	8,821.80	13,332.60	78,914.74	64,015.73	59.0
3201 PERS CERTIFICATED	26,510.00	2,650.90	2,650.90	23,858.10	1.00	100.0
3202 PERS CLASSIFIED	44,025.91	3,086.09	7,869.03	27,774.82	8,382.06	81.0
3301 SOCIAL SECURITY CERTIFICATED	6,076.00	604.19	616.59	5,468.40	8.99	100.1
3302 SOCIAL SECURITY CLASSIFIED	10,090.97	771.77	2,077.10	6,916.05	1,097.82	89.1
3311 MEDICARE - CERTIFICATED	9,889.72	766.36	1,111.66	7,315.36	1,462.70	85.2
3312 MEDICARE - CLASSIFIED	2,359.99	180.47	485.73	1,617.46	256.80	89.1
3401 HEALTH & WELFARE CERTIFICATED	160,577.95	14,756.40	17,706.40	132,807.60	10,063.95	93.7

FUND :62 CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	Used
3402 HEALTH & WELFARE CLASSIFIED	43,164.00	3,498.00	10,494.00	31,482.00	1,188.00	97.2
3501 UNEMPLOYMENT - CERTIFICATED	341.05	26.43	38.31	248.43	54.31	84.1
3502 UNEMPLOYMENT - CLASSIFIED	81.38	6.22	16.74	55.36	9.28	88.6
3601 WORKERS COMP - CERTIFICATED	4,978.97	359.38	521.32	3,424.91	1,032.74	79.3
3602 WORKERS COMP - CLASSIFIED	1,188.14	84.64	227.80	757.89	202.45	83.0
4100 APPRVD TEXTBKS/CORE CURRICULA	24,000.00	7,810.43	7,810.43	1,618.71	14,570.86	39.3
4200 BOOKS AND REFERENCE MATERIALS	3,705.00	0.00	0.00	0.00	3,705.00	0.0
4300 SUPPLIES	78,700.00	16,457.35	19,121.13	2,263.00	57,315.87	27.2
4310 NORTH UNITED SUPPLIES	6,799.00	0.00	0.00	0.00	6,799.00	0.0
4350 OFFICE SUPPLIES	0.00	144.66	144.66	0.00	144.66	N/A
4400 NON-CAPITALIZED EQUIP.	5,000.00	0.00	78,498.57	0.00	73,498.57	1570.0
5200 TRAVEL & CONFERENCE	34,773.00	1,847.18	2,352.04	3,159.69	29,261.27	15.9
5300 DUES & MEMBERSHIPS	18,304.00	0.00	0.00	0.00	18,304.00	0.0
5400 INSURANCE	45,000.00	0.00	0.00	45,335.00	335.00	100.7
5500 OPERATION & HOUSEKEEPING SERV	15,750.00	152.60	228.90	10,613.06	4,908.04	68.8
5520 ELECTRICITY	41,000.00	1,031.76	2,373.28	17,051.72	21,575.00	47.4
5530 WATER&/OR SEWAGE	5,500.00	193.08	193.08	3,691.92	1,615.00	70.6
5550 DISPOSAL/GARBAGE REMOVAL	2,250.00	90.75	127.50	1,263.34	859.16	61.8
5600 RENTALS, LEASES & REPAIRS,N.C.	14,100.00	1,811.84	3,486.92	15,176.40	4,563.32	132.4
5612 NORTH UNITED RENT/LEASE BLDG	150,528.00	25,088.00	62,720.00	99,667.00	11,859.00	107.9
5710 TRANSFERS OF DIRECT COSTS	0.00	0.00	0.00	0.00	0.00	N/A
5800 PROFES'L/CONSULTG SVCS/OP EXP	437,825.00	18,301.41	40,163.27	283,225.79	114,435.94	73.9
5801 LEGAL FEES	2,000.00	0.00	0.00	0.00	2,000.00	0.0
5830 AUDIT FEES	25,000.00	0.00	0.00	0.00	25,000.00	0.0
5864 CO-OP / SCOE	4,700.00	0.00	0.00	0.00	4,700.00	0.0
5881 NORTH UNITED OTHER CHGS/FEES	10,000.00	270.00	270.00	0.00	9,730.00	2.7
5912 COMMUN - INTERNET SVCS/LINES	4,560.00	0.00	0.00	0.00	4,560.00	0.0
5922 COMMUNICATION - TELEPHONE SVCS	5,500.00	28.82	1,054.49	2,840.99	3,713.50	32.5
5930 COMMUNICATION - POSTAGE/METER	750.00	148.35	200.00	700.00	150.00	120.0
6900 DEPRECIATION EXPENSE	38,508.00	0.00	0.00	0.00	38,508.00	0.0
7142 OTH TUIT,EXC CST PMT TO COE	12,185.00	0.00	0.00	0.00	12,185.00	0.0
7310 TRANSFERS OF INDIRECT COSTS	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Expense	2,296,789.15	175,225.30	384,890.30	1,423,304.49	486,594.36	
Ending balance						
9790 FUND BAL-UNDESIG/UNAPPROP	119,030.85-	0.00	0.00	0.00	119,030.85-	
TOTAL Ending balance	119,030.85-	0.00	0.00	0.00	119,030.85-	
**Fund balance	119,030.85	4,300.99-	98,934.01			**

