This document was provided, as is, to the California Department of Education (CDE) by **Samoa Beach Academy**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

Attachment 7

Samoa Beach Academy Supporting Documentation

Subject:	FW: Meeting
Forwarded i	message
Forwarded message From: Macdonald, Roger < rmacdonald@nohum.k12.ca.us>	
Date: Thu, Sep 9, 2021 at 1:00 PM	
Subject: Re: Meeting To: Double D < <u>sfdoubled@gmail.com</u> >	
Cc: Catherine Scott < <u>catherine@bestrouteconsulting.com</u> >, pattibcam < <u>PattiBCam@aol.com</u> >, Chuck Petrusha	
	ecurity.us>, Troy Nicolini roy.nicolini@gmail.com >, Julianne Eagle Jeagle@danco-group.com >
Good morning Dave	,
Vac vau absolutali	will have an apparturate to respond to our published findings prior to any Board action. Does ton
	vill have an opportunity to respond to our published findings prior to any Board action. Does ten enough time for your initial presentation?
Roger	
On Thu, Sep 9, 2021	at 12:21 PM Double D < <u>sfdoubled@gmail.com</u> > wrote:
Roger,	
Have the sale along	
moving forward.	ar has gotten off to a good start for you. I know it must be difficult with the pandemic. Keep
	our previous petition submission, we did not experience our role in the meeting where the Board
	o we have time allocated for presentation or discussion? If so, what would you anticipate our ing on the agenda? Please provide us with what you feel is our role so we can plan and prepare
accordingly.	
Thank you very mu	ch for your time and we'll see you Tuesday.
mank you rely ma	on for your time and we need you ruesday.
DLonn	
Roger Macdonald	
he/him/his	
перинция	

Superintendent

accs-jun22item03 Attachment 7 Page 3 of 986

(707) 839-6481

The following material is intended only for use by the individual to which it is addressed and may contain information that is privileged, confidential and/or otherwise exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, any dissemination, distribution or copying is strictly prohibited. If received in error, please contact sender by telephone.

Catherine Scott Best Route Consulting (707)496-8991

- * MBTI® Certified Practitioner
- * Strong Interest Inventory® Certified Practitioner *Certified College Admission Counselor

This email has been scanned for spam and viruses by Proofpoint Essentials. Click here to report this email as spam.

accs-jun22item03 Attachment 7 Page 4 of 986 BP 2140(a)

Administration

EVALUATION OF THE SUPERINTENDENT

The Board of Trustees shall annually conduct a formal evaluation of the Superintendent's performance in order to assess his/her effectiveness in leading the district toward established goals. The Board and Superintendent shall establish an appropriate schedule for the annual evaluation process.

```
(cf. 0000 - Vision)
(cf. 2121 - Superintendent's Contract)
(cf. 9000 - Role of the Board)
```

Evaluation criteria shall be based on district goals and success indicators agreed upon by the Board and Superintendent prior to the evaluation. The evaluation shall provide commendations in areas of strength, provide recommendations for improving effectiveness, and serve as a basis for making decisions about salary increases and/or contract extension.

```
(cf. 2110 - Superintendent Responsibilities and Duties)
```

The Board and Superintendent shall annually consider what evaluation method(s) will best serve the district and agree on the specific written instrument to be used.

By October 15, the Superintendent shall be responsible for preparing and distributing to the Board for its review a report of progress toward district goals, the Superintendent's self-appraisal of accomplishments and performance, and a review of action taken to address any Board recommendations from the previous evaluation. The Board shall also review the Superintendent's current contract and any relevant Board policies.

Each Board member shall independently evaluate the Superintendent's performance. The Board shall determine who will summarize and combine the individual evaluations to create a consensus document and how that consensus document will be formatted. The evaluation shall be a composite of individual Board members' opinions, but there shall be only one final evaluation representing the Board's collective judgment. This final evaluation shall be provided to the Superintendent for his/her response by May 15 of each year.

The Board shall meet in closed session with the Superintendent to discuss the evaluation. (Government Code 54957)

```
(cf. 9321 - Closed Session Purposes and Agendas)
```

The Superintendent shall have an opportunity to ask questions, respond verbally and in writing to the evaluation, and present additional evidence of his/her performance or district progress.

The Board president and Superintendent shall sign the evaluation as evidence that the evaluation has been discussed. The Superintendent shall place the evaluation in his/her personnel file.

accs-jun22item03 Attachment 7 Page 5 of 986 BP 2140(b)

EVALUATION OF THE SUPERINTENDENT (continued)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

After each evaluation has been completed, the Board shall meet in open session to give the Board and Superintendent an opportunity to jointly identify performance goals for the next year.

(cf. 2111 - Superintendent Governance Standards)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

Legal Reference:

GOVERNMENT CODE

54957 Closed session, personnel matters

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Evaluation, 2004

WEB SITES

Association of California School Administrators: http://www.acsa.org CSBA, Single District Governance Services: http://www.csba.org

Policy NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

adopted: February 3, 2009 McKinleyville, California

reviewed: February 9, 2010

accs-jun22item03 Attachment 7 Page 6 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, August 11, 2020
District Office Conference Room
2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to step forward to the lectern and state clearly their name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Please state your name and address at the lectern. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

NHUHSD Governing Board Agenda August 11, 2020 page 2

PUBLIC COMMENTS continued

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of June 16, 2020, Regular Board Meeting
- 4.2 Approval of Minutes of June 18, 2020, Special Board Meeting
- 4.3 Approval of Minutes of June 24, 2020, Special Board Meeting
- 4.4 Approval of Minutes of July 28, 2020, Special Board Meeting
- 4.5 Approval of warrants
- 4.6 Approval of Technology Services Agreement between NHUHSD and Arcata Elementary School District for the 2020-21 school year
- 4.7 Approval of Changes in Certificated and Classified Personnel

5.0 INFORMATION ITEMS

- 5.1 Site Principal Reports
- 5.2 Bond Update
- 5.3 Budget Update
- 5.4 Learning Continuity and Attendance Plan Update
- 5.5 C/R Dual Enrollment College and Career Pathways Partnership Agreement
- 5.6 Racial Equity

6.0 PUBLIC HEARING AND DISCUSSION

7.0 ACTION ITEMS

- 7.1 Discussion and possible action on school reopening
- 7.2 Recommend approval of the Superintendent Employment Contract
- 7.3 Recommend approval of the 2020 Second Quarter Williams Uniform Complaints
- 7.4 Recommend approval of the 2020-21 Consolidated Application and all associated data collections and reporting requirements.
- 7.5 Recommend approval of Declaration of Need for Fully Qualified Educators for the 2020-21 school year
- 7.6 Recommend approval of the site administration to represent NHUHSD on the CIF leagues
- 7.7 Discussion and possible action to approve candidate to serve as the 2020 CSBA Delegate Assembly
- 7.8 Recommend approval of Amy Jones working under a Provisional Internship Permit as a Spanish teacher for Arcata High School, grades 9-12 for the 2020-21 school year

8.0 COMMUNICATIONS

accs-jun22item03 Attachment 7 Page 8 of 986

NHUHSD Governing Board Agenda August 11, 2020 page 3

9.0 ANNOUNCEMENTS

- 9.1 Regular Board Meeting, September 8, 2020, 6 pm, Teleconference
- 9.2 Special Board Meeting, September 22, 2020, 4 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- 11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES
- 12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES
- 13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 14.0 COMMENTS FROM SUPERINTENDENT
- 15.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

accs-jun22item03 Attachment 7 Page 9 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, September 8, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to step forward to the lectern and state clearly their name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Please state your name and address at the lectern. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

NHUHSD Governing Board Agenda September 8, 2020 page 2

PUBLIC COMMENTS continued

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of August 11, 2020, Regular Board Meeting
- 4.2 Approval of warrants
- 4.3 Approval of Changes in Certificated and Classified Personnel
- 4.4 Receive and accept donation of \$300 from Piersons to the MHS Industrial Arts program

5.0 INFORMATION ITEMS

- 5.1 Arcata Fire District Presentation
- 5.2 Site Principal Reports
- 5.3 Bond Update
- 5.4 Learning Continuity and Attendance Plan
- 5.5 Opening Day Report
- 5.6 Racial Equity

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Public Hearing on Resolution 1/2020-21, Sufficiency of Instructional Materials
- 6.2 Public comments on the NHUHSD and CTA, CSEA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement

7.0 ACTION ITEMS

- 7.1 Recommend approval of Dual Enrollment Agreement between NHUHSD and College of the Redwoods for the 2020-21 school year
- 7.2 Recommend approval of Resolution 1/2020-21, Sufficiency of Instructional Materials
- 7.3 Recommend approval of Resolution 2/2020-21, GANN Limit Appropriation
- 7.4 Recommend approval of the 2019-20 Unaudited Actuals
- 7.5 Recommend approval of the NHUHSD and CTA, CSEA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement
- 7.6 Recommend approval of the Tentative Agreements dated July 9, 2020 and August 6, 2020, and the MOU for the Reopening of school for the 2020-21 school year between NHUHSD and CSEA
- 7.7 Recommend approval of the Tentative Agreement for the 2020-21 school year between NHUHSD and CTA
- 7.8 Recommend approval of the job description for the Career Guidance Technician
- 7.9 Recommend approval of the 2020-21 Certificated Management salary schedule
- 7.10 Recommend approval of the 2020-21 Classified Management salary schedule
- 7.11 Recommend approval of the Distance Learning Attendance Plan

accs-jun22item03 Attachment 7 Page 11 of 986

NHUHSD Governing Board Agenda September 8, 2020 page 3

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, September 22, 2020, 4 pm, Teleconference
- 9.2 Regular Board Meeting, October 13, 2020, 6 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- 11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES
- 12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES
- 13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 14.0 COMMENTS FROM SUPERINTENDENT
- 15.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, October 13, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

2.1 CAEA Outstanding Secondary Visual Art Educator of the Year – Johanna Mauro

3.0 PUBLIC COMMENTS

3.1 <u>District Employees</u>

Individuals speaking on matters not listed on the agenda are asked to step forward to the lectern and state clearly their name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Please state your name and address at the lectern. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall

accs-jun22item03 Attachment 7 Page 13 of 986

NHUHSD Governing Board Agenda October 13, 2020 page 2

PUBLIC COMMENTS continued

limit the total time for public input on each item to twenty minutes.

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of September 8, 2020, Regular Board Meeting
- 4.2 Approval of Minutes of September 22, 2020, Special Board Meeting
- 4.3 Approval of warrants
- 4.4 Approval of ASB warrants
- 4.5 Receive and file class size average report
- 4.6 Approval of Changes in Certificated and Classified Personnel
- 4.7 Approval of the 2020-21 Transportation Agreement between NHUHSD and Arcata School School District
- 4.8 Approval of the 2020-21 Transportation Agreement between NHUHSD and Big Lagoon School District
- 4.9 Approval of the 2020-21 Transportation Agreement between NHUHSD and Blue Lake School District
- 4.10 Approval of the 2020-21 Transportation Agreement between NHUHSD and Coastal Grove Charter School
- 4.11 Approval of the 2020-21 Transportation Agreement between NHUHSD and Cutten School District
- 4.12 Approval of the 2020-21 Transportation Agreement between NHUHSD and Fieldbrook School District
- 4.13 Approval of the 2020-21 Transportation Agreement between NHUHSD and Fuente Nueva Charter
- 4.14 Approval of the 2020-21 Transportation Agreement between NHUHSD and Green Point School District
- 4.15 Approval of the 2020-21 Transportation Agreement between NHUHSD and Jacoby Creek School District
- 4.16 Approval of the 2020-21 Transportation Agreement between NHUHSD and Laurel Tree Charter School
- 4.17 Approval of the 2020-21 Transportation Agreement between NHUHSD and Maple Creek School District
- 4.18 Approval of the 2020-21 Transportation Agreement between NHUHSD and Mattole Charter School
- 4.19 Approval of the 2020-21 Transportation Agreement between NHUHSD and McKinleyville Union School District
- 4.20 Approval of the 2020-21 Transportation Agreement between NHUHSD and North Coast Prep

NHUHSD Governing Board Agenda October 13, 2020 page 3

CONSENT AGENDA continued

- 4.21 Approval of the 2020-21 Transportation Agreement between NHUHSD and Orick School District
- 4.22 Approval of the 2020-21 Transportation Agreement between NHUHSD and Pacific Union School District
- 4.23 Approval of the 2020-21 Transportation Agreement between NHUHSD and Peninsula School District
- 4.24 Approval of the 2020-21 Transportation Agreement between NHUHSD and Redwood Coast Montessori
- 4.25 Approval of the 2020-21 Transportation Agreement between NHUHSD and Trinidad School District
- 4.26 Receive and file monthly financial activity report

5.0 INFORMATION ITEMS

- 5.1 Site Principal Reports
- 5.2 Bond Update
- 5.3 County-Wide First Week Enrollment Report
- 5.4 Learning Continuity and Attendance Plan Update
- 5.5 MHS Student Services presentation
- 5.6 Racial Equity update

6.0 PUBLIC HEARING AND DISCUSSION

7.0 ACTION ITEMS

- 7.1 Recommend approval of student board representatives to serve for the 2020-21 school year
- 7.2 Discussion and possible action on school reopening
- 7.3 Recommend approval of the 2020 Third Quarter Williams Uniform Complaints
- 7.4 Appoint two Board members to serve on the NHUHSD Athletic Advisory Committee
- 7.5 Recommend approval of Kelly Wood serving as the AHS Community member on the NHUHSD Athletic Advisory Committee
- 7.6 Recommend approval of Katie Hooven serving as the MHS Community member on the NHUHSD Athletic Advisory Committee

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

9.1 Regular Board Meeting, November 10, 2020, 6 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates

11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES

12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

accs-jun22item03 Attachment 7 Page 15 of 986

NHUHSD Governing Board Agenda October 13, 2020 page 4

- 13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 14.0 COMMENTS FROM SUPERINTENDENT
- 15.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

accs-jun22item03 Attachment 7 Page 16 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, November 10, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

2.1 Recognition of Service – Brian Gerving

3.0 PUBLIC COMMENTS

3.1 <u>District Employees</u>

Individuals speaking on matters not listed on the agenda are asked to step forward to the lectern and state clearly their name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Please state your name and address at the lectern. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall

NHUHSD Governing Board Agenda November 10, 2020 page 2

PUBLIC COMMENTS continued

limit the total time for public input on each item to twenty minutes.

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of October 13, 2020, Regular Board Meeting
- 4.2 Approval of warrants
- 4.3 Approval of ASB warrants
- 4.4 Approval of Changes in Certificated and Classified Personnel
- 4.5 Receive and file monthly financial activity report
- 4.6 Receive and accept donation of \$2,000 from Coast Central Credit Union to the Arcata High School Library
- 4.7 Approval of the 2020-21 Transportation Agreement for Van Use between NHUHSD and McKinleyville Union School District

5.0 INFORMATION ITEMS

- 5.1 Student Board Rep and Principal Reports
- 5.2 Bond Update
- 5.3 Learning Continuity and Attendance Plan Update
- 5.4 Racial Equity update
- 5.5 Alternative Education Presentation

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Public comment on Board Bylaw 9150, Student Board Members
- 6.2 First reading of Board Policy 6146, Married/Pregnant/Parenting Students

7.0 ACTION ITEMS

- 7.1 Discussion and possible action on update to plan for possible return to face-to-face instruction on January 19, 2021
- 7.2 Discussion and possible action on potential participation in HDN interscholastic athletics
- 7.3 Recommend approval of disposal of outdated textbooks from the AHS library
- 7.4 Recommend approval of Resolution 4/2020-21, In the Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees
- 7.5 Recommend approval of Resolution 5/2020-21, Authorizing Participation in the Rural School Bus Pilot Project
- 7.6 Recommend approval of Board Bylaw 9150, Student Board Members
- 7.7 Recommend approval of the Proclamation Indigenous Peoples' Day

8.0 COMMUNICATIONS

accs-jun22item03 Attachment 7 Page 18 of 986

NHUHSD Governing Board Agenda November 10, 2020 page 3

9.0 ANNOUNCEMENTS

9.1 Organizational Board Meeting, December 15, 2020, 6 pm, Teleconference (moved to 3rd Tuesday)

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- 11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES
- 12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES
- 13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 14.0 COMMENTS FROM SUPERINTENDENT
- 15.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

accs-jun22item03 Attachment 7 Page 19 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, December 15, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

ORGANIZATIONAL BOARD MEETING 6:00 pm

AGENDA

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

2.1 Presentation of Recognition to Brian Gerving

3.0 ORGANIZATIONAL MATTERS

- 3.1 Swearing in of Board Members
- 3.2 Election of President of the Board of Trustees
- 3.3 Election of Clerk of the Board of Trustees
- 3.4 Establish Day and Time for Board Meetings
- 3.5 Appoint Board member to be a voting representative for the NHUHSD on the County Committee on School District Organization

NHUHSD Governing Board Agenda December 15, 2020 page 2

4.0 PUBLIC COMMENTS

4.1 <u>District Employees</u>

Individuals speaking on matters not listed on the agenda shall be allowed three minutes to address the Board on each non-agenda item.

4.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

4.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

5.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 5.1 Approval of Minutes of November 10, 2020, Regular Board Meeting
- 5.2 Approval of warrants
- 5.3 Approval of ASB warrants
- 5.4 Approval of Changes in Certificated and Classified Personnel
- 5.5 Approval of 2020-21 Transportation Agreement with Eureka City Schools

6.0 INFORMATION ITEMS

- 6.1 Student Board Representative and Site Principal Reports
- 6.2 Bond Update
- 6.3 Learning Continuity and Attendance Plan Update
- 6.4 Racial Equity Update
- 6.5 Grant Update by District Grant Writer
- 6.6 ACORN program presentation
- 6.7 Samoa Beach Academy charter proposal

7.0 PUBLIC HEARING AND DISCUSSION

- 7.1 Second reading of Board Policy 5146, Married/Pregnant/Parenting Students
- 7.2 First reading of Board Policy and Administrative Regulation 1312.3, Uniform Complaint Procedures
- 7.3 First reading of Board Policy 0415, Equity

8.0 ACTION ITEMS

- 8.1 Discussion and possible action on update to plan for possible return to face-to-face instruction on January 19, 2021
- 8.2 Recommend approval of the Measure Q Oversight Committee 2019-2020 Annual Report
- 8.3 Recommend approval of Board Policy 5146, Married/Pregnant/Parenting Students
- 8.4 Recommend approval of the Other Temporary Employees salary schedule effective January 1, 2021 to update the High School Student pay to the equivalent of the new minimum wage

accs-jun22item03 Attachment 7 Page 21 of 986

NHUHSD Governing Board Agenda December 15, 2020 page 3

ACTION ITEMS continued

- 8.5 Recommend approval of the Indian Education Coordinator salary schedule range effective
- 8.6 Recommend approval of MOU between NHUHSD and CTA
- 8.7 Recommend approval of MOU between NHUHSD and CSEA
- 8.8 Recommend approval annual review of School Attendance Boundaries, Board Policy 5116 and Administrative Regulation 5116 (no changes)
- 8.9 Recommend approval annual review of Extracurricular and Cocurricular Activities, Board Policy and Administrative Regulation 6145

9.0 COMMUNICATIONS

10.0 ANNOUNCEMENTS

- 10.1 Regular Board Meeting, January 12, 2021, 6 pm, Teleconference
- 10.2 Special Board Meeting, January 25, 2021, 4 pm, Teleconference

11.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- Discipline Policy and Suspension Rates Review

12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

14.0 COMMENTS FROM SUPERINTENDENT

15.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Arcata High School and McKinleyville High School Libraries or the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

accs-jun22item03 Attachment 7 Page 22 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION

Tuesday, January 5, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

CLOSED SESSION AGENDA 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

SPECIAL SESSION AGENDA 5:30 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Presentation and discussion regarding the Samoa Beach Academy Charter petition

4.0 ADJOURNMENT

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, January 12, 2021 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.3 With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:

[X]CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9 Specify number of cases: 1

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to step forward to the lectern and state clearly their name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

NHUHSD Governing Board Agenda January 12, 2021 page 2

PUBLIC COMMENTS continued

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Please state your name and address at the lectern. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of December 15, 2020, Organizational Board Meeting
- 4.2 Approval of Minutes of January 5, 2021, Special Board Meeting
- 4.3 Approval of warrants
- 4.4 Approval of ASB warrants
- 4.5 Approval of Changes in Certificated and Classified Personnel

5.0 INFORMATION ITEMS

- 5.1 Student Board Rep and Principal Reports
- 5.2 Bond Update
- 5.3 Learning Continuity and Attendance Plan Update
- 5.4 Racial Equity update

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Second reading of Board Policy and Administrative Regulation 1312.3, Uniform Complaint Procedures
- 6.2 Second reading of Board Policy 0415, Equity
- 6.3 First reading of Board Policy, Administrative Regulation and Exhibit 6173, Education for Homeless Children

7.0 ACTION ITEMS

- 7.1 Discussion and possible action on update to plan for possible return to face-to-face instruction
- 7.2 Recommend approval of the First Interim Report and LCFF Budget Overview
- 7.3 Recommend approval of Board Policy and Administrative Regulation 1312.3, Uniform Complaint Procedures
- 7.4 Recommend approval of Board Policy 0415, Equity
- 7.5 Recommend approval of the fourth quarter 2020 Williams Uniform Complaint Report
- 7.6 Recommend approval of the School Accountability Report Card for the 2019-20 school year for Arcata High School

accs-jun22item03 Attachment 7 Page 25 of 986

NHUHSD Governing Board Agenda January 12, 2021 page 3

ACTION ITEMS continued

- 7.7 Recommend approval of the School Accountability Report Card for the 2019-20 school year for McKinleyville High School
- 7.8 Recommend approval of the School Accountability Report Card for the 2019-20 school year for Six Rivers Charter High School
- 7.9 Recommend approval of the School Accountability Report Card for the 2019-20 school year for Pacific Coast High School
- 7.10 Recommend approval of the School Accountability Report Card for the 2019-20 school year for Mad River High School

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, January 25, 2021, 4 pm, Teleconference
- 9.2 Regular Board Meeting, February 9, 2021, 6 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- 11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES
- 12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES
- 13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 14.0 COMMENTS FROM SUPERINTENDENT
- 15.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

accs-jun22item03 Attachment 7 Page 26 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION

Monday, January 25, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 4:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Board will discuss vision, mission, goals, roles and responsibilities, and evaluation process

4.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 4.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

5.0 RECONVENE TO OPEN SESSION

5.1 Announcement of action taken in Closed Session

6.0 ADJOURNMENT

accs-jun22item03 Attachment 7 Page 27 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, February 9, 2021
District Office Conference Room
2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.3 With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:

[X] CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9 Specify number of cases: 1

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

- 1.0 OPEN SESSION
 - 1.1 Call to Order
 - 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

NHUHSD Governing Board Agenda February 9, 2021 page 2

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to step forward to the lectern and state clearly their name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Please state your name and address at the lectern. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of January 12, 2021, Regular Board Meeting
- 4.2 Approval of Minutes of January 25, 2021, Special Board Meeting
- 4.3 Approval of Warrants
- 4.4 Approval of ASB Warrants
- 4.5 Approval of Changes in Certificated and Classified Personnel
- 4.6 Receive and File Class Size Average report
- 4.7 Approval of 2020-21 Transportation Agreement with Klamath Trinity Joint Unified School District

5.0 INFORMATION ITEMS

- 5.1 Returning to Face-to-Face Instruction discussion
- 5.2 Student Board Rep and Principal Reports
- 5.3 Bond Update
- 5.4 Learning Continuity and Attendance Plan Update
- 5.5 Racial Equity update

6.0 PUBLIC HEARING AND DISCUSSION

6.1 Second reading of Board Policy, Administrative Regulation and Exhibit 6173, Education for Homeless Children

7.0 ACTION ITEMS

- 7.1 Discussion and possible action to change Spring Break and also change the April Board meeting date if it falls during Spring Break
- 7.2 Recommend approval of the 2019-20 Audit Report
- 7.3 Recommend approval of the 2019-20 Measure Q Performance Audit Report
- 7.4 Recommend approval of the 2019-20 Measure N Performance Audit Report

accs-jun22item03 Attachment 7 Page 29 of 986

NHUHSD Governing Board Agenda February 9, 2021 page 3

ACTION ITEMS continued

- 7.5 Recommend approval of the Laurel Tree Charter Petition renewal from 2021-22 through 2025-26 school year
- 7.6 Recommend approval of Board Policy, Administrative Regulation and Exhibit 6173, Education for Homeless Children
- 7.7 Discussion and possible action to approve candidate to serve as the 2021 CSBA Delegate Assembly
- 7.8 Recommend approval of new textbook/materials: <u>History Alive series from TCI: World Connections</u>. Pursuing American Ideals, Government Alive! Power, Politics
- 7.9 Recommend approval of reclassifying and updating job description for Student Accounts Clerk, moving from Range 28 to Range 30 effective July 1, 2020
- 7.10 Recommend approval of reclassifying and updating job description for Library Instructional Clerk, moving from Range 27 to Range 29 effective July 1, 2020
- 7.11 Recommend approval of Tentative Agreement dated January 8, 2021, between NHUHSD and CSEA

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, February 16, 2021, 4 pm, Teleconference
- 9.2 Regular Board Meeting, March 9, 2021, 6 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- 11.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES
- 12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 13.0 COMMENTS FROM SUPERINTENDENT
- 14.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

accs-jun22item03 Attachment 7 Page 30 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION

Tuesday, February 16, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 4:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

- 3.1 Discussion and possible action to move Spring Break for the 2020-21 school year
- 3.2 Recommend approval of Agreement for Temporary Transfer of Funds between NHUHSD and Laurel Tree Charter
- 3.3 Board will discuss meeting efficiency

4.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 4.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 4.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

5.0 ADJOURNMENT

accs-jun22item03 Attachment 7 Page 31 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, March 9, 2021
District Office Conference Room
2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
 - A. Resolution 7/2020-21 and Resolution 8/2020-21
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

- 1.0 OPEN SESSION
 - 1.1 Call to Order
 - 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 <u>District Employees</u>

Individuals speaking on matters not listed on the agenda are asked to step forward to the lectern and state clearly their name and school site. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

NHUHSD Governing Board Agenda March 9, 2021 page 2

PUBLIC COMMENTS continued

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Please state your name and address at the lectern. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of February 9, 2021, Regular Board Meeting
- 4.2 Approval of Minutes of February 16, 2021, Special Board Meeting
- 4.3 Approval of Warrants
- 4.4 Approval of ASB Warrants
- 4.5 Approval of Changes in Certificated and Classified Personnel

5.0 INFORMATION ITEMS

- 5.1 Student Board Rep and Principal Reports
- 5.2 Bond Update
- 5.3 LCAP Update
- 5.4 Racial Equity update
- 5.5 Athletics Update

6.0 PUBLIC HEARING AND DISCUSSION

6.1 First reading of Board Policy and Administrative Regulation 5117, Interdistrict Attendance

7.0 ACTION ITEMS

- 7.1 Recommend approval of plan for return to face-to-face instruction
- 7.2 Recommend approval of the Second Interim Period Report
- 7.3 Recommend approval of Resolution 6/2020-21, Reduction or Discontinuance of Certain Particular Kinds of Services for the 2021-22 School Year
- 7.4 Recommend approval of the 2021-22 School Calendar
- 7.5 Recommend a Board member to serve on the District School Wellness Committee
- 7.6 Recommend approval of MOU with NHUHSD and CTA regarding Certificated Retirement Incentive effective February 24, 2021 through March 15, 2021
- 7.7 Recommend approval of the 2020-21 Certificated Hourly Employees salary schedule
- 7.8 Recommend a Board member to replace Artistea Saulsbury to serve on the NHUHSD Athletic Committee
- 7.9 Discussion and possible action about joining consortium of local school board members
- 7.10 Recommend approval of Interdistrict Attendance Agreement effective July 1, 2020

accs-jun22item03 Attachment 7 Page 33 of 986

NHUHSD Governing Board Agenda March 9, 2021 page 3

ACTION ITEMS continued

7.11 Discussion and possible action for returning to in-person Board meetings

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, March 22, 2021, 4 pm, Teleconference
- 9.2 Special Board Meeting, April 5, 2021, 4 pm, Teleconference
- 9.2 Regular Board Meeting, April 20, 2021, 6 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates

11.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

- 12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 13.0 COMMENTS FROM SUPERINTENDENT
- 14.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

accs-jun22item03 Attachment 7 Page 34 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION Monday, March 22, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 4:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:

[X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

SPECIAL MEETING 4:15 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 PUBLIC COMMENTS

2.1 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

- 3.1 Recommend approval of Resolution 10/2020-21, Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees
- 3.2 Board will discuss environmental sustainability

4.0 ADJOURNMENT

accs-jun22item03 Attachment 7 Page 35 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, April 20, 2021
District Office Conference Room
2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

- 2.1 2021 Excellence in Teaching Award winners Davena Bagnall, Sean Curry, Tara Ralulu, and Jill Rohn
- 2.2 County Classified Employee Award winner Michelle Camilli

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to step forward to the lectern and state clearly their name and school site. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

NHUHSD Governing Board Agenda April 20, 2021 page 2

PUBLIC COMMENTS continued

3.2 **Non-Agenda Items**

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Please state your name and address at the lectern. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of March 9, 2021, Regular Board Meeting
- 4.2 Approval of Minutes of March 22, 2021, Special Board Meeting
- 4.3 Approval of Warrants
- 4.4 Approval of ASB Warrants
- 4.5 Approval of Changes in Certificated and Classified Personnel

5.0 INFORMATION ITEMS

- 5.1 Student Board Rep and Principal Reports
- 5.2 Bond Update
- 5.3 LCAP Update
- 5.4 Racial Equity update

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Second reading of Board Policy and Administrative Regulation 5117, Interdistrict Attendance
- 6.2 Public comments on the 2021-22 contract re-openers from CTA/NEA Teachers Association to NHUHSD
- 6.3 Public comments on the 2021-22 contract re-openers from NHUHSD to CTA/NEA Teachers Association

7.0 ACTION ITEMS

- 7.1 Update and possible action on return to in-person hybrid learning
- 7.2 Recommend approval of MOU with NHUHSD and CTA regarding the COVID-19 Pandemic and School Opening during the 2020-2021 School Year dated April 5, 2021
- 7.3 Recommend approval of MOU with NHUHSD and CSEA regarding 2020-21 Reopening dated April 7, 2021
- 7.4 Recommend approval of agreement for Classified Management, Certificated Management, Confidential Employee, and other non-represented employees
- 7.5 Recommend approval of the 2019-20 Audit Finding Corrective Action Plans

accs-jun22item03 Attachment 7 Page 37 of 986

NHUHSD Governing Board Agenda April 20, 2021 page 3

ACTION ITEMS continued

- 7.6 Recommend approval of Resolution 11/2020-21, Directing District Staff to Implement a State Seal of Civic Engagement Program Beginning with the 2021-22 School Year
- 7.7 Recommend approval of Board Policy and Administrative Regulation 5117, Interdistrict Attendance
- 7.8 Recommend approval of first quarter 2021 Williams Uniform Complaints report
- 7.9 Recommend approval of the 2021 LCAP ESSA Federal Addendum
- 7.10 Board selection of one or two Board members to interview applicants for the 2021-22 student board representative seats
- 7.11 Recommend approval of the NHUHSD Student Athlete Abuse Prevention Protocol
- 7.12 Recommend approval of the 2020-2021 Certificated Management Salary Schedule effective July 1, 2020 to reinstate duty days for Director of Student Services, Principal, and Assistant Principal positions
- 7.13 Discussion and possible action on in-person Board of Trustees Meetings

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Regular Board Meeting, May 11, 2021, 6 pm, Teleconference
- 9.2 Special Board Meeting, May 17, 2021, 4 pm, Teleconference
- 10.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES
- 11.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 12.0 COMMENTS FROM SUPERINTENDENT
- 13.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 38 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, May 11, 2021
District Office Conference Room
2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:
 - [X] CONFERENCE. WITH LEGAL COUNSEL EXISTING LITIGATION
 - (2) Cases: OAH Case No. 2021010556; OAH Case No. 2021020681
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957 6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.3 With respect to every item of business to be discussed in closed session pursuant to Section 54957.
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

- 2.1 Student Board Representative Recognitions for the 2020-21 school year
- 2.2 Presentation of Award for Service to the District
- 2.3 Day of the Teacher Wednesday, May 12, 2021
- 2.4 Classified Employees Week May 17-21, 2021

NHUHSD Governing Board Agenda May 11, 2021 page 2

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name and school site. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of April 20, 2021, Regular Board Meeting
- 4.2 Approval of Warrants
- 4.3 Approval of ASB Warrants
- 4.4 Approval of Changes in Certificated and Classified Personnel
- 4.5 Approval of the 2020-21 Transportation Services Agreement for Klamath-Trinity and Kneeland School Districts

5.0 INFORMATION ITEMS

- 5.1 Student Board Rep and Principal Reports
- 5.2 Bond Update
- 5.3 LCAP Update
- 5.4 Racial Equity update
- 5.5 The 2021-22 District Budget will be available at the District Office for public review Friday, June 11, 2021 at 9 am
- 5.6 Ethnic Studies/Social Responsibility Class presentation
- 5.7 Student Bill of Rights presentation

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 First reading of Board Policy and Administrative Regulation 5030, Wellness Plan
- 6.2 Public comments on the 2021-22 contract re-openers from CSEA to NHUHSD
- 6.3 Public comments on the 2021-22 contract re-openers from NHUHSD to CSEA

7.0 ACTION ITEMS

- 7.1 Update and possible action on return to in-person hybrid learning
- 7.2 Recommend approval of student board representatives to serve for the 2021-22 school year

accs-jun22item03 Attachment 7 Page 40 of 986

NHUHSD Governing Board Agenda May 11, 2021 page 3

ACTION ITEMS continued

- 7.3 Presentation from School Services of California and recommend approval of continuing contracts with smaller school districts for fiscal services
- 7.4 Recommend approval of the 2021-22 contract re-openers from NHUHSD to CTA/NEA Teachers Association
- 7.5 Recommend approval of Resolution 12/2020-21, Resolution and Decision Not to Reemploy Certificated Employees
- 7.6 Recommend approval of the 2020-21 AHS Safe School Plan
- 7.7 Recommend approval of the 2020-21 MHS Safe School Plan
- 7.8 Recommend approval of the 2021-22 Expanded Opportunities Learning Grant for NHUHSD and SRCHS
- 7.9 Recommend approval of the 2020-2021 Certificated Hourly Employees salary schedule
- 7.10 Recommend approval of the 2020-2021 Certificated Salary Schedule
- 7.11 Recommend approval to surplus computers 150 Lenvo A6 9220C laptop computers
- 7.12 Recommend approval of the Humboldt-Del Norte SELPA Local Plan 2020-21

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, May 17, 2021, 4 pm, Teleconference
- 9.2 Regular Board Meeting, June 15, 2021, 6 pm, Teleconference
- 9.3 Special Board Meeting, June 17, 2021, 1 pm, Teleconference

10.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

11.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

12.0 COMMENTS FROM SUPERINTENDENT

13.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 41 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION Monday, May 17, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

- 3.1 Recommend approval of the 2021-22 contract re-openers from NHUHSD to CSEA
- 3.2 Board will discuss student supports within the district

4.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 4.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 4.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

5.0 RECONVENE TO OPEN SESSION

- 5.1 Announcement of action taken in Closed Session
- 6.0 ADJOURNMENT

accs-jun22item03 Attachment 7 Page 42 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION Tuesday, June 1, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 PUBLIC COMMENTS

2.1 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 3.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 3.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

4.0 RECONVENE TO OPEN SESSION

- 4.1 Announcement of action taken in Closed Session
- 5.0 ADJOURNMENT

accs-jun22item03 Attachment 7 Page 43 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, June 15, 2021
District Office Conference Room
2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 4:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 5:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name and school site. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

NHUHSD Governing Board Agenda June 15, 2021 page 2

PUBLIC COMMENTS

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of May 11, 2021, Regular Board Meeting
- 4.2 Approval of Minutes of May 17, 2021, Special Board Meeting
- 4.3 Approval of Minutes of June 1, 2021, Special Board Meeting
- 4.4 Approval of Warrants
- 4.5 Approval of ASB Warrants
- 4.6 Approval of Changes in Certificated and Classified Personnel
- 4.7 Approval of the 2021-22 Transportation Services Agreements for Arcata, Big Lagoon, Blue Lake, Coastal Grove, Cutten, Eureka City Schools, Fieldbrook, Fuente Nueva, Green Point, Jacoby Creek, Kneeland, Laurel Tree, Maple Creek, Mattole, McKinleyville Union, Northcoast Prep, Orick, Pacific Union, Peninsula, Redwood Coast Montessori, and Trinidad School District
- 4.8 Approval of the 2021-22 Technology Agreements for Arcata, Big Lagoon, Fieldbrook, Fortuna Union High, Jacoby Creek, McKinleyville Union, and Trinidad School District
- 4.9 Approval of the 2021-22 Financial and Payroll Services Agreements for Big Lagoon, Fieldbrook, Garfield, Green Point, Hydesville, Jacoby Creek, Kneeland, Laurel Tree, Loleta, Maple Creek, Orick, and Peninsula School District
- 4.10 Approval of the 2021 Warrant Distribution Authorization Form CS-1 and Certification Form CS-7

5.0 INFORMATION ITEMS

- 5.1 Site Principal Reports
- 5.2 Bond Update
- 5.3 2021-2022 Budget Presentation
- 5.4 LCAP Update

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Second reading of Board Policy and Administrative Regulation 5030, Wellness Plan
- Public comments on the NHUHSD and CTA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement

7.0 ACTION ITEMS

- 7.1 Recommend approval of the French students to travel to Quebec and Montreal February 21-26, 2022
- 7.2 Recommend approval of the Tentative Agreement dated June 1, 2021 between NHUHSD and CTA

accs-jun22item03 Attachment 7 Page 45 of 986

NHUHSD Governing Board Agenda June 15, 2021 page 3

ACTION ITEMS continued

- 7.3 Recommend approval of the NHUHSD and CTA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement
- 7.4 Recommend approval of Resolution #13/2020-21, Education Protection Account
- 7.5 Recommend approval of Resolution #14/2020-21, Transfer to Special Reserve
- 7.6 Recommend approval of the AHS and MHS 2021-2022 Agricultural Career Technical Education Incentive Grants
- 7.7 Recommend approval of sale of NH Drivers Training vehicles
- 7.8 Recommend approval of the AHS Student and Parent Handbook
- 7.9 Recommend approval of the proposed changes to the Athletic Handbook for the 2021-2022 school year
- 7.10 Recommend approval of Board Policy and Administrative Regulation 5030, Wellness Plan
- 7.11 Recommend approval of the Superintendent's Contract of Employment Addendum for the 2020-2021 school year

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, June 17, 2021, 1 pm, Teleconference
- 9.2 Regular Meeting, August 10, 2021, 6 pm, TBD

10.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

11.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

12.0 COMMENTS FROM SUPERINTENDENT

13.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, August 10, 2021 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name and school site. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

NHUHSD Governing Board Agenda August 10, 2021 page 2

PUBLIC COMMENTS

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of June 1, 2021, Special Board Meeting
- 4.2 Approval of Minutes of June 15, 2021, Regular Board Meeting
- 4.3 Approval of Minutes of June 17, 2021, Special Board Meeting
- 4.4 Approval of Minutes of July 16, 2021, Special Board Meeting
- 4.5 Approval of Warrants
- 4.6 Approval of Changes in Certificated and Classified Personnel
- 4.7 Receive and file Site Principal Reports
- 4.8 Receive and file Student Board Representative Reports

5.0 INFORMATION ITEMS

- 5.1 Bond Update
- 5.2 LCAP Update
- 5.3 Racial Equity Update
- 5.4 CTE Update
- 5.5 Board Vacancy Update

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Presentation and public comments regarding the Samoa Beach Charter Petition
- Public comment and first reading of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees
- Public comment and first reading of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study
- 6.4 Public comments on the NHUHSD and CSEA Public Disclosure Agreement

7.0 ACTION ITEMS

- 7.1 Discussion on public health guidelines for school opening
- 7.2 Recommend approval of the Tentative Agreement dated June 18, 2021, with CSEA for the 2021-22 school year
- 7.3 Discussion and possible action on in-person Board of Trustees Meetings
- 7.4 Recommend approval of new course: AAI Technical Arts and Production Design I
- 7.5 Recommend approval of new course: AAI Technical Arts and Production Design II
- 7.6 Recommend approval of new course: Intro to Tech Theatre
- 7.7 Recommend approval of the 2021 Second Quarter Williams Uniform Complaints report
- 7.8 Recommend approval of the 2021-22 Consolidated Application and all associated data collections and reporting requirements.

accs-jun22item03 Attachment 7 Page 48 of 986

NHUHSD Governing Board Agenda August 10, 2021 page 3

ACTION ITEMS continued

- 7.9 Recommend approval of Declaration of Need for Fully Qualified Educators for the 2021-22 school year
- 7.10 Recommend approval of the Tayler Fant, Suzanne Hill, Alyssa Kell, and Marsha Mielke working under the Local Assignment Option Waiver (EC 44258.3)
- 7.11 Recommend approval of the site administration to represent NHUHSD on the CIF leagues
- 7.12 Recommend approval of the Native Education Choices and Empowerment Project (NECEP)
 District Student Family Liaison job description
- 7.13 Recommend approval of AHS and MHS FFA clubs traveling to Indianapolis, Indiana, October 22-31, 2021
- 7.14 Discussion and review of Board Policy 7310, Naming of Facility
- 7.15 Recommend approval of reclassifying and updating job description for Director of Accountability and Programs, effective July 1, 2021

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Meeting, September 2, 2021, 5 pm, District Office Large Conference Room
- 9.2 Regular Meeting, September 14, 2021, 6 pm, TBD
- 9.3 Special Meeting, September 23, 2021, 4:30 pm, TBD

10.0 COMMENTS FROM ADMINISTRATIVE TEAM

12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

13.0 COMMENTS FROM SUPERINTENDENT

14.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 49 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION

Thursday, September 2, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:

[X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

SPECIAL MEETING AGENDA 5:15 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 PUBLIC COMMENTS

2.1 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Board to conduct interviews to appoint provisional candidate to fill vacancy through November, 2022

4.0 ADJOURNMENT

accs-jun22item03 Attachment 7 Page 50 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, September 14, 2021 District Office Conference Room 2755 McKinleyville Avenue, McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:
 - [X] CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9 Specify number of cases: 1
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.3 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

3.0 ORGANIZATIONAL MATTERS

- 3.1 Discussion and possible action on selection of candidate to fill Board member vacancy
- 3.2 Swearing in selected provisional appointment candidate

NHUHSD Governing Board Agenda September 14, 2021 page 2

4.0 PUBLIC COMMENTS

4.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name and school site. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

4.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

4.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

5.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 5.1 Approval of Minutes of August 10, 2021, Regular Board Meeting
- 5.2 Approval of Minutes of September 2, 2021, Special Board Meeting
- 5.3 Approval of Warrants
- 5.4 Approval of Changes in Certificated and Classified Personnel
- 5.5 Receive and file Site Principal Reports
- 5.6 Receive and file Student Board Representative Reports

6.0 INFORMATION ITEMS

- 6.1 Bond Update
- 6.2 LCAP Update
- 6.3 Racial Equity Update
- 6.4 Opening Day Report
- 6.5 COVID Update

7.0 PUBLIC HEARING AND DISCUSSION

- 7.1 Public comment on Resolution 2/2021-22, Sufficiency of Textbooks or Instructional Materials
- 7.2 Public comment and second reading of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees
- 7.3 Public comment and second reading of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study

accs-jun22item03 Attachment 7 Page 52 of 986

NHUHSD Governing Board Agenda September 14, 2021 page 3

8.0 ACTION ITEMS

- 8.1 Discussion and possible action on the Samoa Beach Charter Petition
- 8.2 Discussion and possible action on the naming of the AHS Track
- 8.3 Recommend approval of the MOU regarding Covid-19 testing requirements, with CSEA for the 2021-22 school year
- 8.4 Recommend approval of Resolution 1/2021-22, Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees
- 8.5 Recommend approval of Resolution 2/2021-22, Sufficiency of Textbooks or Instructional Materials
- 8.6 Recommend approval of Resolution 3/2021-22, GANN Limit Appropriation
- 8.7 Recommend approval of the 2020-21 Unaudited Actuals
- 8.8 Recommend approval of the 2021-22 NHUHSD Local Control Accountability Plan Updates
- 8.9 Recommend approval of AP European History students traveling to England, France and Italy April 9-18, 2022
- 8.10 Recommend approval of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees
- 8.11 Recommend approval of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study
- 8.12 Discussion and possible action on in-person Board of Trustees Meetings

9.0 COMMUNICATIONS

10.0 ANNOUNCEMENTS

10.1 Regular Meeting, October 12, 2021, 6 pm, TBD

- 11.0 COMMENTS FROM ADMINISTRATIVE TEAM
- 12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 13.0 COMMENTS FROM SUPERINTENDENT
- 14.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 53 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, August 11, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action taken

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Brian Gerving, Theresa Grosjean, Brian Lovell, Aristea Saulsbury and Dana Silvernale.

Others present: Roger Macdonald, Superintendent; Cindy Vickers, Director of Fiscal Services; Gayle Conway, Director of Student Services; Cedric Aaron, Jack Bareilles, Camilla Barrett, Hillarie Beyer, Tiffany Bullman, Tahnia Campbell, Danielle Carmesin, Nic Collart, Jennifer Coriell, Dustin Dutra, Julie Giannini Previde, Stephanie Hampton, Jackie Hewins, Kandi Holland, Arne Jacobson, Sarah Kaber, Alyssa Kell, Johnny Kell, Maureen Kiritsy, Suzanne Kison, Shannon Kresge, Stephen Kullman, Dina Macdonald, Johanna Mauro, Dena McCullough, Shanna McCracken, Suzie McCray, Josh Meisel, Jeff Mielker, Marsha Mielke, Jim Monge, JoAnn Moore, Tim Oliveira, Kelley Patton, Amber Pegg, Adam Pinkerton, Mandy Pinkerton, Tammy Pires, Drew Riddle, Shelley Stewart, Kimberly Sundberg, Hannah Van Duzer, Nora Wynne, Melanie Zapper

2.0 AWARDS AND RECOGNITIONS

NHUHSD Governing Board Minutes

August 11, 2020

page 2

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Stephanie Hampton – Spoke about need for principal at Mad River High School.

3.2 Non-Agenda Items

Dena McCullough – Looking for results for parent/student surveys that have gone out.

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of June 16, 2020, Regular Board Meeting
- 4.2 Approval of Minutes of June 18, 2020, Special Board Meeting
- 4.3 Approval of Minutes of June 24, 2020, Special Board Meeting
- 4.4 Approval of Minutes of July 28, 2020, Special Board Meeting
- 4.5 Approval of warrants
- 4.6 Approval of Technology Services Agreement between NHUHSD and Arcata Elementary School District for the 2020-21 school year
- 4.7 Approval of Changes in Certificated and Classified Personnel

It was moved by Dana Silvernale and seconded by Theresa Grosjean approve the Consent Agenda AYES NOES ABSENT

Brian Gerving

Theresa Grosjean

Brian Lovell

Aristea Saulsbury

Dana Silvernale

Motion carried, 5-0-0

5.0 INFORMATION ITEMS

5.1 Site Principal Reports

Site principals gave an update on site activities.

5.2 Bond Update

Roger Macdonald shard update on bond refinance. Reported out on the work on the AHS fields project.

5.3 Budget Update

Cindy Vickers gave a forty-five day update on the NHUHSD budget.

NHUHSD Governing Board Minutes August 11, 2020 page 3

INFORMATION ITEMS continued

- 5.4 Learning Continuity and Attendance Plan Update
 Suzie McCray shared information on the Learning Continuity and Attendance Plan.
- 5.5 C/R Dual Enrollment College and Career Pathways Partnership Agreement Jack Bareilles reviewed the agreement.
- 5.6 Racial Equity
 Roger Macdonald gave an update on work we are doing.

6.0 PUBLIC HEARING AND DISCUSSION

7.0 ACTION ITEMS

7.1 Discussion and possible action on school reopening
Superintendent Macdonald spoke about reopening in distance learning. Suzie McCray,
JoAnn Moore, Shelley Stewart and Dustin Dutra also provided information.

Public comments from Dena McCullough, Wendy Zamboni, Nora Wynne, and Camila Barrett.

It was moved by Theresa Grosjean and seconded by Aristea Saulsbury to move forward with starting our year off in distance learning.

Motion carried, 5-0-0

7.2 Recommend approval of the Superintendent Employment Contract
It was moved by Aristea Saulsbury and second by Brian Lovell to approve the Superintendent
Employment Contract
Motion carried, 4-0-1 (D. Silvernale absent from vote)

- 7.3 Recommend approval of the 2020 Second Quarter Williams Uniform Complaints It was moved by Brian Lovell and second by Theresa Grosjean to approve the 2020 Second Quarter Williams Uniform Complaints Motion carried, 4-0-1 (D. Silvernale absent from vote)
- Recommend approval of the 2020-21 Consolidated Application and all associated data collections and reporting requirements.
 It was moved by Theresa Grosjean and second by Brian Lovell to approve the 2020-21 Consolidated Application and all associated data collections and reporting requirements.
 Motion carried, 4-0-1 (D. Silvernale absent from vote)
- 7.5 Recommend approval of Declaration of Need for Fully Qualified Educators for the 2020-21 school year
 It was moved by Aristea Saulsbury and second by Theresa Grosjean to approve the Declaration of Need for Fully Qualified Educators for the 2020-21 school year
 Motion carried, 4-0-1 (D. Silvernale absent from vote)

NHUHSD Governing Board Minutes August 11, 2020 page 4

ACTION ITEMS continued

- 7.6 Recommend approval of the site administration to represent NHUHSD on the CIF leagues It was moved by Theresa Grosjean and second by Aristea Saulsbury to approve the site administration to represent NHUHSD on the CIF leagues Motion carried, 5-0-0.
- 7.7 Discussion and possible action to approve candidate to serve as the 2020 CSBA Delegate Assembly

It was moved by Brian Lovell and second by Theresa Grosjean to vote for Joe McKenzie as the candidate to serve as the 2020 CSBA Delegate Assembly Motion carried, 5-0-0.

7.8 Recommend approval of Amy Jones working under a Provisional Internship Permit as a Spanish teacher for Arcata High School, grades 9-12 for the 2020-21 school year It was moved by Aristea Saulsbury and second by Dana Silvernale to approve Amy Jones working under a Provisional Internship Permit as a Spanish teacher for Arcata High School, grades 9-12 for the 2020-21 school year Motion carried, 5-0-0.

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Regular Board Meeting, September 8, 2020, 6 pm, Teleconference
- 9.2 Special Board Meeting, September 22, 2020, 4 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- Board Goals and Objectives

11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES

Cindy Vickers thanked district office staff for their hard work.

12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway introduced herself to her new role.

13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Board members shared closing comments.

14.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald shared his closing thoughts.

accs-jun22item03 Attachment 7 Page 57 of 986

NHUHSD Governing Board Minutes August 11, 2020 page 5

RE-ADJOURN TO CLOSED SESSION at 9:15 pm

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

12.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action taken

15.0 ADJOURNMENT at 8:45 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481

accs-jun22item03 Attachment 7 Page 58 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, September 8, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to step forward to the lectern and state clearly their name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

3.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Please state your name and address at the lectern. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

NHUHSD Governing Board Agenda September 8, 2020 page 2

PUBLIC COMMENTS continued

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of August 11, 2020, Regular Board Meeting
- 4.2 Approval of warrants
- 4.3 Approval of Changes in Certificated and Classified Personnel
- 4.4 Receive and accept donation of \$300 from Piersons to the MHS Industrial Arts program

5.0 INFORMATION ITEMS

- 5.1 Arcata Fire District Presentation
- 5.2 Site Principal Reports
- 5.3 Bond Update
- 5.4 Learning Continuity and Attendance Plan
- 5.5 Opening Day Report
- 5.6 Racial Equity

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Public Hearing on Resolution 1/2020-21, Sufficiency of Instructional Materials
- 6.2 Public comments on the NHUHSD and CTA, CSEA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement

7.0 ACTION ITEMS

- 7.1 Recommend approval of Dual Enrollment Agreement between NHUHSD and College of the Redwoods for the 2020-21 school year
- 7.2 Recommend approval of Resolution 1/2020-21, Sufficiency of Instructional Materials
- 7.3 Recommend approval of Resolution 2/2020-21, GANN Limit Appropriation
- 7.4 Recommend approval of the 2019-20 Unaudited Actuals
- 7.5 Recommend approval of the NHUHSD and CTA, CSEA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement
- 7.6 Recommend approval of the Tentative Agreements dated July 9, 2020 and August 6, 2020, and the MOU for the Reopening of school for the 2020-21 school year between NHUHSD and CSEA
- 7.7 Recommend approval of the Tentative Agreement for the 2020-21 school year between NHUHSD and CTA
- 7.8 Recommend approval of the job description for the Career Guidance Technician
- 7.9 Recommend approval of the 2020-21 Certificated Management salary schedule
- 7.10 Recommend approval of the 2020-21 Classified Management salary schedule
- 7.11 Recommend approval of the Distance Learning Attendance Plan

accs-jun22item03 Attachment 7 Page 60 of 986

NHUHSD Governing Board Agenda September 8, 2020 page 3

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, September 22, 2020, 4 pm, Teleconference
- 9.2 Regular Board Meeting, October 13, 2020, 6 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- 11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES
- 12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES
- 13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 14.0 COMMENTS FROM SUPERINTENDENT
- 15.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

NHUHSD BOARD OF TRUSTEES

OUR VISION

The Vision of the Northern Humboldt Union High School District is:

Developing caring, engaged and adaptable individuals who embrace opportunities and are empowered to meet challenges in their future.

OUR MISSION

The Mission of the Northern Humboldt Union High School District is to provide the highest quality, comprehensive education in a safe, supportive environment, by:

- Promoting a culture of academic excellence, innovation and creativity
- Ensuring an outstanding, passionate staff committed to student achievement
- Encouraging acceptance of and appreciation for diversity
- Offering a wide range of curricular and extracurricular activities for all students.

NORMS/MEETING GUIDELINES

- We will keep our focus on the best interest of <u>all</u> of our students.
- We will keep our remarks **brief and to the point** and encourage others to express their opinions.
- Everyone's opinions count; we will be open to the ideas of others.
- We will listen openly without preparing responses.
- We will build upon the ideas of others and look for common ground.
- We will respect differences, show respect and never dismiss or devalue others.
- We will communicate openly and honestly with each other.
- We will work toward the future learning from the past.

REGULAR MEETING DATES

(Located at the District Office Large Conference Room/Teleconference at 6 pm)

October 13, 2020 November 10, 2020 December 15, 2020

accs-jun22item03 Attachment 7 Page 62 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, August 11, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action taken

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Brian Gerving, Theresa Grosjean, Brian Lovell, Aristea Saulsbury and Dana Silvernale.

Others present: Roger Macdonald, Superintendent; Cindy Vickers, Director of Fiscal Services; Gayle Conway, Director of Student Services; Cedric Aaron, Jack Bareilles, Camilla Barrett, Hillarie Beyer, Tiffany Bullman, Tahnia Campbell, Danielle Carmesin, Nic Collart, Jennifer Coriell, Dustin Dutra, Julie Giannini Previde, Stephanie Hampton, Jackie Hewins, Kandi Holland, Arne Jacobson, Sarah Kaber, Alyssa Kell, Johnny Kell, Maureen Kiritsy, Suzanne Kison, Shannon Kresge, Stephen Kullman, Dina Macdonald, Johanna Mauro, Dena McCullough, Shanna McCracken, Suzie McCray, Josh Meisel, Jeff Mielker, Marsha Mielke, Jim Monge, JoAnn Moore, Tim Oliveira, Kelley Patton, Amber Pegg, Adam Pinkerton, Mandy Pinkerton, Tammy Pires, Drew Riddle, Shelley Stewart, Kimberly Sundberg, Hannah Van Duzer, Nora Wynne, Melanie Zapper

2.0 AWARDS AND RECOGNITIONS

NHUHSD Governing Board Minutes

August 11, 2020

page 2

3.0 PUBLIC COMMENTS

3.1 <u>District Employees</u>

Stephanie Hampton – Spoke about need for principal at Mad River High School.

3.2 Non-Agenda Items

Dena McCullough – Looking for results for parent/student surveys that have gone out.

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of June 16, 2020, Regular Board Meeting
- 4.2 Approval of Minutes of June 18, 2020, Special Board Meeting
- 4.3 Approval of Minutes of June 24, 2020, Special Board Meeting
- 4.4 Approval of Minutes of July 28, 2020, Special Board Meeting
- 4.5 Approval of warrants
- 4.6 Approval of Technology Services Agreement between NHUHSD and Arcata Elementary School District for the 2020-21 school year
- 4.7 Approval of Changes in Certificated and Classified Personnel

It was moved by Dana Silvernale and seconded by Theresa Grosjean approve the Consent Agenda

AYES NOES ABSENT

Brian Gerving

Theresa Grosjean

Brian Lovell

Aristea Saulsbury

Dana Silvernale

Motion carried, 5-0-0

5.0 INFORMATION ITEMS

5.1 Site Principal Reports

Site principals gave an update on site activities.

5.2 Bond Update

Roger Macdonald shard update on bond refinance. Reported out on the work on the AHS fields project.

5.3 Budget Update

Cindy Vickers gave a forty-five day update on the NHUHSD budget.

NHUHSD Governing Board Minutes August 11, 2020 page 3

INFORMATION ITEMS continued

- 5.4 Learning Continuity and Attendance Plan Update
 Suzie McCray shared information on the Learning Continuity and Attendance Plan.
- 5.5 C/R Dual Enrollment College and Career Pathways Partnership Agreement Jack Bareilles reviewed the agreement.
- 5.6 Racial Equity
 Roger Macdonald gave an update on work we are doing.

6.0 PUBLIC HEARING AND DISCUSSION

7.0 ACTION ITEMS

7.1 Discussion and possible action on school reopening
Superintendent Macdonald spoke about reopening in distance learning. Suzie McCray,
JoAnn Moore, Shelley Stewart and Dustin Dutra also provided information.

Public comments from Dena McCullough, Wendy Zamboni, Nora Wynne, and Camila Barrett.

It was moved by Theresa Grosjean and seconded by Aristea Saulsbury to move forward with starting our year off in distance learning.

Motion carried, 5-0-0

- 7.2 Recommend approval of the Superintendent Employment Contract
 It was moved by Aristea Saulsbury and second by Brian Lovell to approve the Superintendent
 Employment Contract
 Motion carried, 4-0-1 (D. Silvernale absent from vote)
- 7.3 Recommend approval of the 2020 Second Quarter Williams Uniform Complaints
 It was moved by Brian Lovell and second by Theresa Grosjean to approve the 2020 Second
 Quarter Williams Uniform Complaints
 Motion carried, 4-0-1 (D. Silvernale absent from vote)
- Recommend approval of the 2020-21 Consolidated Application and all associated data collections and reporting requirements.
 It was moved by Theresa Grosjean and second by Brian Lovell to approve the 2020-21 Consolidated Application and all associated data collections and reporting requirements.
 Motion carried, 4-0-1 (D. Silvernale absent from vote)
- 7.5 Recommend approval of Declaration of Need for Fully Qualified Educators for the 2020-21 school year
 It was moved by Aristea Saulsbury and second by Theresa Grosjean to approve the Declaration of Need for Fully Qualified Educators for the 2020-21 school year Motion carried, 4-0-1 (D. Silvernale absent from vote)

NHUHSD Governing Board Minutes August 11, 2020 page 4

ACTION ITEMS continued

- 7.6 Recommend approval of the site administration to represent NHUHSD on the CIF leagues It was moved by Theresa Grosjean and second by Aristea Saulsbury to approve the site administration to represent NHUHSD on the CIF leagues Motion carried, 5-0-0.
- 7.7 Discussion and possible action to approve candidate to serve as the 2020 CSBA Delegate Assembly

It was moved by Brian Lovell and second by Theresa Grosjean to vote for Joe McKenzie as the candidate to serve as the 2020 CSBA Delegate Assembly Motion carried, 5-0-0.

7.8 Recommend approval of Amy Jones working under a Provisional Internship Permit as a Spanish teacher for Arcata High School, grades 9-12 for the 2020-21 school year It was moved by Aristea Saulsbury and second by Dana Silvernale to approve Amy Jones working under a Provisional Internship Permit as a Spanish teacher for Arcata High School, grades 9-12 for the 2020-21 school year Motion carried, 5-0-0.

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Regular Board Meeting, September 8, 2020, 6 pm, Teleconference
- 9.2 Special Board Meeting, September 22, 2020, 4 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- Board Goals and Objectives

11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES

Cindy Vickers thanked district office staff for their hard work.

12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway introduced herself to her new role.

13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Board members shared closing comments.

14.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald shared his closing thoughts.

accs-jun22item03 Attachment 7 Page 66 of 986

NHUHSD Governing Board Minutes August 11, 2020 page 5

RE-ADJOURN TO CLOSED SESSION at 9:15 pm

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

12.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action taken

15.0 ADJOURNMENT at 8:45 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

Fiscal Year: 2021

Transmittal Number: 2 Reference PO210120-001	21000003-0 AUDIT Vendor ADVANCED SECURITY SYSTEMS (C) 1336 FOURTH ST EUREKA, CA 95501-0000	Description Monitoring		Amount 1,026.00
			Total Payment Amount	1,026.00
CL200068-001	AUGUST HALE DISTRICT OFFICE			79.06
			Total Payment Amount	79.06
CL200060-001	AVELAR, ANNE 1840 COTTONWOOD AVENUE MCKINLEYVILLE, CA 95519-0000			15.00
			Total Payment Amount	15.00
CL200066-001	BLACK, AMY BG			130.00
			Total Payment Amount	130.00
CL200044-001	BRENES, ANGIE 845 HENDERSON AVE EUREKA, CA 95501			36.34
			Total Payment Amount	36.34
CL200067-001	BRIAN BRODKORB BG			30.00
			Total Payment Amount	30.00
CL200056-001	CALIFORNIA DEPT OF JUSTICE ACCOUNTING OFFICE CASHIERING UNIT P.O. BOX 944255 SACRAMENTO, CA 94244-2550			32.00

2

accs-jun22item03 Attachment 7 Page 68 of 986

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High Fiscal Year: 2021

Transmittal Number: 21000003-0 AUDIT

Transmittal Number: 2'	1000003-0 AUDIT		Total Payment Amount	32.00
Reference CL200053-001	Vendor CDW-G 75 REMITTANCE DRIVE SUITE 151 CHIGACO, IL 60675-1515	Description		Amount 85.12
PV210011-001	CDW-G 75 REMITTANCE DRIVE SUITE 151 CHIGACO, IL 60675-1515			20,864.27
			Total Payment Amount	20,949.39
CL200054-001	CITY OF ARCATA 736 F STREET ARCATA, CA 95521-0000			803.36
			Total Payment Amount	803.36
CL200069-001	COX, JANNA 11300 WEST END RD ARCATA, CA 95521-0000			137.20
			Total Payment Amount	137.20
PO210122-001	DOMINATE THE HARDWOOD ENTERPRISES LLC 3125 NW 20TH CIRCLE CAMAS, WA 98607	Service		9,200.00
			Total Payment Amount	9,200.00
PO210100-001	EDLIO LLC PO BOX 9978 GLENDALE, CA 91226	Web Hosting		12,240.00
			Total Payment Amount	12,240.00
CL200065-001	FERREIRA, JENNIFER BG			30.00

8/24/2020 5:10:52 PM

accs-jun22item03 Attachment 7 Page 69 of 986

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High Fiscal Year: 2021

Transmittal Number: 21000003-0 AUDIT

Transmittal Number: 2	1000003-0 AOD(1		Total Payment Amount	30.00
Reference CL200046-001	Vendor FRANZ FAMILY BAKERIES PO BOX 742654 LOS ANGELES, CA 90074-2654	Description		Amount 65.55
CM210001-001	FRANZ FAMILY BAKERIES PO BOX 742654 LOS ANGELES, CA 90074-2654			(35.80)
			Total Payment Amount	29.75
CL200045-001	JOSTENS 21336 NETWORK PLACE CHICAGO, IL 60673-1213			255.95
			Total Payment Amount	255.95
CL200070-001	MCCRAY, SUZANNE MCKINLEYVILLE HIGH SCHOOL			74.87
			Total Payment Amount	74.87
CL200074-001	MENDES SUPPLY CO. 1030 W. DEL NORTE STREET EUREKA, CA 95501-0000			135.93
			Total Payment Amount	135.93
CL200064-001	MOORE, LOLA 128 GRANGE ROAD EUREKA, CA 95503-0000			20.00
CL200064-002	MOORE, LOLA 128 GRANGE ROAD EUREKA, CA 95503-0000			60.00
			Total Payment Amount	80.00

8/24/2020 5:10:52 PM Page 4

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

Transmittal Number: Reference CL200073-001	21000003-0 AUDIT Vendor MOULTON, CASSANDRA 1016 GIBSON AVE EUREKA, CA 95503	Description	Amount 179.63
CL200073-002	MOULTON, CASSANDRA 1016 GIBSON AVE EUREKA, CA 95503		122.48
		Total Payment Amount	302.11
CL200071-001	MWG MESTMAKER & ASSOCIATES P.O. BOX 14067 JACKSON, MS 39236		23.04
		Total Payment Amount	23.04
CL200057-001	OTIS ELEVATOR COMPANY (C) DEPT LA 21684 PASADENA, CA 91185-1684		1,556.10
		Total Payment Amount	1,556.10
CL200051-001	P G & E BOX 997300 SACRAMENTO, CA 95899-7300		515.78
CL200051-002	P G & E BOX 997300 SACRAMENTO, CA 95899-7300		3,487.03
CL200052-001	P G & E BOX 997300 SACRAMENTO, CA 95899-7300		990.27
		Total Payment Amount	4,993.08
CL200048-001	PRO PACIFIC PO BOX 1069 DURHAM, CA 95938-0000		53.24

8/24/2020 5:10:52 PM Page 5

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

Total Payment Amount

53.24

03 Northern Humboldt Union High Fiscal Year: 2021

Reference CL200072-001	Vendor QUILL CORPORATION PO BOX 37600 PHILADELPHIA, PA 19101-0600	Description		Amount 323.20
			Total Payment Amount	323.20
CL200049-001	RECOLOGY ARCATA (C) 30 SOUTH G STREET ARCATA, CA 95521-6692			352.00
CL200050-001	RECOLOGY ARCATA (C) 30 SOUTH G STREET ARCATA, CA 95521-6692			274.09
			Total Payment Amount	626.09
PO210105-001	SCHOOL SERVICES OF CALIF. INC. PO BOX 516613 LOS ANGELES, CA 90051-0599	Services		305.00
			Total Payment Amount	305.00
CL200061-001	SNAP ON TOOLS ATTN: TY HESS PO BOX 924 HARBOR, OR 97415-0000			1,355.18
			Total Payment Amount	1,355.18
CL200062-001	SONOMA COUNTY OFFICE OF ED. LEGAL SERVICES 5350 SKYLANE BLVD. SANTA ROSA, CA 95403-0000			150.00
			Total Payment Amount	150.00
CL200063-001	TAIT, KABRINA			60.00
8/24/2020 5:10:52 PM				

Page 6

accs-jun22item03 Attachment 7 Page 72 of 986

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High	Fiscal Year: 2021

Transmittal Number: 2 Reference	21000003-0 AUDIT Vendor 6178 PURDUE DR EUREKA, CA 95503	Description	Amount	
		Total Payment Amo	unt 60.00	
CL200058-001	THE FARM SHOP PO BOX 728 FERNDALE, CA 95536-0000		89.57	
		Total Payment Amo	unt 89.57	
CL200059-001	VERDE DESIGN 2455 THE ALAMEDA SUITE 200 SANTA CLARA, CA 95050		20,236.06	
		Total Payment Amo	unt 20,236.06	
CL200055-001	VERIZON WIRELESS PO BOX 660108 DALLAS, TX 75266-0108		874.23	
		Total Payment Amo	unt 874.23	
PO210096-001	VIA HEART PROJECT 1725 CLAY STREET SUITE 100 SAN FRANCISCO, CA 94109	Maintance agreement	2,000.00	
		Total Payment Amo	unt 2,000.00	
		Transmittal T	otal 78,231.75	
		Fund Summary: Fund Fund Fund Fund	1 09 1,130.18 1 13 97.99	
Transmittal Number: 2 CL200047-001	2 1000003-1 AUDIT PRO PACIFIC PO BOX 1069		82.74	

accs-jun22item03 Attachment 7 Page 73 of 986

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High Fiscal Year: 2021

Transmittal Number: Reference	21000003-1 AUDIT Vendor DURHAM, CA 95938-0000	Description		Amount	
		Total Paym	ent Amount	82.74	
		Trans	smittal Total	82.74	
		Fund Summary:	Fund 13	82.74	
Transmittal Number: CL200076-001	21000004-0 AUD IT A T & T PO BOX 9011 CAROL STREAM, IL 60197-5025			131.57	
CL200077-001	A T & T PO BOX 9011 CAROL STREAM, IL 60197-5025			92.82	
CL200078-001	A T & T PO BOX 9011 CAROL STREAM, IL 60197-5025			152.95	
CL200079-001	A T & T PO BOX 9011 CAROL STREAM, IL 60197-5025			874.88	
		Total Paym	ent Amount	1,252.22	
PV210018-001	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION PO BOX 942879 SACRAMENTO, CA 942879			5,151.00	
		Total Paym	ent Amount	5,151.00	
CL200081-001	CITY OF ARCATA 736 F STREET ARCATA, CA 95521-0000			259.09	
		Total Paym	ent Amount	259.09	

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

Transmittal Number: 2 Reference CL200089-001	21000004-0 AUDIT Vendor CR COMBUSTION INC 562 PARSONS DR SUITE 111 MEDFORD, OR 97501-3793	Description	Amount 3,163.11
		Total Payment Amount	3,163.11
CL200087-001	CRYSTAL SPRINGS WATER CO. P. O. BOX 3786 EUREKA, CA 95502-0000		14.00
CL200088-001	CRYSTAL SPRINGS WATER CO. P. O. BOX 3786 EUREKA, CA 95502-0000		36.00
		Total Payment Amount	50.00
CL200084-001	DEPARTMENT OF GENERAL SERVICES PO BOX 989053 SACRAMENTO, CA 95798-9053		350.00
		Total Payment Amount	350.00
CL200075-001	HUMBOLDT SANITATION (C) P. O. BOX 2812 MCKINLEYVILLE, CA 95519-0000		715.85
		Total Payment Amount	715.85
PO210101-001	INTRADO LIFE & SAFETY INC PO BOX 74007082 CHICAGO, IL 60674-7082	Annual Contract	250.00
		Total Payment Amount	250.00
PO210148-001	JOHNSON'S MOBILE RENTALS, LLC PO BOX 2636 MCKINLEYVILLE, CA 95519-0000	Conex Box for Measure Q	3,472.00
		Total Payment Amount	3,472.00

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

Transmittal Number: 21000004-0 AUDIT Reference Vendor Description Amount CL200086-001 MCKINLEYVILLE ACE HARDWARE (C) 3.86 2725 CENTRAL AVENUE MCKINLEYVILLE, CA 95519-0000 CL200086-002 MCKINLEYVILLE ACE HARDWARE (C) 31.98 2725 CENTRAL AVENUE MCKINLEYVILLE, CA 95519-0000 **Total Payment Amount** 35.84 PV210012-001 MENDES SUPPLY CO. 2,306.02 1030 W. DEL NORTE STREET EUREKA, CA 95501-0000 **Total Payment Amount** 2,306.02 PV210016-001 NATIONAL STUDENT 850.00 CLEARING HOUSE PO BOX 826576 PHILADELPHIA, PA 19182-6576 **Total Payment Amount** 850.00 CL200080-001 PG&E 303.94 BOX 997300 SACRAMENTO, CA 95899-7300 CL200082-001 PG&E 1,849.58 BOX 997300 SACRAMENTO, CA 95899-7300 **Total Payment Amount** 2,153.52 CL200083-001 PARKER, NICHOLAS 3,250.00 2066 GOLF COURSE RD BAYSIDE, CA 95526 **Total Payment Amount** 3,250.00

accs-jun22item03 Attachment 7 Page 76 of 986

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High	Fiscal Year: 2021
---------------------------------	-------------------

Transmittal Number: 2 Reference PV210017-001	21000004-0 AUDIT Vendor PRO PACIFIC PO BOX 1069 DURHAM, CA 95938-0000	Description		Amount 19.01	
			Total Payment Amount	19.01	
PV210014-001	QUILL CORPORATION PO BOX 37600 PHILADELPHIA, PA 19101-0600			67.06	
PV210015-001	QUILL CORPORATION PO BOX 37600 PHILADELPHIA, PA 19101-0600			142.53	
			Total Payment Amount	209.59	
PO210146-001	RAY MORGAN COMPANY INC 3131 ESPLANADE CHICO, CA 95973-0000	Copier Lease		3,822.54	
			Total Payment Amount	3,822.54	
CL200085-001	SMART FOODSERVICE WAREHOUSE STORES P.O. BOX 910948 LOS ANGELES, CA 90091-0948			100.96	
CL200085-002	SMART FOODSERVICE WAREHOUSE STORES P.O. BOX 910948 LOS ANGELES, CA 90091-0948			264.37	
			Total Payment Amount	365.33	
CL200090-001	SPURR PO BOX 45526 SAN FRANCISCO, CA 94145-0526			2,151.79	
			Total Payment Amount	2,151.79	

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

Transmittal Number: 21000004-0 AUDIT Reference Vendor Description Amount PV210013-001 SUDDENLINK COMMUNICATIONS 143.45 PO BOX 70340 PHILADELPHIA, PE 19176-0340 **Total Payment Amount** 143.45 Transmittal Total 29,970.36 **Fund Summary:** 25,948.57 Fund 01 Fund 09 387.33 Fund 13 19.01 Fund 22 3,472.00 Fund 63 143.45 Transmittal Number: 21000005-0 AUDIT 707 PEST SOLUTIONS INC PO210158-001 Pest Control 95.00 1302 SPEAR AVE ARCATA, CA 95521 **Total Payment Amount** 95.00 PO210098-001 ALTO EQUIPMENT INC 4,269.95 Equipment 2070 BABLER RD MCKINLEYVILLE, CA 95519-0000 **Total Payment Amount** 4,269.95 FINISHING OF THE MHS TRACK CL200091-003 BEYNON SPORTS SURFACES INC 218,967.40 19600 SW 129TH AVE STE A TUALATIN, OR 97062 CL200091-004 BEYNON SPORTS SURFACES INC. FINISHING OF THE MHS TRACK 20,370.00 19600 SW 129TH AVE STE A TUALATIN, OR 97062 **Total Payment Amount** 239,337.40 PO210152-001 BLAKE'S BOOKS Textbooks 1,530.52 P.O. BOX 2083

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High Fiscal Year: 2021

Transmittal Number: Reference	21000005-0 AUDIT Vendor MCKINLEYVILLE, CA 95519-0000	Description		Amount	
			Total Payment Amount	1,530.52	
TC210001-001	BRENES, ANGIE 845 HENDERSON AVE EUREKA, CA 95501			208.04	
TC210002-001	BRENES, ANGIE 845 HENDERSON AVE EUREKA, CA 95501			143.18	
TC210003-001	BRENES, ANGIE 845 HENDERSON AVE EUREKA, CA 95501			127.19	
			Total Payment Amount	478.41	
PO210128-001	CDW-G 75 REMITTANCE DRIVE SUITE 151 CHIGACO, IL 60675-1515	Supplies		804.89	
PO210128-002	CDW-G 75 REMITTANCE DRIVE SUITE 151 CHIGACO, IL 60675-1515	Supplies		1,086.12	
PO210128-003	CDW-G 75 REMITTANCE DRIVE SUITE 151 CHIGACO, IL 60675-1515	Supplies		536.60	
			Total Payment Amount	2,427.61	
PV210023-001	CITY OF ARCATA 736 F STREET ARCATA, CA 95521-0000			102.00	
			Total Payment Amount	102.00	
PV210020-001	COUNTY OF HUMBOLDT			125.00	
9/24/2020 5:40:52 DM					Daga

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High Fiscal Year: 2021

Transmittal Number: 2 Reference	2100005-0 AUDIT Vendor DEPT OF HEALTH & HUMAN SERVICE 529 I STREET EUREKA, CA 95501-0000	Description		Amount
			Total Payment Amount	125.00
PO210168-001	EMICS INC DBA INFORMED K 12 230 CALIFORNIA ST SUITE 601 SAN FRANCISCO, CA 94111	service		18,400.00
			Total Payment Amount	18,400.00
PV210021-001	EMPLOYMENT DEVELOPMENT DEPT. P.O. BOX 2482 SACRAMENTO, CA 95812-2482			1,793.90
			Total Payment Amount	1,793.90
PV210025-001	MCKINLEYVILLE C.S.D. P. O. BOX 2037 MCKINLEYVILLE, CA 95519-0000			425.33
PV210026-001	MCKINLEYVILLE C.S.D. P. O. BOX 2037 MCKINLEYVILLE, CA 95519-0000			20.60
PV210027-001	MCKINLEYVILLE C.S.D. P. O. BOX 2037 MCKINLEYVILLE, CA 95519-0000			20.60
			Total Payment Amount	466.53
PV210022-001	MENDES SUPPLY CO. 1030 W. DEL NORTE STREET EUREKA, CA 95501-0000			225.01
			Total Payment Amount	225.01

accs-jun22item03 Attachment 7 Page 80 of 986

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High Fiscal Year: 2021

Transmittal Number: Reference PV210019-001	21000005-0 AUDIT Vendor OCCUPATIONAL HEALTH SERVICES OF MAD RIVER P.O. BOX 4496 ARCATA, CA 95518-0000	Description		Amount 25.00
		Total Payn	nent Amount	25.00
PV210028-001	P G & E BOX 997300 SACRAMENTO, CA 95899-7300			3,733.66
		Total Payn	nent Amount	3,733.66
PO210097-001	PAR INC 16204 N FLORIDA AVE LUTZ, FL 33549-0000	Supplies		3,978.88
		Total Payn	nent Amount	3,978.88
PO210156-001	SCIENTIFIC INSTRUMENT REPAIR P.O. BOX 713 WOODLAND, CA 95776-0713	Microscope Repair		1,400.00
		Total Payn	nent Amount	1,400.00
PV210029-001	STEWART TELECOMMUNICATIONS INC 1827 3RD STREET EUREKA, CA 95501			120.00
		Total Payn	nent Amount	120.00
		Tran	smittal Total	278,508.87
		Fund Summary:	Fund 01 Fund 09 Fund 13 Fund 22	37,833.25 1,236.22 102.00 239,337.40

Transmittal Number: 21000006-0 AUDIT

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

Transmittal Number: 2 Reference PO210158-002	100006-0 AUDIT Vendor 707 PEST SOLUTIONS INC 1302 SPEAR AVE ARCATA, CA 95521	Description Pest Control		Amount 95.00	
			Total Payment Amount	95.00	
PV210038-001	A T & T MOBILITY P.O. BOX 6463 CAROL STREAM, IL 60197-6463			81.46	
			Total Payment Amount	81.46	
PV210036-001	A T & T PO BOX 9011 CAROL STREAM, IL 60197-5025			15.07	
PV210037-001	A T & T PO BOX 9011 CAROL STREAM, IL 60197-5025			17.23	
			Total Payment Amount	32.30	
PV210035-001	A T & T PO BOX 5025 CAROL STREAM, IL 60197-5025			5,343.29	
			Total Payment Amount	5,343.29	
PV210055-001	B & B PORTABLE TOILETS (C) P.O. BOX 1329 BLUE LAKE, CA 95525-0000			43.10	
			Total Payment Amount	43.10	
PV210056-001	CAROLE, RITA 1007 ADKINS RD MCKINLYEVILLE, CA 95519			825.00	
			Total Payment Amount	825.00	

Fiscal Year: 2021

7.15

284.79

21.66

77.19

390.79

Samoa Beach Academy Supporting Documentation

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

PO210093-001

PO210093-002

PO210126-001

PO210126-002

Transmittal Number: 21000006-0 AUDIT

HENSEL ACE HARDWARE

HENSEL ACE HARDWARE

HENSEL ACE HARDWARE

HENSEL ACE HARDWARE

884 NINTH STREET ARCATA, CA 95521-0000

Reference Vendor Description Amount PO210095-001 CDW-G Computers 4,681.74 75 REMITTANCE DRIVE SUITE 151 CHIGACO, IL 60675-1515 **Total Payment Amount** 4,681.74 CITY OF ARCATA PV210043-001 624.55 736 F STREET ARCATA, CA 95521-0000 PV210044-001 CITY OF ARCATA 146.84 736 F STREET ARCATA, CA 95521-0000 **Total Payment Amount** 771.39 PO210155-001 CPM EDUCATIONAL PROGRAM Textbooks 9,619.72 9498 LITTLE RAPIDS WAY ELK GROVE, CA 95758-0000 **Total Payment Amount** 9,619.72

Supplies

Supplies

Supplies

Supplies

8/24/2020 5:10:52 PM Page 17

Total Payment Amount

accs-jun22item03 Attachment 7 Page 83 of 986

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

Transmittal Number: 21000006-0 AUDIT Reference Description Amount Vendor MCKINLEYVILLE OFFICE SUPPLY PV210058-001 20.98 1928 CENTRAL AVENUE MCKINLEYVILLE, CA 95519-0000 **Total Payment Amount** 20.98 PO210036-001 MILL YARD Transportation Parts/Supply 21.79 4949 WEST END RD ARCATA, CA 95521-9243 MILL YARD PO210036-002 Transportation Parts/Supply (5.64)4949 WEST END RD ARCATA, CA 95521-9243 PO210113-001 20.64 MILL YARD Supplies 4949 WEST END RD ARCATA, CA 95521-9243 **Total Payment Amount** 36.79 PO210094-001 MILLER FARMS NURSERY INC Supplies 27.99 P. O. BOX 2145 MCKINLEYVILLE, CA 95519-0000 PO210123-001 MILLER FARMS NURSERY INC 8.72 Supplies P. O. BOX 2145 MCKINLEYVILLE, CA 95519-0000 PO210123-002 MILLER FARMS NURSERY INC Supplies 30.97 P. O. BOX 2145 MCKINLEYVILLE, CA 95519-0000 PO210123-003 Supplies 19.37 MILLER FARMS NURSERY INC P. O. BOX 2145 MCKINLEYVILLE, CA 95519-0000 PO210123-004 MILLER FARMS NURSERY INC Supplies (12.60)P. O. BOX 2145 MCKINLEYVILLE, CA 95519-0000

Page 19

Fiscal Year: 2021

Samoa Beach Academy Supporting Documentation

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

8/24/2020 5:10:52 PM

Transmittal Number: 21000006-0 AUDIT Description Reference Vendor Amount PO210123-005 MILLER FARMS NURSERY INC Supplies 77.19 P. O. BOX 2145 MCKINLEYVILLE, CA 95519-0000 PO210123-006 8.56 MILLER FARMS NURSERY INC Supplies P. O. BOX 2145 MCKINLEYVILLE, CA 95519-0000 PO210123-007 MILLER FARMS NURSERY INC Supplies 22.51 P. O. BOX 2145 MCKINLEYVILLE, CA 95519-0000 **Total Payment Amount** 182.71 PV210034-001 ORICK COMM. SERVICES DISTRICT 29.00 P. O. BOX 224 ORICK, CA 95555-0000 **Total Payment Amount** 29.00 PV210032-001 PG&E 23.82 BOX 997300 SACRAMENTO, CA 95899-7300 PV210040-001 PG&E 67.40 BOX 997300 SACRAMENTO, CA 95899-7300 PV210046-001 PG&E 957.01 BOX 997300 SACRAMENTO, CA 95899-7300 **Total Payment Amount** 1,048.23 PO210119-001 PPG ARCHITECTURAL FINISHES Paint 190.94 PO BOX 676340 DALLAS, TX 75267-6340 PO210119-002 PPG ARCHITECTURAL FINISHES Paint 199.62

accs-jun22item03 Attachment 7 Page 85 of 986

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

Transmittal Number: 2 Reference	1000006-0 AUDIT Vendor PO BOX 676340 DALLAS, TX 75267-6340	Description		Amount
			Total Payment Amount	390.56
PV210033-001	PRO PACIFIC PO BOX 1069 DURHAM, CA 95938-0000			14.43
			Total Payment Amount	14.43
PV210041-001	QUILL CORPORATION PO BOX 37600 PHILADELPHIA, PA 19101-0600			188.51
PV210042-001	QUILL CORPORATION PO BOX 37600 PHILADELPHIA, PA 19101-0600			39.33
PV210045-001	QUILL CORPORATION PO BOX 37600 PHILADELPHIA, PA 19101-0600			513.99
			Total Payment Amount	741.83
PO210146-002	RAY MORGAN COMPANY INC 3131 ESPLANADE CHICO, CA 95973-0000	Copier Lease		3,822.54
			Total Payment Amount	3,822.54
PO210117-001	THOMAS HOME CENTER (C) 1685 SUTTER ROAD MCKINLEYVILLE, CA 95519-0000	Supplies		25.13
PO210117-002	THOMAS HOME CENTER (C) 1685 SUTTER ROAD MCKINLEYVILLE, CA 95519-0000	Supplies		27.73

accs-jun22item03 Attachment 7 Page 86 of 986

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High

Transmittal Number: Reference PO210117-003	2100006-0 AUDIT Vendor THOMAS HOME CENTER (C) 1685 SUTTER ROAD MCKINLEYVILLE, CA 95519-0000	Description Supplies	Amount 22.28
		Total Payment Amount	75.14
PV210047-001	U.S. BANK CORPORATE PAYMENT SYSTEMS PO BOX 790428 ST. LOUIS, MO 63179-0428		450.00
PV210048-001	U.S. BANK CORPORATE PAYMENT SYSTEMS PO BOX 790428 ST. LOUIS, MO 63179-0428		258.38
PV210049-001	U.S. BANK CORPORATE PAYMENT SYSTEMS PO BOX 790428 ST. LOUIS, MO 63179-0428		235.36
PV210050-001	U.S. BANK CORPORATE PAYMENT SYSTEMS PO BOX 790428 ST. LOUIS, MO 63179-0428		969.72
PV210051-001	U.S. BANK CORPORATE PAYMENT SYSTEMS PO BOX 790428 ST. LOUIS, MO 63179-0428		168.92
PV210052-001	U.S. BANK CORPORATE PAYMENT SYSTEMS PO BOX 790428 ST. LOUIS, MO 63179-0428		58.04
PV210053-001	U.S. BANK CORPORATE PAYMENT SYSTEMS PO BOX 790428		222.22

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union High Fiscal Year: 2021

Transmittal Number: 2 Reference	1000006-0 AUDIT Vendor ST. LOUIS, MO 63179-0428	Description		Amount
PV210054-001	U.S. BANK CORPORATE PAYMENT SYSTEMS PO BOX 790428 ST. LOUIS, MO 63179-0428			116.36
		Total Paymer	nt Amount	2,479.00
PV210039-001	U.S. CELLULAR ATTN: ACCOUNTS RECEIVABLE P.O. BOX 0203 PALATINE, IL 60055-0203			109.11
		Total Paymer	nt Amount	109.11
PV210030-001	VERDE DESIGN 2455 THE ALAMEDA SUITE 200 SANTA CLARA, CA 95050			2,218.75
PV210031-001	VERDE DESIGN 2455 THE ALAMEDA SUITE 200 SANTA CLARA, CA 95050			20,437.68
		Total Paymer	nt Amount	22,656.43
PV210057-001	VERIZON WIRELESS PO BOX 660108 DALLAS, TX 75266-0108			874.23
		Total Paymer	nt Amount	874.23
		Transm	nittal Total	54,364.77
		Fund Summary:	Fund 01 Fund 09 Fund 13 Fund 22 Fund 63	30,728.68 468.79 14.43 22,656.43 496.44

accs-jun22item03 Attachment 7 Page 88 of 986

HUMBOLDT COUNTY OFFICE OF EDUCATION ACCOUNTS PAYABLE - BOARD PAYMENT REPORT Board of Trustees Meeting 09/08/2020

03 Northern Humboldt Union Hig	h						Fiscal Year: 2021
	Payment Count:	93	Transmittal Count:	5	Grand Total:	441,158.49	
The above Payable transactions ha It is recommended that the Board o			th the District's policies and	procedu	ures.		
Authorized Agent		- :					
Board Approval							

NHUHSD Changes in Certificated and Classified Personnel September 8, 2020

CERTIFICATED STAFF	
Employment	Ken Klima; English; .4 fte; Temporary - AHS
	Shelley Stewart; .6 fte Dean of Students/.4 fte CAG - AHS
	Ken Klima .2 fte Alt Ed; Probationary- MRHS
	Tim Clewell; .2 fte fte Fine Arts; Temporary - AHS
CLASSIFIED STAFF	
Employment	Dora Dutra; Accounting Supervisor; DO
zmpro, mone	
D /I	G C D FI I I I I CD CHG
Resignation/Leave/	Sofia Ramos-Flores; Instructional Aide - SRCHS
Retirement	Vince Zinselmeir; Freshman Boys Basketball Coach - AHS
	Jasmine Calvillo; Instructional Aide – AHS
	Jade Goodwin; Training Specialist - NHES
EXTRA-CURRICULAR	
ARCATA HS	
MCKINLEYVILLE HS	

McKinleyville High School

1300 Murray Road - McKinleywile, CA, 95519 - (707) 839-6400 - FAX (707) 839-6407 - www.nohumik12 ca us/mhs Nic Collan Principal

Dustin Dutra Assistant Principal - Asthey Lankila Desic Affiliate Director



August 13

Dear Piersons,

Thank you so much for your support of our shop programs and your generous donation of \$300. Your contribution will help our school to continue to meet our vision of "fostering an inclusive community where all individuals can excel both personally and academically by empowering learners with meaningful skills in a safe and supportive environment". Our tax id number is: 37-1777433.

Sincerely,

Nic Collart

Principal

McKinleyville High School



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 5.1

SUBJECT:

Arcata Fire District Presentation

DEPARTMENT/PROGRAM:

Community

INFORMATION ITEM/DISCUSSION:

Presentation by the Arcata Fire District

SR - 90



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 5.2

SUBJECT:

Site Principal Reports

DEPARTMENT/PROGRAM:

Sites

INFORMATION ITEM/DISCUSSION:

Monthly site principals report campus activities and news.

SR - 91 5. 2



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 5.3

SUBJECT:

Bond Update

DEPARTMENT/PROGRAM:

Measure Q and Measure N

INFORMATION ITEM/DISCUSSION:

Update on project status.



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 5.4

SUBJECT:

Learning Continuity and Attendance Plan Update

DEPARTMENT/PROGRAM:

District

INFORMATION ITEM/DISCUSSION:

Suzie McCray will present the Learning Continuity and Attendance Plan

SR - 93



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern Humboldt Union High School District	Roger Macdonald Superintendent	rmacdonald@nohum.k12.ca.us (707) 839-6481

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Northern Humboldt Union School District was one of the first districts in the county to close campuses on March 16, 2020. This was during the week that the shelter-in-place orders were put in place by the Humboldt County Department of Health and Human Services. The campuses remained closed for the duration of the 2019-2020 school year. Most students moved to distance learning starting on the first day of the campus closure. The district provided devices and internet service to families in need.

The unexpected closure of school impacted the physical, emotional, social and academic needs of students and staff. Students and families found it challenging to access basic services such as food, shelter, access to essential services and affordable/stable internet. Students and families were also impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for students with disabilities, English Language Learners and foster/homeless youth. COVID-19 has also led to increased isolation and disconnection due to the physical and social separation from the classroom, peers and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted. Compounding the stressors of COVID-19 is the current political and civil unrest experienced across our community and country as a result of persistent racial injustices.

Despite the hardships that the COVID pandemic has had on the Northern Humboldt community and schools, the staff will continue to meet the needs of all students as we strive for academic success. The district is in full distance learning at the time of plan's approval (2020-2021)

school year), but plans are being developed for students and staff to return to campus when the Humboldt County Department of Health deems it safe to return with specific procedures in place for the safety of all. The district is planning for a hybrid model as students and staff return. For those families who are not ready to have their students return to campus, we will continue with our distance learning model simultaneously with in-person instruction via the distance learning technology in place.

This plan will be fluid to meet the ever changing needs of education during the COVID pandemic. The staff and board will continue to review the plan throughout the 2020-21 school year and adjust accordingly. This plan will continue to be an agenda item at regularly scheduled board meetings to assist in communicating the changes.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Parent Survey – June 2020

Parent, Student and Staff Survey - August 2020

School Reopening Planning Committee Meetings (staff) – July 24, August 10, 2020

Board meetings – June 16, 18, July 28, August 11, 2020

September 8 – public hearing

September 22 - board approval

Stakeholder Meeting - August 17, 2020

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholders have had the opportunity to provide input through online surveys, board meetings and a stakeholder meeting. All the meetings have been conducted virtually through Zoom. The meeting links have been advertised via mass email, phone calls and on the district website. Summarized survey results have been posted on the district website and social media sites to communicate findings to stakeholders.

[A summary of the feedback provided by specific stakeholder groups.]

The surveys and stakeholder meetings proved to be fruitful in the feedback obtained. The district learned that stakeholders' preferred method of communication includes both email and texting. Social media was not desired. Communication via multiple platforms is more effective. The district will pursue incorporating texting in the SchoolMessenger mass communication software currently used for phone and email messages.

In addition, the district found it will be important to provide appropriate social opportunities for students such as club activities and an online peer mentor program. Teachers will need to utilize and teach regarding the new technology for content/instruction and students will need extra technology support. A technology hotline will be explored, but in the meantime, students and parents are being supported by assigned personnel.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Parents/guardians of pupils with learning disabilities have expressed interest in students receiving face-to-face instruction as much as possible. The district is bringing students on to campus in small groups when possible to remediate learning loss and attempt to prevent students falling further behind. The stakeholders preferred methods of communication include both email and text. The district will implement text messaging in the SchoolMessenger voice and email messages that are broadcast specifically in attempts to clear absences of those students who are not participating as well as numerous other messages.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Students who have experienced learning loss are being identified shortly after school starts through monitoring teacher grade books and determining the students who did not complete all their credits in the Spring 2020 or who's grades dropped. Counselors will continue to identify students that are behind using the Spring 2020 marks and the six week grading period marks. Counselors are available to students for targeted intervention every Wednesday. Small groups who need specialized instruction are beginning to work with teachers on campus to assist with recovering the loss. Specifically, Life Skills students and other small groups of special education students will pilot this model. General education students who have experienced learning loss will participate in a study hall environment to provide them more individualized education for learning recovery. The Study Hall class will be offered both in person and virtually. Staff office hours on Wednesdays are available for students to meet with staff. Career Technical Education students will be brought on to campus in small groups to work in the shop classes with the heavy equipment that is not accessible in their homes. The culinary classes will follow a similar model.

Appropriate staff are currently working on safety protocols for all areas of the school campuses. Personal Protective Equipment will be in place and available to those who are on campus. This includes, but is not limited to, a foam in and foam out station in each classroom and office space as well as disposable masks and social distancing.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
COVID Funding	\$1,049,173	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Northern Humboldt is starting the school year with all students in a distance learning model. There are designated times for synchronous and asynchronous learning the weekly bell schedule. There are three 90 minute synchronous blocks Monday, Tuesday, Thursday, and Friday delivered via Zoom. Wednesday instruction is asynchronous as students are required to check in with a minimum of two teachers they choose and spend the rest of the 240 minutes completing work independently.

The Master Schedule was built so that students are placed into two houses or groups. The size of each house is roughly equivalent. This division will allow the schools to bring students back with half of the class, or even a quarter of the class at a time. Adjusting the bell schedule will allow the master schedule to remain the same while the timing of when groups of students (houses) are on campus can fluctuate as needed depending on the social distancing requirements.

When the time comes to bring one house on campus, our hybrid model, some students will be in the classroom, while others participate in synchronous learning which will be broadcast via Zoom from the classroom. Synergy or Google Classroom will be used to deliver curriculum during this hybrid model so students both on- and off-campus will have equal access to the curriculum. This also gives the flexibility to accommodate students who cannot come to campus for short periods of time due to illness, quarantining or underlying health conditions.

The first three days of the school year were considered a "soft opening" where students were group by grade level at each site to receive various instruction and activities to assist with their transition to online learning and an online social environment. The first day started with a Principal's Address. Then the grade level groups rotated through the following topics: (1) Zoom, (2) Student Services, (3) Check-In & Goal Setting, and (4) Schedule & Expectations. The second day the schedule was the same with the same groups of students. The topics

included: (1) Synergy, Google Classroom & Zoom, (2) Academic Counselors, (3) Attendance & Behavior Expectations, and (4) Library Orientation. On the third day the students followed a six period day meeting with each of their teachers for a shortened period to begin to build community in the online classroom setting.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The August survey to students and families collected information on which students need devices and which need hot spots for internet connectivity. The schools are using this information to distribute Chromebooks and hot spots as needed. Additional devices were purchased during the summer in preparation for the device needs of the students and staff. There are a few students who live in areas that do not have cell service or other means of connectivity. Paper packets will be provided for students which will be picked up and dropped off at the school sites weekly.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Administration will review a report of students who are not participating (DN - Distance Learning Not Participating or DU - Distance Learning Uncleared) for three or more (60%) days in a week to determine participation. Then they will follow the three tiered steps below for reengagement.

- 1. The day a student is marked as not participating (DN), a voice message, text and email will be made by the office asking families to call the school to clear the absence. This will allow the school to verify contact information.
- 2. As teachers reach out to families to learn why the student is not participating they will document it in the Student Contact Log.
- 3. If the student continues to not participate, an administrator and the Student Services Team will make contact with the family to learn any barriers for engagement, such as health and social services or technology, and work with the family to remove the barriers. Documentation of the student/family contacts made by administrators and/or Student Services Team will be recorded in the Student Contact Log screen. Academic counselors will ensure that students are appropriately placed in their classes. Study skills and organizational skills may be offered to assist with difficulties of the distance learning environment. When feasible, students will be transitioned to face-to-face instruction.

Academic progress will be measured by reviewing students' grades. D/F lists will be reviewed at the end of each six week grading period. Teachers are attaching an expected duration of time to each of their assignments. The administration will be monitoring these reports weekly as they prepare the reports for the teachers' signatures. Struggling students will be identified at this time for administration to reach out to learn their barriers to success and work with the students and families to improve the situation.

Wednesday check ins will be recorded by the teachers via a zero point "Office Hours" assignment. These assignments will provide a report for the administration to review to identify students who are not checking in with at least two of their teachers each Wednesday. Again, administration will work with the struggling students and families to help the students succeed academically.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff participated in three days of professional development the week prior to the start of the school year. The training included Youth Mental Health First Aid, Zoom, Google Classroom, Synergy, Distance Learning Strategies and Attendance. The Director of Technology, the Data Systems Coordinator, and Instructional Coaches trained new teachers, ensuring they were comfortable with the technological requirements and procedures for launching a Zoom meeting, taking attendance and setting up their grade books. The Data Systems Coordinator trained the entire secretarial staff on the distance learning attendance procedures, Informed K12 digital signing software and Zoom meeting participation. A separate training for new secretaries was held as well.

Instructional Coaches and the technology team continue to work with staff daily to improve the access to Zoom class meetings and syncing Google Classroom with Synergy. This is occurring in scheduled meetings but mostly via open office hours in a teleconferencing environment.

Tuesday, September 8 will be another day for professional development. The day will start with student check-ins with their teachers for one hour, then move to a district wide faculty meeting where procedures and technology will be discussed as we continue to strive for consistency in access to classrooms across the district. Attendance will be covered again as well. At various times during the day, staff will have the opportunity to engage in further training of their choice.

Each Wednesday, there is a one-hour block which may be used to deliver ongoing professional development that will be geared to addressing issues that arise. As teachers and Instructional Coaches learn new applications and distance learning strategies, the sharing of best practices will also be a focus. These weekly opportunities will allow professional development to be flexible to meet the needs of our staff, students and parents.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers have had to adjust their teaching to the teleconferencing environment. This includes syncing their Google Classroom with Synergy if desired or serving curriculum up directly in the Synergy grade book platform. Teachers have learned how to schedule their Zoom meetings in Synergy so students can access it at the classroom meeting time via the StudentVUE portal to Synergy. Teaching in the online classroom presents additional learning opportunities for teachers as they manage student behavior online. The amount of time for classroom instruction has reduced while the overall length of each class has increased. This is requiring teachers to adjust their curriculum and instruction, to

focus on that which is only absolutely necessary, and to utilize a variety of instructional strategies to enhance student engagement. Example: teachers will utilize breakout rooms in Zoom in order to facilitate small group learning within classroom periods. Teachers are tasked with instructing for 90 minutes while being mandated to use no more than 30 minutes of that class period for direct instruction. Teachers are encouraged to consider the levels of student engagement and to plan their lessons to maximize participation and promote student success.

In addition, teachers have to attach an expected duration of time to each assignment for the purposes of the weekly participation record for each student. Teachers are also tracking student check-ins on Wednesdays by using a zero point assignment called "Office Hours" in their grade books.

Custodians are continuing with training regarding safety protocols connected to cleaning and health/social distancing standards. The school nurse is a vital member of the safety team and is working, along with custodians, the Director of Student Services, and the Superintendent to ensure that all recommended safety standards are met. The Director of Student Services is writing necessary protocols with the input of the team.

Since the district does not need bus drivers at this time, a number of staff who generally work as bus drivers are taking the paraprofessional exam at the Humboldt County Office of Education in September so that they can be reassigned as Instructional Aides.

The Director of Student Services is working with Instructional Aides and the Special Education Department to ensure that Aides can perform their duties virtually and then in a hybrid model when the time comes for that. During the Spring of the 2019-2020 school year, Instructional Aides received extensive training in all aspects of on-line instructional support.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The District is currently working on plans to deliver in-person instruction to students who are not medically fragile in the Life Skills program. Already, one student has begun in-person, on-campus instruction. The district is expanding this model to more students and both campuses incrementally as the bugs are worked out of the system/model. The order that this will occur for students is: Life Skills, SDC/English Language Learners/Homeless/ RSP who need extra support, foster students. In the meantime, an extensive communication system has been established via the employment of part of Deans on each campus (partially funded by the Learning Communities grant). Deans will actively work to ensure that all students are engaged via the three-tiered engagement plan and will prioritize on-campus learning for those who present with a need. The district will provide on-campus study hall classes as part of this plan.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
COVID Funding	\$1,049,173	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The district will use data-based decision making to determine learning loss. Administration will be reviewing weekly participation and attendance reports to determine struggling pupils. They will implement the three tiered re-engagement steps for identified students. Six week progress reports will be reviewed for Ds and Fs. For English language art classes, English language development and mathematics classes, a comparison to the last three year trend of the grades for the same classes at the same grading period will be analyzed to determine learning loss. Low achieving students will be identified and will participate in a study hall environment to provide them more individualized education for learning recovery. The Study Hall class will be offered both in person and virtually as needed. Struggling Career Technical Education students will be brought on to campus in small groups to work in the shop classes or culinary labs with the heavy equipment that is not accessible in their homes.

In addition, the district is engaged in the second year of a School Climate Transformation Grant that is geared towards providing tiered support for academics as well as social emotional needs. Remediation for target students will be provided as is appropriate. However, the focus for this year will be to keep students from falling further behind. The district has in place strategies for remediating student learning via summer school, continuation school and independent study.

Finally, teachers are well aware of the learning loss that took place during the spring of the 2019-2020 school year and discussion has taken place regarding curriculum and instruction that take place in the classroom. Teachers are aware that they may need to remediate in the classroom with single students, small groups of students, or entire classes. The district will address this issue in ongoing discussions during Wednesday meetings.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The three year trend of the six week grading period analysis will be disaggregated for English language learners, low-income, foster youth, homeless and students with disabilities. This data analysis will target which groups of students are struggling and in which content areas. Depending on the findings, strategies will be put into place. These strategies will include, but are not limited to, individualized tutoring, study skills building, and small group face-to-face instruction.

The district will address the issue of accelerated learning by the end of the second grading period of the 2020-2021 school year - end of October. The current focus is to provide an effective, efficient learning environment for all students and one in which all students can succeed. After the district has established via appropriate data that they have been successful in this endeavor, the additional layer of accelerated learning may be introduced.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Reviewing targeted student groups classroom grades every two weeks will provide administrators and staff with the feedback on which students are improving and which are not. Strategies will be adjusted on a bi-weekly basis as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
COVID Funding	\$1,049,173	Yes

Mental Health and Social and Emotional Well-Being

accs-jun22item03 Attachment 7 Page 104 of 986

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The first three days of the school year were considered a "soft opening" where students were group by grade level at each site to receive various instruction and activities to assist with their transition to online learning and an online social environment. Students were educated about social/emotional issues such as self care during online learning. The first day started with a Principal's Address. Then the grade level groups rotated through the following topics: (1) Zoom, (2) Student Services, (3) Check-In & Goal Setting, and (4) Schedule & Expectations. The second day the schedule was the same with the same groups of students. The topics included: (1) Synergy, Google Classroom & Zoom, (2) Academic Counselors, (3) Attendance & Behavior Expectations, and (4) Library Orientation. On the third day the students followed a six period day meeting with each of their teachers for a shortened period to begin to build community in the online classroom setting.

Attention to mental health and social and emotional well-being for students has been built into the distance learning schedule. Each week there is a 15 minute check-in period at the beginning of the day (four days per week). This is a time for teachers to determine what is working and what is not for their students and is based on the check-in/check-out system that falls within the tiered intervention structure. Students are allowed/encouraged to check in with academic counselors, student assistance counselors, and clinicians on Wednesdays, where the schedule allows for students to do this without missing class.

Additionally, students and staff have access to on-campus mental health professionals (student assistance counselors and school psychologists) throughout the week and can be seen by appointment.

The district continues to work with Humboldt Bridges to Success and students who have been referred will meet with program clinicians and case managers as is appropriate. Also, the school nurse has established protocols with Humboldt Open Door Clinic who will provide off-site clinician services for students/staff as is appropriate.

Finally, the district is working within the framework of the Multi-Tiered System of Support (MTSS) to provide services at the appropriate tier for students in need. A universal screening will be conducted as soon as an appropriate tool is identified by our partners at the California Department of Education working with the Cal-Well grant.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

accs-jun22item03 Attachment 7 Page 105 of 986

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Administration will review a report of students who are not participating (DN - Distance Learning Not Participating or DU - Distance Learning Uncleared) for three or more (60%) days in a week to determine participation. Then they will follow the three tiered steps below for reengagement.

- 1. The day a student is marked as not participating (DN), a voice message, text and email will be made by the office asking families to call the school to clear the absence. This will allow the school to verify contact information.
- 2. As teachers reach out to families to learn why the student is not participating they will document it in the Student Contact Log.
- 3. If the student continues to not participate, an administrator and the Student Services Team will make contact with the family to learn any barriers for engagement, such as health and social services or technology, and work with the family to remove the barriers. Documentation of the student/family contacts made by administrators and/or Student Services Team will be recorded in the Student Contact Log screen. Academic counselors will ensure that students are appropriately placed in their classes. Study skills and organizational skills may be offered to assist with difficulties of the distance learning environment. When feasible, students will be transitioned to face-to-face instruction.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The district has started with all students in distance learning. Enrolled students can come to campus from 12:30 - 1:30 on Mondays and Thursdays to pick up brown bag meals. On Monday there will be breakfast and lunch for Monday, Tuesday and Wednesday. Thursday bag will include breakfast and lunch for Thursday and Friday. There will not be choices for the student to make, thus a serve model. The meals will follow all the USDA food guidelines for schools which will include one meat or meat alternative, fruit or vegetable and milk. The portions will follow the nutritional guidelines.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	COVID Funding provided by the federal and state government.	\$1,049,173	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.1%	\$1,021,950

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The district and school sites will be using data-based decision making to determine trends and the best strategies for all students. Specifically, the three year trend of the six week grading period analysis will be disaggregated for English language learners, low-income, foster youth, and homeless. This data analysis will target which groups of students are struggling and in which content areas. Depending on the findings, strategies will be put into place. These strategies will include, but are not limited to, individualized tutoring, study skills building, and small group face-to-face instruction.

accs-jun22item03 Attachment 7 Page 107 of 986

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

English language learners, foster youth and homeless students will be identified by Census Day on October 7, 2020. English learners will be offered the opportunity to take the 2019-20 Summative ELPAC in attempts to be reclassified if they were close to reclassification in the past. All staff will receive a training to learn about the unique needs of homeless students.

All three subgroups will benefit from close analysis of their progress and appropriate strategies will be put into place as a result of the data findings. Such strategies may include, but are not limited to technology support for online learning including providing devices for connectivity, an online study hall environment and coming to campus in small groups for face-to-face instruction.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Six Rivers Charter High School	Ron Perry	rperry@nohum.k12.ca.us
	Principal	7078252428

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Six Rivers Charter High School is one of five schools in the Northern Humboldt Union School District, which was one of the first districts in the county to close campuses on March 16, 2020. This was during the week that the shelter-in-place orders were put in place by the Humboldt County Department of Health and Human Services. The campuses remained closed for the duration of the 2019-2020 school year. Most students moved to distance learning starting on the first day of the campus closure. The district provided devices and internet service to families in need.

The unexpected closure of school impacted the physical, emotional, social and academic needs of students and staff. Students and families found it challenging to access basic services such as food, shelter, access to essential services and affordable/stable internet. Students and families were also impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for students with disabilities, English Language Learners and foster/homeless youth. COVID-19 has also led to increased isolation and disconnection due to the physical and social separation from the classroom, peers and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted. Compounding the stressors of COVID-19 is the current political and civil unrest experienced across our community and country as a result of persistent racial injustices.

Despite the hardships that the COVID pandemic has had on the Northern Humboldt community and schools, the staff will continue to meet the needs of all students as we strive for academic success. The district is in full distance learning at the time of plan's approval (2020-2021 school year), but plans are being developed for students and staff to return to campus when the Humboldt County Department of Health deems it safe to return with specific procedures in place for the safety of all. The district is planning for a hybrid model as students and staff return. For those families who are not ready to have their students return to campus, we will continue with our distance learning model simultaneously with in-person instruction via the distance learning technology in place.

This plan will be fluid to meet the ever changing needs of education during the COVID pandemic. The staff and board will continue to review the plan throughout the 2020-21 school year and adjust accordingly. This plan will continue to be an agenda item at regularly scheduled board meetings to assist in communicating the changes.

Stakeholder Engagement

Stakeholder Meeting - August 17, 2020

[A description of the efforts made to solicit stakeholder feedback.]

Parent Survey – June 2020
Parent, Student and Staff Survey - August 2020
School Reopening Planning Committee Meetings (staff) – July 24, August 10, 2020
Board meetings – June 16, 18, July 28, August 11, 2020
September 8 – public hearing
September 22 – board approval

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholders have had the opportunity to provide input through online surveys, board meetings and a stakeholder meeting. All the meetings have been conducted virtually through Zoom. The meeting links have been advertised via mass email, phone calls and on the district website. Summarized survey results have been posted on the district website and social media sites to communicate findings to stakeholders.

[A summary of the feedback provided by specific stakeholder groups.]

The surveys and stakeholder meetings proved to be fruitful in the feedback obtained. The district learned that stakeholders' preferred method of communication includes both email and texting. Social media was not desired. Communication via multiple platforms is more effective. The district will pursue incorporating texting in the SchoolMessenger mass communication software currently used for phone and email messages.

In addition, the district found it will be important to provide appropriate social opportunities for students such as club activities and an online peer mentor program. Teachers will need to utilize and teach regarding the new technology for content/instruction and students will need extra technology support. A technology hotline will be explored, but in the meantime, students and parents are being supported by assigned personnel.

accs-jun22item03 Attachment 7 Page 110 of 986

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Parents/guardians of pupils with learning disabilities have expressed interest in students receiving face-to-face instruction as much as possible. The district, including Six Rivers Charter High School, is bringing students on to campus in small groups when possible to remediate learning loss and attempt to prevent students falling further behind. The stakeholders preferred methods of communication include both email and text. The district will implement text messaging in the SchoolMessenger voice and email messages that are broadcast specifically in attempts to clear absences of those students who are not participating as well as numerous other messages.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Students who have experienced learning loss are being identified shortly after school starts through monitoring teacher grade books and determining the students who did not complete all their credits in the Spring 2020 or who's grades dropped. Counselors will continue to identify students that are behind using the Spring 2020 marks and the six week grading period marks. Counselors are available to students for targeted intervention every Wednesday. Small groups who need specialized instruction are beginning to work with teachers on campus to assist with recovering the loss. Specifically, Life Skills students and other small groups of special education students will pilot this model. General education students who have experienced learning loss will participate in a study hall environment to provide them more individualized education for learning recovery. The Study Hall class will be offered both in person and virtually. Staff office hours on Wednesdays are available for students to meet with staff. Career Technical Education students will be brought on to campus in small groups to work in the shop classes with the heavy equipment that is not accessible in their homes. The culinary classes will follow a similar model.

Appropriate staff are currently working on safety protocols for all areas of the school campuses. Personal Protective Equipment will be in place and available to those who are on campus. This includes, but is not limited to, a foam in and foam out station in each classroom and office space as well as disposable masks and social distancing.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
COVID Funding	\$1,049,173	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Six Rivers Charter High School is starting the school year with all students in a distance learning model. There are designated times for synchronous and asynchronous learning the weekly bell schedule. There are three 90 minute synchronous blocks Monday, Tuesday, Thursday, and Friday delivered via Zoom. Wednesday instruction is asynchronous as students are required to check in with a minimum of two teachers they choose and spend the rest of the 240 minutes completing work independently.

The Master Schedule was built so that students are placed into two houses or groups. The size of each house is roughly equivalent. This division will allow the schools to bring students back with half of the class, or even a quarter of the class at a time. Adjusting the bell schedule will allow the master schedule to remain the same while the timing of when groups of students (houses) are on campus can fluctuate as needed depending on the social distancing requirements.

When the time comes to bring one house on campus, our hybrid model, some students will be in the classroom, while others participate in synchronous learning which will be broadcast via Zoom from the classroom. Synergy or Google Classroom will be used to deliver curriculum during this hybrid model so students both on- and off-campus will have equal access to the curriculum. This also gives the flexibility to accommodate students who cannot come to campus for short periods of time due to illness, quarantining or underlying health conditions.

The first three days of the school year were considered a "soft opening" where students were group by grade level at each site to receive various instruction and activities to assist with their transition to online learning and an online social environment. The first day started with a Principal's Address. Then the grade level groups rotated through the following topics: (1) Zoom, (2) Student Services, (3) Check-In & Goal Setting, and (4) Schedule & Expectations. The second day the schedule was the same with the same groups of students. The topics included: (1) Synergy, Google Classroom & Zoom, (2) Academic Counselors, (3) Attendance & Behavior Expectations, and (4) Library Orientation. On the third day the students followed a six period day meeting with each of their teachers for a shortened period to begin to build community in the online classroom setting.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The August survey to students and families collected information on which students need devices and which need hot spots for internet connectivity. The schools are using this information to distribute Chromebooks and hot spots as needed. Additional devices were purchased

during the summer in preparation for the device needs of the students and staff. There are a few students who live in areas that do not have cell service or other means of connectivity. Paper packets will be provided for students which will be picked up and dropped off at the school sites weekly.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Administration will review a report of students who are not participating (DN - Distance Learning Not Participating or DU - Distance Learning Uncleared) for three or more (60%) days in a week to determine participation. Then they will follow the three tiered steps below for reengagement.

- 1. The day a student is marked as not participating (DN), a voice message, text and email will be made by the office asking families to call the school to clear the absence. This will allow the school to verify contact information.
- 2. As teachers reach out to families to learn why the student is not participating they will document it in the Student Contact Log.
- 3. If the student continues to not participate, an administrator and the Student Services Team will make contact with the family to learn any barriers for engagement, such as health and social services or technology, and work with the family to remove the barriers. Documentation of the student/family contacts made by administrators and/or Student Services Team will be recorded in the Student Contact Log screen. Academic counselors will ensure that students are appropriately placed in their classes. Study skills and organizational skills may be offered to assist with difficulties of the distance learning environment. When feasible, students will be transitioned to face-to-face instruction.

Academic progress will be measured by reviewing students' grades. D/F lists will be reviewed at the end of each six week grading period. Teachers are attaching an expected duration of time to each of their assignments. The administration will be monitoring these reports weekly as they prepare the reports for the teachers' signatures. Struggling students will be identified at this time for administration to reach out to learn their barriers to success and work with the students and families to improve the situation.

Wednesday check ins will be recorded by the teachers via a zero point "Office Hours" assignment. These assignments will provide a report for the administration to review to identify students who are not checking in with at least two of their teachers each Wednesday. Again, administration will work with the struggling students and families to help the students succeed academically.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff participated in three days of professional development the week prior to the start of the school year. The training included Youth Mental Health First Aid, Zoom, Google Classroom, Synergy, Distance Learning Strategies and Attendance. The Director of Technology, the Data Systems Coordinator, and Instructional Coaches trained new teachers, ensuring they were comfortable with the technological requirements

and procedures for launching a Zoom meeting, taking attendance and setting up their grade books. The Data Systems Coordinator trained the entire secretarial staff on the distance learning attendance procedures, Informed K12 digital signing software and Zoom meeting participation. A separate training for new secretaries was held as well.

Instructional Coaches and the technology team continue to work with staff daily to improve the access to Zoom class meetings and syncing Google Classroom with Synergy. This is occurring in scheduled meetings but mostly via open office hours in a teleconferencing environment.

Tuesday, September 8 will be another day for professional development. The day will start with student check-ins with their teachers for one hour, then move to a district wide faculty meeting where procedures and technology will be discussed as we continue to strive for consistency in access to classrooms across the district. Attendance will be covered again as well. At various times during the day, staff will have the opportunity to engage in further training of their choice.

Each Wednesday, there is a one-hour block which may be used to deliver ongoing professional development that will be geared to addressing issues that arise. As teachers and Instructional Coaches learn new applications and distance learning strategies, the sharing of best practices will also be a focus. These weekly opportunities will allow professional development to be flexible to meet the needs of our staff, students and parents.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers have had to adjust their teaching to the teleconferencing environment. This includes syncing their Google Classroom with Synergy if desired or serving curriculum up directly in the Synergy grade book platform. Teachers have learned how to schedule their Zoom meetings in Synergy so students can access it at the classroom meeting time via the StudentVUE portal to Synergy. Teaching in the online classroom presents additional learning opportunities for teachers as they manage student behavior online. The amount of time for classroom instruction has reduced while the overall length of each class has increased. This is requiring teachers to adjust their curriculum and instruction, to focus on that which is only absolutely necessary, and to utilize a variety of instructional strategies to enhance student engagement. Example: teachers will utilize breakout rooms in Zoom in order to facilitate small group learning within classroom periods. Teachers are tasked with instructing for 90 minutes while being mandated to use no more than 30 minutes of that class period for direct instruction. Teachers are encouraged to consider the levels of student engagement and to plan their lessons to maximize participation and promote student success.

In addition, teachers have to attach an expected duration of time to each assignment for the purposes of the weekly participation record for each student. Teachers are also tracking student check-ins on Wednesdays by using a zero point assignment called "Office Hours" in their grade books.

Custodians are continuing with training regarding safety protocols connected to cleaning and health/social distancing standards. The school nurse is a vital member of the safety team and is working, along with custodians, the Director of Student Services, and the Superintendent to ensure that all recommended safety standards are met. The Director of Student Services is writing necessary protocols with the input of the team.

Since the district does not need bus drivers at this time, a number of staff who generally work as bus drivers are taking the paraprofessional exam at the Humboldt County Office of Education in September so that they can be reassigned as Instructional Aides.

The Director of Student Services is working with Instructional Aides and the Special Education Department to ensure that Aides can perform their duties virtually and then in a hybrid model when the time comes for that. During the Spring of the 2019-2020 school year, Instructional Aides received extensive training in all aspects of on-line instructional support.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The District is currently working on plans to deliver in-person instruction to students who are not medically fragile in the Life Skills program. Already, one student has begun in-person, on-campus instruction. The district is expanding this model to more students and Six Rivers Charter High School incrementally as the bugs are worked out of the system/model. The order that this will occur for students is: Life Skills, SDC/English Language Learners/Homeless/ RSP who need extra support, foster students. In the meantime, an extensive communication system has been established via the employment of part of Deans on each campus (partially funded by the Learning Communities grant). The Principal will actively work to ensure that all students are engaged via the three-tiered engagement plan and will prioritize on-campus learning for those who present with a need. The district will provide on-campus study hall classes as part of this plan.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
COVID Funding	\$1,049,173	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Six Rivers Charter High School along with the district will use data-based decision making to determine learning loss. Administration will be reviewing weekly participation and attendance reports to determine struggling pupils. They will implement the three tiered re-engagement

steps for identified students. Six week progress reports will be reviewed for Ds and Fs. For English language art classes, English language development and mathematics classes, a comparison to the last three year trend of the grades for the same classes at the same grading period will be analyzed to determine learning loss. Low achieving students will be identified and will participate in a study hall environment to provide them more individualized education for learning recovery. The Study Hall class will be offered both in person and virtually as needed. Struggling Career Technical Education students will be brought on to campus in small groups to work in the shop classes or culinary labs with the heavy equipment that is not accessible in their homes.

In addition, the district is engaged in the second year of a School Climate Transformation Grant that is geared towards providing tiered support for academics as well as social emotional needs. Remediation for target students will be provided as is appropriate. However, the focus for this year will be to keep students from falling further behind. Six Rivers Charter High School uses the district's strategies for remediating student learning via summer school, continuation school and independent study.