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 7.

REPORTS

Subject:

7.3 Northern United - Humboldt Charter School Report

Action Requested:

Information

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

Each month the Board may give a report related to the governance of the schools.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis



Humboldt Regional Director Board Report 10-9-24

Goal #1: Academic Rigor- Northern United Charter Schools will improve student performance outcomes in all academic areas.

A. Our staff has an all day PD coming up.



B. Trevor's Outdoor Ed Group at CLC had a great first month learning to be Safe, Respectful, and Responsible in the outdoors.



C. Some of our Admin Team at the Student Centered Coaching Workshop at HCOE!



D. Our TED Ed Club is starting!!



Join our TED-Ed Club, meeting every Tuesday, to develop and share your big ideas! Throughout the year, you'll work on crafting TED-style talks, building your confidence, public speaking, and creativity. This is your chance to bring your unique perspectives to life and potentially share them with the world!

EMAIL ALYSHA OR REBEKAH BY
OCT 4TH TO SIGN UP @
AJONES@NUCHARTERS.ORG,
RDAVIS@NUCHARTERS.ORG

Starting
October
8th

1PM-4PM
TUESDAYS
600 2100
CAMPTON ROAD

TED Ed
Student Talk

E. The Eureka Learning Center freshmen have been loving boxing with Joe at next level boxing for PE the last few weeks! They are learning a lot and really getting into a great flow picking up new skills.



Goal #2: Social Emotional Learning: Northern United Charter Schools will improve school climate, with emphasis on social and emotional wellbeing and attendance, and improve parent/community involvement to promote and cultivate a positive, safe environment for all.

- A. Our middle school volleyball team had their first match against Trinidad School. They lost in a close match of 25-18.



- B. CLC has started a Lunch Bunch which honors middle school students who have all of their work in and perfect attendance.



- C. Debbi has started Chess Club and Lego Club again at the CRC.
- D. ORBE took students on a bike ride to wrap up the first cohort. As well as a visit from Agatha from Humboldt Sponsors.



E. CLC had their first monthly STEAM activity with their buddies.



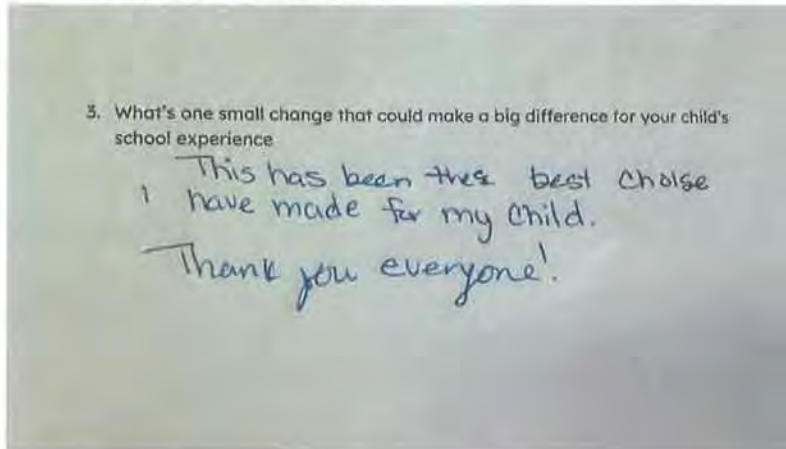
F. CLC Student Leadership created an Apple Bar for the staff!