Finally, teachers are well aware of the learning loss that took place during the spring of the 2019-2020 school year and discussion has taken place regarding curriculum and instruction that take place in the classroom. Teachers are aware that they may need to remediate in the classroom with single students, small groups of students, or entire classes. Six Rivers Charter High School will address this issue in ongoing discussions during Wednesday meetings.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The three year trend of the six week grading period analysis will be disaggregated for English language learners, low-income, foster youth, homeless and students with disabilities. This data analysis will target which groups of students are struggling and in which content areas. Depending on the findings, strategies will be put into place. These strategies will include, but are not limited to, individualized tutoring, study skills building, and small group face-to-face instruction.

Six Rivers Charter High School will address the issue of accelerated learning by the end of the second grading period of the 2020-2021 school year - end of October. The current focus is to provide an effective, efficient learning environment for all students and one in which all students can succeed. After the administrator has established via appropriate data that they have been successful in this endeavor, the additional layer of accelerated learning may be introduced.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Reviewing targeted student groups classroom grades every two weeks will provide administrators and staff with the feedback on which students are improving and which are not. Strategies will be adjusted on a bi-weekly basis as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
COVID Funding	\$1,049,173	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The first three days of the school year were considered a "soft opening" where students were group by grade level at each site to receive various instruction and activities to assist with their transition to online learning and an online social environment. Students were educated about social/emotional issues such as self care during online learning. The first day started with a Principal's Address. Then the grade level groups rotated through the following topics: (1) Zoom, (2) Student Services, (3) Check-In & Goal Setting, and (4) Schedule & Expectations. The second day the schedule was the same with the same groups of students. The topics included: (1) Synergy, Google Classroom & Zoom, (2) Academic Counselors, (3) Attendance & Behavior Expectations, and (4) Library Orientation. On the third day the students followed a six period day meeting with each of their teachers for a shortened period to begin to build community in the online classroom setting.

Attention to mental health and social and emotional well-being for students has been built into the distance learning schedule. Each week there is a 15 minute check-in period at the beginning of the day (four days per week). This is a time for teachers to determine what is working and what is not for their students and is based on the check-in/check-out system that falls within the tiered intervention structure. Students are allowed/encouraged to check in with academic counselors, student assistance counselors, and clinicians on Wednesdays, where the schedule allows for students to do this without missing class.

Additionally, students and staff have access to on-campus mental health professionals (student assistance counselors and school psychologists) throughout the week and can be seen by appointment.

Six Rivers Charter High School continues to work with Humboldt Bridges to Success and students who have been referred will meet with program clinicians and case managers as is appropriate. Also, the school nurse has established protocols with Humboldt Open Door Clinic who will provide off-site clinician services for students/staff as is appropriate.

accs-jun22item03 Attachment 7 Page 117 of 986

Finally, Six Rivers Charter High School is working within the framework of the Multi-Tiered System of Support (MTSS) to provide services at the appropriate tier for students in need. A universal screening will be conducted as soon as an appropriate tool is identified by our partners at the California Department of Education working with the Cal-Well grant.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Administration will review a report of students who are not participating (DN - Distance Learning Not Participating or DU - Distance Learning Uncleared) for three or more (60%) days in a week to determine participation. Then they will follow the three tiered steps below for reengagement.

- 1. The day a student is marked as not participating (DN), a voice message, text and email will be made by the office asking families to call the school to clear the absence. This will allow the school to verify contact information.
- 2. As teachers reach out to families to learn why the student is not participating they will document it in the Student Contact Log.
- 3. If the student continues to not participate, an administrator and the Student Services Team will make contact with the family to learn any barriers for engagement, such as health and social services or technology, and work with the family to remove the barriers. Documentation of the student/family contacts made by administrators and/or Student Services Team will be recorded in the Student Contact Log screen. Academic counselors will ensure that students are appropriately placed in their classes. Study skills and organizational skills may be offered to assist with difficulties of the distance learning environment. When feasible, students will be transitioned to face-to-face instruction.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The school has started with all students in distance learning. Enrolled students and families can come to the Arcata High School campus from 12:30 - 1:30 on Mondays and Thursdays to pick up brown bag meals. On Monday there will be breakfast and lunch for Monday, Tuesday and Wednesday. Thursday bag will include breakfast and lunch for Thursday and Friday. There will not be choices for the student to make, thus a serve model. The meals will follow all the USDA food guidelines for schools which will include one meat or meat alternative, fruit or vegetable and milk. The portions will follow the nutritional guidelines.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	COVID funding provided by the federal and state government.	\$1,049,173	Yes

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

Percentage to increase or improve Services i	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students				
8.1%	\$1,021,950				

Required Descriptions

accs-jun22item03 Attachment 7 Page 119 of 986

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The district and school will be using data-based decision making to determine trends and the best strategies for all students. Specifically, the three year trend of the six week grading period analysis will be disaggregated for English language learners, low-income, foster youth, and homeless. This data analysis will target which groups of students are struggling and in which content areas. Depending on the findings, strategies will be put into place. These strategies will include, but are not limited to, individualized tutoring, study skills building, and small group face-to-face instruction.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

English language learners, foster youth and homeless students will be identified by Census Day on October 7, 2020. English learners will be offered the opportunity to take the 2019-20 Summative ELPAC in attempts to be reclassified if they were close to reclassification in the past. All staff will receive a training to learn about the unique needs of homeless students.

All three subgroups will benefit from close analysis of their progress and appropriate strategies will be put into place as a result of the data findings. Such strategies may include, but are not limited to technology support for online learning including providing devices for connectivity, an online study hall environment and coming to campus in small groups for face-to-face instruction.



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 5.5

SUBJECT:

Opening Day Report

DEPARTMENT/PROGRAM:

District

INFORMATION ITEM/DISCUSSION:

Opening Day Report comparing current and prior years

SR - 119 5.5

OPENING DAY ENROLLMENTS 2020

Site/Ye	<u>rar</u>	<u>9</u> th	<u> 10th</u>	<u>111th</u>	<u>12th</u>	Total
AHS	'09	221	204	201	212	838
	'10	199	221	191	192	803
	' 11	248	192	198	186	824
	'12	238	239	168	196	841
	'13	218	226	230	169	843
	'14	200	214	231	209	854
	'15	248	205	200	212	865
	'16	242	250	203	221	877
	'17	245	238	228	184	895
	'18	278	243	226	215	962
	'19	263	267	235	220	985
	'20	250	253	238	222	963
MHS	'09	169	171	156	170	666
	'10	156	165	159	141	621
	'11	144	155	152	147	598
	'12	178	137	154	141	610
	'13	154	174	140	150	618
	'14	171	152	167	133	623
	'15	166	154	145	169	634
	'16	135	157	132	129	553
	'17	130	131	148	135	544
	'18	143	121	119	137	520
	'19	146	134	117	115	512
	'20	144	143	123	108	518
PCHS	'09	0	4	14	27	45
	'10	0	2	15	19	36
	11	0	2	12	26	40
	'12	0	3	17	19	39
	'13	0	1	16	18	35
	'14	0	1	6	18	25
	'15	0	1	12	26	39
	'16	0	6	19	13	38
	' 17	0	1	22	30	53
	'18	0	1	9	31	41
	'19	0	0	16	25	41
	'20	0	0	17	31	48
MRHS	'09	0	1	7	14	22
	10	0	4	12	12	28
	'11	0	2	10	23	35
	'12	0	4	7	13	24
	'13	0	0	9	15	24
	'14	1	4	7	20	32
	'15	6	10	14	9	39
	'16	0	14	31	20	65
	'17	0	1	11	21	33
	'18	0	4	13	24	41
	'19	0	2	13	12	27
	'20	0	1	10	17	28
					•	_3

		Samoa Beach Academy Supporting Documentation				accs-jun22item03 Attachment 7 Page 122 of 986		
CDS '03 '04 '05 '06 '07 '08 '09 '10 '12 '13 '14	2 1 1 1 2 2 2 0 0 0 3 2		4 12 6 12 10 2 4 0 0 3 3		0 4 4 3 7 0 0 0 0		0 7 3 6 8 0 0 0 0	6 24 14 22 27 4 4 0 0 6 5
SRCHS '09 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20	23 19 28 27 25 25 19 26 28 28 27 28		15 25 23 25 26 25 26 18 28 27 28 26		23 19 19 23 28 24 28 28 16 25 28 27		23 22 13 19 21 26 26 21 24 18 25 29	84 85 83 94 100 100 99 93 96 98 108
	<u>'07</u>	<u>'08</u>	' <u>09</u>	<u>'11</u>	<u>'12</u>	<u>'13</u>		
AHS SDC MHS SDC	39 27	40 18	37 19	30 29	37 34	34 40		
DISTRICT	1,869	1,711	1659	1,580	1,614	1626		
	<u>'14</u>	<u>'15</u>	<u>'16</u>	<u>'17</u>	<u>'18</u>	' <u>19</u>	<u>'20</u>	
AHS SDC MHS SDC	30 50	49 44	40 44	42 40	49 38	43 40	49 26	

Revised: 9/9/19

DISTRICT

1,621 1,662 1,673 **1,667**

1,639 1,676 1,626



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 5.6

SUBJECT:

Racial Equity

DEPARTMENT/PROGRAM:

District

INFORMATION ITEM/DISCUSSION:

Superintendent Macdonald presenting on racial equity.

SR - 122 5.6



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 6.1

SUBJECT:

Sufficiency of Instructional Materials

DEPARTMENT/PROGRAM:

District

INFORMATION ITEM/DISCUSSION:

Public Hearing on Resolution 1/2020-21, Sufficiency of Instructional Materials

accs-jun22item03 Attachment 7 Page 125 of 986

Resolution 1/2020-21 Sufficiency of Textbooks or Instructional Materials

Whereas, the Governing Board of the Northern Humboldt Union High School District in order to comply with the requirements of Education Code 60119, held a public hearing on <u>September 8, 2020</u> at <u>6</u> o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Northern Humboldt Union High School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas between the 2008-09 through the 2020-21 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Northern Humboldt Union High School District. have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Finding of Sufficient Instructional Materials

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

• Therefore, it is resolved that for the 2019-2020 school year, the Northern Humboldt Union High School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED THIS 8th day of September, 2020 at a meeting, by the following vote:

AYES:	NOES:	ABSENT:	
Clerk		President	



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 6.2

SUBJECT:

Public comments on the NHUHSD and CTA, CSEA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement

DEPARTMENT/PROGRAM:

District

INFORMATION ITEM/DISCUSSION:

District reached settlement with bargaining units. Settlement language addresses salary changes for the 2020-21 school year.

COLLECTIVE BARGAINING AGREEMENT PUBLIC DISCLOSURE SUMMARY

Northern Humboldt UHSD					
Type of Bargaining Unit:	x	Certificated Certificated Manag	ement	x	Classified x Confidential Classified Management
The proposed agreement covers the period beginning		7/1/20	and ending		6/30/21
and will be acted upon by the Governing Board at its mee	eting or	n 9/8/2020			

			Cost Prior to			mpact of Proposed Ag	reement
Co	Compensation		Proposed Agreement		Current Year crease/(Decrease) 2020-2021	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease
1	Current year salary costs	\$	0				
2	Step and column increase (Optional- if completed, do not include S & C costs in Line 1)	\$					
3	Total Current year salary costs	\$	0				
4	Salary schedule increase (decrease)			\$	0		
5	Cost due to salary schedule restructure (i.e.,longevily, step and column over prior contract)			\$	0.00%		
6	One-time compensation (i.e., stipends, bonus, off schedule one time payments)			\$	0.00%		
7	Reclassification of position(s)			\$	0		
8	Other compensation			\$	0		
9	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$	0	\$	0		
0.	Health & Welfare costs before agreement	\$	2,441,950				
10b	Changes in Health & Welfare costs due to the agreement			\$	910,949		
100	Health & Welfare costs after agreement (10a+10b)			15	3,352,899		
l0d	FTE's (impacted by health & welfare change)				137.37		
l0e	Change in discretionary costs - per FTE (line 10b divided by line 10d)			5	6,631		
11	Total Compensation Increase (decrease) (Total Lines 2, 4 thru 9 and 10b)			9	910,949		
12	TOTAL HEALTH AND WELFARE INCREASE AS A PERCENTAGE OVER PRIOR FISCAL YEAR			%	0.37		

Public Disclosure Form

	and Distribute 1 offin
Se	ection A
4.	What is the proposed negotiated percentage increase? For example, if the increase in "Current Year was for less than a full year, what was the percentage increase given, what is the effective date of the increase, and what is the annualized percentage increase for "Year 1"?
	None
5.	Describe any changes or additions to step, column, or ranges on the salary schedules.
	None
6	Describe any one- time compensation increases.
٠.	None
7	
1.	Describe any reclassifications of positions.
	None
8.	Describe any "other compensation". Please include comments and explanations as necessary (if more room is necessary to answer, please attach additional sheet.)
	None
10.	Changes in Health and Welfare costs. a. Does the district have a maximum on the employer paid portion of health and welfare?
	XYesNo
	If yes, please describe the maximum dollar or percentage amount of the employer paid share of the health and welfare costs and any changes due to this proposed bargaining agreement.
	The District has a hard cap of \$16,500. For the 2020-2021 fiscal year, the District agrees to pay the \$23,131.49 which covers the same dental and vision plan as 2019-2020, along with the Oak Medical Plan.
	b. Describe all other changes in Health and Welfare costs.

B. Describe any proposed negotiated changes in non-compensation items (e.g., class size adjustments, staff development days, teacher prep time, etc.)

None

Public Disclosure Form

С	Will there be any specific impacts (positive or negative) to operations related to the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians)
	None
D	What contingency language is included in the proposed agreement (i.e., reopeners, etc.)?
	None.
E.	What is the impact of the agreement on deficit spending in the current or future year(s)? "Deficit Spending" is defined to exist when a district's expenditures exceed its revenues in a given year.
	The Health and Welfare increase is for 2020-2021 only. Given the unknowns of the adopted budget, I can predict the impact on the cash flow. However, The deficit will be offset by one-time increased revenues as a result of COVID support.
F.	Are there any other provisions to be disclosed?
	No
G.	What are the source(s) of funding for the proposed agreement? 1. Current Year
	X General Fund Reve Reduction in Expenditures Special ReserveX Other (please explain)
	Explanation: One-time carryover funds from 2019/2020.
	The district will use budgeted ending balances, if necessary.
	2. If this is a single year agreement, how will the ongoing cost, if any, of the proposed agreement be funded in future years? (i.e. COLA, staffing reductions, other sources of revenue)
	There are no on-going costs.
	 If this is a multi-year agreement, what is the source of funding for these obligations in future years? Assumptions should include specifics, i.e., COLA, enrollment patterns. (Remember to include compounding effects in meeting obligations)
	N/A

PUBLIC DISCLOSURE FORM

H. Impact of Proposed Agreement on Current Year Operating Budget

 1. The cost of the proposed agreement is included in the current 2017-2018 budget to be approved a. Copies of the budget transfers are attached (unless proposal was included in the adopted budget); b. Section H3 below has been completed. 	
X 2. Budget has not been updated for the proposal a. Proposed budget transfers are attached; or,X b. Section H3 below has been completed.	

		Column 1	Column 2	Coli	ımn 3		Column 4
Bargaining Unit(s):	Lat	est Board-Approved	Unrestricted	-	tricted	Т	otal Proposed
		Budget Before Settlement 6/18/2020	Budget Adjustmen Increase (Decrease)	Sudget /		_	Budget Columns 1+2+3)
A. REVENUES							
1. Revenue Limit Sources (8010-8099)	\$	13,856,505.00	\$ 1,215,112.00			\$	15,071,617.00
2. Remaining Revenues (8100-8799)	\$	6,734,063.00		\$		\$	7,793,444.00
B. TOTAL REVENUES	\$	20,590,568.00		\$		\$	22,865,061.00
c. EXPENDITURES			, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	<u> </u>		Ť	,,
1. Certificated Salaries (1000-1999)		8,274,215	0			\$	8,274,215.00
2. Classified Salaries (2000-2999)		3,625,272	0			\$	3,625,272.00
3. Employee Benefits (3000-3999)		5,953,071	910,949			\$	6,864,020.00
4. Books and Supplies (4000-4999)		808,142				\$	808,142.00
5. Services, Other Operating			\$	\$		Ť	000,
Expenses (5000-5999)		2,326,822		ľ		\$	2,326,822.00
6. Capital Outlay (6000-6599)		6,000	0		0	\$	6,000.00
7. Other Outgo (7100-7299) (7400-7499)		207,668	0		0	\$	207,668.00
8. Direct Support/Indirect Cost (7300-7399		0	0		0	\$	_
9. Other Adjustments		0	0		0	\$	_
D. TOTAL EXPENDITURES (C1:C9)		21,201,190	910,949		0		22,112,139
E. OPERATING SURPLUS (DEFICIT) (B-D)		(610,622)	1,363,544		0		752,922
F. TRANSFERS IN & OTHER SOURCES (8910-8979)		92,810	0		0		92,810
G. TRANSFERS OUT & OTHER USES (7610-7699)		45,000	0		0		45,000
H. CONTRIBUTIONS (8980-8999)		0					C
. INCREASE (DECREASE) IN							
FUND BALANCE (E+F-G+H)		(562,812)	1,363,544	_	0		800,732
J. BEGINNING BALANCE		687,919	0		0		687,919
K. CURRENT YEAR ENDING BALANCE (J+I)		125,107	1,363,544		0		1,488,651

IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES

I. VERIFICATION OF ACCEPTABLE MINUMUM RESERVE LEVEL

		2020-2021	
	Total expenditures, Transfers Out, and uses per current working budget plus total cost increases for all bargaining agreements	22,157,139	
	Recommended minimum reserve percentage from table below	3.00%	
C.	Recommended minimum reserve amount for this district (I1a times I1b) for districts with less than 1001 ADA, this is the greater of calculation or \$50,000	664,714	

J. IMPACT OF PROPOSED AGREEMENT TO THE BUDGET

1.	GENERAL FUND (Fund 01) Unrestricted/Undesigna	ted Only (Resource 0000)	
	Board approved budgeted ending balance	0	
b.	Changes to budgeted ending balance for all bargaining agreements	1,363,544	
C.	Estimated budgeted ending balance (line J1a plus J1b) (If needed, will reduce 7999 res 0026)	1,363,544	
2.	SPECIAL RESERVE FUND (Fund 17)		nt .
a.	Board approved budgeted ending balance	1,201,727	
b.	Changes to budgeted ending balance for all bargaining agreements	0	
C.	Estimated budgeted ending balance (line J2a plus J2b)	1,201,727	
3.	TOTAL DISTRICT RESERVES FOR THE YEAR OF AGREEMENT (Line J1c and J2c) (must be greater than I1c)	2,565,271	

TABLE OF STATE RECOMMENDED MINIMUM RESERVE	PERCENTAGES				
Percentage Level For Districts with ADA ranging from:					
5% or \$66,000 (Greater of)	0	to	300		
4% or \$66,000 (Greater of)	301	to	1,000		
3%	1,001	to	30,000		
2%	30,001	to	400,000		
1%	400,001	and	Over		



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.1

SUBJECT:

MOU with College of the Redwoods – Dual Enrollment

DEPARTMENT/PROGRAM:

All NHUHSD High Schools

ACTION REQUESTED:

Recommend approval of Dual Enrollment Agreement with College of the Redwoods for the 2020-21 school year

PREVIOUS STAFF/BOARD ACTION:

Board approved previous MOU in September of 2019

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The MOU allows NHUHSD to continue to host dual enrollment classes in partnership with College of the Redwoods. The access to college courses directly benefits students, broadening our courses available and creating opportunity to earn college credit while in high school.

FISCAL IMPLICATIONS:

None

CONTACT PERSON:

Roger Macdonald, Superintendent

SR - 131

Northern Humboldt Union High School District and College of the Redwoods Dual Enrollment

July 1, 2020 through June 30, 2022

College and Career Access Pathways Partnership Agreement

WHEREAS, Northern Humboldt Union High School District maintains a dual enrollment program titled *College and Career Access Pathway* (CCAP) with Redwoods Community College District, which benefits Northern Humboldt Union High School District students, Redwoods Community College District, and the public at-large.

This Agreement is made and entered into as of the date written below by and between Redwoods Community College District ("COLLEGE") and Northern Humboldt Union High School District ("DISTRICT").

WHEREAS, this CCAP Partnership Agreement ("Agreement") is in effect for the 2020-21 and 2021-22 academic year.

WHEREAS, the AB 288 CCAP Partnership Agreement shall be for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The COLLEGE shall not provide physical education course opportunities to high school pupils participating in AB 288 CCAP Partnership Agreement or any other course opportunities that do not assist in the attainment of at least one of these goals (Educ. Code §§ 76004(a) and 76004(d)).

WHEREAS, the COLLEGE may limit enrollment in a community college course solely to eligible high school students if the college course is offered at a high school campus, either in person or using an online platform, during the regular school day and the college course is offered pursuant to the AB 288 CCAP Partnership agreement (Educ. Code §76004(o)).

WHEREAS, for the purposes of this Agreement, Dual Enrollment is defined as a DISTRICThigh school employed instructor ("Instructor"), approved through the COLLEGE'S minimum qualifications process, teaching the college course on the high school campus, during the regular school day hours, to high school students in a closed campus setting.

WHEREAS, for the purpose of this Agreement, Concurrent Enrollment is defined as COLLEGE employed faculty ("Faculty") teaching the college course, either before or after the DISTRICT school day hours as an open campus (Educ. Code § 76002(a)(3)), or during the DISTRICT school day as a closed campus. Instructor and Faculty shall collectively be referred to as "Course Instructor(s)".

1

TERMS OF AGREEMENT

1. ADMISSIONS AND REGISTRATION

- 1.1. Student admissions and registration shall be governed by all the applicable policies and procedures established by the COLLEGE. (Educ. Code §§ 48800, 76000, 76001).
- 1.2. All Dual and Concurrent Enrollment courses shall meet COLLEGE rules and regulations regarding academic year enrollment periods, as well as, the approved pre-requisites and contact hours stated on the approved course outlines of record.
- 1.3. Upon registering the first time for a CCAP-approved course, students shall complete and submit a Concurrent Enrollment Form in the form provided as Appendix B attached to this Agreement. The DISTRICT shall secure parent/guardian and high school principal or designee signatures prior to enrollment in COLLEGE courses regardless of location of the course. (Educ. Code § 48800)
- 1.4. Student placement in courses will be subject to assessment and/or prerequisites as required by the COLLEGE.
- 1.5. Criteria to assess ability of pupils to benefit from courses under this Agreement are outlined in Appendix A.
- 1.6. A student with permission to enroll in Dual or Concurrent classes participating in this Agreement may enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied (Educ. Code § 76004(p)):
 - a. The units constitute no more than four community college courses per term.
 - The units are part of an academic program that is part of a CCAP Partnership Agreement.
 - c. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

STUDENT FEES

- 1.7. High school pupils enrolled in course offered through this Agreement shall not be assessed or charged a fee prohibited by Education Code sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121, including a fee charged to a pupil, or a pupil's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. (Educ. Code §§ 49010 et seq. and 76004(f)) (AG sec.9a, p. 5)
- 1.8. High school pupils enrolled in course offered through this Agreement and that are properly classified as having "special part-time student" status as described by Education Code section 76004(p), shall be exempt from the following community college fee requirements (Educ. Code § 76004(q)):
 - a. Student Representation Fee. (Educ. Code § 76060.5)
 - b. Nonresident Tuition Fee. (Educ. Code § 76140)
 - c. Transcript Fees. (Educ. Code § 76223)
 - d. Course Enrollment Fees (Educ. Code § 76300)
 - e. Apprenticeship Course Fees. (Educ. Code § 76350)
 - f. Child Development Center Fees. (Educ. Code § 79121)
 - g. Course Material Fees.

2. CCAP COURSES

- 2.1. Courses offered in the DISTRICT shall go through the approval process, which includes routing it through the DISTRICT Liaison before submitting the Course Approval Request Form to the COLLEGE. The Course Approval Request Form is attached as Appendix C to this Agreement.
- 2.2. The courses to be offered in the DISTRICT during the span of this Agreement as well as the scope, nature, time, and location of courses to be offered by the COLLEGE are listed in Appendix A.
- 2.3. The course location indicated in Appendix A will be a joint facility use location between the COLLEGE and the DISTRICT.
- 2.4. The DISTRICT shall request courses using the process established by the COLLEGE. The COLLEGE shall approve all course offerings.
- 2.5. Courses offered in the DISTRICT shall be of the same quality and rigor as those offered on the COLLEGE campus. (5 CCR 55002(a), 55232, and Educ. Code § 48801).

CCAP COURSES (continued)

- 2.6. Courses offered in the DISTRICT shall adhere to the official course outline of record and all courses shall be approved by the COLLEGE curriculum approval process and will be consistent with Title 5 course standards. Although the courses are operated on the DISTRICT facilities, the COLLEGE is responsible for determining what courses shall be taught at the DISTRICT, and the content of the courses being taught pursuant to this Agreement.
- 2.7. Courses offered at the DISTRICT shall be COLLEGE catalogued courses with the same department designations, course descriptions, numbers, titles, and credits. (5 CCR 55002(a), 55005, 58102, 58104)
- 2.8. The COLLEGE certifies that the courses listed in Appendix A of this Agreement do not reduce access to the same courses offered at the COLLEGE campus.
- 2.9. The COLLEGE certifies that the courses listed in Appendix A of this Agreement are not oversubscribed nor have a waiting list.
- 2.10. The COLLEGE certifies that the offering of the courses listed in Appendix A of this Agreement are consistent with the core mission of the COLLEGE pursuant to Education Code section 66010.4 and the pupils participating in this Agreement will not lead to enrollment displacement of otherwise eligible adults in the COLLEGE.
- 2.11. The COLLEGE has procedures in place to ensure that Instructors teaching different sections of the same course teach in a manner consistent with the approved course outline of record for that course. Such procedures include, but are not limited to, site visits to the site of the CCAP section by one or more faculty liaison representatives of the COLLEGE, as well as, curriculum alignment meetings to ensure that courses offered at the DISTRICT are the same courses offered at the COLLEGE.
- 2.12. The DISTRICT and COLLEGE hereby certify that any remedial course taught as a part of this Agreement at Northern Humboldt Union High School District shall be offered only to high school students who do not meet their grade level standard in Math, English, or both on an interim assessment in grade 10 or 11, as determined by the DISTRICT, and shall involve a collaborative effort between DISTRICT Instructors and COLLEGE Faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

3. DUAL ENROLLMENT INSTRUCTORS

- 3.1. Instructors recommended by the DISTRICT to teach CCAP courses shall be initially assessed and annually reviewed through the COLLEGE established dual enrollment review process that includes, but is not limited to, participation at curriculum alignment discussions, evaluation of DISTRICT site visit(s), professional conduct, and meeting all COLLEGE census and grading requirements.
- 3.2. The DISTRICT will be the employer of record for all DISTRICT-paid Instructors participating in this Agreement and be solely responsible for all salaries, wages, and benefits.
- 3.3. The DISTRICT hereby certifies all high school employed Instructors recommended by the DISTRICT to teach the college course meet applicable federal and state teacher quality mandates and the DISTRICT assumes these reporting responsibilities. (EC 76004(m)(2))
- 3.4. The DISTRICT and COLLEGE hereby certify that this Agreement complies with local collective bargaining agreements of COLLEGE and DISTRICT and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching courses listed in Appendix A of this Agreement.
- 3.5. The COLLEGE certifies that all Instructors teaching courses listed in Appendix A of this Agreement have met Minimum Qualifications as prescribed in the document "2018 Minimum Qualifications for Faculty and Administrators in California Community Colleges" provided as Appendix D attached to this Agreement and were reviewed and approved by the COLLEGE's Minimum Qualifications Committee.
- 3.6. COLLEGE hereby certifies that the Instructors listed in Appendix A have not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the COLLEGE campus.
- 3.7. During the term of this Agreement, during the time the Instructors are teaching courses, the COLLEGE shall have the primary right to control and direct instructional activities of instructors provided by the DISTRICT. (5 CCR 58058(b))
- 3.8. The Instructor is responsible for the supervision and evaluation of the students
- 3.9. The Instructor provided by the DISTRICT must complete an Instructional Service Agreement, attached hereto as Appendix E for the COLLEGE.

- 3.10.Prior to teaching, Instructors provided by the DISTRICT shall participate in discipline-specific curriculum alignment meeting(s) and orientation from the COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, procedures, record keeping, and instructional responsibilities. A portion of the stipend paid to the DISTRICT by the COLLEGE covers these responsibilities.
- 3.11. Instructors provided by the DISTRICT are encouraged to participate in activities sponsored by the COLLEGE in ongoing collegial interaction to address course content, course delivery, assessment, evaluation, course outcomes, and/or research and development in the field. A portion of the stipend paid to the DISTRICT by the COLLEGE covers these responsibilities.
- 3.12. Any instructor provided by the DISTRICT who does not comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach dual enrollment courses.
- 3.13. For courses held on the high school site, the COLLEGE is responsible for the educational program(s). The instructional activities, materials, and program(s) shall be evaluated by the COLLEGE to ensure curriculum rigor, course materials, grading standards and assessment. Every effort will be made by the COLLEGE to complete the first high school site visit by week 5. Additional site visit(s) may be identified after conclusion of the first visit.
- 3.14. The DISTRICT will ensure that its DISTRICT approved high school evaluation procedures are strictly adhered to for all DISTRICT Instructors teaching Dual Enrollment Courses.
- 3.15. Instructors shall teach the courses at a comparable level of rigor to all courses offered at the COLLEGE. Different sections of the same course shall be taught in a manner consistent with the approved outline of record for that course. The Courses shall be taught for the same number of hours as the same or similar courses taught at the COLLEGE.

4. CONCURRENT ENROLLMENT INSTRUCTORS

- 4.1. Concurrent enrollment Faculty teaching CCAP courses shall be employees of the COLLEGE, and the COLLEGE is responsible for all wages and benefits.
- 4.2. The COLLEGE hereby certifies that all Faculty teaching courses listed in Appendix A of this Agreement have met Minimum Qualifications as prescribed in the document "2018 Minimum Qualifications for Faculty and Administrators in California Community Colleges" and were reviewed and approved by the COLLEGE's Minimum Qualifications Committee.

- 4.3. The DISTRICT hereby certifies that any Faculty listed in Appendix A have not displaced or resulted in the termination of any existing teacher teaching the same course at Northern Humboldt Union High School District in the DISTRICT.
- 4.4. Under the terms of this Agreement, any Faculty teaching at a high school campus has been submitted to a live scan fingerprint analysis, which will be kept on file at the DISTRICT and COLLEGE, so the parties may certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Section 87010, or any controlled substance offense as defined in Section 87011.
- 4.5. The DISTRICT and COLLEGE hereby certify that any remedial course taught by COLLEGE Faculty at Northern Humboldt Union High School District shall be offered only to DISTRICT students who do not meet their grade level standard in Math, English, or both on an interim assessment in grade 10 or 11, as determined by the DISTRICT, and shall involve a collaborative effort between DISTRICT Instructors and COLLEGE Faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

5. POINT OF CONTACT

- 5.1. The COLLEGE appoints the Vice President of Instruction and Student Development, Angelina Hill as direct point of contact to the DISTRICT.
- 5.2. The DISTRICT appoints Jack Bareilles as direct point of contact to the COLLEGE.

6. STUDENTS

- 6.1. The Superintendent/Principal's signature on the Concurrent Enrollment Form, attached hereto as Appendix B, indicates that the student has DISTRICT approval to enroll in a CCAP course. The criteria used to access the ability of pupils to benefit from courses under this Agreement are outlined in Appendix A.
- 6.2. Students must meet all COLLEGE prerequisite requirements as established by the COLLEGE and stated in the college catalog before enrolling in a dual or concurrent enrollment course.
- 6.3. Grades earned by students enrolled in dual and concurrent enrollment courses will be posted on official COLLEGE transcripts; Students are eligible to request Pass/No Pass or Credit/No Credit if the course is eligible for this as noted in the college catalog, or audit COLLEGE course (if space is available).

- 6.4. Students enrolled in dual and concurrent enrollment courses will be directed to the official catalogue of the COLLEGE.
- 6.5. Students enrolled in dual and concurrent enrollment courses will be eligible for student support services, which shall be available to them at the COLLEGE itself.
- 6.6. A dropped class within the COLLEGE drop date will not appear on the high school transcript as a college course. The student may, however, remain in the class and complete work in order to receive high school credit.
- 6.7. Students who withdraw, or are withdrawn by a Course Instructor, from a dual and concurrent enrollment course will not receive any COLLEGE credit for work completed. The student or Course Instructor initiating the withdrawal must submit appropriate information/paperwork by all COLLEGE published deadlines. If withdrawn, a "W" will appear on the student's permanent college transcript.
- 6.8. Students are only allowed three attempts in the COLLEGE course. Any grades including a "W" are an attempt and a student cannot repeat a course in which they have received a passing grade. (5 CCR 55000)

7. ASSESSMENT OF LEARNING AND CONDUCT

- 7.1. Students enrolled in dual and concurrent enrollment courses shall be held to equivalent standards of achievement as students on the COLLEGE campus.
- 7.2. Students enrolled in dual and concurrent enrollment courses shall be held to equivalent grading standards as those expected of students in campus COLLEGE sections.
- 7.3. Students enrolled in dual and concurrent enrollment courses shall be assessed using equivalent methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on-campus COLLEGE sections.
- 7.4. Students enrolled in dual and concurrent enrollment courses shall be held to appropriate behavioral standards to learn college-level material.

8. EVALUATION

- 8.1. The COLLEGE and the DISTRICT may conduct end-of-term student evaluations of each dual and concurrent enrollment course offered in the DISTRICT in accordance with established guidelines.
- 8.2. The COLLEGE and the DISTRICT may survey and collect data on students and alumni of dual and concurrent enrollment courses.

- 8.3. The COLLEGE and the DISTRICT may annually conduct surveys of participating DISTRICT instructors, principals, and guidance counselors.
- 8.4. The COLLEGE and the DISTRICT shall share survey data for the purpose of informing practice, making adjustments, and improving the quality of dual and concurrent enrollment course delivery.

9. REPORTING TO THE CHANCELLOR'S OFFICE

- 9.1. The COLLEGE, in conjunction with the DISTRICT, shall report annually to the State Chancellor's Office all of the following information:
 - a. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - d. The total number of Full-Time Equivalent Student (FTES) generated by CCAP partnership participants.
 - e. The total number of FTES served online generated by CCAP partnership community college district participants.

10. RECORDS

- 10.1.Records of student attendance, grades, and achievement for all DISTRICT students who enroll in a dual/concurrent enrollment course shall be maintained by the DISTRICT and by the COLLEGE electronic records system through the Course Instructor (Educ. Code § 76220).
- 10.2. The DISTRICT and COLLEGE hereby certifies that all information sharing will be done in compliance with privacy laws. This includes protecting student records from unauthorized disclosure or transmission to unauthorized third parties. The COLLEGE is committed to the protection and confidentiality of student educational records by adhering closely to the guidelines established by the Family Educational Rights and Privacy Act (FERPA) which is federal legislation established to regulate access and maintenance of student educational records. Federal and state laws relating to the privacy of student records may differ from

those regulations governing California high school students. COLLEGE and DISTRICT agree to hold all student education records generated pursuant to this Agreement in strict confidence, and further agree not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Educ. Code §§ 49064 and 49076.)

- 10.3 COLLEGE and DISTRCIT shall use each student education record that he or she may receive pursuant to this Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be applicable. (34C.F.R. § 99.31, 34 C.F.R. § 99.34, and Educ. Code § 49076.)
- 10.4 COLLEGE and DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code section 49064 as applicable.
- 10.5 By signature of its authorized representative or agent on this Agreement, the COLLEGE and DISTRICT hereby acknowledge that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

11. REIMBURSEMENT

- 11.1. The DISTRICT shall invoice the COLLEGE at the end of each semester for the use of instructional space and instructional services rendered. Reimbursement will be at the rate of \$2000 per instructor with up to 20 students enrolled in a course plus \$100.00 for each additional student enrolled in the course on or before the census date. Reimbursement shall be calculated based on the number of courses taught by a Course Instructor, not the number of Sections of the same Course. Appendix F includes several examples of different reimbursement schedules.
- 11.2. The DISTRICT shall establish a discretionary fund per school site which in part will reinvest in the program through supporting student books and other related items.
- 11.3. The COLLEGE shall make payment to the DISTRICT within 30 days of receiving the invoice for instructional space and services rendered.

12. APPORTIONAMENT/ADA

12.1.The DISTRICT may report and receive payment for all average daily attendance (ADA) that complies with the current requirements for receiving ADA under applicable California law. (Educ. Code § 48802)

- 12.2.A DISTRICT shall not receive a state apportionment for an instructional activity for which the partnering COLLEGE has been or shall be paid an allowance or an apportionment. (Educ. Code § 76004(r))
- 12.3. The attendance of a high school pupil at a community college as a special part-time or fulltime student pursuant to this Agreement is authorized attendance for which the community college district shall be credited or reimbursed pursuant to Education Code section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. (Educ. Code §76004(s))

13. FACILITIES

- 13.1 The DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to the COLLEGE or students. The DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 13.2 The DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all DISTRICT students. The parties understand that such equipment and materials are DISTRICT'S sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this Agreement. DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code section 49011.
- 13.3 The COLLEGE'S facilities may be used subject to mutual agreement by the parties as expressed in Appendix A to this Agreement.
- 13.4 Except as provided under Education Code section 76004 (o), the courses included in this Agreement shall be held at facilities which are clearly identified as being open to the general public, noting that students may be required to meet course and program prerequisites.

14. FUNDING

- 14.1. For the purposes of allowances and apportionments from Section B of the State School Fund, a community COLLEGE district conducting a closed course on a high school campus pursuant to paragraph (1) of subdivision (p) shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. (Educ. Code § 76004)
- 14.2. The COLLEGE herby certifies it does not receive full compensation for the direct education costs of the courses from any public or private agency, individual, or group.

15. INDEMNIFICATION

- 15.1.The DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its officers, agents, and employees from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of the performance or in connection with this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the DISTRICT, its officers and employees.
- 15.2. The COLLEGE agrees to and shall indemnify, save and hold harmless the DISTRICT and its officers, agents, and employees from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of the performance or in connection with this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE, its officers and employees.

16. INSURANCE

- 16.1 Each party shall maintain insurance as described below.
 - a. <u>Workers' Compensation Insurance</u>. Workers' compensation insurance with statutory limits as required by the Labor Code of the State of California.
 - b. General Liability Insurance. Commercial general liability insurance covering bodily injury and property damage using an occurrence policy form, in an amount no less than One Million Dollars (\$1,000,000) combined single limit for each occurrence and Two Million Dollars (\$2,000,000) general aggregate. Said commercial general liability insurance policy shall either be endorsed with the following specific language or contain equivalent language in the policy:
 - i. DISTRICT or COLLEGE, its officers, agents, and employees, are named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.
 - The insurance provided herein is primary with respect to any insurance or self-insurance programs maintained by DISTRICT or COLLEGE.
 - c. <u>Automobile Insurance</u>. Automobile liability insurance covering bodily injury and property damage in an amount no less than One Million Dollars (\$1,000,000) combined single limit for each occurrence shall be maintained. Said insurance shall include coverage for owned, hired, and non-owned vehicles.
 - d. Each party's employees shall drive insured vehicles for means of transporting themselves pursuant to this Agreement and shall carry proof of personal automobile insurance in their vehicle. Each employee shall maintain personal automobile insurance coverage in an amount of no less than \$100,000 per occurrence and \$300,000 aggregate. Each party shall ensure that it has received and maintains proof of such insurance from each employee under this Agreement.

19. TERMINATION OR CHANGES

- 19.1. Either party may terminate this Agreement at any time by providing 30 days' written notice to the other party. Written notice of termination or changes to this Agreement shall be addressed to the responsible person listed in Section 20 below.
- 18.2.2. Upon termination of this Agreement, the DISTRCIT shall develop a COLLEGE approved teach-out plan that enables students to complete the dual/concurrent enrollment course in which they are enrolled.

20. NOTICES

Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S Mail, postage to be prepaid to the following addresses:

College of the Redwoods District Keith Flamer College of the Redwoods 7351 Tompkins Hill Road Eureka, CA 95501

Northern Humboldt Union High School District Roger McDonald Northern Humboldt Union High School District 2755 McKinleyville Avenue McKinleyville, CA 95519

21. INTEGRATION

21.1. This Agreement sets forth the entire agreement between the parties relating to the subject matter of this Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. MODIFICATIONS AND AMENDEMENT

22.1. No modifications or amendments of any of the terms or provisions of this Agreement shall be binding unless made in writing and signed by the parties.

23. GOVERNING LAWS

23.1. This Agreement shall be interpreted according to the laws of the State of California with venue in Humboldt County and no other place.

24. SEVERABILITY

24.1. This Agreement shall be considered severable, such that if any provision or part of the Agreement is ever held invalid under any law or ruling, that provision or part of the Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

25. COUNTERPARTS

25.1. This Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

26. PRIOR AGREEMENT

26.1 This Agreement supersedes and replaces any and all previous agreements between the parties.

27. REPRESENTATION BY COUNSEL

27.1 Each Party understands and is aware that School and College Legal Services of California provides legal advice and services to both parties on this and other matters. Each Party has consented to the representation of the other Party in the formation and implementation of this Agreement by the same legal counsel.

College of the Redwoods District

President:	Date:	
Northern Humboldt Union High School District		
Superintendent:	Date:	

College	of	the	Redwoods	District	Board	Meetings
---------	----	-----	----------	----------	-------	----------

- a) Information Board Meeting Date: 8/11/20
- b) Public Comment Board Meeting Date:

Northern Humboldt Union High School District Board Meetings:

- a) Information Board Meeting Date: 8/11/20
- b) Public Comment Board Meeting Date: 9/8/20

APPENDIX A

The COLLEGE has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2020-2022

SCHOOL DISTRICT: __Northern Humboldt Union High School District (NHUHSD)

HIGH SCHOOL: Arcata High School
EDUCATIONAL PROGRAM: General Studies

OTAL NOME	DEK OF 5101	ENTS TO BE	SERVED: 320	students	TOTAL PROJEC	TED FTES: 27.0	
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
My Future, My Plan	GS 7	Fall 2020	8:15AM - 9:15AM	M- F, 1 hour	Kelly Wolfe Helms	NHUHSD	Arcata High School
My Future, My Plan	GS 7	Fall 2020	9:20AM – 10:15AM	M- F, 1 hour	Kelly Wolfe Helms	NHUHSD	Arcata High School
My Future, My Plan	GS 7	Fall 2020	1 2020 1:25PM- 2:20PM M- F, 1 hour		Kelly Wolfe Helms	NHUHSD	Arcata High School
My Future, My Plan	GS 7	Fall 2020	2:25PM- 3:20PM	M- F, 1 hour	Kelly Wolfe Helms	NHUHSD	Arcata High School
My Future, My Plan	GS 7	Spring 2021	8:15AM - 9:15AM	M- F, 1 hour	Kelly Wolfe Helms	NHUHSD	Arcata High School
My Future, My Plan	GS 7	Spring 2021	9:20AM – 10:15AM	M- F, 1 hour	Kelly Wolfe Helms	NHUHSD	Arcata High School
My Future, My Plan	GS 7	Spring 2021	1:25PM- 2:20PM	M- F, 1 hour	Kelly Wolfe Helms	NHUHSD	Arcata High
My Future, My Plan	GS 7	Spring 2021	2:25PM- 3:20PM	M- F, 1 hour	Kelly Wolfe Helms	NHUHSD	School Arcata High School

APPENDIX A

The COLLEGE has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2020-2022

SCHOOL DISTRICT: Northern Humboldt Union High School District (NHUHSD)

HIGH SCHOOL: McKinleyville High School
EDUCATIONAL PROGRAM: General Studies

OTAL NUME	SEK OF STUL	DENTS TO BE S	SERVED: 180	students	TOTAL PROJEC	CTED FTES: 20.0	
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
My Future, My Plan	GS 7	Fall 2020	8:10AM – 9:05AM	Monday- Friday	Diana Howard	NHUHSD	McKinleyville High School
My Future, My Plan	GS 7	Fall 2020	9:10AM- 10:05AM	Monday- Friday	Diana Howard	NHUHSD	McKinleyville High School
My Future, My Plan	GS 7	Fall 2020	12:50PM 1:45PM	Monday- Friday	Diana Howard	NHUHSD	McKinleyville High School
My Future, My Plan	GS 7	Spring 2021	8:10AM 9:05AM	Monday- Friday	Diana Howard	NHUHSD	McKinleyville High School
My Future, My Plan	GS 7	Spring 2021	9:10AM- 10:05AM	Monday- Friday	Diana Howard	NHUHSD	McKinleyville High School
My Future, My Plan	GS 7	Spring 2021	12:50PM 1:45PM	Monday- Friday	Diana Howard	NHUHSD	McKinleyville High School
My Future, My Plan	GS 7	Fall 2021	9:10AM- 10:05AM	Monday- Friday	Diana Howard	NHUHSD	McKinleyville High School
My Future, My Plan	GS 7	Fall 2021	12:50PM 1:45PM	Monday- Friday	Diana Howard	NHUHSD	McKinleyville High School

My Future, My Plan	GS 7	Spring 2022	9:10AM- 10:05AM	Monday- Friday	Diana Howard	NHUHSD	McKinleyville
My Future, My Plan	GS 7	Spring 2022	12:50PM 1:45PM	Monday- Friday	Diana Howard	NHUHSD	High School McKinleyville High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Education Code 76004):

The College and District also determined after reviewing demographic and cumulative GPA information that offering these dual enrollment courses under a CCAP agreement would be offering dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education and assist in creating a seamless pathway between the high school and community college in career technical education. High school teachers and counselors teaching these pathway students advised students into the dual enrolled sections in their areas based on their academic readiness.

APPENDIX B



CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS

INFORMATION FOR STUDENTS AND PARENTS

College of the Redwoods permits concurrent enrollment of current high school students who have not achieved a high school diploma or the equivalent. Concurrently enrolled high school students may be eligible to earn college credit that also applies toward their high school credit completion if the student agrees to release their final grades earned at College of the Redwoods to their high school Registrar, counselor or designee. All grades earned by the student at College of the Redwoods are recorded on the student's permanent academic record at the College.

Registration and Student Services Fees are walved, however <u>Materials Fees may apply</u>. Any and all fees charged to a student's account must be paid for at the time of registration.

COLLEGE OF THE REDWOODS IS NOT RESPONSIBLE FOR

Extraordinary supervision of concurrently enrolled high school students or the student's selection of coursework. Course content is intended for adults and is not altered for concurrently enrolled high school students. Concurrently enrolled students may be exposed to discussions, readings and visual materials of a mature nature.

CONCURRENTLY ENROLLED HIGH SCHOOL STUDENTS ARE RESPONSIBLE FOR

Complying with and adhering to the rules and regulations of the College and are subject to College of the Redwoods' Student Code of Conduct. For detailed information regarding CR's rules, regulations, and the Student Code of Conduct, please see CR's Administrative and Board Policies, Chapter 5 – Student Services.

College of the Redwoods Administrative and Board Policies:

https://www.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies

CONDITIONS OF ENROLLMENT

Students not meeting all of the conditions below may be considered for enrollment by petition to the Vice President of Student Services and Learning Support.

- 1. The student is at least 15 years of age or has completed the eighth grade.
- 2. The student obtained approval to enroll from their parent or legal guardian.
- 3. The student obtained recommendation to enroll from their principal or superintendent.
- 4. The student may not enroll in more than 11 units or in any 300-level (basic skills) courses.
- The student is accepted for enrollment by the President of the College, or by the President's designee, on the basis that the student is able to benefit from instruction as determined by the College.

GETTING STARTED AT COLLEGE OF THE REDWOODS

- Complete the CR Application online through CCCApply: https://www.redwoods.edu/admissions/getstarted
 If this is your first application through CCCApply, you will need to first create your OpenCCC account or ID.
- 2. Complete the reverse side (page 2) of this form and submit it to the Admissions and Records Office. Students must obtain written approval from their parent(s) and recommendation from their principal or superintendent prior to registering for coursework. An updated Concurrent Enrollment Form must be completed and submitted for each academic year that the student plans to attend College of the Redwoods. Students who have not submitted the completed form are not permitted to register in coursework.
- Submit high school transcripts to the Admissions and Records Office. College of the Redwoods will use high school transcripts to determine a student's placement into an appropriate level of math and English courses.
- 4. Complete the attached California Promise Grant. This is not required for concurrently enrolled high school students, however it is strongly recommended. Please note that, concurrently enrolled students are not eligible for federal or state financial aid programs other than the California Promise Grant, which is a fee-waiver program.

Page | 1



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.2

SUBJECT:

Sufficiency of Instructional Materials

DEPARTMENT/PROGRAM:

District

ACTION REQUESTED:

Recommend approval of Resolution 1/2020-21, Sufficiency of Instructional Materials

PREVIOUS STAFF/BOARD ACTION:

The Board is required to approve this Resolution every year which states that we provide sufficient textbooks and/or instructional materials to each student.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

FISCAL IMPLICATIONS:

None.

CONTACT PERSON:

Roger Macdonald, Superintendent

SR - 151

accs-jun22item03 Attachment 7 Page 153 of 986

Resolution 1/2020-21Sufficiency of Textbooks or Instructional Materials

Whereas, the Governing Board of the Northern Humboldt Union High School District in order to comply with the requirements of Education Code 60119, held a public hearing on <u>September 8, 2020</u> at <u>6</u> o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Northern Humboldt Union High School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas between the 2008-09 through the 2020-21 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Northern Humboldt Union High School District. have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Finding of Sufficient Instructional Materials

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

• Therefore, it is resolved that for the 2019-2020 school year, the Northern Humboldt Union High School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED THIS 8th day of September, 2020 at a meeting, by the following vote:

AYES:	NUES:	ABSENT:	
Clerk	-	President	



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.3

SUBJECT:

Resolution 2/2020-21 GANN Limit Appropriation

DEPARTMENT/PROGRAM:

Fiscal Services

ACTION REQUESTED:

Recommend approval of Resolution 2/2020-21, GANN Limit Appropriation

PREVIOUS STAFF/BOARD ACTION:

This is an annual requirement of the Board.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

In 1979, Proposition 4 was passed creating the Gann Limit. The intent of Prop. 4 is to restrict expenditures tied to excess tax revenues collected. Simply put, government agencies cannot increase the size of their programs as a result of excess tax collection. In fact, in 1987 the state was forced to refund \$1.1 billion to taxpayers because it exceeded the Gann Limit. In 1988, The Gann limit was revised to allow for half of the funds exceeding the Gann limit to be refunded to tax-payers and the other half to schools. In addition, the Gann Limit must now be exceeded for two consecutive years to warrant a refund of tax dollars.

FISCAL IMPLICATIONS:

The District has no fiscal implications as we have not exceeded our appropriations limit.

CONTACT PERSON:

Cindy Vickers, Director of Fiscal Services

SR - 153



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.4

SUBJECT:

2019-2020 Unaudited Actuals

DEPARTMENT/PROGRAM:

Fiscal Services

ACTION REQUESTED:

Recommend Approval of 2019-2020 Unaudited Actuals.

PREVIOUS STAFF/BOARD ACTION:

This is an annual requirement of the Board.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Ed. Code 42100 requires the Governing Board of a school district approve the unaudited actuals report for the previous fiscal year. The report must be approved and filed with the County Superintendent of Schools by September 15, 2020. The 2019-2020 Unaudited Actuals are a very detailed look at the district's financial activities for the fiscal year. Our independent auditor's will review the unaudited actuals and prepare the final financial statements to be approved at the January Board meeting.

FISCAL IMPLICATIONS:

None

CONTACT PERSON:

Cindy Vickers, Director of Fiscal Services



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.5

SUBJECT:

Public Disclosure Agreement

DEPARTMENT/PROGRAM:

Fiscal Services

ACTION REQUESTED:

Recommend approval of the NHUHSD and CTA, CSEA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement

PREVIOUS STAFF/BOARD ACTION:

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Governing Board is required to approve any changes to health benefits and salary affecting represented and non-represented employees.

FISCAL IMPLICATIONS:

The one-time cost of health insurance will be \$910,949 for the 20/21 fiscal year. The annual cap for full-time employees remains at \$16,500. The cost is partially offset by the restoration of the LCFF to a hold harmless from the 19/20 fiscal year, along with carryover funds.

CONTACT PERSON:

Roger Macdonald, Superintendent Cindy Vickers, Director of Fiscal Services Roger Macdonald, Superintendent

COLLECTIVE BARGAINING AGREEMENT PUBLIC DISCLOSURE SUMMARY

Northern Humboldt UHSD			
Type of Bargaining Unit:	X Certificated X Certificated Management	gement	X Classified X Confidential X Classified Management
The proposed agreement covers the period beginning	7/1/20	and ending	6/30/21
and will be acted upon by the Governing Board at its mee	eting on 9/8/2020		

		Cost Prior to		1	Fiscal Impact of Proposed Agreement				
Co	Compensation		Proposed Agreement	-	Current Year Increase/(Decrease) 2020-2021	Year 2 Increase/(Decrease)	Year 3		
1	Current year salary costs	\$	C						
2	Step and column increase (Optional- if completed, do not include S & C costs in Line 1)	\$							
3	Total Current year salary costs	\$	0						
4	Salary schedule increase (decrease)			1	5 0				
5	Cost due to salary schedule restructure (i.e.,longevity, step and column over prior contract)			-	\$ 0				
6	One-time compensation (i.e., stipends, bonus, off schedule one time payments)			3	\$ 0.00%				
7	Reclassification of position(s)	li		3	\$ 0				
8	Other compensation			1	\$ 0				
9	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$	0	9	\$ 0				
10a	Health & Welfare costs before agreement	\$	2.441.950						
	Changes in Health & Welfare costs due to the agreement				\$ 910,949				
100	Health & Welfare costs after a reement 10a+10b			9	3 352 899				
10d	FTE's (impacted by health & welfare change)				137.37				
l0e	Change in discretionary costs - per FTE (line 10b divided by line 10d)			3	6,631				
11	Total Compensation Increase (decrease) (Total Lines 2, 4 thru 9 and 10b)			3	910,949				
12	TOTAL HEALTH AND WELFARE INCREASE AS A PERCENTAGE OVER PRIOR FISCAL YEAR			9	% 0.37				

Public Disclosure Form

Se	ection A
4.	What is the proposed negotiated percentage increase? For example, if the increase in "Current Year' was for less than a full year, what was the percentage increase given, what is the effective date of the increase, and what is the annualized percentage increase for "Year 1"?
	None
5.	Describe any changes or additions to step, column, or ranges on the salary schedules.
	None
6.	Describe any one- time compensation increases.
	None
7.	Describe any reclassifications of positions.
	None
8.	Describe any "other compensation". Please include comments and explanations as necessary (if more room is necessary to answer, please attach additional sheet.)
	None
10.	Changes in Health and Welfare costs. a. Does the district have a maximum on the employer paid portion of health and welfare?
	XYesNo
	If yes, please describe the maximum dollar or percentage amount of the employer paid share of the health and welfare costs and any changes due to this proposed bargaining agreement.
	The District has a hard cap of \$16,500. For the 2020-2021 fiscal year, the District agrees to pay the \$23,131.49 which covers the same dental and vision plan as 2019-2020, along with the Oak Medical Plan.

b. Describe all other changes in Health and Welfare costs.

B. Describe any proposed negotiated changes in non-compensation items (e.g., class size adjustments, staff development days, teacher prep time, etc.)

None

Public Disclosure Form

C.	Will there be any specific impacts (positive or negative) to operations related to the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians)
	None
D.	What contingency language is included in the proposed agreement (i.e., reopeners, etc.)?
	None.
E.	What is the impact of the agreement on deficit spending in the current or future year(s)? "Deficit Spending" is defined to exist when a district's expenditures exceed its revenues in a given year.
	The Health and Welfare increase is for 2020-2021 only. Given the unknowns of the adopted budget, I can predict the impact on the cash flow. However, The deficit will be offset by one-time increased revenues as a result of COVID support.
F.	Are there any other provisions to be disclosed?
	No
G.	What are the source(s) of funding for the proposed agreement? 1. Current Year
	X General Fund Reve Reduction in Expenditures Special ReserveX Other (please explain)
	Explanation: One-time carryover funds from 2019/2020.
	The district will use budgeted ending balances, if necessary.
2	If this is a single year agreement, how will the ongoing cost, if any, of the proposed agreement be funded in future years? (i.e. COLA, staffing reductions, other sources of revenue)
-	There are no on-going costs.
3	 If this is a multi-year agreement, what is the source of funding for these obligations in future years? Assumptions should include specifics, i.e., COLA, enrollment patterns. (Remember to include compounding effects in meeting obligations)
ı	N/A

PUBLIC DISCLOSURE FORM

H. Impact of Proposed Agreement on Current Year Operating Budget

 The cost of the proposed agreement is included in the current 2017-2018 budget to be approve Copies of the budget transfers are attached (unless proposal was included in the adopted Section H3 below has been completed. 	
X 2. Budget has not been updated for the proposal a. Proposed budget transfers are attached; or,X b. Section H3 below has been completed.	

		Column 1	Column 2	Column 3		Column 4
Bargaining Unit(s):	Lat	test Board-Approved	Unrestricted	Restricted	1	Total Proposed
		Budget Before	Budget Adjustmen			Budget
		Settlement	Increase	Increase		Dauget
		6/18/2020	(Decrease)	(Decrease)		(Columns 1+2+3)
a. REVENUES					_	
1. Revenue Limit Sources (8010-8099)	\$	13,856,505.00	\$ 1,215,112.00		\$	15,071,617.00
2. Remaining Revenues (8100-8799)	\$	6,734,063.00	\$ 1,059,381.00	\$ -	\$	7,793,444.00
B. TOTAL REVENUES	\$	20,590,568.00	\$ 2,274,493.00	\$ -	\$	22,865,061.00
c. EXPENDITURES					Ť	
1. Certificated Salaries (1000-1999)		8,274,215	0		\$	8,274,215.00
2. Classified Salaries (2000-2999)		3,625,272	0		\$	3,625,272.00
3. Employee Benefits (3000-3999)		5,953,071	910,949		\$	6,864,020.00
4. Books and Supplies (4000-4999)		808,142			\$	808,142.00
5. Services, Other Operating			\$	\$	Ť	
Expenses (5000-5999)		2,326,822		ľ	\$	2,326,822.00
6. Capital Outlay (6000-6599)		6,000	0	0	\$	6,000.00
7. Other Outgo (7100-7299) (7400-7499)		207,668	0	0	\$	207,668.00
8. Direct Support/Indirect Cost (7300-7399)		0	0	0	\$	-
Other Adjustments		0	0	0	\$	
D. TOTAL EXPENDITURES (C1:C9)		21,201,190	910,949	0		22,112,139
E. OPERATING SURPLUS (DEFICIT) (B-D)		(610,622)	1,363,544	0		752,922
F. TRANSFERS IN & OTHER						
SOURCES (8910-8979)		92,810	0	0		92,810
G. TRANSFERS OUT & OTHER						,-,-
USES (7610-7699)		45,000	0	0		45,000
H. CONTRIBUTIONS (8980-8999)		0				(
. INCREASE (DECREASE) IN						
FUND BALANCE (E+F-G+H)		(562,812)	1,363,544	0		800,732
J. BEGINNING BALANCE		687,919	0	0		687,919
CURRENT YEAR ENDING BALANCE (J+I)		125,107	1,363,544	0		1,488,65

IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES

I. VERIFICATION OF ACCEPTABLE MINUMUM RESERVE LEVEL

_	(after implementation of all proposed agreements)	2020-2021	
	Total expenditures, Transfers Out, and uses per current working budget plus total cost increases for all bargaining agreements	22,157,139	
	Recommended minimum reserve percentage from table below	3.00%	
	Recommended minimum reserve amount for this district (I1a times I1b) for districts with less than 1001 ADA, this is the greater of calculation or \$50,000	664,714	

J. IMPACT OF PROPOSED AGREEMENT TO THE BUDGET

1.	GENERAL FUND (Fund 01) Unrestricted/Undesignated Only (Resource 0000)			
	Board approved budgeted ending balance	0		
b.	Changes to budgeted ending balance for all bargaining agreements	1,363,544		
C.	Estimated budgeted ending balance (line J1a plus J1b) (If needed, will reduce 7999 res 0026)	1,363,544		
2.	SPECIAL RESERVE FUND (Fund 17)			
a.	Board approved budgeted ending balance	1,201,727		
b.	Changes to budgeted ending balance for all bargaining agreements	0		
	Estimated budgeted ending balance (line J2a plus J2b)	1,201,727		
3.	TOTAL DISTRICT RESERVES FOR THE YEAR OF AGREEMENT (Line J1c and J2c) (must be greater than I1c)	2,565,271		

ABLE OF STATE RECOMMENDED MINIMUM RESERVE	PERCENTAGES		
Percentage Level For Districts with ADA ranging from:			
5% or \$66,000 (Greater of)	0	to	300
4% or \$66,000 (Greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	Over



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.6

SUBJECT:

Agreement between CSEA and NHUHSD

DEPARTMENT/PROGRAM:

Fiscal Services

ACTION REQUESTED:

Recommend approval of the Tentative Agreements dated July 9, 2020 and August 6, 2020, and the MOU for the Reopening of school for the 2020-21 school year between NHUHSD and CSEA

PREVIOUS STAFF/BOARD ACTION:

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Governing Board is required to approve any negotiated agreements between the district and bargaining units.

FISCAL IMPLICATIONS:

The cost of the agreement includes the cost over the cap of \$16,500 to cover the cost of the Oak plan. The cost for Certificated Health Insurance above the cap is estimated at \$226,300.

CONTACT PERSON:

Cindy Vickers, Director of Fiscal Services Melanie Susavilla, Director of Student Services

SR - 161 7.6

TENTATIVE AGREEMENT -

Northern Humboldt July 9, 2020

Compensation:

- 1) For 2020-21 only, the District will pay a maximum of \$21,426.96 per full-time employee towards health and welfare benefits, annually, or \$1,785.58 per month per full-time employee towards health and welfare benefits.
- 2) If the District negotiates a level of benefits higher than the amount set forth in Paragraph 1 with its certificated unit, the District will implement the same level of benefits for CSEA as with the certificated unit. ("Me too").
- 3) This and all other tentative agreements shall close negotiations for 2020-21.

FOR DISTRICT:

Cindy Vickers, Director of Fiscal Services

FOR CSEA:

Stephanie Hampton, Chapter President

FOR ASSOCIATION:

Holley Luia, Labor Relations Representative

8-6-20 Tentative Agreement v2 CSEA Negotiations

- 1. This tentative agreement shall supplement the parties' July 9, 2020 tentative agreement.
- 2. As provided for in Paragraph 2 of the parties' July 9, 2020 tentative agreement, as a result of its settlement with the certificated unit, the District agrees to contribute \$23,131.32 per eligible full-time unit member annually toward health and welfare benefits.
 - a. This increase shall only be in effect during the 2020-21 school year.
 - b. In 2021-22, the District's annual health and welfare contribution shall be \$16,500 unless negotiated otherwise (Art. 5.4).
- 3. The parties also agree to the attached Catastrophic Leave proposal (Art.11.11).
- 4. This and all other tentative agreements shall close negotiations for 2020-21.

For the District:

Cindy Vickers, Director of Fiscal Services

For CSEA:

Stephanie Hampton, Chapter President

Holley Luia, Labor Relations Representative

8-6-20

- 11.11 **CATASTROPHIC LEAVE.** The purpose of this leave is to provide relief to any employee in the classified service (bargaining unit) who has exhausted all available paid leaves of absence, vacation and compensatory time off, and who is absent from work due either to a lengthy incapacitating illness or injury, or to an incapacitating illness or injury of a family member which requires the employee to take an extended period of time off work to care for the family member.
 - An employee who satisfies these conditions may contact CSEA or the District Personnel Office and request leave from the catastrophic leave pool. The District has the right to require medical verification of the necessity for the absence, or the necessity for personal caregiving to a family member. If CSEA and the District are satisfied that the qualifying conditions have been met, the employee will be granted necessary leave from the catastrophic leave pool, not to exceed sixty thirty-six (60) (36) working days of leave in response to any one request for leave.
 - 11.11.2 The District and CSEA shall jointly monitor the catastrophic leave pool and all requests for, and granting of, leave from the pool, acting as a joint committee for this purpose. This committee will determine the amount of leave that will be granted up to the maximum amount allowed per request of the qualifying classified employee. The decision to grant leave and the amount of leave granted shall not be grievable.
 - 11.11.3 Leave Pool
 - (1) Enrollment/participation in the pool is voluntary and available to all permanent classified bargaining unit members.
 - Only persons participating in the pool will be eligible to request days from the pool.
 - (3) All unit members not currently in the pool may voluntarily contribute 1 or up to 5 days to the pool during the initial participation period (September 1 through 15 November 1)
 - (4) The pool must maintain a minimum of 61 days.
 - (5) If during the course of the fiscal year the pool drops to 60 days or less, mid-year solicitations for renewing the pool shall occur.
 - (6) When the number of days in the pool drope to 60 or less, participants must contribute at least 1 additional day to remain in the pool. If a person chooses not to contribute one additional day, they will drop out from the pool.
 - (7) Employees must have worked for the District for at least 12 months to be eligible.
 - The final classified employee list of participants will be sent to CSEA President no later than November 15 upon request.

- (5) Any hours in the pool at the end of the contract year will roll over to the next contract year.
- Employees who wish to donate sick leave, vacation, and compensatory time off to the pool must notify the Personnel Office in writing of the number of days of each type of leave they wish to donate (Appendix I), subject to the rules below. All donations to the pool become the property of the pool, and are not returnable to the donating employee. Only employees who have donated to the pool are eligible to draw from it. Donations are subject to the following rules:
 - (1) Employees who participate may donate some of their accumulated sick leave, vacation and/or compensatory time off, in any combination, but no less than one (1) day but no more than five (5) total days of leave may be donated by an employee. An employee may not donate sick leave unless s/he will have twenty (20) or more days remaining on the books after the amount donated has been deducted.
 - (2) Sick leave, vacation and compensatory time off may be donated and received in multiples of a working day only, regardless of each employee's daily hours of employment. This means if an 8-hour employee donates one (1) day of sick leave, vacation or compensatory time off to the pool, eight (8) hours are deducted from the donating employee's records and one (1) day is added to the pool. If a 3-hour employee receives that day from the pool, the employee receives only three (3) hours leave credit. The reverse holds true as well
 - (3) CSEA will circulate a standard donation form with each donation solicitation. This form is Appendix B of the collective bargaining agreement. Any employee who wishes to donate credit(s) to the pool must fill out the form and return it to the Personnel Office for processing by September 15th November 1st of each year, within 15 days of a mid-year pool renewal solicitation, or in January of July for employees whose status changes from probationary to permanent classified employees. A copy of the processed form will be returned to the donating employee, confirming the donation.
- 11.11.5 To access the pool, participating employees must have exhausted all leaves identified in 11.11, and make their request for use of catastrophic leave in writing to the District. Employees are encouraged to make written request to access to leave 10 days in advance of exhausting all other paid leaves if they reasonably believe they will need access to the pool. After receiving written requests to access leave, the Director of

accs-jun22item03 Attachment 7 Page 167 of 986

Student Services shall convene the joint CSEA – District Catastrophic Leave Committee within 5 business days. The Committee shall meet to consider the request for leave. The Committee shall make its determination and respond to the requesting employee in writing within three business days.

 The Committee shall consist of the Director of Student Services and one (1) district employee, the CSEA President and one (1) CSEA Executive Board member.

MEMORANDUM OF UNDERSTANDING BETWEEN THE NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT & THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION #337 REGARDING 2020-21 REOPENING

Northern Humboldt Union High School District (District) will reopen its schools in compliance with relevant guidance from the California Department of Public Health (CDPH) and the Humboldt County Public Health Department applicable to schools.

The parties agree that the CSEA Collective Bargaining Agreement remains in full force and effect, as modified by this MOU.

Agreement

To these ends, the District and CSEA agree as follows:

A. Worksite entry:

- Unit members will be expected to perform a self-assessment every day prior to coming to work regarding the CDC-recognized COVID-19 symptoms (found at https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) and attached.
- Unit members who believe they are exhibiting symptoms of COVID-19 are encouraged to stay home from work and may access all applicable leaves for that purpose.
- 3. Bargaining unit employees shall be required to agree to daily temperature checks and daily, periodic, or random screening questions that are based on CDC recognized symptoms of COVID-19 (i.e. fever, chills, cough, difficulty breathing, sore throat, etc.). Temperature checks and screening questions shall be performed in a confidential manner. Screenings are not a reason for discipline, unless refused by unit members, and shall be considered part of the standard workday.
- To the extent the District disseminates relevant public health guidelines applicable
 to schools throughout the school year, the District will include unit members in its
 communications.

B. Health, Safety and Testing:

1. The District shall adhere to the C-19 guidelines publicly issued by the Center for Disease Control (CDC), California Department of Public Health (CDPH), California Department of Education (CDE), the California Department of Industrial Relations Division of Occupational Safety and Health (Cal/OSHA) and the Humboldt County Public Health Department. In the case of conflicting guidelines between departments, the Humboldt County Public Health Officer shall be the prevailing entity. The parties agree to meet as soon as possible to

Page 1 of 10

- negotiate the impacts and effects of any revisions or updates to those guidelines that represent a change in working conditions to classified employees.
- The District shall require the use of face coverings for all persons who enter the
 district and/or school facilities in accordance with relevant guidance from CDPH
 applicable to schools, and its reopening plan.
- 3. The District shall comply with the following hand washing requirements:
 - a. Students, employees and visitors shall be required to wash their hands or use hand sanitizer with at least 60% alcohol upon entering District and/or School facilities and each time a classroom is entered.
 - Every room with a sink with running water shall be stocked with soap.
 - Every classroom shall be provided hand sanitizer with at least 60% alcohol.
 - Non-classroom indoor workspaces shall be provided hand sanitizer with at least 60% alcohol.
 - e. Hand sanitizer with at least 60% alcohol will be accessible in other high traffic areas on campus, in the District's sole discretion.
 - f. All hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked daily and restocked as soon as possible. If there are low supplies of either handwashing supplies or hand sanitizer, the alternative will be provided, or another arrangement will be developed with the Director of Fiscal Services.
- The District agrees that classrooms and indoor workspaces shall be equipped with sinks with running water, hand soap, and paper towels and/or hand sanitizer.
- 5. The District shall ensure that all classrooms, restrooms, and indoor workspaces are cleaned and disinfected every day in which they are used, including but not limited to desks, doorknobs, light switches, faucets and other high touch surfaces using a disinfectant recommended by relevant federal, state, and/or local public health guidance applicable to schools.
- 6. The District shall follow the protocols established by the county public health officer regarding reporting cases of COVID-19, and will notify the Association President of any confirmed cases of students and/or staff reported to the public health office shall cooperate with any contact tracing initiated by local health department officials. CSEA agrees to assist in whatever manner is necessary in this effort.
- Employees shall receive COVID-19 related training during their work hours and/or otherwise will be paid for the time spent completing the training(s).

Page 2 of 10

- 9. The District shall provide face coverings to all unit members who do not otherwise provide their own, for every day that unit members are required to report to school sites. Unit members may bring their own face covering which meets the standard set by the state of California.
- 10. The District will comply with all relevant public health guidance applicable to schools with respect to cleaning supplies, situations in which alternative PPE such as plexiglass barriers or face shields may be necessary, and physical distancing requirements.
- Schools and District Offices will be prepared with protective plexiglass as it becomes available. In the interim, all offices will be reconfigured as necessary to align with guidelines.

C. Reporting Unsafe Conditions or Work Issues Related to COVID-19

- 1. Any employee may report, in writing, any alleged unsafe condition in the working environment, or work issue related to COVID-19 to the site administrator. The District shall, within three (3) working days, respond in writing to the employee, with simultaneous copy to CSEA, stating what has been done to make the condition safe or, if no action will be taken, the reason(s) why. This method of resolving safety concerns shall not displace the right to file OSHA or other administrative complaints or to bring a grievance for an alleged violation of this agreement.
- 2. In accordance with applicable law, unit members have the right, without retaliation, to refuse to perform work that violates a Cal-OSHA health or safety standard or safety order or where violation would create a real and apparent hazard to the unit member or other employees. (Labor Code 6311.) Unit members may be directed to complete alternate work or work under modified conditions until return to their original assignment until the Cal-OSHA health or safety standard or safety order has been corrected or the real and apparent safety hazard has been corrected.
- 3. Concerns regarding lack of adherence to physical distancing protocols by individuals on any District sites should be directed to the Superintendent's Office.

D. Workload and Staffing Ratios

- The District will develop reasonable staffing plans to ensure increased frequency of routine cleaning and disinfecting as well as social distancing.
- 2. Employees may give direct feedback to their supervisor any time regarding workload concerns and will make a good faith effort to resolve any issues informally before escalating to a grievance.

E. COVID-19 Related Leaves:

1) The Families First COVID-19 Response Act ("FFCRA")

Page 3 of 10

The parties agree that to the extent an employee is taking leave under the Families First C-19 Response Act ("FFCRA"), whether it is for Emergency Paid Sick Leave or Emergency Family and Medical Leave, the employee may elect to stack/top-off the amount of pay they receive under such laws by using their accrued sick, vacation or personal necessity leave time to receive up to 100% of the employee's normal earnings. Notwithstanding the term of this agreement below, this section shall remain in full force and effect through the date that the FFCRA expires (as of the signing of this agreement, that date is December 31, 2020).

This section is subject to the specific provisions regarding each leave in E.2-E.4 below.

2) Employee COVID-19 Related Medical Accommodations and Leaves

- a. The District shall prioritize available remote work assignments, if appropriate, as a reasonable accommodation for unit members who are qualified individuals with disabilities under the law.
- b. The District may, to the extent practicable and appropriate, prioritize remote work assignments for employees who provide medical certification of an underlying health condition that places them at a higher risk of severe illness if they contract COVID-19.
- CSEA acknowledges that some remote work assignments due to medical accommodations may contain work which may be different than the duties listed in the employee's job description and may be ordinarily performed by job classifications which are at a higher or lower range.
- During the life of this agreement no employee with medical certification who
 is performing an alternate remote work assignment, pursuant to this section,
 shall receive a reduction in pay.
- b. If the District is unable to accommodate an employee with a remote work assignment pursuant to this section the employee may be eligible to utilize an applicable FFCRA leave.
- c. If an employee's paid FFCRA leave options have been exhausted for their own illness/injury and the District is unable to assign them remote work, then the employee may access available accrued sick, vacation, personal necessity, and differential leave. After exhaustion of these leaves, the unit member petition the Governing Board for an unpaid leave of absence in accordance with the CBA and/or Board Policy.

3) Childcare Related Accommodations and Leaves

Page 4 of 10

- a. Accommodations. The District may prioritize remote work assignments for employees who have requested to work remotely due to COVID-19 related childcare issues in connection with the closure of their child's school. This may include situations where a student must remain home on a specific day (or days) of the week to engage in distance learning. However, intermittent leave will only be granted with the agreement of the District. Intermittent leave will not be denied in an arbitrary or capricious manner.
 - i. CSEA acknowledges that some remote work assignments due to childcare accommodations may contain work which may be different than the duties listed in the employee's job description and may be ordinarily performed by job classifications which are at a higher or lower range.
 - During the life of this agreement no employee who is performing an alternate remote work assignment, pursuant to this section, shall receive a reduction in pay.
- b. Childcare Leaves. Bargaining unit employees may be eligible to utilize up to 12-weeks of paid leave, at 2/3 pay, for the purposes of childcare, in accordance with the FFCRA.
 - i. The parties recognize and agree that employees may be permitted to utilize this type of FFCRA leave if a child's school is not necessarily "closed" but is "curtailed" (such situations where an employee must remain home to provide care to a child whose District is remote-learning).
 - ii. An employee may utilize accrued sick leave, vacation or personal necessity leave to provide the employee with 100% of the employee's regular rate of pay. A unit member shall not be able to access differential leave for childcare purposes.
 - iii. The parties recognize that the District may request verification of a child's school closure or remote-learning schedule or childcare closure.
- c. Upon the expiration of the FFCRA childcare leave or for childcare leave which may commence after December 31, 2020, the parties recognize that employees may use accrued sick leave, vacation or personal necessity leave for reasons related to childcare closures due to COVID-19.
 - A unit member shall not be able to access differential leave for childcare purposes.
 - The parties recognize that the District may request verification of a child's school closure or remote-learning schedule or childcare closure.
- 4) Family Care Related Accommodations and Leaves

Page **5** of **10**

- a. <u>Accommodations</u>. For unit members who must care for an immediate family member due to infection with COVID-19, the District will meet with the unit member upon request to determine whether a work from home arrangement could be accommodated, given the District needs and the care needed by the family
- b. <u>Family Care Leaves</u>. Pursuant to the FFCRA, bargaining unit employees may be eligible to utilize up to 80-hours of paid leave at 2/3 pay for the purposes of caring for an individual who is subject to quarantine for COVID-19 or has been advised by a healthcare provider to quarantine due to COVID-19. This leave cannot be used if the unit member has already used the 80-hours of Paid Sick Leave under the FFCRA.
 - An employee may utilize accrued sick leave, vacation or personal necessity leave to provide the employee with 100% of the employee's regular rate of pay.
 - iv. Upon the expiration of the two-week FFCRA paid leave or for similar leave which may commence after December 31, 2020, the parties recognize that employees may use accrued sick leave, vacation or personal leave for this purpose. This liberal leave usage policy shall also apply to employees who wish to remain home to take care of an immediate family member who has contracted COVID-19. The District may require medical verification of such a condition and/or medical verification of the need for the employee to remain home to take care of their immediate family member. A unit member shall not be able to access differential leave for family care purposes.

5. Other C-19 Absences:

a. Unit Members with any symptoms consistent with COVID-19 shall be sent home or sent to an isolation room on site pending travel home. Unit Members shall remain off-site/off-campus while seeking a medical diagnosis. During this time, Unit Members may engage with the District in the Interactive Process to find remote work or modified duty assignments. If the Unit Member declines the work provided, the Unit Member shall draw from available FFCRA Leave consistent with the law. If such leave is exhausted or unavailable, the Unit Member may use any applicable accrued leave and, upon further exhaustion, extended illness leave consistent with the law. The District agrees to extend unit members' eligibility for FFCRA Paid Sick Leave (10 days) through June 30, 2021 for these purposes. (If an act of Congress independently extends FFCRA Paid Sick Leave beyond December 31, 2020, the parties agree to renegotiate on this issue.)

Page 6 of 10

- b. Upon request, the District will initiate the interactive process for employees with a qualifying disability, and may offer reasonable accommodations (such as telework, modified job responsibilities, or others as permitted by law) for these employees as long as the reasonable accommodation is not an undue burden.
- c. The District will inform CSEA of any order to quarantine student cohorts; District personnel and/or District facilities, subject to the confidentiality rights of any individuals. The District will provide CSEA with the name of all school site location(s) ordered to quarantine.
- d. The District will inform CSEA as soon as practicable should it learn of a confirmed COVID-19 infection of District employee or students and at which campus or worksite said infection was found. The district shall not be required to disclose any information which is considered confidential, such as personal, medical, or student information.

F. Remote Work Assignments, Equipment and Services

Remote Work Assignments.

Clerical, Accounting, Technology job classifications. Employees who work in Clerical, Accounting, Technology job classifications may be permitted, in the District's sole discretion, to work remotely. Due to specific needs of the District, these employees may be required to perform some or all of their work time at their assigned worksite. District decisions to assign an employee to work remotely or at a District work site shall not be arbitrary or capricious in nature.

Employees in other job classifications. Employees in other job classifications may be permitted, in the District's sole discretion, to work remotely for some or all of their work days, with approval from the employee's supervisor. If multiple employees in the same job classification and/or at the same worksite request remote work assignments and the District cannot accommodate all of the requests, then the District will take into consideration a unit member's underlying health condition which places them in the "higher risk" category as determined by CDPH in granting remote assignments.

Equipment and Services.

If an employee is approved or assigned to work remotely or who is working remotely due to a medical accommodation, the District will provide the employee with all equipment and services necessary, in the District's sole discretion, to perform their work.

i. In lieu of the District providing actual equipment and/or services to employees, the District will provide timely 100% reimbursement to employees for the purchase of such necessary equipment or services, up to

Page 7 of 10

\$200. Employee purchases require pre-approval from their supervisor and must comply with relevant board policy on reimbursement.

ii. The District shall provide all remote employees with written information from a relevant authority regarding office ergonomics.

G. **Temporary Duties**

CSEA and the District recognize that CSEA bargaining unit positions may be asked to perform duties not currently contained within their current job description.

The District and CSEA agree this is a temporary solution to a current need and shall not be considered a waiver of CSEA's rights to negotiate the transfer of duties out of the bargaining unit as may be required by law. This also shall not be considered precedent setting for either party. All temporary transfers of duties shall be negotiated as required under the EERA with notice from CSEA.

Unit members may be asked to perform the following temporary duties:

- a. wiping down and disinfecting items within the classroom on a regular basis in order to maintain cleanliness standards;
- b. distributing lunch and/or other meals for students;

c

- d. enforcing physical distancing between students and other COVID-19 safety precautions which pertain to students (e.g. regular handwashing, appropriately wearing face coverings, etc.);
- e. managing and enforcing isolation of sick student(s) and ensuring students remain physically distanced when traveling between classrooms and when using bathrooms:
- f. managing and supervising pickup and drop-off of students;
- g. other District COVID-19 response efforts; and
- h. other duties in accordance with Government Code Sections 3100 et seq.

This shall not preclude the District from assigning other temporary duties as necessary as part of the District's COVID-19 response efforts.

If and when the District assigns unit members to provide in-person health screenings for students and/or staff, the parties agree to negotiate the terms and conditions.

H. School Closures curtailment or modification:

Should the District be directed by the State or Humboldt County Health Officer to close, curtail, or modify instruction for some or all schools or worksites, all active bargaining unit employees who are in a paid status at the time of the closure shall remain in District paid status with no loss to pay or accrued leaves, unless they are unwilling or unable to work as directed.

Page 8 of 10

CSEA and the Northern Humboldt Union High School District shall meet and negotiate effects within the scope of representation by request of either party.

I. Enforcement

Any alleged violation, misinterpretation, or misapplication of the terms of this Agreement shall be subject to the grievance provisions of Article 8 in the Collective Bargaining Agreement.

J. Term of Agreement

- This agreement shall be in effect from the date of execution through June 30, 2021 unless extended by mutual agreement of both parties. The parties agree to meet by April 2021 to discuss an extension of this MOU or a new agreement, as may be necessary.
- 2. This MOU shall be non-precedent setting.

FOR DISTRICT: Cindy Vickers, Dir. Fiscal Services Date: 8/18/20	FOR OSEA: Stephanie Hampton, Chapter President Date: 8/14/2020
	FOR ASSOCIATION:
	Holley Luia, Labor Relations Representative
	Date:

Page **9** of **10**

accs-jun22item03 Attachment 7 Page 177 of 986

CDC COVID-19 SYMPTOMS CHECKLIST

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as it learns more about COVID-19.

Page 10 of 10



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.7

SUBJECT:

Agreement with CTA and NHUHSD

DEPARTMENT/PROGRAM:

Human Resources

ACTION REQUESTED:

Recommend approval of the Tentative Agreement for the 2020-21 school year between NHUHSD and CTA

PREVIOUS STAFF/BOARD ACTION:

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Governing Board is required to approve any negotiated agreements between the district and bargaining units.

FISCAL IMPLICATIONS:

The cost of the agreement includes the cost over the cap of \$16,500 to cover the cost of the Oak plan. The cost for Certificated Health Insurance above the cap is estimated at \$525,493. This will be offset by the savings of reducing the stipends identified in the tentative agreement. The amount of the savings will be determined based on the athletic and art performances schedule.

CONTACT PERSON:

Roger Macdonald, Superintendent Cindy Vickers, Director of Fiscal Services

SR - 177

Tentative Agreement

- For 2020-21 only, the District will pay an annual maximum of \$23,131.32 per eligible full-time 1. unit member toward health and welfare benefits.
 - a. The annual health and welfare cap will remain at \$16,500.00 per eligible full-time unit member in 2020-21.
- 2. For 2020-21 only, the annual health/welfare cap described in 7.14.1.1 shall be increased to \$17,500.00.
 - a. The annual health/welfare cap in 7.14.1.1 will return to \$17,255.76 in 2021-22 unless negotiated otherwise.
 - b. For 2020-21 only, unit members working at 0.6 FTE and up to 0.99 FTE will receive the health and wélfare cap described in Paragraph 1 or 2, whichever is greater. The other provisions of 7.14.1.1 shall remain in effect.
- 3. All extra-curricular duty stipends contained in Appendix C of the parties' Agreement shall be reduced proportionally based upon the reduction to the extra-curricular activity for the 2020-21 school year only, as follows:
 - a. The Agriculture stipend, which does not sit on the A-E schedule, shall not be reduced.
 - b. Athletic stipends will be prorated based on the percentage of the season, as will be determined by the Humboldt Del Norte League, compared to the normal season.
 - c. Vocal and Instrumental Music stipends will be paid at 10% of the stipend amount per public performance and Drama stipends will be paid at 50% of the stipend amount per public performance, up to a total of 100% of the stipend.
- 4. The parties agree in concept about including Designated Subjects CTE credential on the salary schedule in order to be able to have movement. Final language will be developed together, outside of contract negotiations, for implementation in 2020-21.
- 5. The new term of the Agreement in Article 3.1 shall be July 1, 2020-June 30, 2021.
- 6. This agreement shall close negotiations for 2020-21.

Wendy Zamboni Date 8/20/20

President Date 8/20/20

John Moore Date 8/20/20

Negotiations Chair



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.8

SUBJECT:

Job Description - Career Guidance Technician

DEPARTMENT/PROGRAM:

Education at Work grant

ACTION REQUESTED:

Recommend approval of the job description for the Career Guidance Technician

PREVIOUS STAFF/BOARD ACTION:

None

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The CTE Counseling Tech position is funded through the Strong Workforce Program. NH had applied twice in the past without getting funded so this time we partnered with HCOE who put together a regional application. Because of this, the focus of the application (to fund CTE Counseling Tech positions) was determined by consensus of the local high schools.

Because NHUHSD has two high schools we were able to request twice as much money as the other local districts—which allow us to fund this position through December 31, 2022.

FISCAL IMPLICATIONS:

All costs of the employees will be paid through HCOE grant funding. All positions are temporary/grant funded.

CONTACT PERSON:

Jack Bareilles, Grant Writer

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

Career Guidance Technician

General Description:

Under the supervision of site administration, provide support to Career & College programs, students and their families, and district counselors through administering Education @ Work program initiatives and attending to high quality Career & College elements. This is a ten-month position.

Duties:

- Compiling and submitting data to include field trips, guest presentations, industry partner participation.
- Maintain strong and informed communication with Regional Lead for Education @ Work.
- Develop a system to organize and track multiple activities going on simultaneously
- Supports regional lead with appropriate data collection as required
- Initiate promotion with students to increase interest in variety of programs
- Supports site based counselors as needed with career and college related duties
- Compiles and tracks necessary paperwork for activities such as field trips, internships, college visits, etc.
- Communicate with industry partners in preparation of upcoming Career & College events/activities
- Coordinate with teachers, administration, students and parents regarding logistics of Career & College events
- Coordinate with higher education institutions for site visits
- · Attend faculty and department chair meetings
- Promote opportunities through appropriate site communication tools
- Coordinate logistics around transportation of students to off-site opportunities
- Develop and maintain a tracking system for tracking events/activities and industry partner involvement
- Responds to offers put forth through HCOE Ed@ Work, connecting proper resources
- Disseminate information regarding Career & College pathway opportunities to site counselors
- Attends regional meetings at HCOE two times per month
- Organizes yearly grad panel of recent grads to share experiences at college and careers
- Coordinates with Career & College teachers and other appropriate faculty to encourage participation in Education @ Work opportunities.
- Support Career & College teachers with their extracurricular CTSO demands, as needed
- Plan and implement career related events on campus
- Disseminate resources video library

Experience, Knowledge and Abilities:

- Should have a clear understanding of Career & College pathways
- Ability to work with online resources
- Comfortable with google forum
- Maintain records, compile and verify data.
- Adapt to changing work demands
- Manage task priorities to meet deadlines
- Ability to work independently
- Reliable and effective communication, both in writing and verbally
- Relate well and to work cooperatively with a variety of agency and school representatives.
- Comfort initiating communication
- Make oral presentations to small and large groups
- Work effectively under varying degrees of success
- Communicate and work well with students
- Organize work and communicate clearly and concisely;
- Maintain emotional control under difficult situations;
- Learn and adapt to new procedures and conditions;
- Perform routine clerical work;
- Accurately and efficiently input data;
- Recognize hazards to safety;

- Apply knowledge and practices with judgment;
- Learn laws, rules, practices and procedures related to public education for children and related to the program to which assigned;
- Read and comprehend fine print, such as texts, catalogs, etc.;
- Communicate effectively via telephone, computer modem, and in person;
- Lift/move objects weighing up to 50 pounds.
- Will be required to drive for work. Must have a current CA driver's license, and proof of insurance and a clean driving record.

Minimum Requirements:

- Graduation from high school. Must have well developed verbal and written communication skills, organization and problem solving skills. Must be familiar with online resources.
- Stand, sit and/or move about for sustained periods.
- Move about in non-traditional instructional environments; i.e., areas of the community.
- Report to multiple worksites in a given day or during the workweek.

AN EQUAL OPPORTUNITY EMPLOYER

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT IS A TOBACCO-FREE SCHOOL DISTRICT

Job #: 58

Salary: \$21.12/hr

190 days/year; 7.5 hrs/day

Adopted:



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.9-7.10

SUBJECT:

Salary Schedules

DEPARTMENT/PROGRAM:

Human Resources

ACTION REQUESTED:

Recommend approval of the 2020-21 Certificated Management and Classified Management Salary schedule to include a 1% salary increase for all certificated management and the Director of Fiscal Services who were delayed from the salary increase that was given for the 2019-20 school year.

PREVIOUS STAFF/BOARD ACTION:

Board approved remaining Classified Management 1% salary increase on November 12, 2019.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

FISCAL IMPLICATIONS:

1% increase effective July 1, 2020. The estimated cost of the increase, including statutory benefits is \$10,986.

CONTACT PERSON:

Roger Macdonald, Superintendent

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT CERTIFICATED MANAGEMENT SALARY SCHEDULE

2020-2021

1% Increase Eff 7/1/20
**(Reduced days for Asst Principal, Principal & Dir. Of Stu Svcs)

POSITION		Step 1	Step 2	Step 3	Step 4	Step 5	Step 10	Step 11
Dean of Students	(200 days)	87,290	89,910	92,591	95,368	98,231	101,178	104,214
Principal – Alt Ed	(200 days)	87,290	89,910	92,591	95,368	98,231	101,178	104,214
Assistant Principal**	(207 days)	92,838	95,622	98,491	101,441	104,487	107,621	110,851
Principal**	(220 days)	104,798	107,940	111,178	114,513	117,950	121,488	125,134
Dir. of Student Services*	* (207 days)	92,838	95,622	98,491	101,441	104,487	107,621	110,851
Programs/Data System Coord	(200 days)	87,290	89,910	92,591	95,368	98,231	101,178	104,214
Psychologist	(192 days)	64,385	67,076	69,320	72,014	74,706	79,866	85,473
Psychologist II	(185 days)	50,612	53,376	55,930	58,468	64,385	76,954	82,356

^{*}Principal – Alt Ed and Programs/Data Systems Coord placed at Dean of Students salary. Director of Student Services placed on Assistant Principal salary.

MASTER STIPEND: \$500 Annual DOCTORATE STIPEND: \$1500 Annual

Adopted:

Samoa Beach Academy Supporting Documentation NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

CLASSIFIED MANAGEMENT SALARY SCHEDULE FISCAL YEAR 2020-2021

1.% increase eff 7/1/20 **(Only for Dir of Fiscal Svcs)**

	RANGE									
POSITION	1	2	3	4	5	6	7	8	9	10
Director of Transportation	\$3,914	\$4,109	\$4,313	\$4,530	\$4,754	\$4,995	\$5,242	\$5,505	\$5,778	\$6,070
Director of Maintenance/Operations	\$4,126	\$4,333	\$4,551	\$4,778	\$5,014	\$5,335	\$5,531	\$5,806	\$6,097	\$6,384
Accounting Supervisor	\$5,143	\$5,396	\$5,668	\$5,951	\$6,247	\$6,560	\$6,886	\$7,233	\$7,591	\$7,972
Director of Technology	\$5,806	\$6,097	\$6,384	\$6,690	\$7,011	\$7,348	\$7,701	\$8,071	\$8,459	\$8,864
Site Director	\$4,035	\$4,237	\$4,450	\$4,672	\$4,903	\$5,218	\$5,408	\$5,677	\$5,962	\$6,243
Food Service Manager	\$3,460	\$3,630	\$3,813	\$4,005	\$4,203					
Director of Fiscal Services	\$7,434	\$7,806	\$8,196	\$8,608	\$9,037	\$9,489	\$9,964	\$10,462	\$10,984	\$11,536

adopted:



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 7.11

SUBJECT:

Distance Learning Attendance Plan

DEPARTMENT/PROGRAM:

District-wide

ACTION REQUESTED:

Recommend approval of the Distance Learning Attendance Plan

PREVIOUS STAFF/BOARD ACTION:

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Distance Learning Attendance plan is required by the State of California to ensure students participation during distance learning is being tracked with a weekly participation record and absences are tracked including excused and unexcused for compulsory education. We used a blend of the Independent Study attendance model with the regular education model to develop a system that will be flexible to handle the changes in attendance requirements as we migrate back to face-to-face instruction as well as our Wednesdays where students only need to check in with two teachers during the day.

FISCAL IMPLICATIONS:

Federal funding financial penalty for not having the plan in place by September 1, 2020.

CONTACT PERSON:

Roger Macdonald, Superintendent Suzie McCray, Programs and Data Systems Coordinator Northern Humboldt Union High School District

2020-2021

Distance Learning Attendance Procedures

Distance Learning is when students are learning remotely, but are still enrolled in the regular classroom. Students have a different teacher for each subject. Curriculum is served up via Synergy Learning Platform and Google Classroom tools. Classroom meetings are held via Zoom and are recorded for students to view at a later time if desired.

As part of Senate Bill 98 (SB 98), Education Code Section 43504 was created which outlines the requirements to claim attendance for pupils in a distance learning environment. SB 98 requires all Local Education Agencies (LEA) to document the daily participation of each pupil participating in distance learning. This includes, but is not limited to the following: evidence of participation in online activities, completion of regular assignments, completion of assessments and contact of an employee of the LEA and the student or the parent/guarding of the student. The employee must be a qualified certificated employee of the LEA. A weekly engagement record must also be completed for each participating pupil.

Teachers will use the Expected Duration field in Synergy for each assignment to help determine if students are participating. A Weekly Engagement Record generated from Synergy will be completed by the teacher for each student and submitted at the end of each monthly attendance period.

Teachers will use the following attendance codes for students who are distant learning.

- DL Distance Learning, student was present in classroom meeting
- DN Distance Not Participating, student was not present in classroom meeting
- DP Distant Pending, counts against apportionment. This code is used as a placeholder for assignments that are not yet due. It can also be used to for the office staff to communicate to the teachers that the student plans to learn remotely

The Attendance Clerks will follow up with the students marked DN and adjust to the following codes as appropriate after learning from the parent/guardian if the student's absence was excused.

- DE Distance Learning Excused
- DU Distance Learning Unexcused

If a student earns a DE or DU for any part of the day, the all day code is the DE or DU.

accs-jun22item03 Attachment 7 Page 188 of 986

Northern Humboldt Union High School District

2020-2021

Bi-weekly attendance verification sheets will be signed by teachers, but may need to be amended if students turn in assignments from the prior week(s).

Administration will review a report of students who are not participating (DN or DU) for three or more (60%) days in a week. Then they will follow the three tiered steps below for re-engagement.

- The day a student is marked as not participating (DN), a voice message, text and email will be made by the office asking families to call the school to clear the absence. This will allow the school to verify contact information.
- 2. As teachers reach out to families to learn why the student is not participating they will document it in the Student Contact Log.
- 3. If the student continues to not participate, an administrator and the Student Services Team will make contact with the family to learn any barriers for engagement, such as health and social services or technology, and work with the family to remove the barriers. Documentation of the student/family contacts made by administrators and/or Student Services Team will be recorded in the Student Contact Log screen. Academic counselors will ensure that students are appropriately placed in their classes. Study skills and organizational skills may be offered to assist with difficulties of the distance learning environment. When feasible, students will be transitioned to face-to-face instruction.

accs-jun22item03 Attachment 7 Page 189 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, October 13, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action was taken.

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Brian Gerving, Theresa Grosjean, Brian Lovell, Aristea Saulsbury and Dana Silvernale (arrived at 6:48 pm).

Others present: Roger Macdonald, Superintendent; Cindy Vickers, Director of Fiscal Services; Gayle Conway, Director of Student Services; Cedric Aaron, Deanna Abate, Lnace Aitken, Angel Amato, Julie Angles, Graeson Amato, Avery Arbaugh, Sue Barnes, Camilla Barrett, Jennifer Berube, Lori Breyer, Maiya Brown, Amy Bruce, Tiffany Bullman, Keoki Burbank, Paige Burlison, Jessie Burns, Tahnia Campbell, Danielle Carmesin, Irene Caudill, Cherie Circe, Cindy Clancy, Patrick Clancy, Susan Clark-Luera, Nic Collart, Jennifer Coriell, Alysa Cringle, Jennifer Dart, Kim Demlow, Dustin Dutra, Heather Eichin, Chris Evans, Jana Ganion, Julie Giannini-Previde, Jeny Giraud, Ronite Gluck, Jamie Hague, Stephanie Hampton, Michael Hanson, Casey Harmon, Jackie Hewins, Rose Hodges, Matt Hodgson, Cameron Hooven, Josh Hurst, Cheryl Johnson, Summer Johnson, Cicely Jones, Janelle Jones, Sarah Kaber, Kim Keasey, Alyssa Kell, Johnny Kell, Maureen Kiritsy, Dorian Koczera, Shannon Kresge, Ashley Lankila, Taylor LeBlanc, Carrie Levy, Jenna

accs-jun22item03 Attachment 7 Page 190 of 986

NHUHSD Governing Board Minutes October 13, 2020 page 2

Lindberg, Corbin Luoma, Dina Macdonald, Patricia Macdonald, Antoinette Martinez, Johanna Mauro, Tim McCarthy, Shanna McCracken, Suzie McCray, Davita McGoldrick, Angie McKay, Marsha Mielke, Jim Monge, Heidi Moore, JoAnn Moore, Callum Morrison, Cassie Moulton, Melanie Nannizzi, Josh Nikolauson, Kathi Olesen, Tim Oliveira, Kelley Patton, Ron Perry, Lola Pesce, Adam Pinkerton, Tammy Pires, Sylenna Poe, Dena Powers, Drew Riddle, Lex Rohn, Beth Rynearson, Anne Sahlberg, Maya Scanlon, Stanley Schweigert, Matt Scott, Sheree Shapiro, Angela Shumard, Yaretzi Solano, Nic Som, Shelley Stewart, Isabella Sundberg, Sonja Sundberg, Jace Thomson, Kathryn Tinney, Angela Torres, Erin Tripp, David Vallerga, Cole VandenPlas, Kathy Via, Nancy Vizenor, Isabella Volz-Broughton, Justin Wallace, Narayan Weibel, Susan Wolf, Nora Wynne, Wendy Zamboni, Melanie Zapper

2.0 AWARDS AND RECOGNITIONS

2.1 CAEA Outstanding Secondary Visual Art Educator of the Year – Johanna Mauro

3.0 PUBLIC COMMENTS

3.1 <u>District Employees</u>

Jennifer Berube – Asked that Board declare second Monday of October to be Indigenous People Day.

Stephanie Hampton – CSEA President – spoke about classified staff. Also shared concerns with socio-disadvantaged students.

Shannon Kresge – AHS Teacher – agreed with Ms. Hampton. Would like Board to revisit racial equity statement and add to it.

3.2 Non-Agenda Items

No comments

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

Item moved ahead:

13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Theresa Grosjean read statement about recent accusations about Mr. Macdonald.

Dana Silvernale asked that people do fact checking before making statements.

Aristea Saulsbury shared her confidence in Mr. Macdonald. Would like us to lead our youth with positive, passionate civic engagement.

Brian Lovell shared his support of Ms. Grosjean's statement.

Brian Gerving also shared his support of both Grosjean and Saulsbury's statements.

accs-jun22item03 Attachment 7 Page 191 of 986

NHUHSD Governing Board Minutes October 13, 2020 page 3

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of September 8, 2020, Regular Board Meeting
- 4.2 Approval of Minutes of September 22, 2020, Special Board Meeting
- 4.3 Approval of warrants
- 4.4 Approval of ASB warrants
- 4.5 Receive and file class size average report
- 4.6 Approval of Changes in Certificated and Classified Personnel
- 4.7 Approval of the 2020-21 Transportation Agreement between NHUHSD and Arcata School School District
- 4.8 Approval of the 2020-21 Transportation Agreement between NHUHSD and Big Lagoon School District
- 4.9 Approval of the 2020-21 Transportation Agreement between NHUHSD and Blue Lake School District
- 4.10 Approval of the 2020-21 Transportation Agreement between NHUHSD and Coastal Grove Charter School
- 4.11 Approval of the 2020-21 Transportation Agreement between NHUHSD and Cutten School District
- 4.12 Approval of the 2020-21 Transportation Agreement between NHUHSD and Fieldbrook School District
- 4.13 Approval of the 2020-21 Transportation Agreement between NHUHSD and Fuente Nueva Charter
- 4.14 Approval of the 2020-21 Transportation Agreement between NHUHSD and Green Point School District
- 4.15 Approval of the 2020-21 Transportation Agreement between NHUHSD and Jacoby Creek School District
- 4.16 Approval of the 2020-21 Transportation Agreement between NHUHSD and Laurel Tree Charter School
- 4.17 Approval of the 2020-21 Transportation Agreement between NHUHSD and Maple Creek School District
- 4.18 Approval of the 2020-21 Transportation Agreement between NHUHSD and Mattole Charter School
- 4.19 Approval of the 2020-21 Transportation Agreement between NHUHSD and McKinleyville Union School District
- 4.20 Approval of the 2020-21 Transportation Agreement between NHUHSD and North Coast Prep
- 4.21 Approval of the 2020-21 Transportation Agreement between NHUHSD and Orick School
- 4.22 Approval of the 2020-21 Transportation Agreement between NHUHSD and Pacific Union School District
- 4.23 Approval of the 2020-21 Transportation Agreement between NHUHSD and Peninsula School District

NHUHSD Governing Board Minutes October 13, 2020 page 4

CONSENT AGENDA continued

- 4.24 Approval of the 2020-21 Transportation Agreement between NHUHSD and Redwood Coast Montessori
- 4.25 Approval of the 2020-21 Transportation Agreement between NHUHSD and Trinidad School District
- 4.26 Receive and file monthly financial activity report

It was moved by Dana Silvernale and seconded by Brian Lovell to approve the Consent Agenda Items 4.1-4.6 and Item 4.26

AYES NOES ABSENT

Brian Gerving

Theresa Grosjean

Brian Lovell

Aristea Saulsbury

Dana Silvernale

Motion carried, 5-0-0

It was moved by Theresa Grosjean and seconded by Aristea Saulsbury to approve the Consent Agenda Item 4.7-4.23 and Item 4.25

AYES NOES ABSENT

Brian Gerving

Theresa Grosjean

Brian Lovell

Aristea Saulsbury

Dana Silvernale

Motion carried, 5-0-0

It was moved by Theresa Grosjean and seconded by Dana Silvernale to approve the Consent Agenda Item 4.24

AYES NOES ABSENT

Brian Gerving

Theresa Grosjean

Brian Lovell

Dana Silvernale

Motion carried, 4-0-1 (Saulsbury recused)

5.0 INFORMATION ITEMS

5.1 Site Principal Reports

Site principals gave brief reports on the happenings on their campuses.

5.2 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

- 5.3 County-Wide First Week Enrollment Report
- 5.4 Learning Continuity and Attendance Plan Update
 Suzie McCray shared about the required weekly engagement report.

NHUHSD Governing Board Minutes October 13, 2020 page 5

INFORMATION ITEMS continued

5.5 MHS Student Services presentation MHS staff Anne Sahlberg, Casey Harmon, Keoki Burbank, Chris Evans, Jessie Burns, and Johnny Kell presented on behalf of the Student Services teams.

5.6 Racial Equity update
Mr. Collart shared an update on work being done.

6.0 PUBLIC HEARING AND DISCUSSION

7.0 ACTION ITEMS

7.1 Recommend approval of student board representatives to serve for the 2020-21 school year It was discussed to make changes to Board Bylaws at next meeting.

Each student briefly introduced themselves.

Public comments from: Danielle Carmesin

Public comments submitted via email prior to the meeting: Cedric Aaron

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve Josh Hurst, Isabella Volz-Broughton and Alyssa Cringle serving as this year's student board reps. Avery Arbaugh and Isabella Sundberg will also serve as co-student board reps. Updated language for the board bylaw will be brought back next month. Motion carried, 5-0-0.

7.2 Discussion and possible action on school reopening
Superintendent Macdonald and team presented information about items that are being considered as part of the reopening process.

Public comments from: Wendy Zamboni; Antoinette Martinez; Jana Ganion, Tim Oliveira, Jennifer Berube, Tiffany Bullman, Summer Johnson, Sarah Kaber, Kim Demlow, Sylenna Poe, Kathi Olesen, Irene Caudill, Jane Dobrec, Shannon Kresge, Avery Arbaugh, Sonja Sundberg, Isabella Sundberg, Carrie Levy, Sam Aldag, Kim Keasey, Dorian Koczera, Dena McCullough and Yaretzi Solano.

Public comments submitted via email prior to the meeting: Jennifer Dart; Nancy Vizenor; Carrie and Noah Levy

It was moved by Theresa Grosjean and seconded by Brian Lovell to plan and prepare for a reopening date of January 19, 2021 unless conditions worsen. Also continue to identify atrisk students to get them the help they need. Pilot a program for CTE staff and programs that are interested.

Motion carried, 5-0-0

NHUHSD Governing Board Minutes October 13, 2020 page 6

ACTION ITEMS continued

- 7.3 Recommend approval of the 2020 Third Quarter Williams Uniform Complaints It was moved by Brian Lovell and seconded by Dana Silvernale to approve the 2020 Third Quarter Williams Uniform Complaints Motion carried, 5-0-0.
- 7.4 Appoint two Board members to serve on the NHUHSD Athletic Advisory Committee It was moved by Brian Lovell and seconded by Theresa Grosjean to nominate Brian Lovell and Aristea Saulsbury to serve on the NHUHSD Athletic Advisory Committee for the 2020-21 school year Motion carried, 5-0-0.
- 7.5 Recommend approval of Kelly Wood serving as the AHS Community member on the NHUHSD Athletic Advisory Committee
 See Item 7.6
- 7.6 Recommend approval of Katie Hooven serving as the MHS Community member on the NHUHSD Athletic Advisory Committee
 It was moved by Theresa Grosjean and seconded by Aristea Saulsbury to Items 7.5 and 7.6, AHS and MHS Community members on the NHUHSD Athletic Advisory Committee Motion carried, 5-0-0.

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

9.1 Regular Board Meeting, November 10, 2020, 6 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates

11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES

Cindy Vickers shared positive comments on our Crisis Counselors.

12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway had no comments.

13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

See comments from earlier in meeting.

14.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald shared the appreciation of student comments this evening. Mr. Macdonald shared the tremendous feedback this evening.

15.0 ADJOURNMENT at 11:55 pm

accs-jun22item03 Attachment 7 Page 195 of 986

NHUHSD Governing Board Minutes October 13, 2020 page 7 **Respectfully Submitted,**

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 196 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, November 10, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action was taken.

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Brian Gerving, Theresa Grosjean, Brian Lovell, Aristea Saulsbury and Dana Silvernale

Others present: Roger Macdonald, Superintendent; Cindy Vickers, Director of Fiscal Services; Gayle Conway, Director of Student Services; Student Board Representatives Isabella Volz-Broughton, Avery Arbaugh, Alysa Cringle, Isabella Sundberg, and Josh Hurst; Cedric Aaron, Julie Angles, Camila Barrett, Carmen Benavides-Garb, Jennifer Berube, Amy Bruce, Tiffany Bullman, Keoki Burbank, Tahnia Campbell, Cherie Circe, Susan Clark-Luera, Lu Coelho, Nic Collart, Jennifer Coriell, Kim Demlow, Darby Durbin, Dustin Dutra, T Eisnee, Angelina Friedley, Jana Ganion, Julie Giannini-Previde, Ilza Hakenen, Stephanie Hampton, Mike Harvey, Cicely Jones, Kim Keasey, Alyssa Kell, John Kell, Maureen Kiristy, Shannon Kresge, Stephen Kullmann, Ashley Lankila, Jon Larson, Taylor LeBlanc, Jenna Lindberg, Claire Lyon, Dina Macdonald, Antoinette Martinez, Johanna Mauro, T McCarthy, Shanna McCracken, Tara McKay, Suzie McCray, Ron and Christie Messinger, Marsha Mielke, Jim Monge, JoAnn Moore, Tim Oliveira, Ron Perry, Adam

accs-jun22item03 Attachment 7 Page 197 of 986

NHUHSD Governing Board Minutes November 10, 2020 page 2

Pinkerton, Tammy Pires, Kate Plumley, Naomi Powell, John Reeves, Laurie Renteria, Drew Riddle, Athina Salinas, Maya Scanlon, Yaretzi Solano, Shelley Stewart, Jenn Tarlton, Vickie Thornburgh, Angelinas Torres, Hannah Van Duzer, Kathy Via, Nora Wynne, Wendy Zamboni, Eva York

Moved forward: ACTION ITEMS

7.1 Discussion and possible action on update to plan for possible return to face-to-face instruction on January 19, 2021

Superintendent Macdonald reviewed where the district is at currently with preparations. Cindy Vickers gave a brief update on the CARES fund expenditures.

Public comments: Wendy Zamboni, Shannon Kresge, JoAnn Moore, John Kell, Angelinas Torres, Antoinette Martinez, Stephanie Hampton, Kim Keasey, and Susan Clark-Luera

Theresa Grosjean would like to see a Protocol Plan at next meeting.

7.2 Discussion and possible action on potential participation in HDN interscholastic athletics Assistant Principals Dustin Dutra and Tahnia Campbell, spoke about athletics and conditioning that has been taking place on campuses. Public Health will be providing updated guidance. Roger Macdonald feels that it would be safe to follow their recommended guidelines.

Public comments: Cedric Aaron, Tim Oliveira

Theresa Grosjean moved that the District participate in HDN interscholastic athletics as long as Public Health gives permission with updated guidelines, motion seconded by Dana Silvernale.

Motion carried, 5-0-0

2.0 AWARDS AND RECOGNITIONS

2.1 Recognition of Service – Brian Gerving

Roger Macdonald and Board members thanked Brian Gerving for his service to the Board and the District.

3.0 PUBLIC COMMENTS

3.1 **District Employees**

No comments.

3.2 Non-Agenda Items

Nora Wynne

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

accs-jun22item03 Attachment 7 Page 198 of 986

NHUHSD Governing Board Minutes November 10, 2020 page 3

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of October 13, 2020, Regular Board Meeting
- 4.2 Approval of warrants
- 4.3 Approval of ASB warrants
- 4.4 Approval of Changes in Certificated and Classified Personnel
- 4.5 Receive and file monthly financial activity report
- 4.6 Receive and accept donation of \$2,000 from Coast Central Credit Union to the Arcata High School Library
- 4.7 Approval of the 2020-21 Transportation Agreement for Van Use between NHUHSD and McKinleyville Union School District

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Consent Agenda AYES NOES ABSENT

Brian Gerving

Theresa Grosjean

Brian Lovell

Aristea Saulsbury

Dana Silvernale

Motion carried, 5-0-0

5.0 INFORMATION ITEMS

5.1 Student Board Rep and Principal Reports

Student Board Reps and site principals gave brief reports on the happenings on their campuses.

5.2 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

5.3 Learning Continuity and Attendance Plan Update

Suzie McCray reviewed the revised Learning Continuity and Attendance Plan that reflected changes that HCOE recommended.

5.4 Racial Equity update

Roger Macdonald shared current information about site events.

Public comment: Angelinas Torres

5.5 Alternative Education Presentation

Alternative Ed principals Jon Larson and Ashley Lankila spoke about their sites. Suzie McCray spoke about the Independent Study program.

NHUHSD Governing Board Minutes November 10, 2020 page 4

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Public comment on Board Bylaw 9150, Student Board Members No comments
- 6.2 First reading of Board Policy 6146, Married/Pregnant/Parenting Students No comments

7.0 ACTION ITEMS

Item 7.1 and 7.2 moved to top of the meeting.

- 7.3 Recommend approval of disposal of outdated textbooks from the AHS library It was moved by Dana Silvernale and seconded by Brian Lovell to approve the disposal of outdated textbooks from the AHS library Motion carried, 5-0-0.
- 7.4 Recommend approval of Resolution 4/2020-21, In the Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees It was moved by Theresa Grosjean and seconded by Aristea Saulsbury to approve Resolution 4/2020-21, In the Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees

Public comment: Stephanie Hampton

Motion carried, 5-0-0.

- 7.5 Recommend approval of Resolution 5/2020-21, Authorizing Participation in the Rural School Bus Pilot Project
 It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve Resolution 5/2020-21, Authorizing Participation in the Rural School Bus Pilot Project Motion carried, 5-0-0.
- 7.6 Recommend approval of Board Bylaw 9150, Student Board Members It was moved by Brian Lovell and seconded by Theresa Grosjean to approve Board Bylaw 9150, Student Board Members with the amendment of changing the co-student board representative term to associate student board representative. Motion carried, 5-0-0.
- 7.7 Recommend approval of the Proclamation Indigenous Peoples' Day It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve Proclamation – Indigenous Peoples' Day

Public comment: Jennifer Berube

Motion carried, 5-0-0.

8.0 COMMUNICATIONS

NHUHSD Governing Board Minutes November 10, 2020 page 5

9.0 ANNOUNCEMENTS

9.1 Organizational Board Meeting, December 15, 2020, 6 pm, Teleconference (moved to 3rd Tuesday)

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- Discipline Policy and Suspension Rates Review

11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES

Cindy Vickers thanked everyone for all the work they have done during COVID.

12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway thanked our Veterans.

13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Theresa Grosjean thanked staff and admin for their work. Congratulated Cedric Aaron and Aristea Saulsbury for their election success. Wished everyone a safe holiday.

Brian Lovell thanked Brian Gerving for his time. Welcomed Cedric Aaron aboard and congratulated Aristea Saulsbury for her continuing service.

Dana Silvernale shared how she is pleased with the evolution of the Board these past 10 years. Thanked Roger Macdonald for moving the District in a positive direction.

Aristea Saulsbury thanked the Student Board Reps for their input. Welcomed Cedric Aaron to team. Echoed statements about Roger Macdonald.

Brian Gerving shared he has enjoyed his time on the Board. Also shared positive comments about Mr. Macdonald and his judgement in guiding the district.

14.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald shared that Brian Gerving will be missed. Congratulated Aristea Saulsbury and Cedric Aaron for their election wins. Thanked everyone for their input this evening. Hope everyone enjoys their time tomorrow.

15.0 ADJOURNMENT at 10:35 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 201 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, December 15, 2020 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

CLOSED SESSION (moved to end of meeting) 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

ORGANIZATIONAL BOARD MEETING 6:00 pm

MINUTES

1.0 OPEN SESSION

Board members present: Cedric Aaron, Theresa Grosjean, Brian Lovell, Aristea Saulsbury, Dana Silvernale (arrived late).

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Student Board Representatives Isabella Volz-Broughton, Avery Arbaugh, Alysa Cringle, Isabella Sundberg, and Josh Hurst; Jack Bareilles, Sue Barnes, Sharrone Blanck, James Braggs, Tiffany Bullman, Tahnia Campbell, Danielle Carmesin, Cherie Circe, Susan Clark-Luera, Nic Collart, Jennifer Coriell, Joy DeBryun, Valerie Franklin, Jana Ganion, Brian Gerving, Stephanie Hampton, Kai Hansen, Jonathan Hearn, Jackie Hewins, Alyssa Kell, Johnny Kell, Maureen Kiristy, Shannon Kresge, Maddie Lankarani, JoAnn Lemos, Jenna Lindberg, Corbin Luoma, Dina Macdonald, Johanna Mauro, Shanna McCracken, Suzie McCray, Noah Meisel, Apryle Mercado, Marsha Mielke, Jim Monge, JoAnn Moore, Indiana Murrillo, Kathi Olesen, Ron Perry, Jennifer Pinard, Adam Pinkerton, Tammy Pires, Jonah Powell,

NHUHSD Governing Board Minutes December 15, 2020 page 2

OPEN SESSION continued

Naomi Powell, John Reeves, Amy Richards, Drew Riddle, Christine Rodriquez, Kevin Ross, Nic Som, Shelley Stewart, Sonja Sundberg, Melanie Susavilla, David Vallerga, Angelinas Torres, Kathy Via, Brian Watson, Latice Watson, Christine Willfong, Nora Wynne, and Wendy Zamboni, Melanie Zapper

2.0 AWARDS AND RECOGNITIONS

2.1 Presentation of Recognition to Brian Gerving

3.0 ORGANIZATIONAL MATTERS

3.1 Swearing in of Board Members

Superintendent Macdonald swore in Cedric Aaron and Aristea Saulsbury.

3.2 Election of President of the Board of Trustees

It was moved by Aristea Saulsbury and seconded by Brian Lovell to nominate Theresa Grosjean as President

Motion carried, 4-0-1 (D. Silvernale absent)

3.3 Election of Clerk of the Board of Trustees

It was moved by Cedric Aaron and seconded by Brian Lovell to nominate Aristea Saulsbury as Clerk

Motion carried, 4-0-1 (D. Silvernale absent)

3.4 Establish Day and Time for Board Meetings

It was moved Brian Lovell and seconded by Aristea Saulsbury to continue Board meetings on the second Tuesday of each month. Regular start time of 6 pm with Closed Session starting at 5:30 pm.

3.5 Appoint Board member to be a voting representative for the NHUHSD on the County Committee on School District Organization

It was moved by Brian Lovell and seconded by Theresa Grosjean to nominate Aristea Saulbury as the voting representative for the NHUHSD on the County Committee on School District Organization.

Motion carried, 4-0-1 (D. Silvernale absent)

4.0 PUBLIC COMMENTS

4.1 **District Employees**

No employee comments

4.2 **Non-Agenda Items**

No public comments

4.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

NHUHSD Governing Board Minutes December 15, 2020 page 3

5.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 5.1 Approval of Minutes of November 10, 2020, Regular Board Meeting
- 5.2 Approval of warrants
- 5.3 Approval of ASB warrants
- 5.4 Approval of Changes in Certificated and Classified Personnel
- 5.5 Approval of 2020-21 Transportation Agreement with Eureka City Schools

It was moved by Aristea Saulsbury and seconded by Brian Lovell to approve the Consent Agenda

AYES NOES ABSENT
Cedric Aaron Dana Silvernale
Theresa Grosjean
Brian Lovell
Aristea Saulsbury

Motion carried, 4-0-1 (D. Silvernale absent)

6.0 INFORMATION ITEMS

- 6.1 Student Board Representative and Site Principal Reports
 Student Board Reps and site principals gave brief reports on the happenings on their campuses.
- 6.2 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

- 6.3 Learning Continuity and Attendance Plan Update Suzie McCray reviewed the LCAP Timeline
- 6.4 Racial Equity Update

Roger Macdonald shared current information about site events.

Public comment: Indiana Murillo and Shannon Kresge

6.5 Grant Update by District Grant Writer

Jack Bareilles and Melanie Susavilla gave an update on grants that we have in place currently.

Public comment: Indiana Murillo

6.6 ACORN program presentation

Jack Bareilles shared information about the new ACORN program.

Public comment: Stephanie Hampton and Maddie Lankarani

accs-jun22item03 Attachment 7 Page 204 of 986

NHUHSD Governing Board Minutes December 15, 2020 page 4

INFORMATION ITEMS continued

6.7 Samoa Beach Academy charter proposal Superintendent Macdonald shared information on the Samoa Beach Academy charter proposal.

7.0 PUBLIC HEARING AND DISCUSSION

- 7.1 Second reading of Board Policy 5146, Married/Pregnant/Parenting Students No comment
- 7.2 First reading of Board Policy and Administrative Regulation 1312.3, Uniform Complaint Procedures

 No comment
- 7.3 First reading of Board Policy 0415, Equity No comments

8.0 ACTION ITEMS

8.1 Discussion and possible action on update to plan for possible return to face-to-face instruction on January 19, 2021

Superintendent Macdonald shared his recommendation that the Board postpone return to face-to-face instruction on January 19 due to current county cases and not meeting metrics that we had set. Continue in distance learning model with small cohorts still meeting on campuses after the Winter Break. Recommended revisiting again at the January 12, 2021 meeting for setting another reopening date.