Goal #3: Community: Northern United Charter Schools will promote our schools' programs within our school community and promote our schools within the broader community.

- A. Our Community Schools Coordinator, Althea, was accepted into the first California Indian Educational Leadership Cohort and the American Indian Studies Certificate for California Ethnic Studies.

- B. During Welcome Back- Get to Know You Conferences at CLC, one family left this comment with Trevor!



- C. Our AG Floral Design class is selling subscriptions. To purchase, email Amanda Cobine at ELC.

Monthly Subscriptions are at a rate of \$50.00 per arrangement. Your student can have multiple subscribers.

Floral arrangements can be picked up at ELC (4620 Meyers Ave.) @ 3pm or delivered by students.

Monthly Floral Arrangements:

September: Hydrangea Wreath

October: Fall Centerpiece

November: Christmas Wreath

December: Christmas Centerpiece

I would like a subscription for:

September Qtv Subscription

- D. NUCS Board Members at ELC's Back-to-School-Night!



E. Lisa, Youth Services Coordinator for Blue Lake Rancheria, visited students at CLC.

Here is Lisa's feedback from the experience:

"I have to admit I was sincerely impressed by the level of respect I got from them, considering they never met me before. I enjoyed the questions and the reactions of the questions such as "are you a scientist". My personal favorite part was watching them flock to the KidSpark blocks and creating their own items without any prompts or guidance."



F. Our PAC starts this month!



G. Fall Festival!!



H. CLC enjoyed the Pumpkin Patch!



I. Our IS group enjoyed the Pumpkin Patch too!



J. BLC, Briceland Learning Center, shares a virtual tour of their center:

Our Campus



The Octagon – Where we eat lunch, have all school circles, do indoor PE, have special events and do enrichment classes.



Our Classroom Buildings



Kindergarten through 4th grade classes



The Dojo – our 5th/6th grade classroom.



Our play structure



The Basketball court & mural

OUR STUDENTS AND TEACHERS



**Miss Nona and her
Kindergartners**



**Lori and her
1st & 2nd grade class**



**Teal and the 3rd & 4th
graders**

Blair and the 5th graders



K. BLC gives us an update:

We are very excited to announce that our little center has been awarded a grant from the California Space Grant Consortium to participate in the Plant the Moon Challenge, Jr.! This challenge is being put on by the Institute of Competition Sciences, in collaboration with the NASA Solar System Exploration Research Virtual Institute and the NASA Space Grant Kids Extension Project, schools and organizations all over the nation are participating. The children in three of our classrooms, led by their teachers and our Greenhouse and Garden parent volunteer Wendy Kornberg, will be designing and implementing an experiment utilizing Martian simulant soil and discovering how to grow crops in it over an eight week period. Each of our teams has designed a different study, experimenting with different variables, such as different liquids to water with, different soil amendments and even copper wires on sticks to see what results, if any, electroculture may yield! Teams will collect data and analyze it and ultimately send in a final report with their findings.



Martian simulant soil is very heavy!



Lori's Class

Our 1st & 2nd grade students at the BLC worked on identifying, naming, and building 2 & 3 dimensional shapes this week in math.

In science this week we started our unit on "What Does It Mean to be a Scientist?" We went on an observational exploration walk around the campus looking for signs of Fall and signs of secret animal activity. The students made observations, asked questions, made hypotheses, collected samples, and recorded their data through both drawings and words. We had a great week of learning!



Our Kindergartners -

Kindergartners came in bright eyed and ready for their first year of school here at BLC. By week three you could feel the energies of all the kids start to harmonize as they put to practice all of the Kindness lessons we had been doing each day. They learned each others' names, the routines of the days and weeks, and we are off to a phenomenal start.

They are recognizing patterns all around, in the class, out in nature, and at home. Today they put their skills to practice and created hopscotch patterns to build. They all worked on their balance and patience as we tested them all out! We are counting up the days we've been in school, and just said goodbye to September and hello to October! Many animal letter crafts have been made, songs sung, rhymes explored.