Public comment from: Wendy Zamboni, Shannon Kresge

It was moved by Dana Silvernale to postpone possible reopening on January 19 and then discuss future dates at the January 12, 2021 Board meeting, seconded by Brian Lovell. Motion carried, 5-0-0

- 8.2 Recommend approval of the Measure Q Oversight Committee 2019-2020 Annual Report It was moved by Aristea Saulsbury and seconded by Cedric Aaron to approve the Measure Q Oversight Committee 2019-2020 Annual Report Motion carried, 5-0-0.
- 8.3 Recommend approval of Board Policy 5146, Married/Pregnant/Parenting Students
 It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve Board Policy
 5146, Married/Pregnant/Parenting Students
 Motion carried, 5-0-0.
- 8.4 Recommend approval of the Other Temporary Employees salary schedule effective January 1, 2021 to update the High School Student pay to the equivalent of the new minimum wage It was moved by Aristea Saulsbury and seconded by Brian Lovell to approve the Other Temporary Employees salary schedule effective January 1, 2021 Motion carried, 5-0-0.

NHUHSD Governing Board Minutes December 15, 2020 page 5

ACTION ITEMS continued

8.5 Recommend approval of the Indian Education Coordinator salary schedule range effective July 1, 2020.

It was moved by Dana Silvernale and seconded by Brian Lovell to approve the Indian Education Coordinator salary schedule range effective Motion carried, 5-0-0.

- 8.6 Recommend approval of MOU between NHUHSD and CTA Item pulled from the agenda
- 8.7 Recommend approval of MOU between NHUHSD and CSEA Item pulled from the agenda
- 8.8 Recommend approval annual review of School Attendance Boundaries, Board Policy 5116 and Administrative Regulation 5116 (no changes)

 See Item 8.9
- Recommend approval annual review of Extracurricular and Cocurricular Activities, Board Policy and Administrative Regulation 6145 (no changes)
 It was moved by Aristea Saulsbury moved to approve annual review of policies in Item 8.8 and Item 8.9, seconded by Dana Silvernale.
 Motion carried 5-0-0

9.0 COMMUNICATIONS

10.0 ANNOUNCEMENTS

- 10.1 Regular Board Meeting, January 12, 2021, 6 pm, Teleconference
- 10.2 Special Board Meeting, January 25, 2021, 4 pm, Teleconference

11.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates
- Discipline Policy and Suspension Rates Review

12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway wished everyone a good winter break. Thanked some staff for their support.

13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Dana Silvernale shared her appreciation.

Brian Lovell spoke about district progress.

Cedric Aaron shared about sharing positive momentum.

Aristea Saulsbury thanked everyone for presenting this evening.

accs-jun22item03 Attachment 7 Page 206 of 986

NHUHSD Governing Board Minutes December 15, 2020 page 6

COMMENTS FROM MEMBERS OF THE GOVERNING BOARD continued

Theresa Grosjean echoed all the appreciation, gratitude and well wishes. Ms. Grosjean spoke about upcoming Masters in Governance training.

14.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald also shared his gratitude.

17.0 ADJOURNMENT TO CLOSED SESSION at 9:12 pm

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 17.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 17.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

18.0 RECONVENE TO OPEN SESSION

No action taken

19.0 ADJOURNMENT at 10:09 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 207 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION

Tuesday, January 5, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

CLOSED SESSION MINUTES 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 No action was taken in Closed Session

SPECIAL SESSION MIUNUTES 5:30 pm

OPEN SESSION

Board members present: Cedric Aaron, Brian Lovell, Theresa Grosjean, Aristea Saulsbury, and Dana Silvernale,

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Student Board Representatives Isabella Volz-Broughton, Avery Arbaugh, Alysa Cringle, Isabella Sundberg, and Josh Hurst; Julie Angles, Jack Bareilles, Rachel Barnett, Tiffany Bullman, Keoki Burbank, Jen Burtram, Patti Campbell, Tahnia Campbell, Ernesto Cappuccio, Susan Clark-Luera, Nic Collart, Sandra Dale, Jennifer Dart, Peggy Dickenson, Lark Doolan, Julianne Eagle, Jen Fairbanks, Lathe Gill, Troy Ghisetti, Ilza Hakenen, Ali Hodges, Bradley Johnson, Dan Johnson, Cicely Jones, Alyssa Kell, Maureen Kiritsy, Dave Lonn, Suzie McCray, Robin Marks, Johanna Mauro, Jamie May, Jeff Mielke, Marsha Mielke, Jim Monge, Damara Moore, Virgil Moorehead, JoAnn Moore, Sue Moore, Troy Nicolini, Patti Nolan, Steve Nystrom, Jacquelyn Opalach, Ron Perry, Adam Pinkerton, Tammy Pires, John Reeves, Laurie Renteria, Jim Ritter, Catherine Scott, Jason Sidell, Karen Skoglund, Keith Snowflamer, Nicholas Som, Shelley Stewart, Isabella Sundberg, Melanie Susavilla, Fred Van

accs-jun22item03 Attachment 7 Page 208 of 986

NHUHSD Governing Board Special Meeting Agenda January 5, 2021 page 2

OPEN SESSION continued

Vleck, Sonia Waraich, and Wendy Zamboni

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Presentation and discussion regarding the Samoa Beach Academy Charter petition Samoa Beach Charter representatives: Julianne Eagle, Patti Campbell, Catherine Scott, Dave Lonn presented information regarding the petition.

Public Comments from: Tiffany Bullman, Peggy Dickenson, Johanna Mauro, Avery Arbaugh, JoAnn Moore, Lathe Gill, Jennifer Dart, Steve Nystrom, Alysa Cringle, and Bella Volz-Broughton

4.0 ADJOURNMENT at 6:25 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 209 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, January 12, 2021 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

Minutes 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.3 With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:
 - [X] CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9 Specify number of cases: 1

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action taken

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron, Theresa Grosjean, Brian Lovell, Aristea Saulsbury, Dana Silvernale.

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Student Board Representatives Isabella Volz-Broughton, Avery Arbaugh, Alysa Cringle, Isabella Sundberg, and Josh Hurst; Olivia Alexander, Julie Angles, Doreen Armstrong, Camilla Barrett, Jennifer Berube, Erin Bolton, Jeff Brock, Amy Bruce, Tiffany Bullman, Tahnia Campbell, Danielle Carmesin, Allyson Carroll, Cherie Circe, Lauri Citro, Maria Coelho, Nic Collart, Heidi Conzelman, Heather Craven, Soren Culps, Xavier Dozois, Dustin Dutra, Heidi Eichin, Jana Ganion, Troy Ghisetti, Natalie Glass, Ilza Hakenen, Stephanie Hampton, Kai Hansen, Tracy Helard-Shumard, Jackie Hewins, Cicely Jones, Kim Keasey, Alyssa Kell, Johnny Kell, Leslie Kilgore, Maureen

accs-jun22item03 Attachment 7 Page 210 of 986

NHUHSD Governing Board Minutes January 12, 2021 page 2

OPEN SESSION continued

Kiritsy, Shannon Kresge, Taylor LeBlanc, Ashley Lankila, Maddie Lankarani, JoAnn Lemos, Jenna Lindberg, Dina Macdonald, Jen Mager, Johanna Mauro, Rene McBride, Shanna McCracken, T. McCarthy, Suzie McCray, Marsha Mielke, Jim Monge, Damara Moore, Indiana Murillo, Michael Nichols, P. Nolan, Jacquelyn Opalach, Jozelynn Parker, Ron Perry, Shelby Peterson, J. Pinard, Tammy Pires, Jonah Powell, Naomi Powell, John Reeves, Laurie Renteria, Drew Riddle, Jayden Rocha, Katlynn Russo, Blue Schweigert, Syndi Scott, Angela Shumard, Doug Smith, Nic Som, Shelley Stewart, Jessica Sundberg, Kimberly Sundberg, Linda Sundberg, Sofia Sundberg, Sonja Sundberg, Melanie Susavilla, Kathryn Tinney, Crystal Townsend, Greta Turney, Hannah Van Duzer, Kathy Via, Justin Wallace, Doug and Kathy Watson, Gretchen Whitmer, Christine Willfong, Nora Wynne, Wendy Zamboni, and Melanie Zapper

14.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald read a proclamation for January – School Board Member month.

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 **District Employees**

No comments

3.2 Non-Agenda Items

No comments

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of December 15, 2020, Organizational Board Meeting
- 4.2 Approval of Minutes of January 5, 2021, Special Board Meeting
- 4.3 Approval of warrants
- 4.4 Approval of ASB warrants
- 4.5 Approval of Changes in Certificated and Classified Personnel

It was moved by Aristea Saulsbury and seconded by Brian Lovell to approve the Consent Agenda

AYES NOES ABSENT

Cedric Aaron

Theresa Grosjean

Brian Lovell

Aristea Saulsbury

Dana Silvernale

Motion carried, 5-0-0

NHUHSD Governing Board Minutes January 12, 2021 page 3

5.0 INFORMATION ITEMS

- 5.1 Student Board Rep and Principal Reports
 Student Board Reps and site principals gave brief reports on the happenings on their campuses.
- 5.2 Bond Update
 Superintendent Macdonald shared the status of the AHS fields projects.
- 5.3 Learning Continuity and Attendance Plan Update
 Suzie McCray gave an update and reported out dates of upcoming stakeholder meetings.
- 5.4 Racial Equity update
 Roger Macdonald shared current information about site events.

6.0 PUBLIC HEARING AND DISCUSSION

6.1 Second reading of Board Policy and Administrative Regulation 1312.3, Uniform Complaint Procedures

No comments

- 6.2 Second reading of Board Policy 0415, Equity No comments
- 6.3 First reading of Board Policy, Administrative Regulation and Exhibit 6173, Education for Homeless Children No comments

7.0 ACTION ITEMS

7.1 Discussion and possible action on update to plan for possible return to face-to-face instruction

Suzie McCray presented on Semester 1 Academic Comparison: D/F lists and 3.0 GPA standing.

Roger Macdonald shared updated information. Mr. Macdonald's recommendation is: reopen 5-6 weeks after staff have been vaccinated; students would return in hybrid model of face-to-face instruction; and follow Public Health for athletics guidelines.

Public comments: Amy Bruce, Wendy Zamboni, Cicely Jones, Amanda Parker, Natasha Glass, Michael Nichols, Olivia Alexander, Shannon Kresge, Johnny Kell, Kim Keasey, Xavier Dozois, Avery Arbaugh, Nora Wynne, Maddie Lankarani, Erin Gavin Bolton, and Tiffany Bullman

It was moved by Aristea Saulsbury to follow the Superintendent's recommendation to put into action a plan to begin outreach for hybrid learning that outlines what families are can expect if they choose to return to campus, families will acknowledge guidelines, consequences of not following guidelines, and agree to follow public health guidelines; schools will reopen after staff have been able to receive the vaccination (5-6 weeks post first dose) and also abide by public health's guidelines for reopening as well as follow public health guidelines for athletics to resume, it was seconded by Dana Silvernale.

NHUHSD Governing Board Minutes January 12, 2021 page 4

ACTION ITEMS continued

Motion carried, 5-0-0

- 7.2 Recommend approval of the First Interim Report and LCFF Budget Overview It was moved by Dana Silvernale and seconded by Brian Lovell to approve the First Interim Report with a positive certification along with the LCFF Budget Overview Motion carried, 5-0-0.
- 7.3 Recommend approval of Board Policy and Administrative Regulation 1312.3, Uniform Complaint Procedures
 See Item 7.4
- 7.4 Recommend approval of Board Policy 0415, Equity
 It was moved by Brian Lovell and seconded by Dana Silvernale to approve Items 7.3-7.4,
 Board Policies 1312.3 and 0415.
 Motion carried, 5-0-0.
- 7.5 Recommend approval of the fourth quarter 2020 Williams Uniform Complaint Report It was moved by Brian Lovell and seconded by Aristea Saulsbury to approve the fourth quarter 2020 Williams Uniform Complaint Report Motion carried, 5-0-0.
- 7.6 Recommend approval of the School Accountability Report Card for the 2019-20 school year for Arcata High School
 See Item 7.10
- 7.7 Recommend approval of the School Accountability Report Card for the 2019-20 school year for McKinleyville High School
 See Item 7.10
- 7.8 Recommend approval of the School Accountability Report Card for the 2019-20 school year for Six Rivers Charter High School See Item 7.10
- 7.9 Recommend approval of the School Accountability Report Card for the 2019-20 school year for Pacific Coast High School
 See Item 7.10
- 7.10 Recommend approval of the School Accountability Report Card for the 2019-20 school year for Mad River High School
 It was moved by Cedria Aaron and seconded by Aristea Saulsbury to approve Items 7.6-7.10, School Accountability Report Cards for the 2019-20 school year Motion carried, 5-0-0.

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, January 25, 2021, 4 pm, Teleconference
- 9.2 Regular Board Meeting, February 9, 2021, 6 pm, Teleconference

NHUHSD Governing Board Minutes January 12, 2021 page 5

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates

11.0 COMMENTS FROM DIRECTOR OF FISCAL SERVICES

12.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway shared her appreciation for the students who speak at our board meetings.

13.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Cedric Aaron thanked Superintendent Macdonald and other Northern Humboldt superintendents for their press release last week regarding events at Nation's capital.

Dana Silvernale shared her appreciation of the rich conversation that we have at our meetings.

Brian Lovell also expressed how impressed and proud he was of the press release as well. Proud of the work the district is doing on equity.

Aristea Saulsbury also spoke about the press release. Also shared her appreciation for the student comments at our meetings.

Bella Volz-Broughton shared her appreciation of teachers, admin and board members.

Josh Hurst noted his appreciation of those at the board meetings.

Alysa Cringle echoed the other student reps comments.

Theresa Grosjean spoke about all the emotions families and staff are having with all that is going on. Would like to see us as a community work together and have understanding for each other.

14.0 COMMENTS FROM SUPERINTENDENT

Moved to beginning of the meeting.

15.0 ADJOURNMENT at 9:20 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 214 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION

Monday, January 25, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 4:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron, Brian Lovell, Theresa Grosjean, Aristea Saulsbury, and Dana Silvernale,

Others present: Roger Macdonald, Superintendent; Dena Macdonald, and Suzie McCray

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Board will discuss vision, mission, goals, roles and responsibilities, and evaluation process Board discussed vision, mission, goals, roles and responsibilities, and evaluation process. No action was taken.

4.0 ADJOURNMENT TO CLOSED SESSION at 6:10 pm

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

4.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957: [X] *PUBLIC EMPLOYEE PERFORMANCE EVALUATION* – Superintendent

5.0 RECONVENE TO OPEN SESSION

5.1 Announcement of action taken in Closed Session No action was taken

6.0 ADJOURNMENT at 6:20 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 215 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD Tuesday, February 9, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.3 With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:

[X] CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9 Specify number of cases: 1

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action taken.

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron, Theresa Grosjean, Brian Lovell, Aristea Saulsbury, Dana Silvernale (absent)

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Student Board Representatives Isabella Volz-Broughton, Avery Arbaugh, Alysa Cringle and Josh Hurst; Julie Angles, Jennifer Berube, Hannah Bolton, Amy Bruce, Tiffany Bullman, Tahnia Campbell, Ernesto Cappuccio, Danielle Carmesin, Cherie Circe, Laurie Citro, Susan Clark-Luera, Maria Coelho, Nic Collart, Jennifer Coriell, Jesse Deol, Dustin Dutra, Colby Eisner, Chris Evans,

accs-jun22item03 Attachment 7 Page 216 of 986

NHUHSD Governing Board Minutes February 9, 2021 page 2

OPEN SESSION continued

Julie Giannini-Previde, Stephanie Hampton, Kai Hansen, Dave Hooven, Andrew Jones, Cicely Jones, Alyssa Kell, Shannon Kresge, Maddie Lankarani, Jeff Larkins, Jennifer Larkins, Taylor LeBlanc, Joann Lemos, Carrie Levy, Jenna Lindberg, Dina Macdonald, Antoinette Martinez, Johanna Mauro, Tammy McCarthy, Shannon McCracken, Suzie McCray, Tara McKay, Noah Meisel, Jeff Mielke, Jim Monge, JoAnn Moore, Tiffany Morais, Cassie Moulton, Josh Nikolauson, Phylis Nolan, Kathi Olesen, Tim Oliveira, Jennifer Opalach, Marissa Papanek, Cole Parker, Michael Patterson, Ron Perry, Jennifer Pinard, Adam Pinkerton, Tammy Pires, Kate Plumey, Jonah Powell, John Reeves, Laurie Renteria, Drew Riddle, Nicholas Som, Ireland Sommer, Shelley Stewart, Jessica Sundberg, Linda Sundberg, Sofie Sundberg, Sonya Sundberg, Melanie Susavilla, Brenda Sutter, Crystal Townsend, Kathy Via, Christine Willfong, Nora Wynne, and Wendy Zamboni

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 <u>District Employees</u>

No comments

3.2 Non-Agenda Items

No comments

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of January 12, 2021, Regular Board Meeting
- 4.2 Approval of Minutes of January 25, 2021, Special Board Meeting
- 4.3 Approval of Warrants
- 4.4 Approval of ASB Warrants
- 4.5 Approval of Changes in Certificated and Classified Personnel
- 4.6 Receive and File Class Size Average report
- 4.7 Approval of 2020-21 Transportation Agreement with Klamath Trinity Joint Unified School District

It was moved by Aristea Saulsbury and seconded by Cedric Aaron to approve the Consent Agenda AYES NOES ABSENT

Cedric Aaron

Dana Silvernale

Theresa Grosjean

Brian Lovell

Aristea Saulsbury

Motion carried, 4-0-1

NHUHSD Governing Board Minutes February 9, 2021 page 3

5.0 INFORMATION ITEMS

5.1 Returning to Face-to-Face Instruction discussion
Superintendent gave an update on progress towards returning to face-to-face instruction.

Public comments from: Stephanie Hampton, Danielle Carmesin, Wendy Zamboni, Kathi Olesen, and Shannon Kresge

5.2 Student Board Rep and Principal Reports

Student Board Reps and site principals gave brief reports on the happenings on their campuses.

5.3 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

5.4 Learning Continuity and Attendance Plan Update

Suzie McCray gave an update on recent stakeholder meetings. Admin team has been working on updating and rewriting the plan.

5.5 Racial Equity update

Roger Macdonald shared current information about site events.

Public comments from: Shannon Kresge, Maddie Lankarani, Nora Wynne, Susan Clark-Luera, and Tifffany Bullman

6.0 PUBLIC HEARING AND DISCUSSION

6.1 Second reading of Board Policy, Administrative Regulation and Exhibit 6173, Education for Homeless Children No public comments

7.0 ACTION ITEMS

7.1 Discussion and possible action to change Spring Break and also change the April Board meeting date if it falls during Spring Break

Postponed possible decision to move Spring Break to allow superintendent more time to speak with local officials.

Public comment: Danielle Carmesin, Sonja Sundberg, Wendy Zamboni, JoAnn Moore, and Maddie Lankarani

It was moved by Brian Lovell and seconded by Cedric Aaron to move the regular April Board meeting from April 13 to April 20, 2021 Motion carried, 4-0-1

7.2 Recommend approval of the 2019-20 Audit Report Jesse Deol from James Marta, Co presented the 2019-20 Audit Reports.

Public comment: Jim Monge

accs-jun22item03 Attachment 7 Page 218 of 986

NHUHSD Governing Board Minutes February 9, 2021 page 4

ACTION ITEMS continued

It was moved by Brian Lovell and seconded by Cedric Aaron to approve the 2019-20 Audit Report

Motion carried, 4-0-1.

- 7.3 Recommend approval of the 2019-20 Measure Q Performance Audit Report See item 7.4
- 7.4 Recommend approval of the 2019-20 Measure N Performance Audit Report Jesse Deol continued to present and report on the bond audits.

It was moved by Aristea Saulsbury and seconded by Brian Lovell to approve Items 7.3 and 7.4, 2019-20 Measure Q and N Performance Audit Reports Motion carried, 4-0-1.

7.5 Recommend approval of the Laurel Tree Charter Petition renewal from 2021-22 through 2025-26 school year

Brenda Sutter, Laurel Tree Director, spoke with Board tonight about their renewal request.

Public comment: Josh Nikolauson

It was moved by Aristea Saulsbury and seconded by Cedric Aaron to approve the Laurel Tree Charter Petition renewal from 2021-22 through 2025-26 school year Motion carried, 4-0-1.

7.6 Recommend approval of Board Policy, Administrative Regulation and Exhibit 6173, Education for Homeless Children It was moved by Cedric Aaron and seconded by Aristea Saulsbury to approve Board Policy, Administrative Regulation and Exhibit 6173, Education for Homeless Children Motion carried, 4-0-1.

7.7 Discussion and possible action to approve candidate to serve as the 2021 CSBA Delegate Assembly

It was moved by Brian Lovell and seconded by Aristea Saulsbury to approve candidate to serve as the 2021 CSBA Delegate Assembly Motion carried, 4-0-1.

7.8 Recommend approval of new textbook/materials: History Alive series from TCI: World Connections. Pursuing American Ideals, Government Alive! Power, Politics
It was moved by Aristea Saulsbury and seconded by Brian Lovell to approve new textbook/materials: History Alive series from TCI: World Connections. Pursuing American Ideals, Government Alive! Power, Politics
Motion carried, 4-0-1.

NHUHSD Governing Board Minutes February 9, 2021 page 5

ACTION ITEMS continued

- 7.9 Recommend approval of reclassifying and updating job description for Student Accounts Clerk, moving from Range 28 to Range 30 effective July 1, 2020 See Item 7.10
- 7.10 Recommend approval of reclassifying and updating job description for Library Instructional Clerk, moving from Range 27 to Range 29 effective July 1, 2020

Public comments: Stephanie Hampton

It was moved by Aristea Saulsbury and seconded by Cedric Aaron to approve Item 7.9-7.10, reclassifying and updating job descriptions for Student Accounts and Library Instructional Clerk

Motion carried, 4-0-1.

7.11 Recommend approval of Tentative Agreement dated January 8, 2021, between NHUHSD and CSEA

Public comments: Stephanie Hampton

It was moved by Theresa Grosjean and seconded by Cedric Aaron to approve the Tentative Agreement dated January 8, 2021, between NHUHSD and CSEA Motion carried, 4-0-1.

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, February 16, 2021, 4 pm, Teleconference
- 9.2 Regular Board Meeting, March 9, 2021, 6 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates

11.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway shared how excited she is with the LCAP writing process this year.

12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Brian Lovell thanked Maddie Lankarani for speaking about Ethnic Studies course. Also thanked both the AHS and MHS Black Student Unions for their work and postings.

Cedric Aaron shared how nice it's been to see the kids playing sports again.

Aristea Saulsbury spoke about the excitement she has with work being done at sites.

accs-jun22item03 Attachment 7 Page 220 of 986

NHUHSD Governing Board Minutes February 9, 2021 page 6

COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Theresa Grosjean shared her appreciation with the time and effort being put into the equity work. Thanked Dina Macdonald and Suzie McCray for their work to assist the board with board meeting efficiency.

13.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald spoke about the teamwork taking place all over even during these times when so many things are going on.

14.0 ADJOURNMENT at 9:18 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 221 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION

Tuesday, February 16, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 4:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron, Brian Lovell (arrived late), Aristea Saulsbury, and Dana Silvernale.

Absent: Theresa Grosjean

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Student Board Representatives Isabella Volz-Broughton; Tiffany Bullman, Jessica Burns, Jennifer Coriell, Dina Macdonald, Suzie McCray, Jim Monge, JoAnn Moore, David Neyra, Tammy Pires, Shelley Stewart

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Discussion and possible action to move Spring Break for the 2020-21 school year After discussion at the regular Board meeting on February 9, Superintendent Macdonald did more research on possibly changing our Spring Break to be prior to returning to face-to-face instruction. Parents were surveyed as well. Superintendent is recommending we move the break to March 29-Apri 2. At the March Board meeting, the Board can discuss the return to school date.

Public comment: JoAnn Moore

It was moved by Cedric Aaron Jr and seconded by Dana Silvernale to move the Spring Break for the 2020-21 school year to March 29-April 2, 2021. Motion carried, 4-0-0.

accs-jun22item03 Attachment 7 Page 222 of 986

NHUHSD Governing Board Special Meeting Minutes February 16, 2021 page 2

DISCUSSION/ACTION ITEMS continued

3.2 Recommend approval of Agreement for Temporary Transfer of Funds between NHUHSD and Laurel Tree Charter

Public comment: Jim Monge

It was moved by Dana Silvernale and seconded by Cedric Aaron, Jr. to approve the Agreement for Temporary Transfer of Funds between NHUHSD and Laurel Tree Charter Motion carried, 4-0-0.

3.3 Board will discuss meeting efficiency Suzie McCray led discussion with Board regarding meeting efficiency.

Public comment: JoAnn Moore

4.0 ADJOURNMENT TO CLOSED SESSION at 5:32 pm

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 4.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 4.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:

[X] CONFERENCE WITH LABOR NEGOTIATOR

5.0 RECONVENE TO OPEN SESSION

5.1 No action was taken in Closed Session

6.0 ADJOURNMENT at 6:29 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 223 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, March 9, 2021
District Office Conference Room
2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
 - A. Resolution 7/2020-21 and Resolution 8/2020-21
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

- 2.1 Announcement of action taken in Closed Session It was moved by Brian Lovell and seconded by Aristea Saulsbury to approve Item 1.1, Resolution 7/2020-21 and Resolution 8/2020-21. Motion carried, 5-0-0
- 2...2 No other action taken.

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron Jr, Theresa Grosjean, Brian Lovell, Aristea Saulsbury, Dana Silvernale

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Student Board Representatives Isabella Volz-Broughton, Avery Arbaugh, Alysa Cringle and Josh Hurst; Dan Aldag, Julie Angles, Syndi Ballinger, Camilla Barrett, Jennifer Berube, Sharone Blanck, Kelsy Bray, Ivy Breen, Amy Bruce, Asia Brunell, Tiffany Bullman, Darrell Burlison, Jennifer Burlison, Larissa Caldwell, Tahnia Campbell, Ernesto Cappuccio, Linda Carlson, Danielle Carmesin, Patrick Clancy, Susan Clark-Luera, Lu Coehlo, Lila Cohen, Nic Collart, Jennifer Coriell,

accs-jun22item03 Attachment 7 Page 224 of 986

NHUHSD Governing Board Minutes March 9, 2021 page 2

OPEN SESSION continued

Jamie Dobrec, Madilynn Durham, Dustin Dutra, T. Eisner, Chris Evans, Christine Frazier, Jana Ganion, Gabriella Giraud, Natasha Glass, Anna Goodman, Ilza Hakenen, Stephanie Hampton, Tony Hannan, Kai Hansen, Jackie Hewins, Melissa Hodgson, Summer Johnson, Cicely Jones, Kim Keasey, Alyssa Kell, Johnny Kell, Maureen Kiritsy, Shannon Kresge, Carly Lankarani, Mandy Lankarani, Ashley Lankila, Jennifer Larkins, Taylor LeBlanc, Zoe Leonard, Carrie Levy, Jenna Lindberg, Dina Macdonald, Jennifer Mager, Holly Matthews, Johanna Mauro, Tammy McCarthy, Shanna McCracken, Suzie McCray, Noah Meisel, Christine Messinger, Ryan Messinger, Jeff Mielke, Jim Monge, JoAnn Moore, Cassie Moulton, Shawna Neyra, Phyllis Nolan, Kathi Olesen, Tim Oliveira, Jacquelyn Opalach, Ayush Panta, Cole Parker, Ron Perry, Shelby Peterson, Jennifer Pinard, Adam Pinkerton, Tammy Pires, Jonah Powell, Naomi Powell, Molly Puzz, Emily Quackenbush, John Reeves, Drew Riddle, Christine Rodriguez, Max Sims, Matt Scott, Jason Sidell, Shelley Stewart, Isabella Sundberg, Sofie Sundberg, Sonja Sundberg, Melanie Susavilla, Grace Talty, Johnna Townsend, Molly Turner, Hannah Van Duzer, Nancy Vizenor, Isabel Wedll, Sam Wedll, Caitlin Wheetley, Christine Willfong, Nora Wynne, Wendy Zamboni, and Melanie Zapper

2.0 AWARDS AND RECOGNITIONS

3.0 PUBLIC COMMENTS

3.1 **District Employees**

District employees made public comments: Stephanie Hampton

3.2 Non-Agenda Items

Public comments from: Mandy Lankarani and Tony Hannan

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of February 9, 2021, Regular Board Meeting
- 4.2 Approval of Minutes of February 16, 2021, Special Board Meeting
- 4.3 Approval of Warrants
- 4.4 Approval of ASB Warrants
- 4.5 Approval of Changes in Certificated and Classified Personnel

It was moved by Dana Silvernale and seconded by Brian Lovell to approve the Consent Agenda

AYES NOES ABSENT

Cedric Aaron Jr

Theresa Grosjean

Brian Lovell

NHUHSD Governing Board Minutes March 9, 2021 page 3

CONSENT AGENDA continued

Aristea Saulsbury Dana Silvernale Motion carried, 5-0-0

5.0 INFORMATION ITEMS

5.1 Student Board Rep and Principal Reports Student Board Reps and site principals gave brief reports on the happenings on their campuses.

5.2 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

5.3 LCAP Update

Suzie McCray gave on update on progress and shared the next community stakeholder meeting date which will be April 15 at 5:30 pm.

5.4 Racial Equity update

Roger Macdonald shared current information about site events.

5.5 Athletics Update

Assistant Principals Dustin Dutra and Tahnia Campbell shared current information about athletics.

Public comments from: Zoe Leonard, Tony Hannan, Maddie Lankarani, Amy Bruce and Jennifer Pinard

6.0 PUBLIC HEARING AND DISCUSSION

6.1 First reading of Board Policy and Administrative Regulation 5117, Interdistrict Attendance No comments

7.0 ACTION ITEMS

7.1 Recommend approval of plan for return to face-to-face instruction
Superintendent Macdonald presented hybrid face-to-face instructional model along with other
guidelines, planning, and survey information. Shared a recommendation of April 5 date for
reopening date.

District employee comments: Shannon Kresge, Wendy Zamboni, Alyssa Kell, Tiffany Bullman, JoAnn Moore, Melanie Zapper, and Cassie Moulton

Public comments: Summer Johnson, Christine Messinger, Tony Hannan, Asia Brunell, Kim Keasey, Amy Bruce, Maddie Lankarani, Jennifer Burlison, Jamie Dobrec, Jennifer Pinard, Ernesto Cappuccio, Cicely Jones

It was moved by Cedric Aaron Jr and seconded by Dana Silvernale to approve the hybrid model that was presented this evening that included an April 5 reopening date. Motion carried, 5-0-0

accs-jun22item03 Attachment 7 Page 226 of 986

NHUHSD Governing Board Minutes March 9, 2021 page 4

ACTION ITEMS continued

7.2 Recommend approval of the Second Interim Period Report
It was moved by Aristea Saulsbury and seconded by Brian Lovell to approve the Second
Interim Period Report with a positive certification
Motion carried, 5-0-0

7.3 Recommend approval of Resolution 6/2020-21, Reduction or Discontinuance of Certain Particular Kinds of Services for the 2021-22 School Year

It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Resolution 6/2020-21, Reduction or Discontinuance of Certain Particular Kinds of Services for the 2021-22 School Year

Motion carried, 5-0-0

7.4 Recommend approval of the 2021-22 School Calendar Public comments: Wendy Zamboni

It was moved by Brian Lovell and seconded by Dana Silvernale to approve the 2021-22 School Calendar Motion carried, 5-0-0

- 7.5 Recommend a Board member to serve on the District School Wellness Committee
 It was moved by Brian Lovell and seconded by Aristea Saulsbury to approve Dana Silvernale
 serving on the District School Wellness Committee
 Motion carried, 5-0-0
- 7.6 Recommend approval of MOU with NHUHSD and CTA regarding Certificated Retirement Incentive effective February 24, 2021 through March 15, 2021
 It was moved by Dana Silvernale and seconded by Brian Lovell to approve the MOU with NHUHSD and CTA regarding Certificated Retirement Incentive effective February 24, 2021 through March 15, 2021
 Motion carried, 5-0-0
- 7.7 Recommend approval of the 2020-21 Certificated Hourly Employees salary schedule It was moved by Aristea Saulsbury and seconded by Brian Lovell to approve the 2020-21 Certificated Hourly Employees salary schedule Motion carried, 5-0-0
- 7.8 Recommend a Board member to replace Aristea Saulsbury to serve on the NHUHSD Athletic Committee

 It was moved by Brian Lovell and seconded by Aristea Saulsbury to approve Cedric Aaron Jr

to replace Aristea Saulsbury to serve on the NHUHSD Athletic Committee

Motion carried, 5-0-0

NHUHSD Governing Board Minutes March 9, 2021 page 5

ACTION ITEMS continued

- 7.9 Discussion and possible action about joining consortium of local school board members It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve participating in this consortium of local school board members with Brian Lovell and Cedric Aaron Jr serving as the main representatives, and Theresa Grosjean as alternative, for our district thru the end of this summer. We'll then discuss if we want to remain in the consortium. Motion carried, 5-0-0
- 7.10 Recommend approval of Interdistrict Attendance Agreement effective July 1, 2020 Public comments: Jim Monge and Nic Collart

It was moved by Brian Lovell and seconded by Aristea Saulsbury to approve the Interdistrict Attendance Agreement effective July 1, 2020 Motion carried, 5-0-0

7.11 Discussion and possible action for returning to in-person Board meetings
Board discussed possibility of themselves and essential staff returning to in-person Board
meeting and then public would still be via Zoom.

Public comments: Isabella Volz-Broughton, Josh Hurst, Johanna Mauro, Maddie Lankarani, Avery Arbaugh, Johnny Kell

No action was taken. Item was tabled until the next regular Board meeting in April.

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, March 22, 2021, 4 pm, Teleconference
- 9.2 Special Board Meeting, April 5, 2021, 4 pm, Teleconference
- 9.2 Regular Board Meeting, April 20, 2021, 6 pm, Teleconference

10.0 FUTURE AGENDA ITEMS

- Career Education
- Technology, Transportation, and Northern Humboldt Administration and Support Services Updates

11.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway shared her excitement about the district moving forward with hybrid plan to reopen.

12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Brian Lovell spoke about being on cusp of getting back to normalcy. Reminder about still following safety protocols so that we can continue to move back.

Dana Silvernale spoke about the distress from tonight's comments.

Cedric Aaron Jr spoke about learning changes and other stressful events taking place

accs-jun22item03 Attachment 7 Page 228 of 986

NHUHSD Governing Board Minutes March 9, 2021 page 6

COMMENTS FROM MEMBERS OF THE GOVERNING BOARD continued

Aristea Saulsbury encouraged communication from students if they have questions about board meetings.

Theresa Grosjean thanked all the students for their participation. Thanked staff for their work.

13.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald shared his gratitude for the feedback this evening.

- 14.0 READJOURN TO CLOSED SESSION
- 15.0 RECONVENE TO OPEN SESSION
 - 15.1 No other action taken.
- 16.0 ADJOURMENT at 10:35 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 229 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION Monday, March 22, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 4:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:

[X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action was taken.

SPECIAL MEETING 4:15 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron Jr, Theresa Grosjean, Aristea Saulsbury and Dana Silvernale Absent: Brian Lovell

Others present: Roger Macdonald, Superintendent; Student Board Representative Isabella Volz-Broughton; Sarah Goodwin, Stephanie Hampton, Dina Macdonald, Suzie McCray, Jacquelyn Opalach, Tammy Pires, John Reeves

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

accs-jun22item03 Attachment 7 Page 230 of 986

NHUHSD Governing Board Special Meeting Minutes March 22, 2021 page 2

3.0 DISCUSSION/ACTION ITEMS

3.1 Recommend approval of Resolution 10/2020-21, Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees

Public comment: Stephanie Hampton

It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Resolution 10/2020-21, Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees Motion carried, 4-0-1

3.2 Board will discuss environmental sustainability Board discussed environmental sustainability

4.0 READJOURN TO CLOSED SESSION at 5:40 pm

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

4.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:

[X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent

5.0 RECONVENE TO OPEN SESSION at 6:23 pm

5.1 Announcement of action taken in Closed Session No action was taken.

6.0 ADJOURNMENT at 6:24 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 231 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, April 20, 2021
District Office Conference Room
2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action was taken

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron Jr, Theresa Grosjean, Aristea Saulsbury, Dana Silvernale Absent: Brian Lovell

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Student Board Representatives Isabella Volz-Broughton, Avery Arbaugh, Alysa Cringle and Josh Hurst; Angel Amato, Julie Angles, Sharrone Blanck, Tahnia Campell, Ernesto Cappuccio, Linda Carlson, Cherie Circe, Lu Coelho, Nic Collart, Jennifer Coriell, Dustin Dutra, Tasha Eisner, Elana Griffin, Ilza Hakenen, Stephanie Hampton, Kai Hansen, Cicely Jones, Maureen Kiritsy, Maddie Lankarani, Jenna Lindberg, Dina Macdonald, Johanna Mauro, Suzie McCray, Jim Monge, JoAnn Moore, Tim Oliveira, Alia P, Ayush Panta, Ron Perry, Tammy Pires, Jonah Powell, Emilee Q, K. Rich, Shelley Stewart, Melanie Susavilla, Christine Willfong, Melanie Zapper

NHUHSD Governing Board Minutes

April 20, 2021

page 2

2.0 AWARDS AND RECOGNITIONS

- 2.1 2021 Excellence in Teaching Award winners Davena Bagnall, Sean Curry, Tara Ralulu, and Jill Rohn
- 2.2 County Classified Employee Award winner Michelle Camilli

3.0 PUBLIC COMMENTS

3.1 **District Employees**

No comments

3.2 Non-Agenda Items

No comments.

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please state your name and address at the lectern. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of March 9, 2021, Regular Board Meeting
- 4.2 Approval of Minutes of March 22, 2021, Special Board Meeting
- 4.3 Approval of Warrants
- 4.4 Approval of ASB Warrants
- 4.5 Approval of Changes in Certificated and Classified Personnel

It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the Consent Agenda

AYES NOES ABSENT
Cedric Aaron Jr Brian Lovell

Cedric Aaron Jr Theresa Grosjean

Aristea Saulsbury

Dana Silvernale

Motion carried, 4-0-1

5.0 INFORMATION ITEMS

5.1 Student Board Rep and Principal Reports Student Board Reps and site principals gave brief reports on the happenings on their campuses.

5.2 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

NHUHSD Governing Board Minutes April 20, 2021 page 3

INFORMATION ITEMS continued

5.3 LCAP Update

Suzie McCray shared an update on our LCAP plan and discussed the recent Stakeholders meeting. Ms. McCray discussed the Expanded Opportunities Learning Grant.

5.4 Racial Equity update

Roger Macdonald shared current information about site events.

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Second reading of Board Policy and Administrative Regulation 5117, Interdistrict Attendance No comments
- 6.2 Public comments on the 2021-22 contract re-openers from CTA/NEA Teachers Association to NHUHSD

Public comment: JoAnn Moore

6.3 Public comments on the 2021-22 contract re-openers from NHUHSD to CTA/NEA Teachers Association

No comments

7.0 ACTION ITEMS

- 7.1 Update and possible action on return to in-person hybrid learning Roger Macdonald reviewed how the district has been doing since returning to in-person learning on April 5. Gave an update on athletics.
- 7.2 Recommend approval of MOU with NHUHSD and CTA regarding the COVID-19 Pandemic and School Opening during the 2020-2021 School Year dated April 5, 2021 See Item 7.4
- 7.3 Recommend approval of MOU with NHUHSD and CSEA regarding 2020-21 Reopening dated April 7, 2021

 See Item 7.4
- 7.4 Recommend approval of agreement for Classified Management, Certificated Management, Confidential Employee, and other non-represented employees

Public comment: JoAnn Moore

It was moved by Aristea Saulsbury and second by Cedric Aaron Jr to approve Item 7.2-7.4 Motion carried, 4-0-1

7.5 Recommend approval of the 2019-20 Audit Finding Corrective Action Plans It was moved by Aristea Saulsbury and second by Dana Silvernale to approve the 2019-20 Audit Finding Corrective Action Plans Motion carried, 4-0-1

accs-jun22item03 Attachment 7 Page 234 of 986

NHUHSD Governing Board Minutes April 20, 2021 page 4

ACTION ITEMS continued

7.6 Recommend approval of Resolution 11/2020-21, Directing District Staff to Implement a State Seal of Civic Engagement Program Beginning with the 2021-22 School Year Alysa Cringle, Isabella Volz-Broughton, and Maddie Lankarani presented on behalf of GenUp.

Public comment: Avery Arbaugh

It was moved by Aristea Saulsbury and second by Theresa Grosjean to approve Resolution 11/2020-21, Directing District Staff to Implement a State Seal of Civic Engagement Program Beginning with the 2021-22 School Year Motion carried, 4-0-1

7.7 Recommend approval of Board Policy and Administrative Regulation 5117, Interdistrict Attendance

It was moved by Aristea Saulsbury and second by Dana Silvernale to approve Board Policy and Administrative Regulation 5117, Interdistrict Attendance Motion carried, 4-0-1

- 7.8 Recommend approval of first quarter 2021 Williams Uniform Complaints report It was moved by Dana Silvernale and second by Cedric Aaron Jr to approve the first quarter 2021 Williams Uniform Complaints report Motion carried, 4-0-1
- 7.9 Recommend approval of the 2021 LCAP ESSA Federal Addendum
 It was moved by Cedric Aaron Jr and second by Aristea Saulsbury to approve the 2021 LCAP
 ESSA Federal Addendum
 Motion carried, 4-0-1
- 7.10 Board selection of one or two Board members to interview applicants for the 2021-22 student board representative seats

It was moved by Aristea Saulsbury and second by Dana Silvernale to select Theresa Grosjean and Cedric Aaron Jr to the interview applicants for the 2021-22 student board representative seats

Motion carried, 4-0-1

7.11 Recommend approval of the NHUHSD Student Athlete Abuse Prevention Protocol Nic Collart presented the protocol and background.

Public comment: Jim Monge

It was moved by Aristea Saulsbury and second by Cedric Aaron Jr to approve the NHUHSD Student Athlete Abuse Prevention Protocol with request that verbal abuse be reviewed and possibly added to protocols

Motion carried, 4-0-1

accs-jun22item03 Attachment 7 Page 235 of 986

NHUHSD Governing Board Minutes April 20, 2021 page 5

ACTION ITEMS continued

7.12 Recommend approval of the 2020-2021 Certificated Management Salary Schedule effective July 1, 2020 to reinstate duty days for Director of Student Services, Principal, and Assistant Principal positions

Public comment: JoAnn Moore

It was moved by Aristea Saulsbury and second by Dana Silvernale to approve the 2020-2021 Certificated Management Salary Schedule effective July 1, 2020 to reinstate duty days for Director of Student Services, Principal, and Assistant Principal Positions Motion carried, 4-0-1

7.13 Discussion and possible action on in-person Board of Trustees Meetings
Board discussed possible return to in-person Board meetings. Public Health would help
determine when we are allowed to resume.

Board will continue in Zoom format for remainder of the year. Will discuss as we get closer to August.

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Regular Board Meeting, May 11, 2021, 6 pm, Teleconference
- 9.2 Special Board Meeting, May 17, 2021, 5 pm, Teleconference

10.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway spoke about the positive things going on on our campuses now that students have started returning.

11.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Cedric Aaron Jr shared the positive comments he has heard about the return to in-person learning.

Aristea Saulsbury shared her hope for what we are doing and where we are going.

Dana Silvernale thanked Theresa Grosjean for all the hard work she has done as president.

Theresa Grosjean shared her gratitude to the entire educational community for our district during this pandemic.

12.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald shared his appreciation for everyone participating in our meetings. Looking forward to more progress and success.

13.0 ADJOURNMENT at 9:00 pm

accs-jun22item03 Attachment 7 Page 236 of 986

NHUHSD Governing Board Minutes April 20, 2021 page 6

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 237 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, May 11, 2021 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:
 - [X]CONFERENCE. WITH LEGAL COUNSEL EXISTING LITIGATION
 - (2) Cases: OAH Case No. 2021010556; OAH Case No. 2021020681
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.3 With respect to every item of business to be discussed in closed session pursuant to Section 54957.
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session
 It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Item 1.1
 Motion carried, 3-0-2 (Silvernale/Lovell absent)

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron Jr, Theresa Grosjean, Aristea Saulsbury, Dana Silvernale (arrived late); Absent: Brian Lovell

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Cindy Vickers, Director of Fiscal Services; Student Board Representatives Isabella Volz-Broughton, Avery Arbaugh, Alysa Cringle and Josh Hurst; Julie Angles, Camilla Barrett, Jennifer Berube, Tiffany Bullman, Tahnia Campbell, Linda Carlson, Rebecca Circe, Lu Coelho, Nic Collart, Jennifer

NHUHSD Governing Board Minutes May 11, 2021 page 2

OPEN SESSION continued

Coriell, Darby Durbin, Dustin Dutra, Mindi Fattig, Jana Ganion, Stephanie Hampton, Kai Hansen, Jackie Hewins, Katelyn Hill, LeMonie Hutt, Cicely Jones, Kim Keasey, Alyssa Kell, Johnny Kell, Shannon Kresge, Maddie Lankarani, Isaiah Levy, Jenna Lindberg, Dina Macdonald, Johana Mauro, Suzie McCray, Jim Monge, JoAnn Moore, Owen Moore, Tim Oliveira, Jacquelyn Opalach, Ayush Panta, Alyssa Pedicino, Ron Perry, Matt Phillips, Adam Pinkerton, Tammy Pires, John Reeves, Maya Scanlon, Shelley Stewart, Wendy Zamboni, and Melanie Zapper.

2.0 AWARDS AND RECOGNITIONS

- 2.1 Student Board Representative Recognitions for the 2020-21 school year Superintendent Macdonald thanked this year's Student Board Representatives for all their input, engagement and participation this year. Board members shared their appreciation to the students as well.
- 2.2 Presentation of Award for Service to the District
 President Theresa Grosjean presented awards to Maddie Lankarani, Alysa Cringle and
 Isabella Volz-Broughton for their extra service and assistance to the Board this year.
- Day of the Teacher Wednesday, May 12, 2021
 Board members shared their appreciation for the teaching staff this year.
- 2.4 Classified Employees Week May 17-21, 2021

 Board members shared their appreciation for the classified staff and their hard work this year.

3.0 PUBLIC COMMENTS

3.1 **District Employees**

Comments from Owen Moore and Stephanie Hampton

3.2 Non-Agenda Items

No comments.

3.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of April 20, 2021, Regular Board Meeting
- 4.2 Approval of Warrants
- 4.3 Approval of ASB Warrants
- 4.4 Approval of Changes in Certificated and Classified Personnel

accs-jun22item03 Attachment 7 Page 239 of 986

NHUHSD Governing Board Minutes

May 11, 2021

page 3

CONSENT AGENDA continued

4.5 Approval of the 2020-21 Transportation Services Agreement for Klamath-Trinity and Kneeland School Districts

It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the Items 4.1-4.3 and 4.5 on the Consent Agenda

AYES NOES ABSENT
Cedric Aaron Jr Brian Lovell

Theresa Grosjean

Aristea Saulsbury

Dana Silvernale

Motion carried, 4-0-1

Item 4.4 was discussed separately. Superintendent Macdonald acknowledged upcoming retirements this June.

Public comment: JoAnn Moore

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Item 4.4 on the Consent Agenda

AYES NOES ABSENT
Cedric Aaron Jr Brian Lovell

Theresa Grosjean

Aristea Saulsbury

Dana Silvernale

Motion carried, 4-0-1

5.0 INFORMATION ITEMS

- 5.1 Student Board Rep and Principal Reports
 Student Board Reps and site principals gave brief reports on the happenings on their campuses.
- 5.2 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

5.3 LCAP Update

Suzie McCray shared the drafted 2019-20 LCAP Annual Update.

5.4 Racial Equity update

Roger Macdonald shared current information about site events.

- 5.5 The 2021-22 District Budget will be available at the District Office for public review Friday, June 11, 2021 at 9 am
- 5.6 Ethnic Studies/Social Responsibility Class presentation
 AHS student Alyssa Pedicino spoke to advocate for a yearlong Ethnic Studies course to be required for graduation.

NHUHSD Governing Board Minutes May 11, 2021 page 4

INFORMATION ITEMS continued

Public comment: Shannon Kresge, Tiffany Bullman, Maddie Lankarani, JoAnn Moore, Julie Angles, and Cicely Jones

5.7 Student Bill of Rights presentation
Student Maddie Lankila presented a drafted Student Bill of Rights.

President Grosjean asked that admin review to point out trouble spots that are conflicting with other policies. From there, possibly this fall, revised plan to be sent out for students feedback.

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 First reading of Board Policy and Administrative Regulation 5030, Wellness Plan No public comments
- Public comments on the 2021-22 contract re-openers from CSEA to NHUHSD Public comments: Stephanie Hampton
- 6.3 Public comments on the 2021-22 contract re-openers from NHUHSD to CSEA No public comments

7.0 ACTION ITEMS

7.1 Update and possible action on return to in-person hybrid learning
Roger Macdonald reviewed where the district stands today. Discussed that next year we plan
to return to normal full-time instruction unless something changes in the state with public
health.

Public comment: Maddie Lankarani, Kim Keasey, Shannon Kresge, and Johnny Kell

- 7.2 Recommend approval of student board representatives to serve for the 2021-22 school year It was moved by Aristea Saulsbury and seconded by Dana Silvernale to appoint Josh Hurst for SRCHS, Jude Ortega and co-student board rep Rebecca Circe for AHS; and Cicely Jones and co-student board rep Summer Johnson for MHS Motion carried, 4-0-1
- 7.3 Presentation from School Services of California and recommend approval of continuing contracts with smaller school districts for fiscal services
 Matt Phillips from School Services of California presented the results of the review he conducted on behalf of the Board regarding the district providing fiscal services support for other districts.

Public comment: JoAnn Moore

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to recommend that the district continue contracts with smaller school districts for fiscal services Motion carried, 4-0-1

NHUHSD Governing Board Minutes May 11, 2021 page 5

ACTION ITEMS continued

7.4 Recommend approval of the 2021-22 contract re-openers from NHUHSD to CTA/NEA Teachers Association

It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the 2021-22 contract re-openers from NHUHSD to CTA/NEA

Motion carried, 4-0-1

7.5 Recommend approval of Resolution 12/2020-21, Resolution and Decision Not to Reemploy Certificated Employees

It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Resolution 12/2020-21, Resolution and Decision Not to Reemploy Certificated Employees Motion carried, 4-0-1

- 7.6 Recommend approval of the 2020-21 AHS Safe School Plan See Item 7.7
- 7.7 Recommend approval of the 2020-21 MHS Safe School Plan
 It was moved by Dana Silvernale and seconded by Cedric Aaron Jr to approve Item 7.6-7.7,
 Safe School Plans for 2020-21.
 Motion carried. 4-0-1
- 7.8 Recommend approval of the 2021-22 Expanded Opportunities Learning Grant for NHUHSD and SRCHS

Suzie McCray presented the plans and discussed how district worked to develop them.

It was moved by Aristea Learning and seconded by Dana Silvernale to approve the 2021-22 Expanded Opportunities Learning Grant for NHUHSD and SRCHS. Motion carried, 4-0-1

- 7.9 Recommend approval of the 2020-2021 Certificated Hourly Employees salary schedule It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the 2020-2021 Certificated Hourly Employees salary schedule Motion carried, 4-0-1
- 7.10 Recommend approval of the 2020-2021 Certificated Salary Schedule Public Comments: JoAnn Moore

It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the 2020-2021 Certificated Salary Schedule Motion carried, 4-0-1

7.11 Recommend approval to surplus computers 150 Lenvo A6 9220C laptop computers Tim Oliveira shared the need to surplus devices.

Public comments: JoAnn Moore

accs-jun22item03 Attachment 7 Page 242 of 986

NHUHSD Governing Board Minutes May 11, 2021 page 6

ACTION ITEMS continued

It was moved by Aristea Saulsbury and seconded by Theresa Grosjean to approve surplusing computers 150 Lenvo A6 9220C laptop computers Motion carried, 4-0-1

7.12 Recommend approval of the Humboldt-Del Norte SELPA Local Plan 2020-21 SELPA Director Mindi Fattig presented the 2020-21 SELPA Local Plan

It was moved by Cedric Aaron Jr and seconded by Aristea Saulsbury to approve the Humboldt-Del Norte SELPA Local Plan 2020-21 Motion carried, 4-0-1

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, May 17, 2021, 5 pm, Teleconference
- 9.2 Regular Board Meeting, June 15, 2021, 6 pm, Teleconference
- 9.3 Special Board Meeting, June 17, 2021, 1 pm, Teleconference

10.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway spoke about the passion she saw exhibited this evening by staff and students.

11.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Dana Silvernale shared her appreciation on all the comments. Happy to see all the participation of students this year.

Cedric Aaron Jr shared that its an ongoing process to get these type of places to be "safe" spaces for people of color to risk speaking.

Aristea Saulsbury shared that she felt the meeting was efficient and a lot was covered. Appreciates that students are having these conversations in these meetings.

Theresa Grosjean shared her appreciation for everyone.

12.0 COMMENTS FROM SUPERINTENDENT

Cindy Vickers thanked her staff for their hard work over her absence.

Roger Macdonald apologized to Bella Volz-Broughton for not responding to her prior communication.

13.0 READJOURN TO CLOSED SESSION at 9:30 pm

accs-jun22item03 Attachment 7 Page 243 of 986

NHUHSD Governing Board Minutes May 11, 2021

page 7

14.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

14.3 With respect to every item of business to be discussed in closed session pursuant to Section 54957.

[X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent

15.0 RECONVENE TO OPEN SESSION

15.1 Announcement of action taken in Closed Session No action was taken

16.0 ADJOURNMENT at 10:10 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 244 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION Monday, May 17, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron Jr, Theresa Grosjean, Aristea Saulsbury and Dana Silvernale Absent: Brian Lovell

Others present: Roger Macdonald, Superintendent; Jennifer Berube, Jessie Burns, Nic Collart, Gayle Conway, Chris Evans, Suzie McCray, JoAnn Moore, Shelley Stewart, Melanie Susavilla, Cindy Vickers

Board President Theresa Grosjean read the following statement:

We, as a board, have been working over the past few years to create more opportunities for the students in our District to have representation and increased participation in our meetings. Part of this commitment is a promise to create safe spaces for students to participate.

Last Tuesday at our Regular Meeting, during public comment on one of our items, students were put in a position where they felt attacked and unheard. In the moment, I was shocked and didn't know how to react. Having reflected on it since then, I realize that as President of the Board, it was my responsibility to intervene. My failure to do so caused more than one student to experience trauma that no one, especially students, should have to endure at our meetings.

I sincerely apologize to these students, their families, and our community for not living up to my responsibility to maintain a safe space for our students. I have learned a lot from this experience and I promise that I will do better and will work hard to make us all do better.

Additionally, as part of this promise, we will be working on creating protocols for student engagement and I will be reaching out to our student organizations in the fall to begin the work of rebuilding their trust. I am grateful for the opportunity to serve our community and remain committed to doing so with empathy and integrity. I thank you all for the chance to learn and grow from this.

accs-jun22item03 Attachment 7 Page 245 of 986

NHUHSD Governing Board Special Meeting Minutes May 18, 2021 page 2

2.0 PUBLIC COMMENTS

2.1 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Recommend approval of the 2021-22 contract re-openers from NHUHSD to CSEA

Public Comments: Jennifer Berube

It was moved by Aritstea Saulsbury and seconded by Cedric Aaron Jr to approve the 2021-22 contract re-openers from NHUHSD to CSEA Motion carried, 4-0-1

3.2 Board will discuss student supports within the district

Public Comments: Jennifer Berube

Board listened to presentation given by district staff on student supports within the district.

4.0 ADJOURNMENT TO CLOSED SESSION at 6:30 pm

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 4.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 4.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

5.0 RECONVENE TO OPEN SESSION at 6:59 pm

5.1 Announcement of action taken in Closed Session No action was taken

6.0 ADJOURNMENT at

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 246 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION Tuesday, June 1, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:30 pm

1.0 OPEN SESSION

Board members present: Theresa Grosjean, Aristea Saulsbury, and Dana Silvernale,

Absent: Cedric Aaron Jr and Brian Lovell

Others present: Roger Macdonald, Superintendent; Cindy Vickers, Director of Fiscal Services

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS (Indicated by [X]):

- 3.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent
- 3.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957 6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR

4.0 RECONVENE TO OPEN SESSION

4.1 Announcement of action taken in Closed Session No action was taken

accs-jun22item03 Attachment 7 Page 247 of 986

NHUHSD Governing Board Special Meeting Minutes June 1, 2021 page 2

5.0 ADJOURNMENT at 6:53 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 248 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD Tuesday, June 15, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 4:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

- 2.1 Announcement of action taken in Closed Session
 Board reported out that the superintendent evaluation was given with a positive review.
- 2.2 No other action was taken.

REGULAR MEETING 5:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron Jr (arrived late), Theresa Grosjean, Aristea Saulsbury, Dana Silvernale. Absent: Brian Lovell

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Cindy Vickers, Director of Fiscal Services; Julie Angles, Tahnia Campbell, Nic Collart, Maria Coelho, Darby Durbin, Suzie McCray, Jim Monge, JoAnn Moore, Karen Myers, Ron Perry, Tammy Pires, John Reeves, Shelley Stewart, Hannah Van Duzer, Christine Willfong

2.0 AWARDS AND RECOGNITIONS

NHUHSD Governing Board Minutes June 15, 2021 page 2

3.0 PUBLIC COMMENTS

3.1 <u>District Employees</u>

No comments.

3.2 Non-Agenda Items

No comments.

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of May 11, 2021, Regular Board Meeting
- 4.2 Approval of Minutes of May 17, 2021, Special Board Meeting
- 4.3 Approval of Minutes of June 1, 2021, Special Board Meeting
- 4.4 Approval of Warrants
- 4.5 Approval of ASB Warrants
- 4.6 Approval of Changes in Certificated and Classified Personnel
- 4.7 Approval of the 2021-22 Transportation Services Agreements for Arcata, Big Lagoon, Blue Lake, Coastal Grove, Cutten, Eureka City Schools, Fieldbrook, Fuente Nueva, Green Point, Jacoby Creek, Kneeland, Laurel Tree, Maple Creek, Mattole, McKinleyville Union, Northcoast Prep, Orick, Pacific Union, Peninsula, Redwood Coast Montessori, and Trinidad School District
- 4.8 Approval of the 2021-22 Technology Agreements for Arcata, Big Lagoon, Fieldbrook, Fortuna Union High, Jacoby Creek, McKinleyville Union, and Trinidad School District
- 4.9 Approval of the 2021-22 Financial and Payroll Services Agreements for Big Lagoon, Fieldbrook, Garfield, Green Point, Hydesville, Jacoby Creek, Kneeland, Laurel Tree, Loleta, Maple Creek, Orick, and Peninsula School District
- 4.10 Approval of the 2021 Warrant Distribution Authorization Form CS-1 and Certification Form CS-7

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Consent Agenda

AYES	NOES	ABSENT
Theresa Grosjean		Cedric Aaron Jr
Aristea Saulsbury		Brian Lovell
Dana Silvernale		
Motion carried, 3-0-2	2	

5.0 INFORMATION ITEMS

5.1 Site Principal Reports

Site principals gave brief reports on the happenings on their campuses.

NHUHSD Governing Board Minutes June 15, 2021 page 3

INFORMATION ITEMS continued

5.2 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

- 5.3 2021-2022 Budget Presentation Cindy Vickers presented on the 2021-22 budget.
- 5.4 LCAP Update

Suzie McCray reviewed the 2019-20 Annual Updates, the 2021-22 LCAPs, and the 2020-21 Local Indicators

6.0 PUBLIC HEARING AND DISCUSSION

- 6.1 Second reading of Board Policy and Administrative Regulation 5030, Wellness Plan No comments
- 6.2 Public comments on the NHUHSD and CTA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement No comments

7.0 ACTION ITEMS

7.1 Recommend approval of the French students to travel to Quebec and Montreal February 21-26, 2022

Public comment: JoAnn Moore

It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the French students to travel to Quebec and Montreal February 21-26, 2022 Motion carried, 4-0-1

7.2 Recommend approval of the Tentative Agreement dated June 1, 2021 between NHUHSD and CTA

Public comment: JoAnn Moore

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Tentative Agreement dated June 1, 2021 between NHUHSD and CTA Motion carried, 4-0-1

7.3 Recommend approval of the NHUHSD and CTA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the NHUHSD and CTA, Certificated Management, Classified Management, and Confidential Staff Public Disclosure Agreement Motion carried, 4-0-1

NHUHSD Governing Board Minutes June 15, 2021 page 4

ACTION ITEMS continued

- 7.4 Recommend approval of Resolution #13/2020-21, Education Protection Account It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Resolution #13/2020-21, Education Protection Account Motion carried, 4-0-1
- 7.5 Recommend approval of Resolution #14/2020-21, Transfer to Special Reserve It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve Resolution #14/2020-21, Transfer to Special Reserve Motion carried, 4-0-1
- 7.6 Recommend approval of the AHS and MHS 2021-2022 Agricultural Career Technical Education Incentive Grants
 It was moved by Cedric Aaron Jr and seconded by Aristea Saulsbury to approve the AHS and MHS 2021-2022 Agricultural Career Technical Education Incentive Grants
 Motion carried, 4-0-1
- 7.7 Recommend approval of sale of NH Drivers Training vehicles
 It was moved by Dana Silvernale and seconded by Cedric Aaron Jr to approve the sale of NH
 Drivers Training vehicles
 Motion carried, 4-0-1
- 7.8 Recommend approval of the AHS Student and Parent Handbook
 It was moved by Dana Silvernale and seconded by Aristea Saulsbury to approve the AHS
 Student and Parent Handbook
 Motion carried, 4-0-1
- 7.9 Recommend approval of the proposed changes to the Athletic Handbook for the 2021-2022 school year

 It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the proposed changes to the Athletic Handbook for the 2021-2022 school year but committee will address concerns for the following year.

 Motion carried, 4-0-1
- 7.10 Recommend approval of Board Policy and Administrative Regulation 5030, Wellness Plan It was moved by Dana Silvernale and seconded by Aristea Saulsbury to approve Board Policy and Administrative Regulation 5030, Wellness Plan Motion carried, 4-0-1
- 7.11 Recommend approval of the Superintendent's Contract of Employment Addendum for the 2020-2021 school year
 It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Superintendent's Contract of Employment Addendum for the 2020-2021 school year Motion carried, 4-0-1

8.0 COMMUNICATIONS

accs-jun22item03 Attachment 7 Page 252 of 986

NHUHSD Governing Board Minutes June 15, 2021 page 5

9.0 ANNOUNCEMENTS

- 9.1 Special Board Meeting, June 17, 2021, 1 pm, Teleconference
- 9.2 Regular Meeting, August 10, 2021, 6 pm, TBD

10.0 COMMENTS FROM DIRECTOR OF STUDENT SERVICES

Gayle Conway spoke about the year.

11.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Dana Silvernale spoke about the efficiency of our meetings.

Cedric Aaron Jr spoke about attending graduation ceremonies.

Aristea Saulsbury agreed with the efficiency of the board meetings.

Theresa Grosjean spoke about the work that has been done by staff, administration, and board to communicate and work together.

12.0 COMMENTS FROM SUPERINTENDENT

Roger Macdonald spoke about all the teamwork.

13.0 ADJOURNMENT at 7:03 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

accs-jun22item03 Attachment 7 Page 253 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, August 10, 2021 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action was taken

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

Board members present: Cedric Aaron Jr, Theresa Grosjean, Aristea Saulsbury, Dana Silvernale.

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Cindy Vickers, Director of Fiscal Services; Student Board Representatives: Josh Hurst, Jude Ortega, and Rebecca Circe; Julie Angles, Rachel Barnett, Jennifer Berube, Tiffany Bullman, Patti Campbell, Tahnia Campbell, Laurie Citro, Lu Coelho, Nic Collart, Jack Durham, Dustin Dutra, Julianne Eagle, Natalie Giannini, Julie Giannini-Previde, Jeny Giraud, Leslie Holt, Dan Johnson, Cicely Jones, Janelle Jones, Neil Kalson, Kim Keasey, Alyssa Kell, Johnny Kell, Joe Kencke, Maureen Kiritsy, Dave Lonn, Dina Macdonald, Johanna Mauro, Suzie McCray, Lori Meadows, Jim Monge, Damara Moore, Frances Nicolini, Troy Nicolini, Steve Nystrom, Ron Perry, Jennifer Pinard, Tammy Pires, John Reeves, Phil Rouse, Allan and Jan Schmidt, Catherine Scott, Rhonda Stow, Wayne Strumpler,

accs-jun22item03 Attachment 7 Page 254 of 986

NHUHSD Governing Board Minutes

August 10, 2021

page 2

Melanie Susavilla, Misty Thiesfield, Angelinas Torres, Colleen Toste, Hannah Van Duzer, Christine Willfong, Mike Williams, Melanie Zapper

3.0 PUBLIC COMMENTS

3.1 <u>District Employees</u>

No comments

3.2 Non-Agenda Items

No comments.

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of June 1, 2021, Special Board Meeting
- 4.2 Approval of Minutes of June 15, 2021, Regular Board Meeting
- 4.3 Approval of Minutes of June 17, 2021, Special Board Meeting
- 4.4 Approval of Minutes of July 16, 2021, Special Board Meeting
- 4.5 Approval of Warrants
- 4.6 Approval of Changes in Certificated and Classified Personnel
- 4.7 Receive and file Site Principal Reports
- 4.8 Receive and file Student Board Representative Reports

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Consent Agenda

AYES NOES ABSENT

Cedric Aaron Jr

Theresa Grosjean

Aristea Saulsbury

Dana Silvernale

Motion carried, 4-0-0

5.0 INFORMATION ITEMS

5.1 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

5.2 LCAP Update

Suzie McCray gave update on LCAP reporting.

5.3 Racial Equity Update

Superintendent Macdonald shared update on Racial Equity items within the district.

INFORMATION ITEMS continued

5.4 CTE Update

Superintendent Macdonald shared update on CTE programs within the district.

5.5 Board Vacancy Update
Superintendent Macdonald shared update on vacancy posting.

6.0 PUBLIC HEARING AND DISCUSSION

6.1 Presentation and public comments regarding the Samoa Beach Charter Petition Samoa Beach Charter representatives presented updated information on their revised charter petition.

Public comment: Phil Rouse

- 6.2 Public comment and first reading of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees No public comments
- 6.3 Public comment and first reading of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study
 No public comments
- 6.4 Public comments on the NHUHSD and CSEA Public Disclosure Agreement No public comments

7.0 ACTION ITEMS

7.1 Discussion on public health guidelines for school opening
Superintendent Macdonald spoke about the district's plan for addressing Covid as we reopen in alignment with public health.

Public comment: Kim Keasey, Angelinas Torres, and Tiffany Bullman

It was moved by Dana Silvernale and seconded by Cedric Aaron Jr to approve the district's reopening plan for mandatory masks and following CDPH guidelines to start the 2021-22 school year. Details of plan will be sent to families. Motion, 4-0-0

7.2 Recommend approval of the Tentative Agreement dated June 18, 2021, with CSEA for the 2021-22 school year

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Tentative Agreement dated June 18, 2021, with CSEA for the 2021-22 school year Motion carried, 4-0-0

7.3 Discussion and possible action on in-person Board of Trustees Meetings
District will put a couple scenarios together for board to consider at September meeting.

Board will reconsider item at September meeting.

ACTION ITEMS continued

- 7.4 Recommend approval of new course: AAI Technical Arts and Production Design I See Item 7.6
- 7.5 Recommend approval of new course: AAI Technical Arts and Production Design II See Item 7.6
- 7.6 Recommend approval of new course: Intro to Tech Theatre It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Item 7.4-7.6, new course approvals. Motion carried, 4-0-0
- 7.7 Recommend approval of the 2021 Second Quarter Williams Uniform Complaints report It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the 2021 Second Quarter Williams Uniform Complaints report Motion carried, 4-0-0
- Recommend approval of the 2021-22 Consolidated Application and all associated data collections and reporting requirements.
 It was moved by Dana Silvernale and seconded by Aristea Saulsbury to approve the 2021-22 Consolidated Application and all associated data collections and reporting requirements.
 Motion carried, 4-0-0
- 7.9 Recommend approval of Declaration of Need for Fully Qualified Educators for the 2021-22 school year
 It was moved by Dana Silvernale and seconded by Cedric Aaron Jr to approve the Declaration of Need for Fully Qualified Educators for the 2021-22 school year Motion carried, 4-0-0
- 7.10 Recommend approval of Tayler Fant, Suzanne Hill, Alyssa Kell, and Marsha Mielke working under the Local Assignment Option Waiver (EC 44258.3)
 It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Tayler Fant, Suzanne Hill, Alyssa Kell, and Marsha Mielke working under the Local Assignment Option Waiver (EC 44258.3)
 Motion carried, 4-0-0
- 7.11 Recommend approval of the site administration to represent NHUHSD on the CIF leagues It was moved by Cedric Aaron Jr and seconded by Aristea Saulsbury to approve the site administration to represent NHUHSD on the CIF leagues Motion carried, 4-0-0
- 7.12 Recommend approval of the Native Education Choices and Empowerment Project (NECEP)
 District Student Family Liaison job description
 It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the Native
 Education Choices and Empowerment Project (NECEP) District Student Family Liaison job
 description
 Motion carried, 4-0-0

ACTION ITEMS continued

7.13 Recommend approval of AHS and MHS FFA clubs traveling to Indianapolis, Indiana, October 22-31, 2021

Roger Macdonald suggested travel guidelines we could put in place for all student travel due to Covid. Students would need to have their own rooms, Covid test before and after, and follow masking guidelines.

Public comments: Rebecca Circe, Jeny Giraud, Kim Keasey, Misty Thiesfeld

It was moved by Cedric Aaron Jr and seconded by Aristea Saulsbury to approve AHS and MHS FFA clubs traveling to Indianapolis, Indiana, October 22-31, 2021 with above mentioned provisions.

Motion carried, 4-0-0

- 7.14 Discussion and review of Board Policy 7310, Naming of Facility
 Roger Macdonald discussed district past practice on naming facilities after people. Next
 month Mr. Macdonald will bring back proposals and ideas on steps we can put into place for
 future requests.
- 7.15 Recommend approval of reclassifying and updating job description for Director of Accountability and Programs, effective July 1, 2021
 It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the reclassifying and updating job description for Director of Accountability and Programs, effective July 1, 2021
 Motion carried, 4-0-0

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Meeting, September 2, 2021, 5 pm, District Office Large Conference Room
- 9.2 Regular Meeting, September 14, 2021, 6 pm, TBD
- 9.3 Special Meeting, September 23, 2021, 4:30 pm, TBD cancelled

10.0 COMMENTS FROM ADMINISTRATIVE TEAM

Nic Collart, Ron Perry and Tahnia Campbell spoke on behalf of their sites.

12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Jude Ortega shared that he enjoyed his first meeting.

Aristea Saulbsury spoke about tonight's meeting and shared her excitement for another school year.

Josh Hurst shared his appreciation to work with the Board.

Theresa Grosjean thanked everyone for showing up tonight.

accs-jun22item03 Attachment 7 Page 258 of 986

NHUHSD Governing Board Minutes August 10, 2021 page 6

13.0 COMMENTS FROM SUPERINTENDENT

Roger welcomed the new student board representatives. Thanked the FFA advisors for their hard work in making these trips happen. Mr. Macdonald spoke about the difficult decisions that are having to be made with Covid.

14.0 ADJOURNMENT at 9:36 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION

Thursday, September 2, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:

[X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action was taken

SPECIAL MEETING MINUTES 5:15 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron, Theresa Grosjean, Aristea Saulsbury, and Dana Silvernale,

Others present: Roger Macdonald, Superintendent; Jeff Blanck, Deborah Egbert, Natalie Giannini, Julie Giannini-Previde, Dusty Scofield, Nora Wynne

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Board to conduct interviews to appoint provisional candidate to fill vacancy through November, 2022

Board conducted interviews of four candidates to fill the provisional placement through November 2022.

accs-jun22item03 Attachment 7 Page 260 of 986

NHUHSD Governing Board Special Meeting Minutes September 2, 2021 page 2

4.0 ADJOURNMENT at 7:13 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

accs-jun22item03 Attachment 7 Page 261 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD Tuesday, September 14, 2021

District Office Conference Room 2755 McKinleyville Avenue, McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:
 - [X] CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9 Specify number of cases: 1
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.3 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action was taken

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron Jr, Theresa Grosjean, Aristea Saulsbury, Dana Silvernale.

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Cindy Vickers, Director of Fiscal Services; Student Board Representatives: Josh Hurst, Jude Ortega, and Rebecca Circe; Julie Angles, John Bachman, Rachel Barnett, Tori Holt Bartoo, Dylan Berman, Jeff Blanck, Sharone Blanck, Tiffany Bullman, Patti Campbell, Tahnia Campbell, Sarah Chance, Suan Clark-Luera, Lu Coelho, Brent Coley, Nic Collart, Jennifer Coriell, Paul Davis, Efron Del Rio, Jack Durham, Deborah Egbert, Dave Enos, Mario Fernandez, Natalie Giannini, Jacob Godinez, Larry Gonzales, Stephanie Hampton, Tamra James, Dan Johnson, Cicely Jones, Jesse Kilpatrick,

accs-jun22item03 Attachment 7 Page 262 of 986

NHUHSD Governing Board Minutes September 14, 2021 page 2

OPEN SESSION continued

Jenna Lindberg, Dave Lonn, Johanna Mauro, Suzie McCray, Maureen Kiritsy, Shannon Kresge, Jacob Lennon, Bohdi Lewis, Janice Lourenzo, Paul Lubitz, Dina Macdonald, Tiffany Maher, Ivory Marx, Rob McBeth, Garrett McSorley, Lori Meadows, Josh Meng, Jim Monge, Owen Moore, Mike Munson, Troy Nicolini, Tim Oliveira, Jacquelyn Opalach, Chuck Petrusha, Rich Pomrehn, Ron Perry, Tammy Pires, Jim Ritter, Jayson Rodriguez, Janelle Ruley, Kierstynn Salinger, Dusty Scofield, Catherine Scott, Matt Scott, Nicholas Som, Shelley Stewart, Melanie Susavilla, Kirsten Thrap, Angelinas Torres, Colleen Toste, Harmony Tryon, David Vallerga, Fred Van Vleck, Seri Welsh, Caroline Wesley, Christine Willfong, Mike Williams, and Nora Wynne

2.0 AWARDS AND RECOGNITIONS

3.0 ORGANIZATIONAL MATTERS

- 3.1 Discussion and possible action on selection of candidate to fill Board member vacancy It was moved by Theresa Grosjean and second by Cedric Aaron Jr to selection Natalie Giannini to fill Board member vacancy Motion carried, 4-0-0
- 3.2 Swearing in selected provisional candidate Roger Macdonald swore in Natalie Giannini

4.0 PUBLIC COMMENTS

4.1 **District Employees**

No comments

4.2 Non-Agenda Items

No comments

4.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

5.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 5.1 Approval of Minutes of August 10, 2021, Regular Board Meeting
- 5.2 Approval of Minutes of September 2, 2021, Special Board Meeting
- 5.3 Approval of Warrants
- 5.4 Approval of Changes in Certificated and Classified Personnel
- 5.5 Receive and file Site Principal Reports
- 5.6 Receive and file Student Board Representative Reports

accs-jun22item03 Attachment 7 Page 263 of 986

NHUHSD Governing Board Minutes September 14, 2021 page 3

CONSENT AGENDA continued

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Consent Agenda AYES NOES ABSENT

Cedric Aaron Jr

Natalie Giannini

Theresa Grosjean

Aristea Saulsbury

Dana Silvernale

Motion carried, 5-0-0

6.0 INFORMATION ITEMS

6.1 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

6.2 LCAP Update

Suzie McCray gave update on LCAP reporting.

6.3 Racial Equity Update

Superintendent Macdonald shared update on Racial Equity items within the district.

6.4 Opening Day Report

Superintendent Macdonald reviewed opening enrollment counts.

6.5 COVID Update

Superintendent Roger Macdonald and Director of Student Services Gayle Conway shared updates.

7.0 PUBLIC HEARING AND DISCUSSION

7.1 Public comment on Resolution 2/2021-22, Sufficiency of Textbooks or Instructional Materials

No comments

7.2 Public comment and second reading of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees

No comments

7.3 Public comment and second reading of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study

No comments

8.0 ACTION ITEMS

8.1 Discussion and possible action on the Samoa Beach Charter Petition Samoa Beach Charter presented their response to the district's findings.

Public comment: John Bachman, Dan Johnson, Kierstynn Salinger, Paul Davis, Ivory Marx, Tiffany Bullman, Jacob Lennon, Jude Ortega, Harmony Tryon, Larry Gonzales, Rob McBeth, Ethan (last name not reported), Lane (last name not reported), and Dave Enos

NHUHSD Governing Board Minutes September 14, 2021 page 4

ACTION ITEMS continued

It was moved by Theresa Grosjean and seconded by Dana Silvernale to approve Resolution #5/2021-22 which will deny the Samoa Beach Charter Petition. Motion carried, 5-0-0.

8.2 Discussion and possible action on the naming of the AHS Track Superintendent Macdonald shared the request by community to name the AHS Track after long-time coach, James Washington.

Public comments: Nora Wynne, Cicely Jones, Nicholas Som

It was moved by Theresa Grosjean and seconded by Aristea Saulsbury to approve naming the AHS Track after James Washington along with reviewing the current Board Policy before naming any facility after anyone in the future.

Motion carried, 5-0-0

8.3 Recommend approval of the MOU regarding Covid-19 testing requirements, with CSEA for the 2021-22 school year
It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve MOU regarding Covid-19 testing requirements, with CSEA for the 2021-22 school year Motion carried, 5-0-0.

- 8.4 Recommend approval of Resolution 1/2021-22, Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees
 It was moved by Cedric Aaron Jr and seconded by Dana Silvernale to approve Resolution 1/2021-22, Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees
 Motion carried, 5-0-0.
- Recommend approval of Resolution 2/2021-22, Sufficiency of Textbooks or Instructional Materials
 Item postponed until next month.
- 8.6 Recommend approval of Resolution 3/2021-22, GANN Limit Appropriation It was moved by Cedric Aaron Jr and seconded by Aristea Saulsbury to approve Resolution 3/2021-22, GANN Limit Appropriation. Motion carried, 5-0-0.
- 8.7 Recommend approval of the 2020-21 Unaudited Actuals
 It was moved by Dana Silvernale and seconded by Cedric Aaron Jr to approve the 2020-21
 Unaudited Actuals.
 Motion carried, 5-0-0.
- 8.8 Recommend approval of the 2021-22 NHUHSD Local Control Accountability Plan Updates It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the 2021-22 NHUHSD Local Control Accountability Plan Updates.

 Motion carried, 5-0-0.

NHUHSD Governing Board Minutes September 14, 2021 page 5

ACTION ITEMS continued

8.9 Recommend approval of AP European History students traveling to England, France and Italy April 9-18, 2022

It was moved by Theresa Grosjean and seconded by Aristea Saulsbury to approve AP European History students traveling to England, France and Italy April 9-18, 2022. Motion carried, 5-0-0.

8.10 Recommend approval of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees

It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees Motion carried, 5-0-0.

8.11 Recommend approval of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study

It was moved by Theresa Grosjean and seconded by Aristea Saulsbury to approve Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study. Motion carried, 5-0-0.

8.12 Discussion and possible action on in-person Board of Trustees Meetings
Board discussed how it would like to resume board meetings in the midst of Covid. There is
currently a bill that waives the Brown Act and is set to expire September 30 but there is
currently another bill be looked at too extend that expiration date.

Tim Oliveira does have a plan for board to air meetings via YouTube. Trustees would be in person but other attendees could be attending via Zoom.

Public Comments: Suzie McCray

Will hold special meeting on September 30 to discuss this issue if the Brown Act waiver has not been extended.

9.0 COMMUNICATIONS

10.0 ANNOUNCEMENTS

10.1 Regular Meeting, October 12, 2021, 6 pm, TBD

11.0 COMMENTS FROM ADMINISTRATIVE TEAM

Comments from Ron Perry, Nic Collart

12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Board members gave brief comments.

13.0 COMMENTS FROM SUPERINTENDENT

Superintendent Macdonald had no further comments

14.0 ADJOURNMENT at 10:30 pm

accs-jun22item03 Attachment 7 Page 266 of 986

NHUHSD Governing Board Minutes September 14, 2021 page 6

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

To:

Subject: RE: Samoa Beach Academy Response to District Findings

----Original Message-----

From: Julianne Eagle < Jeagle@danco-group.com >

To: 'Macdonald, Roger' <rmacdonald@nohum.k12.ca.us>; 'theresa.grosjean@nohum.k12.ca.us'

< theresa.grosjean@nohum.k12.ca.us; 'dana.silvernale@nohum.k12.ca.us' < dana.silvernale@nohum.k12.ca.us'; 'aristea.saulsbury@nohum.k12.ca.us' < aristea.saulsbury@nohum.k12.ca.us' < cedric.aaron@nohum.k12.ca.us' < cedric.aaron@nohum.k12.ca.us'

Cc: Catherine Scott <<u>catherine@bestrouteconsulting.com</u>>; Double D <<u>sfdoubled@gmail.com</u>>; Chuck Petrusha <<u>chuck@advancedsecurity.us</u>>; Patti Campbell <<u>pattibcam@aol.com</u>>; Troy Nicolini (<u>troy.nicolini@gmail.com</u>) <<u>troy.nicolini@gmail.com</u>>

Sent: Thu, Sep 9, 2021 3:08 pm

Subject: Samoa Beach Academy Response to District Findings

Dear Superintendent Macdonald, Board President Grosjean, and Members of the Northern Humboldt Unified High School District Board of Education,

Please see the attached Samoa Beach Academy response to the District Findings and a copy of our Memorandum of Understanding.

As mentioned in the response, the Samoa Beach Academy Board looks forward to answering any questions from the District or its Board of Education, and the opportunity for collaboration to serve the students of our community.

Sincerely,

Julianne Eagle Secretary of the Board Samoa Beach Academy

This email has been scanned for spam and viruses by Proofpoint Essentials. Click here to report this email as spam.

accs-jun22item03 Attachment 7 Page 268 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, September 14, 2021 District Office Conference Room 2755 McKinleyville Avenue, McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

AGENDA 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:
 - [X] CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9 Specify number of cases: 1
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.3 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

3.0 ORGANIZATIONAL MATTERS

- 3.1 Discussion and possible action on selection of candidate to fill Board member vacancy
- 3.2 Swearing in selected provisional appointment candidate

NHUHSD Governing Board Agenda September 14, 2021 page 2

4.0 PUBLIC COMMENTS

4.1 **District Employees**

Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name and school site. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item.

4.2 Non-Agenda Items

Members of the public may comment on non-agenda matters. No action may be taken on topics not listed on the agenda. Individuals speaking on matters not listed on the agenda are asked to raise their Zoom "hand." When called upon, please clearly state your name. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

4.3 **Agenda Items**

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

5.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 5.1 Approval of Minutes of August 10, 2021, Regular Board Meeting
- 5.2 Approval of Minutes of September 2, 2021, Special Board Meeting
- 5.3 Approval of Warrants
- 5.4 Approval of Changes in Certificated and Classified Personnel
- 5.5 Receive and file Site Principal Reports
- 5.6 Receive and file Student Board Representative Reports

6.0 INFORMATION ITEMS

- 6.1 Bond Update
- 6.2 LCAP Update
- 6.3 Racial Equity Update
- 6.4 Opening Day Report
- 6.5 COVID Update

7.0 PUBLIC HEARING AND DISCUSSION

- 7.1 Public comment on Resolution 2/2021-22, Sufficiency of Textbooks or Instructional Materials
- 7.2 Public comment and second reading of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees
- 7.3 Public comment and second reading of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study

accs-jun22item03 Attachment 7 Page 270 of 986

NHUHSD Governing Board Agenda September 14, 2021 page 3

8.0 ACTION ITEMS

- 8.1 Discussion and possible action on the Samoa Beach Charter Petition
- 8.2 Discussion and possible action on the naming of the AHS Track
- 8.3 Recommend approval of the MOU regarding Covid-19 testing requirements, with CSEA for the 2021-22 school year
- 8.4 Recommend approval of Resolution 1/2021-22, Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees
- 8.5 Recommend approval of Resolution 2/2021-22, Sufficiency of Textbooks or Instructional Materials
- 8.6 Recommend approval of Resolution 3/2021-22, GANN Limit Appropriation
- 8.7 Recommend approval of the 2020-21 Unaudited Actuals
- 8.8 Recommend approval of the 2021-22 NHUHSD Local Control Accountability Plan Updates
- 8.9 Recommend approval of AP European History students traveling to England, France and Italy April 9-18, 2022
- 8.10 Recommend approval of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees
- 8.11 Recommend approval of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study
- 8.12 Discussion and possible action on in-person Board of Trustees Meetings

9.0 COMMUNICATIONS

10.0 ANNOUNCEMENTS

10.1 Regular Meeting, October 12, 2021, 6 pm, TBD

- 11.0 COMMENTS FROM ADMINISTRATIVE TEAM
- 12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD
- 13.0 COMMENTS FROM SUPERINTENDENT
- 14.0 ADJOURNMENT

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481.

NHUHSD BOARD OF TRUSTEES

OUR VISION

The Vision of the Northern Humboldt Union High School District is:

Developing caring, engaged and adaptable individuals who embrace opportunities and are empowered to meet challenges in their future.

OUR MISSION

The Mission of the Northern Humboldt Union High School District is to provide the highest quality, comprehensive education in a safe, supportive environment, by:

- Promoting a culture of academic excellence, innovation and creativity
- Ensuring an outstanding, passionate staff committed to student achievement
- Encouraging acceptance of and appreciation for diversity
- Offering a wide range of curricular and extracurricular activities for all students.

NORMS/MEETING GUIDELINES

- We will keep our focus on the best interest of <u>all</u> of our students.
- We will keep our remarks <u>brief and to the point</u> and encourage others to express their opinions.
- Everyone's opinions count; we will be open to the ideas of others.
- We will listen openly without preparing responses.
- We will build upon the ideas of others and look for common ground.
- We will respect differences, show respect and never dismiss or devalue others.
- We will communicate openly and honestly with each other.
- We will work toward the future learning from the past.

REGULAR MEETING DATES

October 12, 2021 November 9, 2021 December 14, 2021 January 11, 2022 February 8, 2022 March 8, 2022

accs-jun22item03 Attachment 7 Page 272 of 986

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

Tuesday, August 10, 2021 District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting. Please note that all meetings are recorded.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:30 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

- 1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
 - [X] CONFERENCE WITH LABOR NEGOTIATOR
- 1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957:
 - [X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action was taken

REGULAR MEETING 6:00 pm

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call

2.0 AWARDS AND RECOGNITIONS

Board members present: Cedric Aaron Jr, Theresa Grosjean, Aristea Saulsbury, Dana Silvernale.

Others present: Roger Macdonald, Superintendent; Gayle Conway, Director of Student Services; Cindy Vickers, Director of Fiscal Services; Student Board Representatives: Josh Hurst, Jude Ortega, and Rebecca Circe; Julie Angles, Rachel Barnett, Jennifer Berube, Tiffany Bullman, Patti Campbell, Tahnia Campbell, Laurie Citro, Lu Coelho, Nic Collart, Jack Durham, Dustin Dutra, Julianne Eagle, Natalie Giannini, Julie Giannini-Previde, Jeny Giraud, Leslie Holt, Dan Johnson, Cicely Jones, Janelle Jones, Neil Kalson, Kim Keasey, Alyssa Kell, Johnny Kell, Joe Kencke, Maureen Kiritsy, Dave Lonn, Dina Macdonald, Johanna Mauro, Suzie McCray, Lori Meadows, Jim Monge, Damara Moore, Frances Nicolini, Troy Nicolini, Steve Nystrom, Ron Perry, Jennifer Pinard, Tammy Pires, John Reeves, Phil Rouse, Allan and Jan Schmidt, Catherine Scott, Rhonda Stow, Wayne Strumpler,

accs-jun22item03 Attachment 7 Page 273 of 986

NHUHSD Governing Board Minutes

August 10, 2021

page 2

Melanie Susavilla, Misty Thiesfield, Angelinas Torres, Colleen Toste, Hannah Van Duzer, Christine Willfong, Mike Williams, Melanie Zapper

3.0 PUBLIC COMMENTS

3.1 <u>District Employees</u>

No comments

3.2 Non-Agenda Items

No comments.

3.3 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. Please raise your Zoom "hand" and clearly state your name when called upon. The Board shall limit the total time for public input on each item to twenty minutes.

4.0 CONSENT AGENDA

Notice to the Public

All matters listed under this category are considered to be routine by the Governing Board and will be enacted by one motion on a roll call vote. There will be no separate discussion of these items. However, if discussion is required, that item will be removed from the Consent Agenda and considered separately.

- 4.1 Approval of Minutes of June 1, 2021, Special Board Meeting
- 4.2 Approval of Minutes of June 15, 2021, Regular Board Meeting
- 4.3 Approval of Minutes of June 17, 2021, Special Board Meeting
- 4.4 Approval of Minutes of July 16, 2021, Special Board Meeting
- 4.5 Approval of Warrants
- 4.6 Approval of Changes in Certificated and Classified Personnel
- 4.7 Receive and file Site Principal Reports
- 4.8 Receive and file Student Board Representative Reports

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Consent Agenda

AYES NOES ABSENT

Cedric Aaron Jr

Theresa Grosjean

Aristea Saulsbury

Dana Silvernale

Motion carried, 4-0-0

5.0 INFORMATION ITEMS

5.1 Bond Update

Superintendent Macdonald shared the status of the AHS fields projects.

5.2 LCAP Update

Suzie McCray gave update on LCAP reporting.

5.3 Racial Equity Update

Superintendent Macdonald shared update on Racial Equity items within the district.

INFORMATION ITEMS continued

5.4 CTE Update

Superintendent Macdonald shared update on CTE programs within the district.

5.5 Board Vacancy Update
Superintendent Macdonald shared update on vacancy posting.

6.0 PUBLIC HEARING AND DISCUSSION

6.1 Presentation and public comments regarding the Samoa Beach Charter Petition
Samoa Beach Charter representatives presented updated information on their revised charter petition.

Public comment: Phil Rouse

- 6.2 Public comment and first reading of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees No public comments
- 6.3 Public comment and first reading of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study
 No public comments
- 6.4 Public comments on the NHUHSD and CSEA Public Disclosure Agreement No public comments

7.0 ACTION ITEMS

7.1 Discussion on public health guidelines for school opening
Superintendent Macdonald spoke about the district's plan for addressing Covid as we reopen in alignment with public health.

Public comment: Kim Keasey, Angelinas Torres, and Tiffany Bullman

It was moved by Dana Silvernale and seconded by Cedric Aaron Jr to approve the district's reopening plan for mandatory masks and following CDPH guidelines to start the 2021-22 school year. Details of plan will be sent to families. Motion, 4-0-0

7.2 Recommend approval of the Tentative Agreement dated June 18, 2021, with CSEA for the 2021-22 school year

It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the Tentative Agreement dated June 18, 2021, with CSEA for the 2021-22 school year Motion carried, 4-0-0

7.3 Discussion and possible action on in-person Board of Trustees Meetings
District will put a couple scenarios together for board to consider at September meeting.

Board will reconsider item at September meeting.

ACTION ITEMS continued

- 7.4 Recommend approval of new course: AAI Technical Arts and Production Design I See Item 7.6
- 7.5 Recommend approval of new course: AAI Technical Arts and Production Design II See Item 7.6
- Recommend approval of new course: Intro to Tech Theatre
 It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Item 7.4-7.6, new course approvals.
 Motion carried, 4-0-0
- 7.7 Recommend approval of the 2021 Second Quarter Williams Uniform Complaints report It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the 2021 Second Quarter Williams Uniform Complaints report Motion carried, 4-0-0
- Recommend approval of the 2021-22 Consolidated Application and all associated data collections and reporting requirements.
 It was moved by Dana Silvernale and seconded by Aristea Saulsbury to approve the 2021-22 Consolidated Application and all associated data collections and reporting requirements.
 Motion carried, 4-0-0
- 7.9 Recommend approval of Declaration of Need for Fully Qualified Educators for the 2021-22 school year
 It was moved by Dana Silvernale and seconded by Cedric Aaron Jr to approve the Declaration of Need for Fully Qualified Educators for the 2021-22 school year Motion carried, 4-0-0
- 7.10 Recommend approval of Tayler Fant, Suzanne Hill, Alyssa Kell, and Marsha Mielke working under the Local Assignment Option Waiver (EC 44258.3)
 It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve Tayler Fant, Suzanne Hill, Alyssa Kell, and Marsha Mielke working under the Local Assignment Option Waiver (EC 44258.3)
 Motion carried, 4-0-0
- 7.11 Recommend approval of the site administration to represent NHUHSD on the CIF leagues It was moved by Cedric Aaron Jr and seconded by Aristea Saulsbury to approve the site administration to represent NHUHSD on the CIF leagues Motion carried, 4-0-0
- 7.12 Recommend approval of the Native Education Choices and Empowerment Project (NECEP)
 District Student Family Liaison job description
 It was moved by Aristea Saulsbury and seconded by Cedric Aaron Jr to approve the Native
 Education Choices and Empowerment Project (NECEP) District Student Family Liaison job
 description
 Motion carried, 4-0-0

ACTION ITEMS continued

7.13 Recommend approval of AHS and MHS FFA clubs traveling to Indianapolis, Indiana, October 22-31, 2021

Roger Macdonald suggested travel guidelines we could put in place for all student travel due to Covid. Students would need to have their own rooms, Covid test before and after, and follow masking guidelines.

Public comments: Rebecca Circe, Jeny Giraud, Kim Keasey, Misty Thiesfeld

It was moved by Cedric Aaron Jr and seconded by Aristea Saulsbury to approve AHS and MHS FFA clubs traveling to Indianapolis, Indiana, October 22-31, 2021 with above mentioned provisions.

Motion carried, 4-0-0

- 7.14 Discussion and review of Board Policy 7310, Naming of Facility
 Roger Macdonald discussed district past practice on naming facilities after people. Next
 month Mr. Macdonald will bring back proposals and ideas on steps we can put into place for
 future requests.
- 7.15 Recommend approval of reclassifying and updating job description for Director of Accountability and Programs, effective July 1, 2021
 It was moved by Aristea Saulsbury and seconded by Dana Silvernale to approve the reclassifying and updating job description for Director of Accountability and Programs, effective July 1, 2021
 Motion carried, 4-0-0

8.0 COMMUNICATIONS

9.0 ANNOUNCEMENTS

- 9.1 Special Meeting, September 2, 2021, 5 pm, District Office Large Conference Room
- 9.2 Regular Meeting, September 14, 2021, 6 pm, TBD
- 9.3 Special Meeting, September 23, 2021, 4:30 pm, TBD cancelled

10.0 COMMENTS FROM ADMINISTRATIVE TEAM

Nic Collart, Ron Perry and Tahnia Campbell spoke on behalf of their sites.

12.0 COMMENTS FROM MEMBERS OF THE GOVERNING BOARD

Jude Ortega shared that he enjoyed his first meeting.

Aristea Saulbsury spoke about tonight's meeting and shared her excitement for another school year.

Josh Hurst shared his appreciation to work with the Board.

Theresa Grosjean thanked everyone for showing up tonight.

accs-jun22item03 Attachment 7 Page 277 of 986

NHUHSD Governing Board Minutes August 10, 2021 page 6

13.0 COMMENTS FROM SUPERINTENDENT

Roger welcomed the new student board representatives. Thanked the FFA advisors for their hard work in making these trips happen. Mr. Macdonald spoke about the difficult decisions that are having to be made with Covid.

14.0 ADJOURNMENT at 9:36 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

NOTICE: All meetings are being tape recorded. Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office. Please call Tammy Pires. Superintendent's Secretary at (707) 839-6481 if you have any questions.

In compliance with Government Code section 54954.2(a) Northern Humboldt Union High School District will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact, Tammy Pires, Superintendent's Secretary at (707) 839-6481

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD SPECIAL SESSION

Thursday, September 2, 2021

District Office Conference Room 2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

MINUTES 5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:

[X] PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent

2.0 RECONVENE TO OPEN SESSION

2.1 Announcement of action taken in Closed Session No action was taken

SPECIAL MEETING MINUTES 5:15 pm

1.0 OPEN SESSION

Board members present: Cedric Aaron, Theresa Grosjean, Aristea Saulsbury, and Dana Silvernale,

Others present: Roger Macdonald, Superintendent; Jeff Blanck, Deborah Egbert, Natalie Giannini, Julie Giannini-Previde, Dusty Scofield, Nora Wynne

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Board to conduct interviews to appoint provisional candidate to fill vacancy through November, 2022

Board conducted interviews of four candidates to fill the provisional placement through November 2022.

accs-jun22item03 Attachment 7 Page 279 of 986

NHUHSD Governing Board Special Meeting Minutes September 2, 2021 page 2

4.0 ADJOURNMENT at 7:13 pm

Respectfully Submitted,

Roger Macdonald, Secretary Board of Trustees

Board Report

Check Number	Check Date	Pay to the Order of	Fund-Object Comment	Expensed Amount	Check Amount
3000144447	08/04/2021	AT&T	09-5909 0720825613613		5,489.10
3000144448	08/04/2021	AT&T MOBILITY	09-5909 287230810378		81.46
3000144449	08/04/2021	Adam Canepa	01-5210 Conference Regis Reimb		575.00
3000144450	08/04/2021	CDW-G	01-4341 Palo Alto Securly		20,864.27
3000144451	08/04/2021	CITY OF ARCATA	01-5530 Billing	150.50	
			01-5800 FOG Fee	102.00	252.50
3000144452	08/04/2021	DELUXE	01-4351 Receipt Books		404.27
3000144453	08/04/2021	EDULINK SYSTEM INC	01-4341 Parent Notification System		2,482.50
3000144454	08/04/2021	Hewins, Jacqueline M	01-4310 Reimb for Summer School supplies		95.00
3000144455	08/04/2021		01-5800 Hydration station instalation	1,200.00	
			Underground Water Repair	1,000.00	2,200.00
3000144456	08/04/2021	Kell III, John R	01-5201 Covid Mileage		489.67
3000144457	08/04/2021		63-5623 Aug. Rent		1,137.12
3000144458	08/04/2021		01-5800 Services at AHS		780.00
3000144459	08/04/2021	·	01-5210 Cancel fee for Matt Scott		345.00
3000144460	08/04/2021		01-5530 67 Billing		36.00
	08/04/2021		01-5520 1616534553-5	181.00	
	00/0 11202 1		63-5511 3926258413-7	10.48	
			63-5520 3926258413-7	74.22	265.70
3000144462	08/04/2021	QUILL CORPORATION	01-4361 Supoplies		18.62
3000144463	08/04/2021	RAY MORGAN COMPANY INC	01-5623 33786158	4,063.52	
3000111100	00/01/2021		09-5623 33786158	409.50	4,473.02
3000144464	08/04/2021	RESERVE ACCOUNT	01-5950 Postage for 19448521		7,000.00
3000144465	08/04/2021	THRIFTY SUPPLY CO.	01-4381 Open PO 21/22		96.95
3000144466		VERIZON WIRELESS	01-5922 Billing		2,290.48
30001444885		707 PEST SOLUTIONS INC	01-5800 Pest Work		95.00
3000144886	08/11/2021		01-5922 Billing		913.62
3000144887	08/11/2021	B & B PORTABLE TOILETS (C)	01-5623 Billing		155.43
3000144888	08/11/2021	CAL-ORE GREASE TRAP SERVICES	01-5800 Open PO for AHS		250.00
3000144889	08/11/2021	CITY OF ARCATA RECREATION DIV	01-5530 Billing		969.85
3000144890	08/11/2021	CRYSTAL SPRINGS WATER CO.	01-5530 District Office		8.00
3000144891	08/11/2021	Hensel's Ace Hardware	01-4381 Open 21/22	393.09	0.00
1604110001	00/11/2021	Tionsors Aco Hardward	63-4310 Open PO 21/22	50.81	443.90
3000144892	08/11/2021	JAMES MARTA & COMPANY LLP	01-5822 Audit Services	00.01	3,000.00
3000144893		MCKINLEYVILLE ACE HARDWARE (C)	01-4381 Open PO 21/22		492.38
3000144894	08/11/2021	Meadows, Lori A	01-4310 Supply Reimb		89.00
8000144894		MENDES SUPPLY CO.	01-4374 Custodial Supplies 21/22	3,264,42	03.00

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.

ESCAPE ONLINE

Page 1 of 6

Board Report

Check Number	Check Date	Pay to the Order of	Fund-Object Comment	Expensed Amount	Check Amoun
3000144895	08/11/2021	MENDES SUPPLY CO.	Open PO 21/22	14.65	3,279.07
3000144896		MILL YARD	01-4362 Open P.O.	19.46	
0000111000	3371772321		01-4381 OpenPO 21/22	1,314.40	1,333.86
3000144897	08/11/2021	MILLER FARMS NURSERY INC	01-4362 Open P.O.	36.23	
0000111001			01-4377 Open PO 21/22	1,231.99	1,268.22
3000144898	08/11/2021	MISSION LINEN & UNIFORM (C)	01-5550 Open PO 21/22	76.04	
0000111000	***************************************	,	13-5800 OPen PO for Linen Service for the Cafeteria	52.72	128.76
3000144899	08/11/2021	NIEA	01-5210 200012869		1,975.00
3000144900	08/11/2021	OCCUPATIONAL HEALTH SERVICES	01-5864 600725126		43.75
3000144901	08/11/2021	PARADIGM HEALTHCARE SERVICES	01-5800 Billing		29.91
3000144902	08/11/2021		01-5520 Billing		1,114.62
3000144903	08/11/2021	QUILL CORPORATION	01-4351 Office Supplies		106.16
3000144904	08/11/2021	Raelynn Acorn	13-8634 Lunch Reimb		65.90
3000144905	08/11/2021	Rose, Patricia A	01-5201 1-2/21 Mileage		193.54
3000144906	08/11/2021	SCHOOL SERVICES OF CALIF. INC.	01-5800 Billing		320.00
3000144907	08/11/2021	STATEWIDE TRAFFIC SAFETY	01-4377 Open PO for AHS and MHS		238.08
3000144908	08/11/2021	SUNNYBRAE ACE HARDWARE	01-4381 Open PO 21/22		130.24
3000144909	08/11/2021	SYSCO SACRAMENTO	01-4310 331275480	23.22-	
			331284246	263.77	240.55
3000144910	08/11/2021	THE KDI GROUP INC	22-6280 Billing		7,620.00
3000144911	08/11/2021	TURNITIN LLC	01-4341 Tech Licence 21/22		5,028.00
3000144912	08/11/2021	U.S. CELLULAR	63-5921 656800434		122.15
3000144913	08/11/2021	VERDE DESIGN	22-6210 24-1615900A		4,025.00
3000145327	08/16/2021	AT&T	01-5909 Billing		443.46
3000145328	08/16/2021	ADVANCED SECURITY SYSTEMS (C)	01-5800 Billing		309.25
3000145329	08/16/2021	Black, Amy D	01-5203 Meals 3/15-4/14		30.00
3000145330	08/16/2021	CDW-G	01-4351 Lu Printer		350.22
3000145331	08/16/2021	COOKE ELECTRIC	01-5800 6239 MHS	322.06	
			6240 MHS	642.68	964.74
3000145332	08/16/2021	CPI	01-5300 Clancy Membership	150.00	
			Rosebrook Membership	150.00	300.00
3000145333	08/16/2021	EUREKA OXYGEN COMPANY (C)	01-5800 Service AHS	1,051.82	
		• •	Service MHS	1,038.00	2,089.82
3000145334	08/16/2021	HEARTLAND SCHOOL SOLUTIONS	13-4341 Renewal 21/22		1,850.00
3000145335	08/16/2021	Hoffman, Steven V	01-5210 A/P Travel Reimb		1,296.00
3000145336	08/16/2021	HUMBOLDT SANITATION (C)	01-5560 Billing		718.20
30001163337	08/16/2021		01-4310 Re: 210581		315.95

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.

ESCAPE OF

Page 2 of 6

Board Report

Check lumber	Check Date	Pay to the Order of	Fund-Object Comment	Expensed Amount	Check Amoun
000145338	08/16/2021	MAD RIVER UNION	01-5861 Billing		156.00
000145339	08/16/2021	MapleService Inc	01-5800 Repair at AHS	380.00	
			Repair MHS	979.84	1,359.84
000145340	08/16/2021	NORTH COAST SECTION C.I.F.	01-4310 Supplies		2,279.00
000145341	08/16/2021	PG & E	01-5520 Billing		5,336.63
000145342	08/16/2021	Pickering, David J	01-5203 Meals 3/15-04/14	30.00	
			Meals 4/15-5/14	30.00	60.00
000145343	08/16/2021	PITNEY BOWES	01-5612 Payment	537.08	
			01-5950 Postage Refill AHS	10,000.00	10,537.08
000145344	08/16/2021	PPG ARCHITECTURAL FINISHES	01-4381 AHS	746.66	
			MHS	84.92	831.58
000145345	08/16/2021	QUILL CORPORATION	01-4310 Supplies		73.81
000145346	08/16/2021	RECOLOGY ARCATA (C)	01-5560 Billing	645.08	
			63-5560 Billing	34.15	679.23
000145347	08/16/2021	SHN CONSULTING ENGINEERS (C)	22-6276 Billing Measure N	2,884.00	
			Measure N Billing	4,415.35	7,299.35
000145348	08/16/2021	SUDDENLINK COMMUNICATIONS	63-5922 Billing		143.45
000145349	08/16/2021	THE DEVEREUX FOUNDATION	01-5803 Billing		12,112.94
000145350	08/16/2021	U.S. BANK CORPORATE PAYMENT	01-4400 Tech Equipment	1,845.94	
0001.0000			01-5207 Confernce Regis	79.00	
			01-5210 Conference Refund	375.00-	
			01-5300 Casto Membership	250.00	
			Edjoin Fees	800.00	2,599.94
000146100	08/26/2021	AT&T	01-5909 Billing		104.57
000146101	08/26/2021	A-Z BUS SALES INC.	01-4362 Open P.O.		287.94
000146102	08/26/2021	AMERICAN EAGLE ENTERPRISES	01-5800 Yearly Inspection		7,900.00
000146103	08/26/2021	AMERICAN OUTLETS	01-4310 Locks for lockers		1,849.41
000146104	08/26/2021	AMPLIFIED IT	01-4341 Google Workspace for Education		9,750.00
000146105	08/26/2021	APPLE COMPUTER INC.	01-4310 Perkins Purchase MHS		1,370.15
000146106	08/26/2021	ARCATA FIRE PROTECTION DIST.	01-5884 Tax Assessment		4,102.00
000146107	08/26/2021	ATTAINMENT COMPANY	01-4312 Attainment Company Inc		772.54
000146108	08/26/2021	B & H PHOTO-VIDEO	01-4310 Sound System for Board Meetings	2,219.66	
			01-4400 Sound System for Board Meetings	463.97	2,683.63
000146109	08/26/2021	Black, Amy D	01-5203 Driver Meals		30.00
000146110	08/26/2021	BLICK ART MATERIALS	01-4310 Art Supplies		1,486.99
000146111	08/26/2021	CALIFORNIA DEPT OF JUSTICE	01-5861 Billing		113.00
000146112	08/26/2021	CARNEGIE FOUNDATION	01-5300 Membership		5,000.00

preceding Checks be approved.

Page 3 of 6

Board Report

Check Number	Check Date	Pay to the Order of	Fund-Object Comment	Expensed Amount	Checl Amoun
3000146113	08/26/2021	CASTO	01-5300 Transportation Membership		75.00
3000146114	08/26/2021		01-4310 Monitor and Stands for Admin		400.06
3000146115	08/26/2021		01-4110 APUSH Textbooks		13,863.96
3000146116	08/26/2021	CHILDERN'S CARE HOSP & SCHOOL	01-5803 Billing		23,334.20
3000146117	08/26/2021	CITY OF ARCATA	01-5530 Billing	268.52	
			Storm Water	3,525.55	3,794.07
3000146118	08/26/2021	COAST COUNTIES PETERBILT	01-4362 Open P.O.		16.69
3000146119	08/26/2021	Compliance Associates Inc	01-5800 Service Contract		1,350.00
3000146120	08/26/2021	COOKE ELECTRIC	01-5800 Supplies		3,415.56
3000146121	08/26/2021	CPM EDUCATIONAL PROGRAM	09-4210 Math Books		7,943.13
3000146122	08/26/2021	Dalianes Travel	01-5801 Parent Travel		426.81
3000146123	08/26/2021	EDLIO LLC	01-4341 Consortium Website Agreement		14,366.40
3000146124	08/26/2021	EDUCATION LOGISTICS INC	01-5800 Service Contract		1,004.39
3000146125	08/26/2021	EDUPOINT EDUCATIONAL SYSTEMS	01-5207 Conference Regis	495.00	
			01-5210 Conference Regis	990.00	1,485.00
3000146126	08/26/2021	EUREKA-HUMBOLDT FIRE	01-5635 Open P.O.		956.44
3000146127	08/26/2021	FLEETPRIDE	01-4362 Open P.O.		429.36
3000146128	08/26/2021	GoGuardian	01-4341 Tech License		9,350.00
3000146129	08/26/2021	Haynes Family of Programs	01-5800 SPED Billing		1,075.00
3000146130	08/26/2021	HUMBOLDT TRANSIT AUTHORITY	01-5801 Bus Passes		1,425.00
3000146131	08/26/2021	INTERSTATE ALL BATTERY	01-4362 Open P.O.		373.92
3000146132	08/26/2021	JUNIOR LIBRARY GUILD	01-4312 Subscriptions		3,595.36
3000146133	08/26/2021	LAWSON PRODUCTS	01-4362 Open P.O.		51.04
3000146134	08/26/2021	Los Angeles Freightliner	01-4362 Open P.O.		249.50
3000146135	08/26/2021	MCKINLEYVILLE C.S.D.	01-5530 Billing		808.89
3000146136	08/26/2021	MISSION LINEN & UNIFORM (C)	01-5800 Open P.O.		372.82
3000146137	08/26/2021	NAPA AUTO PARTS	01-4362 Open P.O.		311.60
3000146138	08/26/2021	OCCUPATIONAL HEALTH SERVICES	01-5864 TB Billing		43.75
3000146139	08/26/2021	PETERSON TRACTOR CO.	01-4362 Open P.O.		1,469.12
3000146140	08/26/2021	PG & E	01-5520 Billing	1,939.64	
			Supplies	3,533.62	5,473.26
3000146141	08/26/2021	PHOENIX CERAMIC SUPPLY	01-4310 Classroom supplies for ceramics		1,430.25
3000146142	08/26/2021	QUILL CORPORATION	01-4310 Supplies	526.40	
			01-4351 Office Supplies	246.72	
			Supplies	69.55	
			09-4310 Enviro-note Books	356.75	
			Markers, Graph Pads, Calculators	612.71	

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.

ESCAPE

ONLINE Page 4 of 6

Board Report

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000146142	08/26/2021	QUILL CORPORATION	Quill [Desk Chairs (2)	216.98	2,029.11
3000146143	08/26/2021	RENNER PETROLEUM INC.	01-4365 Open	P.O.		23,648.45
3000146144	08/26/2021	RWS SERVICES	01-5633 Open	P.O.		95.48
3000146145	08/26/2021	SAFEWAY INC	01-4310 Suppli	ies		71.37
3000146146	08/26/2021	SCHOLASTIC INC.	01-4312 SDC/s	J. Hewins		156.59
3000146147	08/26/2021	SCHOLASTIC MAGAZINE	01-4312 4252			156.59
3000146148	08/26/2021	Skoglund, Karen L	01-5300 Memb	pership Reimb		80.00
3000146149	08/26/2021	SPURR	01-5511 Billing			2,144.03
3000146150	08/26/2021	STATEWIDE TRAFFIC SAFETY	01-4377 Billing	MHS		99.44
3000146151	08/26/2021	SYSCO SACRAMENTO	01-4393 Supplies			624.10
3000146152	08/26/2021	TECHOME INNOVATIONS	01-4400 Final i	nvoice 30%	41,254.74	
			01-5800 Final i	nvoice 30%	14,694.00	55,948.74
3000146153	08/26/2021	TEHAMA TIRE SERVICE INC.	01-4366 Open P.O.			15.00
3000146154	08/26/2021	US FOODS CHEF'S STORE	01-4393 Open PO for return to school PD			477.56
3000146155	08/26/2021	VERIZON WIRELESS	01-5922 Billing			4,580.96
3000146156	08/26/2021	WESTERN ASSOCIATION OF SCHOOLS	01-5300 12652	2687209	980.00	
			Memb	pership	1,100.00	2,080.00
3000146486	08/30/2021	Atlas Commercial Products	01-4310 Foldin	g Chairs		3,217.98
3000146487	08/30/2021	CASSARO'S CATERING	01-5800 Cateri	ng for School Return		4,247.92
3000146488	08/30/2021	DANCO BUILDERS (C)	01-5631 FFA G	Green House Repair		15,785.00
8000146489	08/30/2021	JOSTENS	09-4310 RE 21	0585		29.14
3000146490	08/30/2021	KRAMER INVESTMENT CORP	63-5612 Sept F	Rent		1,140.33
3000146491	08/30/2021	CASSARO'S CATERING	01-5800 Cateri	ng for School Return		1,147.13
				Total Number of Checks	136	387,308.87

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	123	348,544.42
09	SIX RIVERS CHARTER	6	15,138.77
13	CAFETERIA FUND	3	1,968.62
22	2010 BOND BUILDING FUND	3	18,944.35
63	NH EMPLOYMENT SERVICES	7	2,712.71

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.

ESCAPE ONLINE
Page 5 of 6

accs-jun22item03 Attachment 7 Page 285 of 986

ReqPay12d

Board Report

Check Number	Check Date	Pay to the Order of		Fund-Object	Comment	Expensed Amount	Check Amount
			Total Number of Checks	136	387,308.87		
			Less Unpaid Tax Liability		.00		
			Net (Check Amount)		387,308.87		

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.

ESCAPE ONLINE Page 6 of 6

NHUHSD Changes in Certificated and Classified Personnel September 14, 2021

	September 14, 2021				
CERTIFICATED STAFF					
Employment	Thomas Richards; 1.0 fte; Probationary; RSP - AHS				
	Greg Rowe; Temporary; Independent Study				
	Mary Ann Lyons-Tinsley; Temporary; Independent Study				
	Laura Ashley; Independent Study Teacher				
	Deb Eiers; Independent Study Teacher				
	Colleen Hilker; Independent Study Teacher				
	Neva Holladay; Independent Study Teacher				
	Kelly Helms; Independent Study Teacher				
	Auzu, Analeyi6 fte Probationary; Spanish - AHS				
CLASSIFIED STAFF	Benjamin Flores – Bus Driver; part-time; probationary				
	Kelene Jake – Wild Rivers Site Lead; temporary - MHS				
Employment					
	Angela Brenes – NECEP District Liason; temporary - District Morgan Jones; Probationary; Instructional Aide - PCHS				
	The state of the s				
	Mina Smith; Temporary; Covid Testing Support - District				
	Marissa Marquez; Instructional Aide; probationary - SRCHS				
Resignation/Leave/	Kensey Jones; Instructional Aide - AHS				
Retirement	Tracy Hardy; Speech Therapist – District Wide				
	Ana Zamorano; Instructional Aide - AHS				
	Jesus Cisneros; Spanish Teacher - AHS				
	Kevin Bates; Custodian – AHS (Retiring 10/29/21)				
	Mark Sundberg; Boys JV Basketball - MHS				
	Chris Shaw; Girls Freshman Basketball - MHS				
EXTRA-CURRICULAR					
ARCATA HS					
711111111111111111111111111111111111111					
MCKINLEYVILLE HS	Katherine Rifilato – Varsity Volleyball				
WCKINLET VILLE IIS					
	Cindy Clancy – Varsity Boys Basketball				

AHS Principal's Report

Good Evening School Board Members:

We have had a great first week of school. Our numbers are up and being out for an extended period of time has only made the return look larger. Our entire staff has put in a tremendous amount of work this summer, during the professional development days, and working extra hours to prepare for in-person instruction. I'm very proud of everyone's efforts to make this a great experience for our students.

We help a successful new student orientation the week before school began. Mostly our incoming 9th graders (and parents) attended a virtual Q & A on Wednesday evening (about 230 participants) and then an in-person tour for any AHS student on Thursday afternoon led by our leadership class.

AHS have more students this school year than any of my previous 10 years. It is amazing and speaks to the great tradition, teaching staff, and community that provides AHS students with an outstanding educational experience.

	Arcata High School					
	In-Person	<u>I/S</u>	<u>Total</u>			
9th	286	2	288			
10th	247	14	261			
11th	217	29	246			
12th	210	30	240			
Total	960	75	1035			

Our staff, under the leadership of Lori Meadows, is has incorporated our behavior norms into their classes. She created our new posters that display the Schoolwide Norms: RISE (Respectful, Inclusive, Safe, and Engaged). Danielle Witten has assisted our staff with professional development: English Language Learner training and assistance for new teachers.

Sports – All sports are going and play has begun. We are working with new Athletic Director, Matt Dusel, to implement a COVID testing program and communicate with teams on updates to protocols. Homecoming is right around the corner, the week of October $4^{th} - 8^{th}$.

We have a dozen new faces to the AHS campus this school year. Please come by and see for yourself what a terrific job the staff is doing.

Again, I cannot thank the wonderful AHS staff enough for all they do to support our students. I'm deeply appreciative of their professionalism and dedication.

Jim Monge

Principal, Arcata High School

accs-jun22item03 Attachment 7 Page 288 of 986

At the time of this report being read we will have been back for a full two weeks at MHS. The students and staff are doing a great job and it has been wonderful having that positive energy on our campus.

Thanks for your continued support, Nic Collart, MHS Principal September 8, 2021

Update

Return to Face to Face Learning: Mack High was excited to welcome back our students fully to in person learning and for the first time in block scheduling. Staff are doing a great job adjusting to the new schedule and finding creative ways to fill the longer class periods. With the block schedule we have maintained a 30 minute Study Hall Tuesday through Friday. For the first two weeks we used that time to stream videos on our school norms, student services and even some motivational speakers. As the school work has picked up we are turning over Study Hall to the students to help make sure they get time for the work as well as to get support.

MTSS Work: Much of the week leading up to school was utilized to provide PD in support of the implementation of our MTSS system at both the site and district level. With the year now started we will be setting up times for our Tier 1 and Tier 2 teams to begin meeting as well as planning our faculty meeting PD to move our MTSS systems forward.

Race and Equity: Our race and equity team has set this coming Thursday, September 16, as our first meeting since the finish of the 2020-21 school year. We will use this meeting to provide updates on our work as well as make plans for the school year now that we are back in person.

Counseling/Support: Student services has done a great job getting back in touch with students and checking in. Counselors have been meeting students out on the quad, our SAT team is up and running, we have spun the Sources of Strength wheel and used some Study Hall time to share with our students who are available when students need us. The Student Services team is looking forward to our Back to School Night (September 23) to provide more information about their supports to our community.

Student Activities: ASB as well as clubs are up and running. We have our Club Rush on Thursday September 17 which will be a great chance for our freshman and sophomores to join a club. Planning for homecoming is in full swing (Oct 11-15) and our bi-annual talent show Mack High Dead is welcoming students to try out in anticipation of a Halloween themed talent show for late October.

Athletics: Fall Sports are under way and teams are doing a great job. Players, parents and coaches are being supportive and patient as we work to implement testing, contact tracing and other protocols to keep sports moving safely forward.

accs-jun22item03 Attachment 7 Page 289 of 986

Samoa Beach Academy Supporting Documentation

Six Rivers Principal's Report

Northern Humboldt Union School District Board - September, 2021

And we are off...

Six Rivers students and staff have arrived together on campus and have done a great job balancing the need for safety and desire to get down to work. Overall, there is a good feeling that permeates amongst our students. It seems that students appreciate being in person and connected to their peers. The smiles are covered with masks, but I can sense that they are there.

Here are a few of the things under way at Six Rivers:

Past Events

- On September 9th, Six Rivers held our initial Parent Advisory Committee meeting at 5:30. This meeting will be held virtually on Google Meet. This is a public meeting and all are invited to take part. Meetings take place monthly. Elections were held in the spring for the parent representatives for all but the new freshman class. I would like to thank Jenn Tarlton (Sophomores), Amy Brodkorb (Juniors), and Rebecca Crow (Seniors) for stepping forward in the effort to move our school closer to our school vision. At our initial meeting, we reviewed the purpose of PAC, heard from our student and teacher representatives, and collected input from those in attendance. In addition, we will see if there is a freshman parent willing to join the voting members PAC. This year the PAC was expanded to include a classified employee and an additional student.
- Summer Construction: Utilizing COVID funds, an office was completed to serve as the home base for Tara Ralulu, our Special Education teacher. Now she has a private area in which to consult with and assess students. However, she was able to access it just one day before leaving for maternity leave. As I write this message, it was just announced that her twins have arrived!
- Scheduling students: A great deal of time and effort have been put into merging the master schedules of AHS and SRCHS and slotting students into classes. However, the partnership between Six Rivers and AHS resulted in a solid master schedule. I must thank Mr. Monge for his cooperation during this process.
- MTSS Handbook: The Six Rivers MTSS team has met on three different days to prepare the MTSS framework that will guide us in the future. The availability of funding to bring this team together during the summer was very helpful.
- Orientation: I would like to thank the Pirate Council leaders who took part in the orientation
 for our 33 new students. Parents and students alike appreciated the effort and shared that the
 quality of information shared made them feel prepared for the new challenges of this school
 year.
- Six Rivers Community Building Assembly: On the first day of school, an assembly focused on the norms of Six Rivers was held in the area just outside Six Rivers classrooms. Highlights of the assembly included "non-examples" of our norms presented dramatically by Six Rivers staff and

- positive examples shared by our senior class. This Six Rivers tradition moves us closer to achieve the goals in our MTSS plans.
- Thanks and Praise: I would like to thank Amber for all her amazing work to prepare for the launch of school. This summer she was learning much about starting school in person and then put those lessons to work immediately. In addition, the work of the MTSS team will pay dividends far into the future. Finally, the teachers of Six Rivers have been amazingly professional and hard working as we have shifted back to classroom instruction. Six Rivers staff from bottom to the top is amazing.