We are getting ready for our first field trip walking to the local Farmer's Market to check out some jobs people have in our community and they are being read to by their big buddies about our school center's theme this year, nocturnal animals. It has been a busy start and they are excited and ready for more! Go BLC Kindergarten!

Nona Ikeda
Kindergarten IST

Teal's 3rd & 4th grade -



A fourth grader had a special birthday horse visit. She shared her knowledge of riding, taking care of her horse, and parts of the gear.

The class is learning about the solar system and they completed cooperative posters on a planet.

We are participating in Fat Bear week, learning about bears in the Katmai National Park in Alaska and how they prepare for winter.

Social Emotional Learning for the bigs-

The 5th grade at BLC has spent the month creating expectations for our classroom on the topic of Respect.

We were able to define what Respect looks and feels like between students and their teacher, between two students and between students and their physical classroom. Now that we have all agreed to the expectations we are working on holding each other accountable.

Blair Soffe - 5 grade teacher

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 7.

REPORTS

Subject:

7.4 Northern United - Siskiyou Charter School Report

Action Requested:

Information

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

Each month the Board may give a report related to the governance of the schools.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller

NU-SCS Board Report October 2024

Academic Rigor:

Wednesdays at Mount Shasta Learning Center we have middle and high school students arriving at 9am to study and do homework together. Each of them also has an hour long Zoom class, English or Math, with NUCS teachers - some in Humboldt, some in Siskiyou.

Social Emotional Learning/Community:

ORBE in Mt Shasta did a pickleball lesson with Jarred. They have been talking about growth mindset and resilience. ORBE in Yreka went to Liberty Arts and did the explorations program, took a gallery tour, and completed an art project they created. The theme was contrast. The ORBE classes include Character Strong themes of the week, like four at the door plus one more. The do cooperative



Community:

Austin Hanelt competed for NUCS in the Steve Nesheim Cross Country Invitational. It was a 1.7mile course and he placed 14th out of 87 runners !



The YLC Back to School Social is coming up this Thursday, October 3rd, from 3-5. Board Members please join!

Plant sale!
Thank you Sonya for leading this amazing fundraiser!



Plant display up until Sept. 30th at Jupiter Salon on Miner St.



**WELCOME
BACK
TO
SCHOOL**



Thursday, October 3rd
3:00-5:00

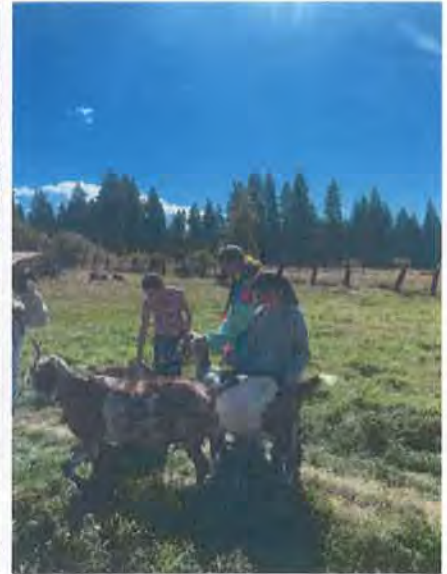
Meet teachers ~ learn about programs ~ get involved ~ delicious snacks ~ have fun!

505 building



Parent-led Plant Sale Fundraiser. Sonya Luckey, with her amazing green thumb, donated dozens of plants for a fundraiser. We collaborated with Jupiter Salon on Miner St. for a plant sale pop-up and it was very successful!

Trips to the Maagic Mountain goat farm outside Mt Shasta are always fun!! Students got to try some fresh veggies, pet some goats and learn about beekeeping.



NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 7.

REPORTS

Subject:

7.5 Director's Report

Action Requested:

Information

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 7.

REPORTS

Subject:

7.6 Board Report

Action Requested:

Information

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

Each month the Board may give a report related to the governance of the schools.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

NUCS Board Meeting 10/9/24 4:00pm

Agenda Item 8.
NEXT BOARD MEETING

Subject:
8.1 Possible Agenda Items

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
Discussion of topics to cover at the next meeting:

Fiscal Implications:
None

Contact Person/s:
Shari Lovett, Rosemary Kunkler

Agenda Item 8.
NEXT BOARD MEETING

Subject:
8.2 Next Board Meeting Date: December 11, 2024

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

Agenda Item 9.
ADJOURN