Upcoming Events

- **Parent Handbook:** In the coming week a newly updated Parent-Student Handbook will be ready to share.
- Historical Calendar: A team of students is already underway planning the creation of the Six Rivers Historical Calendar. Already a request has arrived from a vendor for calendars for this holiday season.
- **Back to School Night:** BTSN will be held virtually on September 22nd in conjunction with Arcata High School. This will be a virtual event.
- **First Term Assembly:** This assembly will be another community focused event which underscores the norms we aspire to achieve. At the moment this plan is to have it take place outdoors. Already the Pirate Council has begun discussions of what will be included in this traditional event.







Samoa Beach Academy Supporting Documentation AHS Student Board Rep. Report

accs-jun22item03 Attachment 7 Page 292 of 986

9/8/2021

Good evening Community and School Board Members,

We have finally made it! This first week of school has shown AHS's ability to adapt, overcome no matter the conditions. As a senior, this first week was everything I could have hoped for. As a student, this week was a relief. And as an Arcata High School sports fan, this week has been exciting.

Being that we are in a pandemic I must touch on the subject of safety. In my eyes, our school, staff, and students have taken all preventative measures possible to avoid the mass spreading of the Delta Variant. It is obviously impossible to stop all spread and I do know there have been students who have gotten covid. However, our school's covid protocols seem to be doing their job in preventing mass transmission. I rarely if ever see students unmasked at school and if they are they are 6 feet away. From what I have heard, the majority of students feel safe on campus.

Now that our covid situation is covered I want to tell you all the amazing things I have seen and experienced:

- 1. Sports events are back, and I mean back! I have attended two volleyball games in which the entire student section was packed with excited, loud, and sometimes rambunctious students all rooting for our team. These games made me so happy and give me hope that certain AHS traditions will be passed down to underclassmen
- 2. For the first year at AHS, I feel as though there are no barriers between students/classes. Ironic right? When I walk down the halls everyone is talking to everyone and from what I have seen there is no negativity, bullying, or hate being spread. This year, I met some of the nicest kids through XC, classes, and mutual friends.
- 3. Being back in school I have noticed my classmates and my ability to pay attention, learn, and focus have improved tremendously. I know that myself and others feel that being in person dramatically improves learning ability.

Now, here is my question for the board: It is ASB's and Leadership class's goal to make this year as normal (and safe) as possible. There are many ways to do this, but one thing we really want to try to make happen is a homecoming dance. We have already planned out a theme and have submitted our permit application for a homecoming parade. With that said, we really are wanting to have an outside, masked dance. I understand that the current covid situation is cause for concern, but we believe that preventative measures such as masking, testing, vaccine checks, and being outside can limit the possibility for exposure tremendously.

accs-jun22item03 Attachment 7 Page 293 of 986

Lastly, I understand that a recall election is taking place for our governor and there is the possibility that after this election our school may be given the opportunity to go back to online/hybrid. I am here to make a plea <u>against</u> transitioning our school back to fully online/hybrid if such a decision is on the table. First off, all the amazing experiences and things listed above will end. Also, as of now, all students have the opportunity to go on independent study, meaning that any students who are concerned with covid can simply stop attending in-person school if they want. For the vast majority of students being back in school is a relief socially, academically, and emotionally. Please, consider keeping our school open for the entire year.

accs-jun22item03 Attachment 7 Page 294 of 986

McKinleyville High School Student Board Report

Northern Humboldt Union High School District September 2021

Upcoming Events and Campus Activities

Associated Student Body: ASB meets on Wednesdays in the library and is planning Homecoming and Club Rush. Club Rush will be held on Wednesday, September 15 to introduce students to the clubs offered this year.

Advanced Theatre Workshop/Drama Club: Drama Club is planning the Mack High Dead, a student run Halloween themed talent show, and will be holding auditions at the end of September. An interest form is available in their Instagram bio (@mackhighdrama).

Black Student Union: The BSU is working with the All Humboldt BSU to organize a team of Black and mixed race youth for a philanthropy project designed to address and develop solutions for issues facing Black youth in Humboldt County.

FFA: FFA held an ice cream social for its members during the second week of school, and is planning to send members to a variety of conferences over the next few months.

Science Club: Science Club is investigating repairing their telescope in order to hold astronomy nights, and is continuing to sell bagels from Los Bagels during the morning break as a fundraiser for this year's activities.

Soroptimist Club: A Soroptimist Club project to install and stock free period product dispensers in the school bathrooms is continuing this year. Funding was secured last spring, and club members are now looking to purchase and install the dispensers.

Teen Literacy Council: TLC is beginning to map out events like poetry workshops, Read Across Macktown, community reads, and monthly books focusing on social issues for the year.

Spirit Days: Students and staff are encouraged to wear red and black on Fridays to show school spirit.

Sports: The cross country, soccer, volleyball, and football teams are competing in league matches and events this month. Schedules are available on the school website.

accs-jun22item03 Attachment 7 Page 295 of 986

Other Information: Diversity Club, Interact Club, Key Club, and Native American Club are also starting this month.

Student Sentiments

Messages:

- Students appreciate the school making it clear that anyone on campus can get COVID tested at any point regardless of exposure to the virus.
- Readjusting to school and longer classes has been difficult, but the school has made the transition feel very welcoming.
- District COVID protocols feel safe. Most teachers have done a good job enforcing the mask mandate.

Concerns:

- This year's block schedule has implemented a shorter lunch period, which has concerned a large number of students. Many feel like they have to rush in order to get food off-campus, and this has contributed to unsafe conditions in the parking lot as students speed in and out in order to get food and get back in time. It also poses issues to students who attend club meetings at lunch, because their meetings last the whole period and they don't have time to eat. Removing five minutes from the morning break or from study hall, or five minutes from each for a combined total of ten extra minutes, have both been suggested as solutions to lengthen lunch. The combination of having to rush in order to get food, not being able to eat because of clubs, and feeling exhausted after long classes followed by a shortened lunch period will lead to lower academic performance and worse mental health. This is the most significant concern voiced by students.
- Holding study hall before lunch (pushing lunch back forty minutes later than in past years) has made students less productive because it makes them more tired and hungry than usual. Students have suggested rescheduling study hall for after lunch.
- While most teachers are enforcing mask rules, there are classrooms where the
 rules are clearly not being enforced, in a 'don't ask, don't tell' sort of way. While
 most students feel safe on campus most of the time, masks being worn
 incorrectly immediately jeopardizes the safe atmosphere and the importance of
 masks needs to be reemphasized to students and teachers.

- Some students have continued to wear neck gaiters despite them not being counted as acceptable masks.
- Students gathered in the hallways and on the quad during breaks and passing periods, especially freshmen who haven't learned to take school rules seriously, don't wear their masks correctly and need to be corrected more often.

Best regards, McKinleyville High School Student Board Representatives Cicely Jones and Summer Johnson

Six Rivers Student Representative Report

Northern Humboldt Union School District Board September 15, 2021

Past Events and Accomplishments

- Start Of School Assembly: On August 30th, the first day of school, Six Rivers had our start of school assembly. Teachers and staff were introduced and students were led in icebreakers to get to know each other better. Seniors put on skits to demonstrate our pirate norms: chart your course, pull your weight, and pull together!
- New Student Orientation: A new student orientation was held on August 26th from



4-6pm. Pirate Council and student leaders helped to organize and lead the events. We held a scavenger hunt and helped new students find their way around campus. Six Rivers t-shirts were handed out at the end of the event. Orientation was a huge success!

 Pirate Spirit Days: On Thursdays, students are encouraged to show their school pride by wearing their Six Rivers gear or Six Rivers colors. Go Pirates!

Current Or Upcoming Events

- **Pirate Council:** Pirate Council meetings are TBD. Pirate Council officers have been decided and meetings will begin shortly. We are excited to help the Six Rivers student body have an amazing year!
- Parent Advisory Committee: The next Parent Advisory committee meeting will be held September 9th from 5:30pm-6:30pm. It is an open meeting and board members are invited to attend.

Looking Forward

As we all begin this new school year, spirits are high. Many students and teachers are
excited to be back on campus in a relatively normal school environment. Personally, I
really enjoy being able to be on campus full time. Many other students I've talked to also
much prefer this school setting over distance learning.



AGENDA ITEM: 6.1

SUBJECT:

Bond Update

DEPARTMENT/PROGRAM:

Measure Q and Z

INFORMATION ITEM/DISCUSSION:

Superintendent Roger Macdonald to discuss progress on the AHS Fields.



AGENDA ITEM: 6.2

SUBJECT:

LCAP

DEPARTMENT/PROGRAM:

District

INFORMATION ITEM/DISCUSSION:

Suzie McCray will give an update on our LCAP.



AGENDA ITEM: 6.3

SUBJECT:

Racial Equity update

DEPARTMENT/PROGRAM:

District

INFORMATION ITEM/DISCUSSION:

Superintendent Macdonald will give an update on Racial Equity



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 6.4

SUBJECT:

Opening Day report

DEPARTMENT/PROGRAM:

District

INFORMATION ITEM/DISCUSSION:

Opening Day enrollment comparisons

OPENING DAY ENROLLMENTS 2021

Site/Yea	<u>ar</u>	g^{th}	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>
AHS	'10	199	221	191	192	803
	'11	248	192	198	186	824
	'12	238	239	168	196	841
	'13	218	226	230	169	843
	'14	200	214	231	209	854
	'15	248	205	200	212	865
	'16	242	250	203	221	877
	'17	245	238	228	184	895
	'18	278	243	226	215	962
	'19	263	267	235	220	985
	'20	250	253	238	222	963
	'21	287	261	246	240	1,034
MHS	'10	156	165	159	141	621
MIIIS	'11	144	155	152	147	598
	,11	178	137	154	141	610
	,13	154	174	140	150	618
	'14	171	152	167	133	623
	'15	166	154	145	169	634
	,16	135	157	132	129	553
	,17	130	131	148	135	544
	,18	143	121	119	137	520
	'19	146	134	117	115	512
	'20	144	143	123	108	518
	'20 ' 21	144 143	143 140	123 132	108 120	518 535
PCHS	'21 '10		140 2	132 15		
PCHS	'21 '10 '11	0 0	140 2 2	132 15 12	12 0 19 26	535 36 40
PCHS	'21 '10 '11 '12	0 0 0 0	2 2 2 3	132 15 12 17	19 26 19	36 40 39
PCHS	'21 '10 '11 '12 '13	0 0 0 0	2 2 2 3 1	132 15 12 17 16	19 26 19 18	36 40 39 35
PCHS	'21 '10 '11 '12 '13 '14	0 0 0 0 0	2 2 3 1	132 15 12 17 16 6	120 19 26 19 18 18	36 40 39 35 25
PCHS	'21 '10 '11 '12 '13 '14 '15	0 0 0 0 0 0 0	2 2 3 1 1	132 15 12 17 16 6 12	19 26 19 18 18 26	36 40 39 35 25 39
PCHS	'21 '10 '11 '12 '13 '14 '15 '16	0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6	132 15 12 17 16 6 12 19	19 26 19 18 18 26 13	535 36 40 39 35 25 39 38
PCHS	'21 '10 '11 '12 '13 '14 '15 '16 '17	143 0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6 1	132 15 12 17 16 6 12 19 22	120 19 26 19 18 18 26 13 30	535 36 40 39 35 25 39 38 53
PCHS	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18	143 0 0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6 1	132 15 12 17 16 6 12 19 22 9	120 19 26 19 18 18 26 13 30 31	535 36 40 39 35 25 39 38 53 41
PCHS	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19	143 0 0 0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6 1 1 0	132 15 12 17 16 6 12 19 22 9 16	120 19 26 19 18 18 26 13 30 31 25	535 36 40 39 35 25 39 38 53 41 41
PCHS	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20	143 0 0 0 0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6 1 1 0 0	132 15 12 17 16 6 12 19 22 9 16 17	120 19 26 19 18 18 26 13 30 31 25 31	535 36 40 39 35 25 39 38 53 41 41 48
PCHS	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19	143 0 0 0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6 1 1 0	132 15 12 17 16 6 12 19 22 9 16	120 19 26 19 18 18 26 13 30 31 25	535 36 40 39 35 25 39 38 53 41 41
PCHS MRHS	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21	143 0 0 0 0 0 0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6 1 0 0 0 4	132 15 12 17 16 6 12 19 22 9 16 17 10	120 19 26 19 18 18 26 13 30 31 25 31 29	535 36 40 39 35 25 39 38 53 41 41 48 39
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21	143 0 0 0 0 0 0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6 1 0 0 0 4 2	132 15 12 17 16 6 12 19 22 9 16 17 10	120 19 26 19 18 18 26 13 30 31 25 31 29	535 36 40 39 35 25 39 38 53 41 41 48 39
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21 '3 '10 '11 '12	143 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6 1 0 0 0 4 2 4	132 15 12 17 16 6 12 19 22 9 16 17 10	120 19 26 19 18 18 26 13 30 31 25 31 29	535 36 40 39 35 25 39 38 53 41 41 48 39 28 35 24
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21 '3 '10 '11 '12 '13	143 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	140 2 2 3 1 1 1 6 1 0 0 0 4 2 4 0	132 15 12 17 16 6 12 19 22 9 16 17 10	120 19 26 19 18 18 26 13 30 31 25 31 29	535 36 40 39 35 25 39 38 53 41 41 48 39 28 35 24 24
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21 5 '10 '11 '12 '13 '14	143 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1	140 2 2 3 1 1 1 6 1 0 0 0 0 4 2 4 0 4	132 15 12 17 16 6 12 19 22 9 16 17 10 12 10 7 9 7	120 19 26 19 18 18 26 13 30 31 25 31 29 12 23 13 15 20	535 36 40 39 35 25 39 38 53 41 41 48 39 28 35 24 24 32
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21 5 '10 '11 '12 '13 '14 '15	143 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 6	140 2 2 3 1 1 1 6 1 0 0 0 0 4 2 4 0 4 10	132 15 12 17 16 6 12 19 22 9 16 17 10 12 10 7 9 7 14	120 19 26 19 18 18 18 26 13 30 31 25 31 29 12 23 13 15 20 9	535 36 40 39 35 25 39 38 53 41 41 48 39 28 35 24 24 32 39
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21 5 '10 '11 '12 '13 '14 '15 '16	143 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 6 0 0	140 2 2 3 1 1 1 6 1 0 0 0 0 4 2 4 0 4 10 14	132 15 12 17 16 6 12 19 22 9 16 17 10 12 10 7 9 7 14 31	120 19 26 19 18 18 18 26 13 30 31 25 31 29 12 23 13 15 20 9 20	535 36 40 39 35 25 39 38 53 41 41 48 39 28 35 24 24 32 39 65
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21 5 '10 '11 '12 '13 '14 '15 '16 '17	143 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 6 0 0 0	140 2 2 3 1 1 1 6 1 0 0 0 0 4 2 4 0 4 10 14 1	132 15 12 17 16 6 12 19 22 9 16 17 10 12 10 7 9 7 14 31 11	120 19 26 19 18 18 18 26 13 30 31 25 31 29 12 23 13 15 20 9 20 21	535 36 40 39 35 25 39 38 53 41 41 48 39 28 35 24 24 32 39 65 33
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21 5 '10 '11 '12 '13 '14 '15 '16 '17 '18	143 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 6 0 0 0 0	140 2 2 3 1 1 1 6 1 0 0 0 0 4 2 4 0 4 10 14 1 4	132 15 12 17 16 6 12 19 22 9 16 17 10 12 10 7 9 7 14 31 11 13	120 19 26 19 18 18 18 26 13 30 31 25 31 29 12 23 13 15 20 9 20 21 24	535 36 40 39 35 25 39 38 53 41 41 48 39 28 35 24 24 32 39 65 33 41
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21 5 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '19 '10 '11 '11 '12 '13 '14 '15 '16 '17 '18 '19	143 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 6 0 0 0 0	140 2 2 3 1 1 1 6 1 0 0 0 4 2 4 0 4 10 14 1 4 2	132 15 12 17 16 6 12 19 22 9 16 17 10 12 10 7 9 7 14 31 11 13 13	120 19 26 19 18 18 18 26 13 30 31 25 31 29 12 23 13 15 20 9 20 21 24 12	535 36 40 39 35 25 39 38 53 41 41 48 39 28 35 24 24 32 39 65 33 41 27
	'21 '10 '11 '12 '13 '14 '15 '16 '17 '18 '19 '20 '21 5 '10 '11 '12 '13 '14 '15 '16 '17 '18	143 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 6 0 0 0 0	140 2 2 3 1 1 1 6 1 0 0 0 0 4 2 4 0 4 10 14 1 4	132 15 12 17 16 6 12 19 22 9 16 17 10 12 10 7 9 7 14 31 11 13	120 19 26 19 18 18 18 26 13 30 31 25 31 29 12 23 13 15 20 9 20 21 24	535 36 40 39 35 25 39 38 53 41 41 48 39 28 35 24 24 32 39 65 33 41

Samoa Beach Academy Supporting Documentation							accs-jun22item03 Attachment 7 Page 303 of 986	
CDS '03	2		4		0		0	6
'04	1		12		4		7	24
'05	1		6		4		3	14
'06	1		12		3		6	22
'07	2		10		7		8	27
'08	2		2		0		0	4
'09	0		4		0		0	4
'10 '12	0		0 0		0		0 0	0
,12	3		3		0 0		0	0 6
,13 ,14	2		3		0		0	5
14	2		3		U		U	5
SRCHS '10	19		25		19		22	85
'11	28		23		19		13	83
'12	27		25		23		19	94
'13	25		26		28		21	100
'14	25		25		24		26	100
'15 '16	19		26		28		26 21	99
,16 ,17	26 28		18 28		28 16		24	93 96
'18	28		27		25		18	98
'19	27		28		28		25	108
' 20	28		26		27		29	110
'21	28		29		28		27	112
	<u>'08</u>	' <u>09</u>	<u>'11</u>	<u>'12</u>	<u>'13</u>	<u>'14</u>		
AHS SDC	40	37	30	37	34	30		
MHS SDC	18	19	29	34	40	50		
DISTRICT	1,711	1659	1,580	1,614	1,626	1,639		
	<u>'15</u>	<u>'16</u>	<u>'17</u>	<u>'18</u>	' <u>19</u>	<u>'20</u>	'21	
AHS SDC MHS SDC	49 44	40 44	42 40	49 38	43 40	49 26	37 30	
MIII SDC	77	77	40	30	70	20	30	

DISTRICT 1,676 1,626 1,621 1,662 1,673 1,667 1,746



AGENDA ITEM: 6.5

SUBJECT:

COVID Update

DEPARTMENT/PROGRAM:

District

INFORMATION ITEM/DISCUSSION:

Superintendent Macdonald will give a COVID update on:

- COVID Protocols
- Independent Study Options
- Update on positive student and staff numbers, contact tracing and quarantine procedures
- Athletics and extracurricular activities
- MHS and AHS hosting vaccine clinics
- Grant funded COVID nurse



AGENDA ITEM: 7.1

SUBJECT:

Resolution 2/2021-22, Sufficiency of Textbooks or Instructional Materials

DEPARTMENT/PROGRAM:

Board of Trustees

INFORMATION ITEM/DISCUSSION:

Public comments regarding Resolution 2/2021-22, Sufficiency of Textbooks or Instructional Materials

accs-jun22item03 Attachment 7 Page 306 of 986

Resolution 2/2021-22 Sufficiency of Textbooks or Instructional Materials

Whereas, the Governing Board of the Northern Humboldt Union High School District in order to comply with the requirements of Education Code 60119, held a public hearing on <u>September 14, 2021</u> at <u>6</u> o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Northern Humboldt Union High School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas between the 2008-09 through the 2021-22 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Northern Humboldt Union High School District. have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Finding of Sufficient Instructional Materials

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science

Clerk

- History-social science
- English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

• Therefore, it is resolved that for the 2021-2022 school year, the Northern Humboldt Union High School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED ANI	D ADOPTED THIS 14th	day of September, 2021 at a meeting, by the following vote:	
AYES:	NOES:	ABSENT:	

President



AGENDA ITEM: 7.2

SUBJECT:

Public comment and second reading of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees

DEPARTMENT/PROGRAM:

Board of Trustees

INFORMATION ITEM/DISCUSSION:

Policy updated to reflect a court decision which held that a district cannot bar criticism of employees at public board meetings, and to add referral of complainants to the appropriate complaint procedures when concerns are expressed at a board meeting or to an individual board member outside a board meeting. Policy includes material formerly in AR regarding reports against employees for child abuse or neglect, and adds circumstances under which complaints should be addressed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures or AR 4030 - Nondiscrimination in Employment. Policy also adds material related to the investigation of a complaint, including an anonymous complaint, and includes material formerly in AR regarding appeals to the board. Regulation reorganized and updated to require that complaints be made in writing and to add steps regarding the investigation of the complaint and the notification of the complainant and employee regarding the final decision.

accs-jun22item03 Attachment 7 Page 308 of 986

REVISED POLICY

Community Relations

BP 1312.1 (a)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Governing Board recognizes its accountability to the public for the quality of the district's educational program and the performance of district employees. The district shall provide a process by which a complaint submitted by any person regarding an employee can be resolved impartially, expeditiously, and with minimal disruption to district operations and the educational program.

When a concern regarding an employee is presented during a Board meeting or to an individual Board member or employee outside of a Board meeting, the complainant shall be informed of the appropriate complaint procedure.

Any complaint regarding the Superintendent shall be initially filed in writing with the Board. The Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.

The Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

Any complaint subject to this policy and the accompanying administrative regulation shall be investigated by the principal, the employee's immediate supervisor, the Superintendent or designee, legal counsel, agent of the Board, and/or other appropriate person who is not the subject of the complaint or subordinate to the employee charged in the complaint. The complainant and the employee shall have an opportunity to present information relevant to the complaint.

A complaint that is filed anonymously may be investigated by the Superintendent or designee depending on the specificity and reliability of the information.

If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the district's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

The Board prohibits retaliation against complainants.

accs-jun22item03 Attachment 7 Page 309 of 986 BP 1312.1 (b)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

Appeals

If either the complainant or the employee submits an appeal of the Superintendent's decision to the Board, the Board shall determine whether to uphold the Superintendent's decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.

If the Board decides to hear the complaint, the matter shall be addressed in closed session in accordance with Government Code 54957 unless the employee requests that it be heard in open session. The Board shall review the original complaint and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.

The Board's decision shall be final.

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

COURT DECISIONS

Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719

Policy NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

adopted: December 8, 2008 McKinleyville, California

reviewed: February 9, 2010

accs-jun22item03 Attachment 7 Page 310 of 986

CURRENT POLICY

Community Relations

BP 1312.1

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Board of Trustees places trust in its employees and desires to support their actions in such manner that employees are freed from unwarranted, spiteful or negative criticism and complaints.

Upon request, parents/guardians shall receive procedures, written in their primary language, for filing a child abuse complaint with the appropriate child protective agencies or any other compliant. If any parent/guardian complains of child abuse occurring at a school, the Superintendent or designee shall provide him/her with these procedures and shall also provide an interpreter as needed for oral communication. (Statutes other than Code, CH 1102, Statutes of 1991)

Providing the above procedures to parents/guardians does not relieve mandated reporters from their duty to report suspected child abuse in accordance with law.

The Board shall annually review district policies and regulations regarding complaints against school personnel. (Education Code 35150.5)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

Management Resources:

CDE LEGAL ADVISORIES

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site (LO:4-93)

Policy NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

adopted: December 8, 2008 McKinleyville, California

reviewed: February 9, 2010

accs-jun22item03 Attachment 7 Page 311 of 986

REVISED POLICY

Community Relations

AR 1312.1(a)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

Every effort should be made to resolve complaints regarding district employees at the earliest possible stage. Any person who complains about a district employee shall be encouraged to resolve the matter informally through direct communication with the employee whenever possible.

If a complainant is unable or unwilling to resolve the complaint directly with the employee, the complainant may submit a written complaint to the principal or other immediate supervisor of the employee. Complaints related to a principal or district administrator shall be initially filed in writing with the Superintendent or designee. If the complainant is unable to prepare the complaint in writing, administrative staff shall provide assistance in the preparation of the complaint.

A written complaint shall include the full name of the employee involved, a brief but specific summary of the complaint and the facts surrounding it, and a description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

- 1. When a written complaint is received, the employee who is the subject of the complaint shall be notified within five days or in accordance with the collective bargaining agreement.
- 2. The principal or other immediate supervisor of the employee shall investigate and attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. A complaint against a school or district administrator shall be investigated by the Superintendent or designee. The investigation may include interviews of the employee, complainant, or witnesses as necessary and/or a review any documentation relevant to the complaint.
- 3. Both the complainant and employee shall be notified in writing of the final decision regarding the resolution of the complaint.
- 4. Either the complainant or the employee against whom the complaint was made may appeal the decision. A decision by the principal or immediate supervisor may be appealed to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. Either the complainant or the employee may appeal the Superintendent's decision to the Governing Board.
- 5. If the decision is appealed to the Board, the Superintendent or designee shall submit to the Board the following information:
 - a. The full name of each employee involved

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

- b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
- c. A copy of the signed original complaint
- d. A summary of the action taken by the Superintendent or designee and the reasons that the problem has not been resolved

Regulation NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

approved: February 9, 2010 McKinleyville, California

accs-jun22item03 Attachment 7 Page 313 of 986

CURRENT POLICY

Community Relations

AR 1312.1(a)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures.

(cf. 1312.2 - Complaints Concerning Instructional Materials) (cf. 1312.3 - Uniform Complaint Procedures) (cf. 4144/4244/4344 - Complaints)

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

- 1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
- 2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
- 3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.
- 4. When a written complaint is received, the employee shall be notified within 10 days or in accordance with collective bargaining agreements.
- 5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
- 6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

- 7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.
- 8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 - c. A copy of the signed original complaint
 - d. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons
- 9. The Board may uphold the Superintendent's decision without hearing the complaint.
- 10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
- 11. A closed session may be held to hear the complaint in accordance with law.

```
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9323 - Meeting Conduct)
```

12. The decision of the Board shall be final.

Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Legal Reference: (see next page)

accs-jun22item03 Attachment 7 Page 315 of 986 AR 1312.1(c)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

Management Resources:

CDE LEGAL ADVISORIES

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site (LO:4-93)

Regulation NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

approved: February 9, 2010 McKinleyville, California

accs-jun22item03 Attachment 7 Page 316 of 986

POLICY ELIMINATED

Community Relations

E(1) 1312.1(a)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

Information for Parents on Reporting Child Abuse

What is Child Abuse and What is not Child Abuse

The following information, taken from Penal Code 273a, 273d, and 1165.6, will assist parents/guardians in reaching the decision whether to file a complaint of suspected child abuse.

Child Abuse is a physical injury which is inflicted by other than accidental means on a child by another person.

It also means the sexual abuse of a child.

It also means willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.

It also means unlawful corporal punishment or injury resulting in a traumatic condition.

Child abuse also mean neglect of a child or abuse in out-of-home care. (Out-of-home care is defined in Penal Code 11165.5 as a situation where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children, or an administrator or employee of a public or private school or other institution or agency.)

Child abuse does not mean a mutual affray or fight between minors.

It also does not include an injury caused by the actions of a peace officer using reasonable and necessary force:

- 1. To quell a disturbance threatening physical injury to person or damage to property;
- 2. To prevent physical injury to person or damage to property;
- 3. For purposes of self-defense;
- 4. To obtain possession of weapons or other dangerous objects within the control of a child; or
- 5. To apprehend an escapee.

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

In addition, child abuse does not include injury caused by any force that is reasonable and necessary for person employed by or engaged in a public school:

- 1. To stop a disturbance threatening physical injury to people or damage to property;
- 2. For purposes of self-defense; or
- 3. To obtain possession of weapons or other dangerous objects within control of a pupil (Education Code 44807, 49001)

Pursuant to Penal Code 11165.12, child protective agencies may find complaints from parents/guardians or the public to be either false or improbably, or the complained-of actions may be found to be accidental or not within the definition of child abuse.

How to File a Complaint of Child Abuse by School District Employees or Others at School Sites

The parent/guardian of a student has the right to file a complaint against a school district employee or other person that they suspect has engaged in abuse of a child at a school site. In addition, if the child is also disable and enrolled in special education, a separate complaint may be filed with the California Department of Education (CDE) under Title 5 of the California Code of Regulations, Section 4650(a)(viii)(C). This state regulation requires the CDE to investigate allegations that the child may be in immediate physical danger or that the health, safety, or welfare of the child is threatened.

To ensure that an appropriate investigation takes place, the parent/guardian must file a verbal or written complaint with the local child protective agency, school district, or county office of education.

As defined in the Child Abuse and Neglect Reporting Act of 1987, a child protective agency is:

- 1. A police or sheriff's department;
- 2. A county probation department; or
- 3. A county welfare department/child protective services.

These agencies are listed in local telephone directories under government listings. Police will be found under city government listings; sheriffs, probation, welfare departments and child protective services will be found under county government listings.

accs-jun22item03 Attachment 7 Page 318 of 986 E(1) 1312.1(c)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

The local child protective agency shall investigate the complaint. (Penal Code 11165.14) If the complaint is substantiated, the local child protective agency is required to forward a copy of the investigation report to the Board of Trustees of the local school district or county office of education. (Penal Code 11165.14)

Child protective agencies are also required to report every known or suspected instance of child abuse to the law enforcement agency having jurisdiction over the case and to the district attorney. (Penal Code 11166(g))

Pursuant to Penal Code 11172, persons who are not mandated by law to report child abuse are liable for any damages caused when they make a report of child abuse known to be false or with reckless disregard for truth or falsity.

Exhibit NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

version: February 9, 2010 McKinleyville, California

accs-jun22item03 Attachment 7 Page 319 of 986 E(2) 1312.1

Community Relations

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Board of Trustees of a school district or county office of education shall upon request disseminate the guidelines adopted by the State Department of Education pursuant to Section 33308.1 of the Education Code to parents or guardians in the primary language of the parent or guardian that desires to file a complaint against a school employee or other person that commits an act of child abuse as defined in Section 11165.6 of the Penal Code against a student at a school site of the procedures for filing that complaint with the local child protective agencies pursuant to the Child Abuse and Neglect Reporting Act, established pursuant to Chapter 1444 of the Statutes of 1987. In the case of oral communications with the parent or guardian whose primary language is other than English, concerning that guideline or the procedures for filing child abuse complaints, the Board shall provide an interpreter for that parent or guardian.

Exhibit NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

version: February 9, 2010 McKinleyville, California



AGENDA ITEM: 7.3

SUBJECT:

Public comment and second reading of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study

DEPARTMENT/PROGRAM:

Board of Trustees

INFORMATION ITEM/DISCUSSION:

Policy updated to reflect new law which requires all districts, for the 2021-22 school year, to offer independent study to meet the educational needs of students unless a waiver is obtained and to adopt policy with specified components in order to generate apportionment for independent study. Policy updates the minimum period of time permitted for independent study to be three consecutive school days, requires an evaluation to determine if the student should continue in independent study if the student fails to make satisfactory educational progress, and requires that content be aligned to grade level standards including the requirement for high schools to offer access to all courses offered by the district for graduation and approved as creditable for A-G admission criteria. Policy also updated to include the requirement for live interaction and/or synchronous instruction based on grade level, tiered reengagement strategies for students not generating attendance for a specified period of time, expeditious transition for students whose families wish to return to in-person instruction, notice to parents/guardians of specified information, the provision of a student-parent-educator conference, upon request, prior to enrollment and/or disenrollment, and the keeping of additional records including documentation of each student's participation in live interaction and synchronous instruction on each school day, as applicable. Policy updated to include material formerly in the AR regarding requirements for independent study and written agreements as well as new requirements regarding the same, including that written agreements must include a detailed statement of academic and other supports that will be provided to address the needs of particular students, that the agreement may be signed electronically as specified, and that, for the 2021-22 school year, the written agreement must be signed no later than 30 days after the first day of instruction. Policy updated to include material formerly in the AR regarding course-based independent study and to generally align the requirements of course-based independent study with the requirements for general independent study.

Regulation updated to reflect new law which includes, adding definitions for "live interaction," "student-parent-educator conference" and "synchronous instruction," the requirement for all districts for the 2021-22 school year to offer independent study to meet the educational needs of students unless the district has obtained a waiver, that independent study may be offered to students whose health would be put at risk by in-person instruction as determined by the parent/guardian, the assurance of access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work, and the documentation of each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable. Material regarding requirements for independent study, written agreements and course-based independent study moved to BP.

accs-jun22item03 Attachment 7 Page 321 of 986 BP 6158(a)

Instruction

REVISED POLICY

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

accs-jun22item03 Attachment 7 Page 322 of 986 BP 6158(b)

Instruction

INDEPENDENT STUDY

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

- 1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
- 2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
- 3. Learning required concepts, as determined by the supervising teacher
- 4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive at least weekly synchronous instruction. (Education Code 51747)

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

- 1. Verification of current contact information for each enrolled student
- 2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
- 3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
- 4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

accs-jun22item03 Attachment 7 Page 323 of 986 BP 6158(c)

Instruction

INDEPENDENT STUDY

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent- educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021–22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

- 1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
- 2. The objectives and methods of study for the student's work and the methods used to evaluate that work
- 3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
- 4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
- 5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
- 6. A statement of the number of course credits to be earned by the student upon completion.

accs-jun22item03 Attachment 7 Page 324 of 986 BP 6158(d)

Instruction

INDEPENDENT STUDY

- 7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
- 8. A statement that independent study is an optional educational alternative in which no student may be required to participate
- 9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
- 10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

- 1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
- 2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.
- 3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to inperson, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and

accs-jun22item03 Attachment 7 Page 325 of 986 BP 6158(e)

Instruction

INDEPENDENT STUDY

number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students to receive at least weekly synchronous instruction.

- 4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
- 5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

- 6. Examinations shall be administered by a proctor.
- 7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
- 8. A student shall not be required to enroll in courses included in the course-based independent study program.
- 9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

accs-jun22item03 Attachment 7 Page 326 of 986 BP 6158(f)

Instruction

INDEPENDENT STUDY

- 10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.
- 11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
- 12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.
- 13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.
- 14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
- 15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
- 16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

- 1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
- 2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
- 3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
- 4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
- 5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
- 6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
- 7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is

Instruction

INDEPENDENT STUDY

referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.

- 8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
- 9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- 10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
- 11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
- 12. Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

However, for the 2021–22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

accs-jun22item03 Attachment 7 Page 328 of 986 BP 6158(h)

Instruction

INDEPENDENT STUDY

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

- 1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
- 2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
- 3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
- 4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
- 5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
- 6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

accs-jun22item03 Attachment 7 Page 329 of 986 BP 6158(i)

Instruction

INDEPENDENT STUDY

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Policy NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT adopted: February 9, 2010 McKinleyville, California

Samoa Beach Academy Supporting Documentation CURRENT POLICY

accs-jun22item03 Attachment 7 Page 330 of 986

Instruction BP 6158(a)

INDEPENDENT STUDY

The Board of Trustees authorizes independent study as an optional alternative instructional strategy for students, including adult education students, whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

```
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6200 - Adult Education)
```

The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The minimum period of time for any independent study option shall be five school days.

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

To foster each participating student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the date an assignment is made and the date by which the student must complete the assigned work:

Three weeks for students in grades 9-12, continuation or adult education

When circumstances justify a longer time, the Superintendent or designee may extend the maximum length of an assignment to a period not to exceed eight weeks, pursuant to a written request with justification.

When any participating student fails to complete three consecutive independent study assignments in a period of 15 school days, or misses two appointments with his/her supervising teacher without valid reasons, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study.

The Superintendent or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance (ADA) generated for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study.

Legal Reference: (see next page)

accs-jun22item03 Attachment 7 Page 331 of 986 BP 6158(b)

INDEPENDENT STUDY (continued)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

42238 Revenue limits

44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment

46300-46300.6 Methods of computing ADA

47612.5 Independent study in charter schools

48204 Residency based on parent employment

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

51225.3 Requirements for high school graduation

51745-51749.3 Independent study programs

56026 Individuals with exceptional needs

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources:

CDE PUBLICATIONS

Independent Study Operations Manual, 2000 edition

WEB SITES

California Consortium for Independent Study: http://www.ccis.org

California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is

Policy NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT adopted: February 9, 2010 McKinleyville, California

accs-jun22item03 Attachment 7 Page 332 of 986

Instruction

REVISED POLICY

AR 6158(a)

INDEPENDENT STUDY

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

- 1. Special assignments extending the content of regular courses of instruction
- 2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
- 3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
- 4. Continuing and special study during travel
- 5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
- 6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

accs-jun22item03 Attachment 7 Page 333 of 986 AR 6158(b)

Instruction

INDEPENDENT STUDY

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction.

A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

accs-jun22item03 Attachment 7 Page 334 of 986 AR 6158(c)

Instruction

INDEPENDENT STUDY

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

- 1. A letter to the student and/or parent/guardian
- 2. A meeting between the student and the teacher and/or counselor
- 3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
- 4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

- 1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
- 2. Approving or denying the participation of students requesting independent study
- 3. Facilitating the completion of written independent study agreements
- 4. Ensuring a smooth transition for students into and out of the independent study mode of instruction 5. Approving all credits earned through independent study
- 6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

accs-jun22item03 Attachment 7 Page 335 of 986 AR 6158(d)

Instruction

INDEPENDENT STUDY

The responsibilities of the supervising teacher shall include, but are not limited to:

- 1. Completing designated portions of the written independent study agreement and signing the master agreement
- 2. Supervising and approving coursework and assignments
- 3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
- 4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
- 5. Providing direct instruction and counsel as necessary for individual student success
- 6. Regularly meeting with the student to discuss the student's progress
- 7. Determining the time value of assigned work or work products completed and submitted by the student 8. Assessing student work and assigning grades or other approved measures of achievement
- 9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

approved: February 9, 2010 McKinleyville, California

reviewed: June 22, 2015

Regulation

Samoa Beach Academy Supporting Documentation CURRENT POLICY

accs-jun22item03 Attachment 7 Page 336 of 986

Instruction AR 6158(a)

INDEPENDENT STUDY

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

- 2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
- 3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum
- 4. Continuing and special study during travel
- 5. Volunteer community service activities that support and strengthen student achievement

(cf. 6142.4 - Service Learning/Community Service Classes)

In addition, when requested by the parent/guardian due to emergencies, vacation or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in independent study to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school. (5 CCR 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

accs-jun22item03 Attachment 7 Page 337 of 986 AR 6158(b)

INDEPENDENT STUDY (continued)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Parents/guardians of students who are interested in independent study should contact the principal or designee. Approval for participation shall be based on the following criteria:

- 1. Evidence that the student will work independently to complete the program
- 2. Availability of experienced certificated staff with adequate time to effectively supervise the student

A student's participation in independent study shall be voluntary. (Education Code 51747)

Students participating in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)

Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 51747.3)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless his/her individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, shall be in independent study at any given time. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students) (cf. 6184 - Continuation Education)

accs-jun22item03 Attachment 7 Page 338 of 986 AR 6158(c)

INDEPENDENT STUDY (continued)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or by the Board of Trustees. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

Written Agreements

A written agreement shall be developed for each student participating in independent study for five or more school days. (Education Code 46300, 51747)

The written independent study agreement for each participating student shall include, but not be limited to, all of the following: (Education Code 51747)

- 1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress
- 2. The objectives and methods of study for the student's work, and the methods used to evaluate that work
- 3. The specific resources, including materials and personnel, that will be made available to the student
- 4. The Board's independent study policy describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
- 5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, are to be for one year: July 1 June 30
- 6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
- 7. A statement that independent study is an optional educational alternative in which no student may be required to participate

accs-jun22item03 Attachment 7 Page 339 of 986 AR 6158(d)

INDEPENDENT STUDY (continued)

8. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.

The curriculum and methods of study specified in the written agreement shall be consistent with Board policy, administrative regulations and procedures for curriculum and instruction. (5 CCR 11702)

(cf. 6143 - Courses of Study)

Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student if the student is under age 18, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747)

The agreement shall state that the parent/guardian's signature confirms his/her permission for the student's independent study as specified in the agreement.

Student Rights and Responsibilities

Students participating in independent study shall have the right, continuously, to enter or return to the regular classroom mode of instruction, including upon termination of the agreement.

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

- 1. A letter to the student and/or parent/guardian
- 2. A meeting between the student and the teacher and/or counselor
- 3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate

INDEPENDENT STUDY (continued)

4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in Board policy and the written independent study agreement as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation which may result in termination of the independent study agreement and the student's return to a regular classroom or alternative instructional program.

Administration of Independent Study

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

The responsibilities of the independent study administrator shall be to:

- 1. Ensure that the district's independent study option is operated in accordance with law, Board policy and administrative regulation
- 2. Approve the participation of students requesting independent study
- 3. Facilitate the completion of written independent study agreements
- 4. Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record
- 5. Authorize the selection of staff to be assigned to supervise independent study
- 6. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator
- 7. Complete or coordinate the preparation of all necessary records and reports
- 8. Establish and maintain in a systematic manner all records required by law, Board policy and administrative regulation
- 9. Monitor student participation in independent study so that the district stays within prescribed limits and income to the district is maximized
- 10. Develop and manage the budget for independent study
- 11. Obtain and maintain current information and skills required for the operation of an independent study strategy that meets established standards for the district's educational programs

INDEPENDENT STUDY (continued)

- 12. Assure a smooth transition into and out of the independent study mode of instruction
- 13. Prepare and submit reports as required by the Board or Superintendent

Supervising Teachers

The principal may recommend and the independent study administrator shall approve the assignment of teachers to directly supervise independent study. The teacher may be the student's regular classroom teacher, particularly for elementary students.

The ratio of students to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district.

The teacher supervising independent study shall:

- 1. Complete designated portions of the written independent study agreement and add additional information to the written agreement when appropriate
- 2. Supervise and approve coursework
- 3. Design all lesson plans and assignments
- 4. Assess all student work and determine and assign grades or other approved measures of achievement
- 5. Personally judge the time value of assigned work or work products completed and submitted by the student
- 6. Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly.
- 7. Sign and complete the agreement when the student has reached his/her objectives or the agreement is terminated
- 8. Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
- 9. Maintain any other required records and files on a current basis

accs-jun22item03 Attachment 7 Page 342 of 986 AR 6158(g)

INDEPENDENT STUDY (continued)

Records

For audit purposes, the Superintendent or designee shall maintain the following records: (Education Code 51748; 5 CCR 11703)

- 1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
- 2. A separate listing of the students and adult education students, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and identifying course credits attempted by and awarded to students in grades 9-12 and in adult education, as specified in their written agreements
- 3. A file of all agreements, with representative samples of each student's or adult education student's work on not less than a monthly basis, preferably biweekly.
- 4. A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student or adult education work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

Each school shall maintain records for the students at that school.

A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

(cf. 5125 - Student Records)

Regulation NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

approved: February 9, 2010 McKinleyville, California

reviewed: June 22, 2015

accs-jun22item03 Attachment 7 Page 343 of 986

Instruction

REVISED POLICY

E6158 (3)

INDEPENDENT STUDY

Independent Study - Master Agreement Northern Humboldt Union High School District

Student Name:	Grade:	Birth date:
Address:	City/Zip:	School:
riddress.	City/ Zip.	School.
Home Phone:	Cell phone:	Email:
Home I none.	cen phone.	Diligii.
Duration:	Beginning date:	Ending date
Durauon.	Degining date.	Estating date

- FULL TIME I.S (minimum of 15 days)
- SHORT TERM I.S. (3 weeks or less, complete master agreement 5 days in advance)

SUPPORTS (circle one): EL IEP 504 None

Objectives, Methods of Study, Methods of Evaluation, and Resources: The student is to complete the courses listed below. Course objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards, as outlined in the districts' course descriptions. The specific objectives, methods of study, and resources for each assignment covered by this agreement will be described in the course folders. Methods of evaluation of student assignments are as follows: assignment review, student demonstrates skill/competency, written/online tests, written reports/essays, oral/written/online quizzes, discussion and computer activities. Curriculum will be delivered online when possible, otherwise textbooks and written assignments and quizzes will be provided.

Box Below is Not Applicable for Short Term

Course and ID #	Units	Units	Course and ID #	Units	Units
	Attempt	Earned		Attempt	Earned
Reporting: Students are required to report to their teacher weekly.					
Day Time:		Loc	ation		

Assignments: According to the district policy, students not completing work or participating in tasks for 3 school days or misses any two appointments without valid reasons, an evaluation shall be conducted to determine whether the student should be allowed to continue in independent study. Assignments/quizzes shall be completed no more than one week after assigned.

Voluntary Statement: Independent study is an optional educational alternative that students voluntarily select. All students who choose independent study must be offered alternative classroom instruction, and they must have the continuing option of returning to the classroom.

Equitable Provision of Resources and Services: Independent study option is to be substantially equivalent in quality to classroom instruction, and that students who choose to engage in independent study are to have equality of rights and privileges with students in the regular school program.

Signatures and Dates: I have read and understand the terms of this agreement, and agree to all the provisions set forth.			
Student:	Date:		
Parent/Guardian	Date:		
Supervising Teacher:	Date:		
Principal or designee:	Date:		

CURRENT POLICY

Instruction E6158 (3)

INDEPENDENT STUDY

Independent Study - Master Agreement

Student Name:		Grade:		Birth date:		
Address:	dress: City:			Zip Code:		
Home Phone:	fome Phone: Cell phone:			Email:		
Duration:	ration: Beginning date:			Ending date		
CIRCLE ONE: FULL 7. Objectives, Methods of S Course objectives reflect the putlined in the districts' couchis agreement will be descreview, student demonstratiscussion/oral/review, combox Below is Not Applica	tudy, Methods of the curriculum adopted rise descriptions. The cribed in the course rates skill/competer activities, and	Evaluation, and ed by the district specific objective folders. Method acy, written/onli	Resources: The study t's governing board a es, methods of study, a of evaluation of study	lent is to complete nd are consistent v ind resources for ea dent assignments as	the courses listed belowith district standards, chassignment covered re as follows: assignm	
Course and ID #	Units Attempt	Units Earned	Course and ID #	Units Attempt	Units Earned	
Reporting: Students are req	uired to report to the Time:	eir teacher weekly	Location			
Assignments: According to a mode pendent study assignments assignments as a mode of the conducte with the conduction of	to the district policy ents during any period to determine whet	od of 15 school of her the student sh optional education	arough 12, when a sti days or misses any two and be allowed to com- anal alternative that st	o appointments wintinue in independe udents voluntarily s	thout valid reasons, arent study.	
Equitable Provision of R classroom instruction, and t with students in the regular s	hat students who ch					
bignatures and Dates: I ha	ve read and understa	and the terms of the	his agreement, and agr	ee to all the provision	ons set forth.	
udent:		Date	Date:			
arent/Guardian :			Date	Date:		
spervising Teacher:			Date	Date:		
rincipal or designee:				Date		



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 8.1

SUBJECT:

Discussion and possible action on the Samoa Beach Charter Petition

DEPARTMENT/PROGRAM:

District

ACTION REQUESTED:

Discussion and possible action on the Samoa Beach Charter Petition

PREVIOUS STAFF/BOARD ACTION:

District reviewed charter petition and held public hearing at their August 10, 2021 Regular Board meeting.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

When an LEA is presented with a Charter Petition, it has a responsibility to evaluate the Petition and make a determination as to whether it believes the Charter will be successful. District Staff have reviewed this and an earlier effort from Samoa Beach Academy and recommend that the Petition be denied. Findings attached.

FISCAL IMPLICATIONS:

CONTACT PERSON:

Roger Macdonald, Superintendent



Northern Humboldt Union High School District

2755 McKinleyville Avenue, McKinleyville, CA 95519-3400 TELEPHONE: (707) 839-6470 • FAX: (707) 839-6477 www.nohum.k12.ca.us

ROGER MACDONALD District Superintendent

CINDY VICKERS

Director of Fiscal Services

GAYLE CONWAY

I. INTRODUCTION

Pursuant to the requirements of Education Code section 47605, subdivision (b), this Report provides findings and recommendations of the Northern Humboldt Union High School District ("District") staff and legal counsel regarding the second Samoa Beach Academy ("SBA") Petition ("Petition II"), submitted on June 18, 2021, to establish a charter school within the boundaries of the District, under the oversight of the District. Education Code section 47605, subdivision (b), requires publication of this report ("Report") fifteen days before the District's meeting to determine whether it will grant or deny the proposed charter.

The District's Governing Board will take action on the Petition at a public Board meeting on September 14, 2021, in compliance with the Charter Schools Act of 1992 (Ed. Code, § 47600, *et seq.*) and pursuant to agreement with Petitioners on the timeline for consideration of the Petition.

The District staff and legal team recommend denial of the SBA Charter Petition II on the grounds that the proposed charter school (1) presents an unsound educational program for both Career Technical Education ("CTE") and special education students; and (2) is demonstrably unlikely to succeed for budgetary and other reasons.

II. FACTUAL AND PROCEDURAL BACKGROUND

The Governing Board heard Petitioners' presentation about the proposed charter school at a public hearing held on August 10, 2021, pursuant to the agreed upon timeline and as required by Education Code section 47605, subdivision (b). The purpose of this public hearing was to consider the level of support for the Petition II by teachers, other employees, and parents. At the public hearing, representatives from SBA and the District addressed the Board, and the Board also heard public comment about the proposed charter. The Board was provided the opportunity to ask questions of Petitioners, District staff, the District's partners in labor, and the public.

Findings and recommendations for the District's Governing Board's consideration are provided in this Report. If the Board grants the Petition, SBA becomes a legal entity and the District will become responsible for oversight of SBA, including its compliance with the Charter Schools Act and laws governing special education.

In order to deny the Petition II, the Governing Board must adopt findings in support of denial, as required by Education Code section 47605, subdivision (c). If the Board denies the Petition II, Petitioner may appeal to the Humboldt County Office of Education ("HCOE"). (Cal. Educ. Code § 47605(k)(1)(A)(i)).

III. LEGAL OVERVIEW

As noted above, a "governing board of the school district shall publish all staff recommendations, including the recommended findings . . . regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter." (Cal. Educ. Code § 47605(b).) There are limited basis to deny a charter petition. Of those relevant to the District's findings within this Report are:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

. . .

(Cal. Educ. Code § 47605(c).)

The District considers a charter petition to be "consistent with sound educational practice" if it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted. (See Cal. Code Regs., tit. 5, § 11967.5.1, subd. (a).)

The District considers a charter petition to present "an unsound educational program" if it is any of the following:

- (1) A program that involves activities that the District determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.
- (2) A program that the District determines not to be likely to be of educational benefit to the pupils who attend. (See Cal. Code Regs., tit. 5, § 11967.5.1, subd. (b).)

The District takes the following factors into consideration in determining whether charter Petitioners are "demonstrably unlikely to successfully implement the program":

- ...(3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. An unrealistic financial and operational plan is one to which any or all of the following applies:
 - (A) In the area of administrative services, the charter or supporting documents do not adequately:
 - 1. Describe the structure for providing administrative services, including, at a minimum, personnel transactions, accounting and payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and time line to develop and assemble such practices and expertise. . . .

- (B) In the area of financial administration, the charter or supporting documents do not adequately:
 - 1. Include, at a minimum, the first-year operational budget, start-up costs, and cash flow, and financial projections for the first three years.
 - 2. Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.
 - 3. Include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels.
 - 4. Present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.
 - 5. Demonstrate an understanding of the timing of the receipt of various revenues and their relative relationship to timing of expenditures that are within reasonable parameters, based, when possible, on historical data from schools or school districts of similar type, size, and location.

. . .

- (D) In the area of facilities, the charter and supporting documents do not adequately. . . . Reflect reasonable costs for the acquisition or leasing of facilities to house the charter school, taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614.
- (4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas:
 - (A) Curriculum, instruction, and assessment.
 - (B) Finance and business management.

(See Cal. Code Regs., tit. 5, § 11967.5.1, subd. (c).)

We are mindful that chartering authorities "shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and

accs-jun22item03 Attachment 7 Page 349 of 986

that the establishment of charter schools under this part if it is satisfied that granting the charter is consistent with sound educational practice." (Cal. Educ. Code § 47605(c).)

IV. FACTUAL AND LEGAL FINDINGS

- A. The Petition Presents an Unsound Educational Program for Pupils Enrolled in the Charter School.
 - 1. The Career Technical Education ("CTE") Program Is Not Likely to Be of Educational Benefit to Students.

We believe that SBA will provide inferior Career Technical Education to students. The proposal does not reflect a robust or sequential CTE program. "For core content areas, SBA plans to use the Savvas Curriculum Suite and instructional materials." This curriculum described in Petition II is "my Perspectives", which Savvas describes as "optimal for digital learning." Savvas mathematics curriculum is also digital software. Petition II notes science will also be provided by Savvas "blend print and digital materials," p. 31, and social science provided by Savvas will also be digital and possibly print. *Id.* Online instruction is subpar to in-person instruction and the dynamic kinesthetic program promised by SBA.

These classes will still need to be overseen by credentialed teachers, as required by Education Code section 47605(1)(1). With six teachers and one resource teacher budgeted for year one, a sophomore bound for college with physical education would take – as a sample course sequence -- English 10 with CTE; Geometry with CTE; World History with CTE; CTE Introduction; Biology with CTE; PE II, and Spanish II. This sample sequence requires a minimum of four different single subject credentials, or six single subject credential holders if the California Commission on Teacher Credentialing determines by June 30, 2022 that non-core, nonpreparatory courses must be taught by properly credentialed teachers. See Cal. Educ. Code §§ 47605(h)(1); 47605.4. At any rate, these courses account for the six general education teachers that SBA intends to hire. But, each CTE pathway – and they intend to have three (1) Residential and Commercial Construction Pathway (Sector - Building and Construction Trades), (2) Patient Care Pathway (Sector - Health Science and Medical Technology), and (3) Business Management Pathway (Sector – Business and Finance) – requires the CTE credential holder to have industry work experience in their industry. So, if SBA is truly going to be what it represents, the crème de la crème of CTE high schools, how will students be able to select from these three dramatically different industries when it is nearly impossible the CTE teachers will hold the appropriate credential for three sectors?

We know SBA intends to provide on-line instruction. But, the numbers indicate that it also intends to provide CTE instruction on-line or by non-certified teachers. This is not High Quality Curriculum and Instruction, one of the Eleven Elements to a High Quality CTE Program acknowledged by SBA in Petition II. See page 27.

We have serious concerns regarding the quality of instruction SBA will be able to provide to its students. As addressed below, we foresee that recruitment of teachers will be a major barrier to

accs-jun22item03 Attachment 7 Page 350 of 986

the success of SBA, and that reliance upon online courses will be required. The Petition II acknowledges the lack of available CTE teachers and proposes hiring 6.0 full time equivalent ("FTE") general education teachers and 1.0 resource in year one. But, the description of Curriculum is largely reliant on digital instruction.

2. The Petition Reflects a Lack of Understanding About the Charter School's Obligations Towards Students with Disabilities, Indicating Success In Serving These Students Is Not Likely.

According to Petition II:

In Year One, SBA has budgeted for one (1) Special Education Teacher/Coordinator for an estimated 15.2% of [Students with Disabilities "SWD"] which would be 27 students. Special Education Consultant costs include all outside service provider costs estimated at \$84,313 (or 100% over the amount received in special education revenue) in year 1. COLA adjustments and increases based on population growth has been added each year thereafter. This includes psychological, speech language, and occupational therapy services to SBA's SWD. This cost is in addition to the in-house special education positions included in the personnel costs. In total, School has budgeted more than 3 times the special education expenses than revenues in its first year (or an encroachment of 267% in the first year).

As with Petition I, SBA has not accounted for the numerous other related services that may be necessary for students with disabilities, such as special education teachers credentialed to serve students with whose disabilities require them to spend more than 50% of their day in special day classes; behavioral consultants; physical therapists; school nurses; services for students with low incidence disabilities; adaptive physical education; transportation; educationally related intensive counseling services; to name some related services that all districts typically provide.

By SBA's calculations, they will have a low special education population of 15.2%, far below the county average. Indeed, in Petition I, SBA predicted that 19.5% of its population would be students with disabilities. If the special education caseload calculation is based on an unrealistic 15.2%, the expected number of students to be served in year one is 22-23, not 27 as stated. If the special education caseload calculation is based on 19.5%, which is more realistic, the expected number of students to be served in year one is 29-30, which means that SBA would need to hire more than one Special Education Teacher in year one in order to comply with relevant state and federal law. SBA has no budget for this, so the result would be a significantly negative year one cash

In 2017, it was determined that Humboldt County had the highest number of special education students at 17% https://humboldtgov.org/DocumentCenter/View/64260/Humboldt-We-Have-a-Problem-Special-Education-is-Not-the-Answer---Humboldt-County-Civil-Grand-

accs-jun22item03 Attachment 7 Page 351 of 986

balance, which would be compounded annually. Additionally, no explanation is provided for the change in special education population from 19.5% to 15.2%. However, in contradiction to the lower estimate of special education students it will serve, Petition II explicitly states, "SBA understands the hands-on authentic real-life learning environment offered by the Charter School will be attractive to many students and families, and that the CTE program may attract a disproportionate number of students with disabilities." p. 79. Nonetheless, SBA budgeted that they would spend an average of \$3,123 per special education student. (\$84,313 divided by 27 students.) By contrast, Northern Humboldt's Six Rivers charter school, with 110 total students, spends \$8,550.05 per special education student, a shortfall of \$5,427.05 per student, or \$146,530.35. The District itself spends \$14,255 annually per pupil on its special education students. Consider further that SBA predicts it will reach 300 students by its third year, doubling this deficit to \$168,642. Yet, it predicts its "special education encroachment" in Year Five to be a mere \$7,636. Petition II, Appendix J, Table O. It is important to note that a comparison with Six Rivers Charter School is a conservative comparison to the petitioner's benefit because Six Rivers is a dependent charter, meaning that items such as alternative placement and transportation are not figured into their overall expenditures, whereas SBA would be required to pay for those items.

Furthermore, the above costs do not account for a nonpublic school placement in residential treatment centers or a special day class, which can cost between \$100,000-\$200,000 per student per year.

And, although Petition II represents it will hire paraprofessionals, see, e.g., page 80-82, 88, the budget reflects no employees who are paraprofessionals. See Appendix J, Table G. As stated in our response to Petition I, if SBA's student population is, in fact, similar to that of the District, SBA would potentially require full-time paraprofessionals each year. The cost for a single paraprofessional working 6 hours per day, 5 days per week at minimum wage is \$17,730 plus statutory benefits. Applying the District's rate of employing paraprofessionals to SBA's projected enrollment would result in the potential need for 2.25 paraprofessionals in year one at a cost of \$39,892 plus statutory benefits. This would result in a *negative* year one cash balance of \$26,933. By year three, the potential negative impact to the budget is doubled.

Moreover, Petitioners' ignorance of special education extends beyond the budget. On page 43 of Petition II, SBA states one of its available courses is "Resource Specialist Program (RSP) – RSP courses typically cover topics that support special education students to be successful in grade-level academic courses". Special education support courses present students with the opportunity to receive additional instruction to assist them in their regular academic courses. While resource classes are classes that provide supports for students in special education, no special education specialist would refer to these classes as "courses." Petitioner has not described their special education program so it is impossible to understand how they intend to serve students needing a Resource Program.

Similarly, SBA provides this description of a course:

"Special Day Class – Special Day Class will meet the requirement for graduation and addresses the students with disabilities whose IEPs require a Special Day Class. Class See Cal. Educ. Code § 56364.2. It requires a person whose credential authorizes them to teach the particular type of disabilities of the students in the class or receiving the service. From the Administrators Assignment Manual, published by the California Commission on Teacher Credentialing,² this chart reflects that an SDC with these student populations requires teachers with specific credentials. focuses on basic skills, problem solving, social development, and vocational skills." Page 43. A Special Day Class is a classroom placement, not a course, typically with a small student:teacher ratio and paraprofessionals.

Special Education	
Mild/Moderate	Title 5 80047
Moderate/Severe	Title 5 80047.1
Emotional Disturbance (Serious)	Title 5 80047.2
Multiple Disabilities	Title 5 80047.3
Autism	Title 5 80047.4
Speech and Language Impairment	Title 5 80047.5
Deafness or Hearing Impairment	Title 5 80047.6
Deaf-Blindness	Title 5 80047.7
Visual Impairment including Blindness	Title 5 80047.8
Orthopedic Impairment, Other Health Impairment, or Traumatic Brain Injury	Title 5 80047.9
Adapted Physical Education	Title 5 80046 & Title 5 80046.1

SBA states it will provide a "SDC course" but clearly does not understand what a SDC is, or how it affects their budget or their course offerings. It is likely that SBA would need to find alternate placements for students needing a Special Day Class placement; however, their budget does not support their ability to do so.

The dangerous combination of misapprehending special education and not providing appropriate services, invites expensive litigation. Failures to serve special education students come with steep fiscal consequences, as each due process case in which the LEA does not prevail entirely requires the LEA to pay for the other party's attorneys' fees, in addition to the LEA's own attorneys' fees. (20 U.S.C. Section 1415(i)(3).)

https://www.ctc.ca.gov/employers/administrator's-assignment-manual (2021 edition)

accs-jun22item03 Attachment 7 Page 353 of 986

- B. The Petition Presents a Program That Is Demonstrably Unlikely to Succeed.
 - 1. The Budget Does Not Account for All Expenses and Reflects a Lack of Expertise at SBA in Such Matters.

In addition to the lack of planning with respect to addressing the needs of students with IEPs *supra*, other aspects of the special education budget reflect a lack of understanding of how special education funds are disbursed and what those funds are. The projected revenue includes \$103.8442 per ADA and refers to it as a base rate. However, this funding is provided, based on a prior year ADA, which SBA does not have until year 2. If you remove the \$14,797.80 for base rate funding, the projected year one cash balance is \$1,839.20. This confusion indicates a strong likelihood of not succeeding in serving this population, as required by law.

Furthermore, some numbers are drawn from a 2019-2020 projection prepared by the Humboldt County Office of Education, dated 5/14/2020. The assumption of SBA is that they will not need to serve "severe" students that produce related high costs. As an independent charter, one high cost student could be devastating to a budget with virtually no reserve. In the multi-year forecast, the dollar amount \$42,157 is listed as "state special education" funding, without explanation. On the Monthly Cash Flow sheet, the state special education amount is \$8,431 beginning in March, for a stated "annual budget" of \$42,157. The four months of March through June equal a total of \$33,724, not \$42,157. These numbers were reviewed by the Humboldt-Del Norte SELPA Director, and we are collectively unable to determine from where these numbers were derived, and why March is listed as the beginning of this entitlement. Finally, special education encroachment is also listed to begin in March, in the sum of \$464. There is no explanation for these numbers and timelines.

Given the increase in facilities costs budgeted from \$321,600 to \$629,220 over five years, and the margins that SBA will be operating under based on their own assumptions, SBA will really need to hit its Average Daily Attendance ("ADA") growth to 300 students by the 2027-2028 school year. However, local history indicates that SBA will not meet this target.

By example, Six Rivers Charter High School, a very successful charter school, has an enrollment of slightly above 100 students. They opened with approximately 35 students in 2005 and took three years to reach their goal of 25 students per grade level. Hard work and building on their reputation allowed them to reach and maintain their enrollment goals. Also locally, Northcoast Preparatory Academy which was founded in 2000, has developed a national reputation and added a middle school program. Their annual high school enrollment is just over 100 students. Northern United - Humboldt Charter High School's typical enrollment is 150 students county-wide though currently it stands at 90 students. Conversations with administration and faculty at charter schools across the county have revealed stories of fighting to make it in the early years and then working hard to keep their enrollment where they need or want it to be.

accs-jun22item03 Attachment 7 Page 354 of 986

In addition, Fortuna, Ferndale, Arcata and McKinleyville high schools have thriving CTE programs and growing partnerships across the region. It is unlikely that 300 students would leave these programs for a school that has only three pathways, that has no academic track for advanced academics, and that is not offering transportation to their remote site.

Additionally, SBA is projecting ADA based on the state average of 95% while actual ADA in Humboldt County runs at approximately 92%. Without offering transportation, SBA is unlikely to meet its targets, resulting in a loss of revenue that could run into the tens of thousands of dollars annually.

Because we think there are superior CTE programs competing in the same region, compounded by the lack of student transportation, questionable food services provisions, and misguided attendance assumptions, we do not believe SBA will be able to cover the costs of the facilities, because we do not foresee SBA meeting its ADA numbers.

Petition II references external funding to provide necessary cash in year 1 to year 4,with an assumption that cash flow will not be a factor beginning in year 5. The budget includes an interest payment equal to 2% of receivable sales. This must be how they are referencing a drawdown of funds from Capital Asset Management. Interest payments at 2% would be as follows: Year 1-\$790,100, Year 2-\$1,056,750, Year 3-\$1,031,550, Year 4-\$408,700. No interest payment is budgeted in year 5. We cannot locate principal payments in the projected budget. The letter of intent from CAM is not a binding agreement and totals \$800,000. The letter references a Memorandum of Understanding attachment, which would identify the terms of the loan. This attachment was not included in the petition. The District requested a copy of the attachment, which was never provided. When a budget includes an interest payment (code 7438), there should also be a principal payment (code 7439), which is omitted from the budget.

SBA is projecting a cash balance of \$325,000 at the end of year 5. The cash balances in year 1 and year 2 are only \$16,637 and \$41,201 respectively. The budget fails to project any expense for food service salary/benefits, even though SBA references that they have done so in the petition. The Special Education budget is lacking a safety net for higher costs for individual students and transportation. The payment of principal for the cash loan is not reflected in the budget. The budget is based on unrealistic enrollment/ADA and the expenses are incomplete, which makes the budget unrealistic and unsustainable.

2. Petitioners Have Not Laid the Foundation to Implement What They Say They Will in CTE or Dual Enrollment.

In addition to what has been noted *supra*, we are incredulous that SBA will be able to establish a Health Science and Medical Technology partnership with industry partners in Humboldt County. Medical CTE is an area that local districts have explored exhaustively, but it is simply

accs-jun22item03 Attachment 7 Page 355 of 986

not possible to recruit qualified CTE teachers in this area, as people with expertise in this field have many more lucrative options.

In addition, SBA represents that the letters from Humboldt State University ("HSU") and College of the Redwoods (Appendix C to Petition II) promise dual enrollment for students at SBA. Humboldt State University's letter makes no mention of "dual enrollment," and our experience teaches us that this is not available to students free of charge, which is contrary to the free public education that SBA must provide. Perplexingly, the HSU letter is addressed to "Dan Johnson," the person from whom SBA will lease facilities, but not an individual on the Board or the Lead Petitioner.

The letter from College of the Redwoods is nothing more than a letter of support of Petition II. In the District's experience and in speaking with other District Superintendents, College of the Redwoods is reluctant to provide dual enrollment on any school campus, meaning that even if College of the Redwoods was willing to provide dual enrollment to SBA students, they would have to get to College of the Redwoods, without transportation provided by SBA.

3. Petitioners' Representations About Multi-Tiered Systems of Support ("MTSS") are Illusory.

Although SBA has stated that they will utilize MTSS, there is no indication that SBA understands MTSS. MTSS cannot simply exist within a school. Rather, it must be built with intention based upon the utilization of data by the administrators and the staff to meet the needs of the school. This requires collaborative work with a foundation of intensive staff training and data collection, and a deep commitment to Positive Behavioral Interventions and Support ("PBIS"). PBIS requires clearly stated schoolwide norms, behavior expectations, and social and emotional learning; along with establishing Tier1, Tier 2, and Tier 3 teams to review and analyze academic and behavioral data to appropriately identify interventions and supports; universal design for learning; differentiated instruction; utilization of fidelity tools and associated action plans; dedicated oversight; and more.

Yet, SBA only employs a school counselor at 0.5 FTE in Year 1, who presumably is responsible for monitoring grades; meeting with each student each year; credit recovery counseling; and presumably all counseling students receive through IEPs, Section 504, SST plans, and for students having an acute circumstantial need.

The representation that SBA will utilize MTSS is not credible. SBA has no plans, timelines, professional understanding, professional development dollars nor technical knowledge that would support MTSS. There is no indication that SBA understands systems alignment, resource alignment or LCAP alignment to an MTSS. SBA has not indicated that any of their startup personnel are capable of driving such a large and complex initiative. SBA did not provide a substantive response or a documented plan when the District asked for clarification regarding SBA's MTSS intervention plans in regards to Petition I, and has not added any additional substantive plan to address these deficits in Petition II.

4. Petitioner's Budget Does Not Account for Promised Services

accs-jun22item03 Attachment 7 Page 356 of 986

In addition to not accounting for paraprofessionals, as described *supra*, Petitioners do not account for the cost of food service employees. In reviewing Petition I, we noted that SBA failed to account for food services. Petition II represents it will provide:

"[A n]utritionally Adequate Free or Reduced Price Meal[.] The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. Petition II, p. 143. Yet, the budget for classified staff does not include a single food service employee. See Appendix J, Table H, noting all classified staff are administrative (none in year one), or clerical.

5. The Petition Does Not Reflect a Budget That Is Likely to Recruit Qualified Teachers.

Credentialed CTE instructors are difficult to recruit. In addition to the near impossibility of staffing a Medical track for CTE programs in Humboldt, discussed *supra*, there are no teacher preparation pipelines at the university level in place in California to fill vacant CTE positions. This means that most CTE teachers are currently recruited from industry sectors themselves. This requires the additional time needed to obtain a credential, paying for the credential process, and the oftentimes non-competitive salaries when compared to industry. Therefore, among LEAs offering CTE, there is intense competition. SBA is not competitive.

Northern Humboldt UHSD uses the same salary schedule for CTE teachers as for non-CTE education teachers. Based on a C-5 placement, which is what SBA is utilizing for it's projections, the total compensation package would be \$87,719.34 (based on 2021-2022) for the District as compared to \$68,223.97 (based on 2023-2024). Northern Humboldt UHSD is projected to increase its salary schedule by 3% in 2022-2023 in addition to step/column. SBA is projecting a 2% total cost increase, which includes step/column and COLA. Due to this \$19,495.37 disparity and the dearth of CTE teachers in the region, it seems highly likely that SBA's CTE courses will have to be online.

The retirement rate in 2023-2024 is estimated to be 19.1% for NHUHSD in 2023-2024, compared to a 403b match of 5% for SBA. They also contribute 6.2% for OASDI, where the District does not pay for Certificated employees. SBA will not participate in STRS, so that is a loss for teachers who are already participating in STRS who would not be able to continue to do so at SBA.

The health and welfare package offered to Northern Humboldt UHSD is full Oak in 2020-2021 or \$21,532.20 for a family. SBA is offering \$9,000 to cover health and welfare to each full-time teacher.

The compensation package for teachers with the District, which is comparable to other regional schools with CTE programs, is significantly better than what SBA is offering. That, combined with the difficulties in hiring credentialed CTE teachers detailed above in section A(1) ensures that it will be extremely difficult for SBA to recruit qualified teachers.

accs-jun22item03 Attachment 7 Page 357 of 986

V. CONCLUSION

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Board to make "written factual findings, specific to the particular petition, setting forth specific facts to support one or more" grounds for denying the Petition. Should the Board decide to deny the Petition, the District recommends that the Board adopt these Findings as its own.

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission: June 18, 2021
- Deadline for public hearing: August 17, 2021
- Deadline for granting or denying the charter petition: September 16, 2021

Certification

By signing below, I certify as follows:

- 1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
- 2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
- 3. That I make this certification for purposes of Education Code Section 47605(b) only; and
- 4. That I deem the charter petition to be complete.

Name: Catherine Scott, Lead Petitioner

Signature: Catherine Scott
Catherine Scott (Jun 18, 2021 01:45 PDT)

Date: June 17, 2021

School Name: Samoa Beach Academy



Received by Carrie Nickols (In)
Petition for Charter School Packets

2023-2028



Samoa Beach Academy

Establishment Charter Petition

Submitted to the Northern Humboldt Union High School District June 18, 2021

Charter Term: July 1, 2023 – June 30, 2028

Samoa Beach Academy Supporting Documentation

accs-jun22item03 Attachment 7 Page 361 of 986

SAMOA BEACH ACADEMY

2023-2028

Table of Contents

Affirmations and Declaration	1
Introduction	4
Element 1: Educational Program	12
Element 2: Measurable Pupil Outcomes	92
Element 3: Methods of Assessment	92
Element 4: Governance Structure	128
Element 5: Employee Qualifications	136
Element 6: Health and Safety Procedures	141
Element 7: Student Population Balance	146
Element 8: Admission Policies and Procedures	149
Element 9: Annual, Independent Financial Audits	152
Element 10: Pupil Suspension and Expulsion Procedures	153
Element 11: Employee Retirement Systems	175
Element 12: Public School Attendance Alternatives	176
Element 13: Employee Return Rights	177
Element 14: Dispute Resolution Procedures	178
Element 15: Closure Procedures	180
Miscellaneous Charter Provisions	182

2023-2028

Affirmations and Declaration

As the authorized lead petitioner, I, Catherine Scott, hereby certify that the information submitted in this petition for a California public charter school to be named Samoa Beach Academy ("SBA" or the "Charter School"), and to be located within the boundaries of the Northern Humboldt Union High School District (the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of SBA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55

2023-2028

- of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities
- Education Improvement Act of 2004. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not

2023-2028

a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Catherine Scott
Catherine Scott (Jun 18, 2021 01:46 PDT)

Jun 18, 2021

Catherine Scott (707) 496-8991

catherine@bestrouteconsulting.com

Date

2023-2028

Introduction

Samoa Beach Academy's Petition Team are parents, teachers, business owners, and community members who are dedicated to bringing a rigorous college preparation and career technical education program to the high school students of our community. The Founding Board members who will serve as the initial Board of Directors include: Patti Britt Campbell, David Lonn, Julianne Eagle, Troy Nicolini, and Chuck Petrusha. Additionally, Samoa Beach Academy has worked with a number of consultants who are recognized as experts in the field, namely: Charter Schools Development Center, Charter Impact, Catherine Scott, and Young, Minney & Corr LLP. Moreover, Samoa Beach Academy has worked with a school administrator and a local businessman with deep educational experience. The Charter petition team is committed to working together to start up a unique Charter School offering a college bound program and a career bound program to students in our community. The Charter School will integrate career technical education in all core content areas in addition to providing students with real-life opportunities to develop skills for college and/or career.

Founding Board Members

Patti Britt Campbell – Board President

Patti Britt Campbell was born and raised in Eureka and is a 6th generation Humboldt County native. She graduated from Eureka High in 1986 and Cal Poly, SLO with a degree in landscape architecture. She started her career in real estate in Vail, CO and is now a certified life coach.

Patti co-owns Mad River Lumber, a family-run redwood fencing sawmill manufacturing business. She has three grown children – a daughter working as a real estate agent in Nashville, TN, a son pursuing a degree in business, and a son who is a senior in high school.

Patti has been very active in community service over the years including the Rotary Club of Arcata Sunrise, the founding board of the Discovery Museum, the Jacoby Creek Education Foundation Board, the Jacoby Creek Athletic Committee, the First Presbyterian Church Board, St. Bernard's Academy Foundation, the Humboldt Live! Board and many other committees. She has also written grants, chaired charity auctions, launched the Perilous Plunge fundraiser, and been classroom mom and team mom for many years. Patti is now a Court Appointed Special Advocate and has been working with teenage youth in foster care. In her free time, Patti likes to travel, ski, hike, and be with her family.

2023-2028

David Edwin Lonn - Chief Financial Officer/Treasurer of the Board

Retired Teacher and School Administrator

David was born in Arcata, California and has lived his whole life in the McKinleyville/Arcata area. He attended schools in McKinleyville, graduating from McKinleyville High School in 1973. He attended both College of the Redwoods and Humboldt State University where he received his Liberal Studies Degree and his teaching credential. David taught for three years at Blue Lake Elementary School before moving to the Northern Humboldt Union High School District. In high school, he taught numerous subjects in all four grade levels predominately in the Social Sciences. In addition to his teaching duties, he also served as Department Chairperson for the Social Science Department. David also served as McKinleyville High School's Athletic Director and coached in both baseball and football. In 2000, David began his administrative career serving as MACK High's Dean of Students, before moving to the Assistant Principal position in 2001, and eventually as the Principal in 2004. In 2012, David moved to the District Office serving as the Executive Director for the District until his retirement in 2016. In retirement, he has continued to work in education by serving as an Administrative Coach for local administrators and has served in interim capacities in the Arcata School District and the Klamath Trinity Joint Unified School District. David lives in McKinleyville with his wife Diane, while his two sons, Louis and Riley, continue to live and work in the local area.

Julianne Eagle - Board Secretary

For 10 years Julianne has worked within the Humboldt County community implementing marketing and brand strategy for a variety of businesses. She has extensive experience working within the guidelines of a budget, managing projects, and navigating marketing and advertising campaigns.

Alongside her marketing and branding career, Julianne has two young sons who have their own unique ways of learning. She has seen how hands-on and creative educational models have helped her children excel and build a better foundation for success. It is with this experience that she is pleased to serve on the Samoa Beach Academy Board.

Troy Nicolini - Board Member

Providing students an opportunity to find their own path between college and the trades resonates with Troy because of his own blend of these two paths. While he achieved success in the college arena, earning a bachelor's degree in Computer Science and a master's degree in Civil Engineering from the University of California at Davis, Troy has always been drawn to the trades. As an avocation, Troy is a carpenter, electrician, and plumber, having performed major restorations to three residential properties, one commercial property, and one factory over the past 10 years. Troy also has years of experience in wooden boat restoration, welding, and diesel

"Student-Driven Trade and College Preparatory High School"

Page 5 of 186

Samoa Beach Academy Supporting Documentation

accs-jun22item03 Attachment 7 Page 367 of 986

SAMOA BEACH ACADEMY

2023-2028

mechanics. Therefore, Troy speaks the language of college and the language of the trades. Professionally, Troy was a research hydraulic engineer for ten years with the US Army Corps of Engineers. In this capacity, he traveled around the nation teaching continuing education courses to practicing engineers. In 1998, Troy moved to Humboldt County to join the National Weather Service. He now runs the office as the Meteorologist-In-Charge. Throughout Troy's National Weather Service career, he has provided education to community members and schools in the fields of water safety, marine weather, and tsunami preparedness. He has also taught engineering at College of the Redwoods. Troy has been a Board member for the Samoa Fire Department for 18 years and led an effort to reorganize the fire department into the Peninsula Community Services District, of which he is now the Board President.

Chuck Petrusha – Board Member

Charles 'Chuck' Petrusha was born and raised in Haskell, Oklahoma, where he was heavily involved in the farming and ranching communities. With a strong commitment to the Future Farmers of America, he served as a two-term President and was awarded State Farmer Status in his senior year. He was also Student Body President. After high school, he attended St. Gregory's College in Shawnee, Oklahoma, prior to moving to Eureka, California, in 1979.

Chuck began his 41-year career working in his family-owned business, Advanced Security Systems. He has held many roles, including President and CEO since 1992. Advanced Security Systems has the distinction of being named the City of Eureka's Business of the Year in 2013. Additionally, Advanced Security Systems has been listed on the *SDM100*, a ranking of the top 100 alarm companies in the U.S., in 2017, 2018, and 2019. Most recently, the *North Bay Business Journal* recognized Advanced Security Systems as one of Sonoma County's Best Places to Work.

Chuck has been married to Robyn for 31 years, and they have three adult children whom they have raised together. Chuck has coached 26 total seasons of basketball, soccer, and baseball, and enjoyed being "coach" to his children's friends.

Chuck is deeply committed to the community in general and has served on many boards, including ten years on the Humboldt State University Advancement Foundation, more than ten years on the Sacred Heart Church Finance Committee. He is also a Board Member of the Betty Quan Chin Homeless Center, the Founding President of the Saint Bernard's Academy Foundation, two-term President of the Rotary Club of Old Town Eureka, former Board Member of the Humboldt Bay Fire Department, founding President of the Redwood Alarm Association, immediate past President of the California Alarm Association, and a two-year board member of the Electronic Security Association. Chuck is excited about serving on the Board of Samoa Beach Academy.

2023-2028

Lead Petitioner

Catherine Scott

A Humboldt County native, Catherine Scott has spent her life in education. Her teaching career began in Okayama, Japan where she taught English to children ages 3-18 for two years. This experience cemented Catherine's love and dedication to helping students reach their full potential. Upon returning to the U.S., Catherine pursued her Single Subject Teaching Credential in Social Studies. After five years in the classroom, Catherine earned her Administrative Services Credential from Humboldt State University and began her 15 year career in public school administration. Within four years, Catherine was promoted from Vice Principal at Willits High School to Assistant Superintendent of Willits Unified School District. After 8 years as a district superintendent in two different districts, Catherine found she missed working directly with students. This realization led to Catherine to return to school to obtain her College Counseling Certificate from the University of California at San Diego and to open her business, Best Route Consulting, where she advises high school juniors and seniors on the college admission process. In addition, Catherine currently teaches for National University in their teaching and administrative credential programs. She also serves St. Bernard's Academy as Director of Student Services on a part-time basis. It has always been Catherine's dream to lead a small school that is student focused.

Consultants

Charter Schools Development Center

The Charter Schools Development Center ("CSDC") provides experienced and expert technical assistance and resources to charter school developers, operators, charter-granting agencies, and policymakers, primarily in California. We support all charter schools, in California and beyond, with our knowledge and expertise in the areas of charter school leadership, finance, operations, governance, accountability, advocacy, and development.

Our mission is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. We aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

Charter Impact

Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support.

Our regular service scope includes not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with

"Student-Driven Trade and College Preparatory High School"

Page 7 of 186

Samoa Beach Academy Supporting Documentation

accs-jun22item03 Attachment 7 Page 369 of 986

SAMOA BEACH ACADEMY

2023-2028

vendor negotiations, assistance with facility financing, management of lender relationships, and much more. As a general guideline, we provide all of the services that you would expect from an in-house finance and accounting department, plus student data services.

Started in 2010, Charter Impact specializes in providing insight and guidance for complex organizations in a way that only experienced financial advisors and CPAs can. Our director-level team has an extensive background in finance, public accounting, auditing, grant management and technical consulting, which has helped us understand and identify the challenges facing mission-driven individuals and organizations, and shape and inform how all Charter Impact staff are trained.

Charter Impact has highly developed procedures, practices, and methodologies that can support the mission and vision of independent charter schools, and we customize internal controls and procedures based specifically on individual client needs. Our focus on sound internal controls, with an eye toward incorporating the highest degree of client efficiency and industry best practices provides the utmost security for client assets and financial stability, without overburdening client staff with unnecessary red tape.

We believe that strong financial management is a tool that can give small organizations the confidence and focus of big ones. It is our duty to address changing financial conditions, requirements, and regulations in advance, discuss them with our clients as they happen, and report them in real-time, not a month or two after the fact. By bringing the expertise and expectations gleaned from nonprofit, for-profit and government programs, we help improve and refine the financial process for charters.

We know that what we do here has a positive, measurable impact on the students, families, and communities we serve, and we take pride in providing our clients with timely, accurate fiscal information and guidance to enable sound, data-driven decisions for their organizations.

Young, Minney & Corr LLP

Young, Minney & Corr, LLP ("YM&C") is proud to be California's most experienced, knowledgeable, and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C represents more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation.

2023-2028

Table i.1: Petition Team and Consultant Expertise Areas

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/ Business Development	Legal	School Finance	School Facilities/ Real Estate	Fundraising/ Grants	School Non-Profit/ Assoc. Governance	Human Resources
Patti Campbell – President/Chairperson						X		X	X	X	X	
Dave Lonn - CFO	X	X	X	X	X							X
Julianne Eagle - Secretary										X	X	X
Troy Nicolini – Board Member	X			X					X	X		
Chuck Petrusha - Board Member						X			X	X	X	X
Catherine Scott	X	X	X	X	X							X
Charter School Development Center			X		X	X	X	X			X	
Charter Impact						X		X	X	X		
Young, Minney & Corr LLP					X	X	X	X	X	X	X	X

Appendix A includes copies of the Petitioner Team's resumes.

Appendix B includes signatures from individuals who are meaningfully interested in teaching at the Charter School during its first year of operation.

2023-2028

Samoa Beach Academy Will Serve the Entire Community

SBA will be located in Samoa, in Humboldt County, CA. Samoa is located 1.5 miles northwest of Eureka, CA and sits on the northern peninsula of Humboldt Bay to the east and the Pacific Ocean to the west. Originally a company town known as Brownsville, Samoa is experiencing a transformation in land development which is bringing in new homes and apartments, businesses, parks, and the SBA. There is a strong community need to prepare high school graduates for career meaning they have the knowledge, experience, work ethic, life skills and confidence to begin working upon graduation. Therefore, developing a strong Career Technical Education ("CTE") program for all students will serve the entire community by preparing students who are ready to join the workforce upon graduation.

SBA will offer a rigorous standards-based instructional program for all students infused with the tenants of CTE and will also offer a college bound program and a career bound program. The college bound program will provide college bound students the opportunity to complete their A-G requirements to be accepted into a University of California ("UC")/California State University ("CSU") and acquiring knowledge and experience from completing CTE coursework. The career bound program will provide students the opportunity to choose an area of focus throughout high school while completing California high school graduation requirements, and acquiring knowledge and experience from completing CTE coursework, and an internship. What sets SBA apart from other CTE programs in the area is that all students, regardless of which program they choose, will be prepared in CTE, having acquired the knowledge and experience gleaned from completing CTE coursework.

SBA will begin by offering three specific CTE pathways, each focusing on a specific industry sector (others may be added as the school grows) which are: 1) Residential and Commercial Construction Pathway (Sector - Building and Construction Trades), 2) Patient Care Pathway (Sector - Health Science and Medical Technology), and 3) Business Management Pathway (Sector - Business and Finance). SBA has specifically planned for the CTE Pathways in the petition and in the budget. SBA has included \$300,000 of equipment specifically related to the CTE program for 300 students. SBA does intend to utilize fundraising to supplement the CTE program, including gifts-in-kind; however, non-public revenue has been excluded from the budget to be conservative. SBA will work in partnership with College of the Redwoods and Humboldt State University to offer dual enrollment opportunities to students and articulation agreements with each school as indicated by the Letters of Support in Appendix C.

SBA is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate. First, SBA will provide a new service, academic and programmatic offerings to the community. SBA is different from any other high schools in the community for the following reasons, which are discussed in more detail below:

small high school

"Student-Driven Trade and College Preparatory High School"

Page 10 of 186

2023-2028

- small class size
- individual student focused
- infused CTE standards into core content areas
- required courses include Financial Literacy and Leadership/Career Skills
- practice of mindfulness strategies
- monthly restorative practices Circles to support Social Emotional Learning
- internship opportunity in CTE Pathway
- collaboration with post-secondary institutions including College of the Redwoods and Humboldt State University
- extracurricular activities to include competitive sports and clubs
- strong English Language Development ("ELD") program
- intervention and enrichment provided daily through Universal Access
- support from the business community and partnerships

Second, SBA will be a financial benefit to the District because the District will receive a 1% oversight fee for authorizing the Charter School. Students will choose SBA because they are looking for direct access to CTE in the future. The Charter School anticipates serving students from the new community housing development in Samoa, as well as from neighboring districts, private schools, and independent study schools which will have minimal impact on the District. Furthermore, the collaboration with the business community will provide opportunities within the District and potential funding for the Charter School. Most importantly, SBA will provide a direct benefit to the community by providing graduates who have the knowledge, experience, and certification to work in a trade directly out of high school. SBA has specifically chosen CTE pathways that do not interfere with the District's current CTE offerings.

2023-2028

Element 1: Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21^{st} century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Mission and Vision

Mission

Samoa Beach Academy provides students a safe, innovative, hands-on, and student-driven trade and college preparatory high school with robust extracurricular and athletic programs. Our collaborative team takes a holistic approach to education to instill our students with integrity, respect, and compassion. Located at our unique, state-of-the-art campus between the Pacific Ocean and Humboldt Bay, we graduate young adults who are both academically prepared and career-ready for their future.

Vision

To provide high school students an authentic, real-life learning environment to be prepared for college and/or career.

2023-2028

Who We Are

We are a Career Technical Institution that focuses on the trades of Humboldt County and beyond. We provide education to high school students in Humboldt County in an emotionally and physically safe environment with a strong emphasis on college and career preparation. We focus on the individual as a whole person using hands-on experiences through robust extracurricular, academic, and athletic programs.

Whom the Charter School is Attempting to Educate

SBA proposes to operate as a public charter school authorized by NHUHSD that will ultimately serve 300 students in grades 9-12, located in Samoa in the zip code of 95564. SBA will serve all students in grade 9-12 regardless of gender, ethnicity, national origin, sexual orientation, religion, ability, language, or other protected class, who seek a high school where college or career readiness is paramount. SBA has been carefully designed to help students graduate from high school ready for college or career. The first step in pursuit of this goal is to increase the number of students graduating from high school. The second step is to provide students with a choice to be college bound or career bound while infusing CTE so they can support themselves financially as an adult. The third step is placing them on a track to complete high school ready for a career or ready to also complete their four-year degree, while earning enough money to pay for college as they attend. There are many contributing factors as to why students are unable to complete their high school diploma or bachelor's degree including not having the skills to compete. SBA aims to reduce the more common challenges by providing a high school program with rigorous core academic content infused with CTE that will enable students to transition to college or career to ultimately work in high-demand and high-paying industries. SBA will teach 21st Century Skills in grades 9-12 through alignment with California State Standards including but not limited to, the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, and ELD Standards (hereinafter collectively referred to as the "State Standards") into the core curriculum.

The target student population will mirror the District, which would include the following demographic population: 0.8% African American, 4.7% Native American, 1.7% Asian, 14.3% Latino, 0.4% Pacific Islander, 67.1% White, 9.5% Two or More Races. Additionally, the demographics are 1.2% English Learners ("ELs"), 40.6% Socioeconomically Disadvantaged ("SED") students, 1% Foster Youth ("FY"), 15.2% Students with Disabilities ("SWD"), and 4.7% Homeless Youth Northern Humboldt Union High Summary | California School Dashboard (CA Dept of Education) (caschooldashboard.org).

SBA is designed to serve the target student population paying close attention to the type of learner who will benefit from a CTE high school. The truth is that most of the students in the community who graduate from high school do not attend college; therefore, without CTE skills, high school graduates are destined to work low skill jobs for low wages which does not support the community.

"Student-Driven Trade and College Preparatory High School"

Page 13 of 186

Samoa Beach Academy Supporting Documentation

accs-jun22item03 Attachment 7 Page 375 of 986

SAMOA BEACH ACADEMY

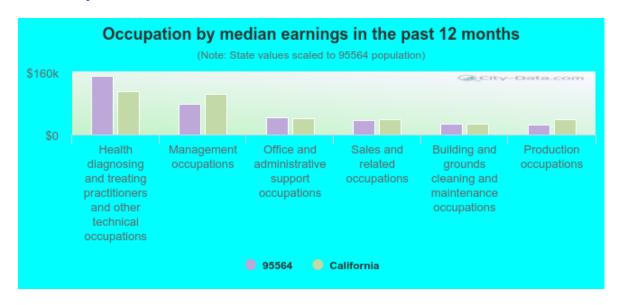
2023-2028

The goal is to be the Charter School that is designed to support students who need a small learning community, with small class sizes, core content classes with the infusion on CTE, individualized student support, flexibility, and most importantly for disenfranchised students, a hands-on, stateof-the-art learning environment. The students who will choose SBA may want to go to college but want the knowledge and experience that comes from working with guidance in choosing a major. The students who will choose SBA may already have parents, guardians, and families who work in SBA's specific pathways of Residential and Commercial Construction, Patient Care, and Business Management. The students who will choose SBA may be kinesthetic and physical learners who need to be active in class and in extracurricular activities. The students who will choose SBA may need to learn by doing. The students who will choose SBA may have a disability that makes traditional learning more difficult especially when the focus is going to college instead of supporting themselves financially. The students who will choose SBA may speak a language other than English at home and learning by doing will increase their academic vocabulary by utilizing the real-life experiences to increase their English language proficiency. The student who will choose SBA may be socioeconomically disadvantaged and want to get an education and a job to support themselves and their families to break the cycle of poverty. The student who will choose SBA may be living in a foster home or in insecure housing and want to have a future rather than just a diploma. The student who will choose SBA may be from a historically marginalized ethnic group who wants "the American Dream" to raise a family, buy a house, and pursue their own dreams and goals.

In fact, SBA chose the CTE pathways by reviewing the occupations by median earnings in Samoa, CA. The majority of the occupations are health diagnosing and technical occupations (Patient Care), management, office and administrative office, sales, and related occupations (Business Management) and building and grounds occupations (Residential and Commercial Construction).

2023-2028

Chart 1.1: Occupation by median earnings in the past 12 months from http://www.city-data.com/zips/95564.html



Enrollment Projections

SBA has developed a five year enrollment roll-out plan that addresses the need in the community. At the beginning of the charter term, SBA will enroll grades 9-10, projecting to enroll 75 students in grade 9 and 75 students in grade 10. This process will continue rolling up the grade levels adding 75 students to grade 9 each year until each grade level serves 75 students for a total of 300 students. Each year beginning with grade 9, new students will be added maintaining maximum enrollment for each grade level. As students matriculate and the Charter School grows, we anticipate there will be availability for students to transfer into the Charter School and join an existing cohort. SBA is confident that with the growing interest in the Charter School by parents, guardians, students, teachers, and businesses and the new community development being built in Samoa, that the Charter School will be filled to capacity each year without negative impact on the District. The lead petitioner and the Charter Petition Team will utilize the 2022-23 year for planning and implementation of the Charter School's opening.

Table 1.1: Enrollment Roll-Out Plan 2023-2028

Grade	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
9	75	75	75	75	75
10	75	75	75	75	75
11		75	75	75	75
12			75	75	75
TOTAL	150	225	300	300	300

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

Community Interests

"The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate." (Education Code Section 47605(c).)

Humboldt County is known for a rich agricultural history including farming and dairy, forestry, and scenic redwoods, rivers, mountains, and bays. The interests of the community are to develop significant economic development goals which will include creating sustainable industries with living wage jobs. Specifically, investments made to the former pulp mill is an example of "the centerpiece of the revitalization of the Samoa Peninsula and overall regional economy" (Oetker, 2019). In addition, Samoa Peninsula is located in an area defined as rural county and in a Qualified Opportunity Zone ("QOZ") (https://www.ca-ilg.org/post/where-are-californias-opportunityzones). Therefore, building an innovative, state-of-the-art high school on the Samoa Peninsula that provides students the knowledge and experience of CTE meets the interests of the growing and developing community. SBA is committed to serving the students, families, and community by providing opportunities for students to graduate from high school with skills to enter a career or to enter college with an opportunity to pay for college while they attend. It is important to note that even with College of the Redwoods and Humboldt State University located in Humboldt County, only 30% of the population have attained a Bachelor's degree or above (http://www.citydata.com/county/Humboldt County-CA.html) which means that 70% of the population does not attend college or complete a four-year degree. This level of educational attainment clearly identifies a need for CTE and an avenue for students that does not necessarily include a college degree. Graduates need to be able to make a living wage in the community which is a strong community interest.

SBA will complement existing services, academic offerings, or programmatic offerings in the District. SBA has no intention of duplicating any programs currently offered by the chartering authority. First, SBA believes that all students who would like the opportunity to take CTE courses should be encouraged to do so. SBA purposefully chose CTE pathways that are not offered by the District. For example, McKinleyville High School (https://mckinleyvillehighschool.nohum.org/apps/pages/course-catalog) offers CTE courses in the following industry sectors: Agriculture, Business and Computer Science, Food Service and Culinary Arts, and Industrial Technology (automotive, metal, woodworking). Arcata High School (https://arcatahighschool.nohum.org/apps/pages/index.jsp?uREC_ID=1476335&type=d&pREC_ ID=1627948) offers CTE courses in the following industry sectors: Agriculture and Natural Resources, Hospitality, Tourism and Recreation (Food Service), Arts Media and Entertainment, Information and Computer Technology, Transportation, and within Building and Construction (Cabinetmaking, Mill Work, and Woodworking (Wood), and Manufacturing and Product Development (Machine and Forming Technologies (Metal). SBA has chosen the following

"Student-Driven Trade and College Preparatory High School"

Page 16 of 186

2023-2028

industry sectors and pathways: Building and Construction Trades – Residential and Commercial Construction, Health Science and Medical Technology – Patient Care, and Business and Finance - Business Management. SBA will offer a CTE Survey Course in Freshman year to expose students to the three pathways and industry sectors, so the students can choose their area of study for their CTE course work which will lead them through Introductory courses, Concentrator courses, and Completer (Capstone) courses. SBA is committed to having all students complete additional courses like Leadership/Career Skills, Financial Literacy, Job Shadowing, and Internship.

Table 1.2: CTE Industry Sectors and Pathways by High School (These course offering are subject to change by the high schools)

Industry Sectors	McKinleyville High	Arcata High School	Samoa Beach
v	School Pathways	Pathways	Academy Pathways
Agriculture and Natural Resources	Agriculture Agriculture IVoc Sustainable Agriculture Biology Agriculture and Soil Chemistry Advanced Agriscience Agriculture Natural Resources Agriculture Government & Economics Ornamental Horticulture	Agriscience Sustainable Agriculture Biology Agriculture Soil Chemistry Advanced Agriculture Floral Design Agriculture Economics and Government	
Business and Finance	Lists industry sector as Business/Computer Science Leadership Personal Finance Technology Essentials 1 Accounting 1 Work Experience (1 or 2 periods)		Business Management Introduction to Bus/Fin Intermediate BusMgtTech Advanced Bus/MgtEnt Job Shadowing Internship
Hospitality, Tourism, and Recreation	Food Service and Hospitality Culinary Arts 1-2 (at AHS)	Food Service and Hospitality Culinary Arts 1-3	
Arts, Media, and Entertainment	Performing Arts Dance 1 Drama 1-2 Advanced Theater Workshop (ATW)/(Honors) Visual and Media Arts Art 1-2	Performing Theatre Arts Drama 1 AAI Adv Theatre Study 1-3 Visual and Media Arts Art 1 Photography	

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

	AP Studio Art (2D & 3D) Makerspace Photography 1-2	AAI Design For Communication 1-3 AAI Visual Dynamics 1-3 Studio Art AP	
Information and Communication Technologies		Games and Simulation Computer Programming or Computer Programming AP Interactive Media 1 Interactive Media 2 Robotics Electronics Technology Entrepreneurship Should be under Marketing, Sales, and Services Product Innovation Design should be under Manufacturing and Product Development	
Transportation	Systems Diagnostics, Service, and Repair Automotive Tech I Advance Auto Tech	Diagnostic and Repair Auto 1-2	
Engineering and Architecture	Sector listed as Industrial Technology Architectural Design Drafting		
Building and Construction	Cabinetry, Millwork, and Woodworking Wood 1-4	Cabinetry, Millwork, and Woodworking <i>Wood 1-4</i>	Residential and Commercial Construction Introduction to R&CC Intermediate R&CC Advanced R&CC Job Shadowing Internship
Manufacturing and Product Development	 Machining and Forming Technology Metal 1-4 Product Innovation and Design Makers Makers 2 	 Machining and Forming Technology Metal 1-4 Product Innovation and Design Makers Makers 2 	
Health Science and Medical Technology			Patient Care Introduction to PC Intermediate PC Advanced PC Job Shadowing Internship

2023-2028

SBA is a student-driven trade and college preparatory high school, not a comprehensive high school like the District's high schools. SBA is committed to implementing University of California Curriculum Integration ("UCCI") courses, which combine UC approved core content with CTE pathways. SBA is focused on readying students for career and basic college preparatory requirements; therefore, SBA is not offering Advanced Placement courses; multiple foreign languages; fine arts courses like Dance, Ceramics, Music, Orchestra, and Theatre; State Seal of Biliteracy; or other opportunities that make the District's school unique and successful. SBA is founded on the commitment to implement Project Based Learning, Mindfulness, Differentiation Based Upon Multiple Intelligences, and Restorative Practice Circles. SBA will affirmatively support the District's Vision of "Developing caring, engaged and adaptable individuals who embrace opportunities and are empowered to meet challenges in their future."

By approving this charter for the establishment of SBA, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents, guardians, and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools.

What it Means to be an "Educated Person" in the 21st Century

An educated person in the 21st century must have the knowledge and skills to be a life-long learner who can adapt to an increasingly diverse and technologically advanced society. SBA is training students today for jobs that do not yet exist. A life-long learner is an individual who recognizes the importance of education in the continued search for new and exciting ways to accomplish life's tasks.

An educated person in the 21st century will be one who is:

- A creative thinker: Creates their own solutions/suggestions, brings new insights to the topic, and is able to apply prior learning to new contexts.
- An engaged learner: Applies appropriate learning strategies taught through previous lessons for directly aligned and related situations.
- Constructor of knowledge: Exhibits foundations of knowledge to successfully accomplish unfamiliar tasks and challenges.
- A flexible thinker: Adapts to new learning contexts and tasks by connecting, organizing, and working previous skills and knowledge into new structures.
- A critical thinker: Approaches a task by comparing, refining, and selecting from what they
 know while considering possible outcomes in order to find the best solution to the problem.
- Transfers information: Makes connections to prior knowledge and determines how the information will be used in the future.
- A sense-maker: Re-organizes and extrapolates familiar patterns so that they become meaningful in a new situation.

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- College and career ready: Use textual evidence to make claims and support personal opinions, ideas and beliefs while exploring their individual goals to develop targeted skills that apply to 21st century career paths.
- Information Literate: Integrates technology across the curriculum, builds, creates, collaborates, and innovates so that they can tackle any technological challenge.

An educated person in the 21st century is also one who possesses academic and social intelligence, critical thinking, and the interest and capability of contributing positively to the transformation of our world. We define academic and social intelligence as:

Academic Intelligence

- A mastery of the English language (reading, writing, speaking);
- Knowledge and a strong grasp of concepts in the sciences, mathematics, technology, art, and humanities;
- An appreciation for and an ability to make use of a variety of media;
- An ability to think creatively and critically to problem-solve independently or in groups;
- An ability to translate plans into action, use a multitude of resources to gather information, and follow a project to completion;
- A desire to develop understanding through questioning, critical evaluation, thoughtful reflection and the pursuit of new information and alternative viewpoints.

Social Intelligence

- Flexibility in assuming either a leadership role or a collaborative position in order to best explore different lines of inquiry (as part of Student Leadership Development);
- Desire and ability to listen and hear empathetically;
- Consistent demonstration of honest and respectful communication;
- Self-motivated to take responsibility for one's actions, words, learning, deeds;
- Perseverance in the face of difficult challenges and setbacks;
- An appreciation for people with abilities other than one's own.

How Learning Best Occurs

SBA believes that learning best occurs when it is driven by the students. By providing students choice in what they learn and voice in how they demonstrate their learning, students are more engaged in the curriculum and demonstrating mastery. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. The tenets by which SBA describes how learning best occurs includes authentic learning experiences, holistic approach, extracurricular activities, and athletics, all taking place in a unique, state-of-the-art CTE facility.

2023-2028

Authentic Learning Experiences

SBA believes that in order to be a student-driven high school it has to rooted in authentic learning experiences. Students need to be involved in planning and executing their own learning experience. The strength of providing students authentic learning experiences gives them the opportunity to control the "what" and "how" of their learning. The assignments have meaning to students, and they have a vested interest in achieving their learning goals. As a result, the students work much harder and longer than they might otherwise.¹ The model of teaching and learning is transferred from the teacher to the student, and the teacher becomes the facilitator of learning. In order to allow time to for students to build on their authentic learning experiences, SBA will include two days per month for block scheduling to allow time for students to go deeper into the content area and have time to conduct a laboratory, a project or workshop, or extended activity. At SBA, all students will take a CTE survey class during freshman year, then will choose a CTE pathway from Residential and Commercial Construction, Patient Care, or Business Management to focus on in the remaining years of high school. The students will choose a CTE Pathway which includes three requirements of courses: 1. Introductory, 2. Concentrator, 3. Completer (Capstone). Students will be guided on the process, but this CTE plan is an example of a real-life experience. Students will participate in job shadowing and serving in an internship in the CTE Pathway of their choosing to gain work experience. Moreover, in the core content areas, authentic learning experiences span all disciplines. Students will investigate, inquire, research, and demonstrate State Standard mastery. The CTE program is supported by business partnerships in the community which may include guest speakers, involvement in developing or validating the curriculum, hosting students in job shadowing or internships, and financially supporting the learning laboratories and hands-on workshops with materials and equipment as evidenced by Business Letter of Support in Appendix D.

Holistic Approach

SBA is committed to a holistic approach to learning to instill our students with integrity, respect, and compassion. The student-driven model supports the need for a holistic approach to education for example, the goal is to provide all students an integrated, comprehensive, and universal approach which will develop the students to be the very best person they can be. To this end, SBA has developed a sound social emotional learning program grounded in research and best practice to include the opportunity to learn and practice mindfulness strategies three times per day, every day, and the opportunity to participate in restorative practices circles once per month. Students will have an opportunity to build a school culture and norms and to address any issues that the students or the teacher are experiencing as challenges. All students will also engage in active social emotional learning through restorative justice practices. All staff will receive training so

¹ Stamps, L. (2004). The Power of Authentic Learning. Teaching for Meaning: Mississippi.

"Student-Driven Trade and College Preparatory High School"

Page 21 of 186

2023-2028

that they can support students in their daily interactions with others to effectively apply these skills. The Charter School will provide numerous parent/guardian workshops to capacitate parents/guardians as facilitators of healthy, young adults.

Putting the students' emotional needs first is important because without feeling safe and understood, no instructional strategy will be effective. By practicing mindfulness together, we will build relationships in the classroom and students will feel comfortable expressing their feelings. Students want to feel valued and a part of a larger school community. By forming bonds with our students and providing a sound educational framework for success, genuine learning will occur.

Extracurricular Activities and Athletics

SBA believes that extracurricular activities are imperative to the development of the whole child. The skills taught through extracurricular activities are vital to success in adulthood. The skills include but are not limited to, fair competition, personal and communal responsibility, effort, preparedness, punctuality, leadership roles, and work toward a common goal. Unfortunately, youth living in low income households participate in activities at lower rates. The number of children left unsupervised after school is increasing for single parent/guardian households and dual-earner families.² This time spent with no structure or supervision increases risk behaviors and poorer outcomes for youth.³ It is to this end that SBA is committed to developing extracurricular activities and robust athletic programs. The extracurricular activities may include school clubs and organizations to include but not be limited to: Student Council, Career Technical Student Organization, School Newspaper, National Honor Society, and clubs based on student interest like Drama, Music, Art, Book, Robotics, and Gaming. The athletic programs will offer the same number of female and males sports and may include Volleyball, Football, Golf, Tennis, Cross Country, Swim, Water Polo, Basketball, Wrestling, Soccer, Baseball, Softball, and Track. Sports will be supported by a strong Parent/Guardian Booster which will help defray costs related to sports like league fees, coach training, uniforms, and equipment.

State-of-the-Art, Modern, Innovative Learning Facility

The location of SBA is environmentally rich with the bay, ocean and marsh literally steps away from the campus. SBA intends to take advantage of this location to provide as many hands-on learning opportunities as possible to students which may include conducting hands-on learning labs for biology in the bay, practicing construction skills on the sand by the beach, examining life cycles and habitats at the marsh. There are also a range of businesses and industry in the area

² Burkhardt, R. (2016). The impact of poverty on participation in extracurricular activities. Maryland: Academic Press.

³ Fredricks, J. A., & Simpkins, S. D. (2012). Promoting positive youth development through organized after-school activities: taking a closer look at participation of ethnic minority youth. Child Development Perspectives, 6(3), 280-287. doi:10.1111/j.1750-8606.2011.00206.x

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

which will provide the opportunities for students to demonstrate their knowledge while shadowing an employee, manager, or director or while completing an internship in preparation for the future. More importantly, the facility, at completion, will be a state-of-the-art, modern, innovative career technical institution with classrooms, learning laboratories, and hands-on workshops. In addition, technological infrastructure to support learning will include fast wi-fi, access points, firewalls, and the latest technology. Learning best occurs when the students feel safe, comfortable, and valued by their school community, but also when they recognize that the school facility itself was designed and built with student success in mind.

Enabling Students to be Self-Motivated, Competent and Lifelong Learners

SBA aims to enable students to become self-motivated, competent, lifelong learners by creating and maintaining an environment where learning and doing is engaging, supportive, personalized, and meaningful. Students will have a voice in their education, course selection and career pathway, this allowing them to experience both the successes and challenges that they may face as a result of their choices and decisions. An important part of SBA is to learn leadership, career skills, financial literacy, and social emotional skills in addition to academic skills and CTE skills.

Framework for Instructional Design

SBA will offer students a program that provides an opportunity for students to choose to be college bound or career bound. Regardless, SBA will have the flexibility to work with students and their families to choose the program that suits each student's skills and interests, and the flexibility to change the program as students grow and develop. The college bound program will provide students the opportunity to meet UC/CSU entrance requirements while taking CTE courses. The career bound program will provide students the opportunity to meet high school graduation requirements and graduate ready for a career. The framework for the instructional design of SBA has been developed with the needs of students in mind. Instruction starts first with the State Standards which drive the creation of lesson plans, interventions, enrichment, and assessments. The following explains the instructional design which will help students master content standards:

- Project Based Learning
- Mindfulness
- University of California Curriculum Integration ("UCCI") courses UC approved core content with CTE pathways
- Career Technical Education
- Differentiation Based Upon Multiple Intelligences
- Restorative Practice Circles

Project Based Learning

Project Based Learning ("PBL") is a powerful instructional strategy and will be used across subject areas. PBL is a model for classroom activities and makes the shift away from teacher-centered

"Student-Driven Trade and College Preparatory High School"

Page 23 of 186

2023-2028

instruction and puts more attention on student-centered projects. SBA will have two days of block scheduling to allow for students to go deeper. NEA claims that this model is effective in building relevance of content by establishing connections to life outside of school and the classroom, and by creating and relying on real-world experiences. Other research reports that students using PBL demonstrate high-level critical-thinking and problem-solving skills (Mergendoller, Maxwell & Bellisimo, 2006; Shepherd, 1998; Tretten & Zachariou, 1995). In addition to increasing collaboration among students, research has found that students in classes using PBL show greater engagement (Belland, et al., 2006; Brush & Saye, 2008; Ravitz & Mergendoller, 2005).

Additional research on PBL has demonstrated positive results for engaging students and developing both academic and social skills necessary for success in school and life beyond school. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, self-assess against rubrics, receive feedback and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has "led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned 'schoolwork' with its emphasis on comprehension, to student-initiated, goal-driven, independent, 'intentional learning' models with an emphasis on knowledge building' (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

For ELs and SED students, PBL takes on additional importance. The collaborative activities inherent to it provide ELs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of students living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

PBL will be implemented in the following ways:

- Subjects are integrated into project themes
- Students mostly work in project teams

2023-2028

- Teachers provide some direct instruction and guide students in a project planning process that defines the work
- Topics, assignments, and student work is mostly guided by the project planning process
- Students' interests are usually a determining factor in what they learn
- Uses local community or current events as project themes to apply learning
- Products of student learning are defined during the planning process and student choice results in a variety of products
- 21st Century Skills that are mostly emphasized include collaboration, communication, critical thinking, and creativity
- Assessment and grades are mostly based on demonstration, project outcomes, and project performance rubrics

Mindfulness

Educators today are looking for alternative approaches to cultivate student attentiveness, concentration, compassion, and awareness. To further promote SBA's mission, the Charter School will be using the practice of mindfulness across all grade levels, every day. Mindfulness is a mental state achieved by focusing one's awareness on the present moment. Research has shown that the practice of mindfulness in schools supports immune function, cognitive development, attention skills, and emotional regulation.⁴ Additionally, students practicing mindfulness have experienced higher test scores, reduced impulsivity, enhanced sense of well-being, and greater executive functioning. These benefits have also been observed in the teachers and parents/guardians that work with schools and students that practice mindfulness. Neuroscience has shown that while the neocortex part of the brain has evolved to make up about 80% of the brain's mass, the reptilian and mammalian parts of the brain (these parts control our pleasure and fear and have supported human survival for millennia), can still take over and are responsible for irrational behaviors. Mindfulness is able to create connections between these various parts, allowing the rational, or neocortex, to make decisions or take control. By integrating all parts of the brain through mindfulness and the brain's neural-plasticity, we can generate stronger and healthier neural connections, leading to healthier mental habits.⁵

An important element in successfully implementing a mindfulness program at SBA will be the training of both staff and students. Professional development will take place prior to the start of the school year, with refresher sessions taking place throughout the school year as evidenced by the professional development calendar included herein. Teachers will lead their classes in

⁴ Rechtschaffen, D. 2014. *The way of the mindful educator: Cultivating well-being in teachers and students.* New York, NY: Norton Publishers

⁵ Widdit, R. (2014). *Neuroplasticity and mindfulness meditation*. Honors Theses. Paper 2469. Western Michigan University

[&]quot;Student-Driven Trade and College Preparatory High School"

Samoa Beach Academy Supporting Documentation

accs-jun22item03 Attachment 7 Page 387 of 986

SAMOA BEACH ACADEMY

2023-2028

mindfulness, knowing that the first few weeks of school will be a time for practice and learning. Parent/guardian workshops will also take place to educate and inform parents/guardians on the benefits of mindfulness.

To institute mindfulness in a school setting, it is important to integrate it into the school's schedule. The daily schedule reflects this. Every morning will begin with a dedicated time for this practice. Together the class will sit quietly for 10 to 15 minutes as they practice mindfulness, starting with breathing and working toward focusing on the present moment. Mindfulness practice does not only include sitting quietly and focusing on the breathing, but it also encompasses the use of mindful language and vocabulary. With practice, our students will learn what it means to have a mindful body and to be aware of the space around them. Vocabulary such as anchor breath and heartfulness will be explained and used daily, and throughout all subjects. The techniques of mindfulness should be utilized throughout the day as needed; they do not stay contained in the 10-15 minutes of scheduled practice. Teachers will utilize the language as needed: if class becomes chaotic, if students start to feel overwhelmed or anxious, before a test, and at the end of the day. We do understand that we cannot force students to practice mindfulness, it is our intention that students will want to practice mindfulness once exposed to it and having observed their classmates participating in the program. Whether or not a student joins in the daily practice, there is still the expectation that this period in the day is designed for quiet time and reflection.

Core Content Integration with CTE

SBA will implement UCCI courses, which combine UC approved core content with CTE pathways. SBA will be offering CTE courses which include programs of study that involve a multiyear sequence of courses integrating core academic content with technical and occupational knowledge to give students more direct access to well-established, high paying, and self-fulfilling careers. Doughterty (2016) found that students with greater exposure to CTE courses are more likely to graduate from high school, enroll in a two-year or four-year college, be employed, and earn higher wages. The study also found that students with focused CTE coursework are more likely to graduate from high school by twenty-one percentage points compared to otherwise similar students (a positive impact on other outcomes can be seen as well). Perhaps, most importantly, the study found that CTE provides the greatest boost to the kids who need it most—boys and students from low-income families. Graduates of SBA will have obtained job training and critical industry certification(s) during their high school career allowing them to become eligible candidates for high-paying jobs in high-demand fields to reduce the financial burden of college. This combination of efforts will provide SBA students an excellent opportunity to provide for themselves and their families in a reputable profession.

2023-2028

Career Technical Education⁶

SBA is committed to providing a robust and sequential CTE program. In order to address what the California Department of Education ("CDE") calls the Eleven Elements of High Quality CTE, SBA will use the standards-based curriculum produced by Savvas Career Technical Education. SBA has created the CTE program to address all CDE's Eleven Elements which will be used for self-evaluation (Appendix E) and included herein:

- 1. Leadership at All Levels
- 2. High Quality Curriculum and Instruction
- 3. Career Exploration and Guidance
- 4. Student Support and Student Leadership Development
- 5. Industry Partnership
- 6. System Alignment and Coherence
- 7. Effective Organization Design
- 8. System Responsiveness to Changing Economic Demands
- 9. Skilled Faculty and Professional Development
- 10. Evaluation, Accountability, and Continuous Improvement
- 11. CTE Promotion, Outreach, Marketing, and Communication

California Standards for Career Ready Practice demonstrate the base knowledge and skills that all 21st Century learners need for post-secondary success. These Standards for Career Ready Practice begin with exploration which SBA students will receive in the CTE Survey course in grade 9. Since these standards are not pathway specific, it will help students explore pathways and prepare for the specific pathway they will choose. The Standards for Career Ready Practice for all industry sectors are:

- 1. Apply appropriate technical skills and academic knowledge.
- 2. Communicate clearly, effectively, and with reason.
- 3. Develop an education and career plan aligned with personal goals.
- 4. Apply technology to enhance productivity.
- 5. Utilize critical thinking to make sense of problems and persevere in solving them.
- 6. Practice personal health and understand financial literacy.
- 7. Act as a responsible citizen in the workplace and the community.
- 8. Model integrity, ethical leadership, and effective management.
- 9. Work productively in teams while integrating cultural and global competence.
- 10. Demonstrate creativity and innovation.
- 11. Employ valid and reliable research strategies.
- 12. Understand the environmental, social, and economic impacts of decisions.

Page 27 of 186

⁶ California Career Technical Education Model Curriculum Standards

⁻ CTE Model Curriculum Standards - Standards & Framework (CA Dept of Education)

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.⁷ The 11 anchor standards assume that students have mastered the Standards for Career Ready Practice and are similar across all 15 industry sectors. Anchor standards all start with 1 or Academics which is the sector-specific core academic standards related to each industry sector. Anchor standards 2-10 are aligned with State Standards of ELA, Math, History, and NGSS which develops and increases the student's industry specific vocabulary, expectations, and the pathway. The anchor standard 11 is the demonstration and application which highlights classroom, laboratory, and workplace learning specific to the industry standard. These anchor standards create the basis for SBA to work in unison with the UCCI courses. Teachers will be trained on the CTE Model Curriculum Standards and how to follow the academic alignment matrices as a resource to develop lessons. Since the teachers will be content-area experts in their courses, they will quickly be able to identify the related CTE standards which will bring CTE application and technology to their core curriculum. The goals of using the CTE standards in the core classes is to ease the transition of students from high school into the workforce. SBA is committed to this model so that CTE is integrated into all areas of instruction including core courses and industry specific courses. SBA believes that CTE should not stand alone and apart from the high school experience, rather it is integrated and infused as part of the curriculum, instruction, and experience at SBA. The anchor standards for the pathways available at SBA are included in Appendix F.

Differentiation Based Upon Multiple Intelligences

Individuals learn in different ways and demonstrate certain strengths. It is believed that if students' learning strengths and preferences are more fully developed, then the learning gap can start to close. Howard Gardner, a researcher and educator, developed multiple intelligence theories to address this belief. The belief at the foundation of these theories is that if students have deficits in specific areas, they will compensate by having strengths in other areas. Gardner's theory states that there are seven intelligences that can be found in the brain. They are:

- 1. linguistic intelligence
- 2. logical-mathematical intelligence
- 3. musical intelligence
- 4. spatial intelligence
- 5. bodily kinesthetic intelligence
- 6. interpersonal intelligence
- 7. intrapersonal intelligence

⁷ https://www.cde.ca.gov/ci/ct/sf/documents/ctestdfrontpages.pdf

[&]quot;Student-Driven Trade and College Preparatory High School"

Samoa Beach Academy Supporting Documentation

accs-jun22item03 Attachment 7 Page 390 of 986

SAMOA BEACH ACADEMY

2023-2028

The theme from Gardner's theories is that if students' strengths can be identified among these intelligences, then educators can accommodate different children more successfully. Studies (Hanson, 2004; Kornhaber, 2004; Nolen, 2003) have shown that multiple intelligence theories have seen positive outcomes in academic achievement. There have been improvements in standardized test scores, improvements in students' behavior, increased parent/guardian participation, and improvements with students with learning disabilities. Multiple intelligence theories provide students with different modalities and allow them to express themselves in different ways. SBA will use multiple intelligence theories to advance students' learning by employing learning strategies that resonate with the students' strengths. SBA understands that students need to be understood based on their strengths and weaknesses, thus guided through the weakness, and facilitated through the strengths.

Restorative Practice Circles

SBA believes that students need to learn conflict resolution strategies. Through Restorative Practice Circles, students are supported to become independent and adept at solving conflict among themselves and to speak to each other directly and respectfully. Students will be supported by teachers to manage monthly Circles as an important part of the social emotional learning program at SBA. Through regular Circles, students show appreciation for and resolve conflicts with one another. Circles are scheduled at least once per month in all classrooms, although Circles may occur more often. During Circles, all students sit in a circle, where they can clearly see and be seen by their peers. Behavioral expectations regarding both listening and speaking in these circles are taught early in the year. The activity begins with appreciations: students vocally acknowledge one another for acts of kindness, friendly behavior, or words of encouragement. After a few minutes of appreciations, students are allowed to vocalize problems they have with one another. This starts with an appreciation and is followed by both the concern and what that student needs to make things better. Although monitored by teachers, Circles allow students to orally brainstorm solutions for one another, and students in conflict with each other must explain their perspective to one another and the group.

Curriculum

Curriculum plays a vital role in any educational program. Quality curriculum needs to be relevant, aligned to State Standards, and current in both delivery and instructional methods. For core content areas, SBA plans to use the Savvas Curriculum Suite and instructional materials. All of the instructional materials and resources mentioned are subject to be change as the stakeholders will need to play an active role in reviewing and advising the Executive Director and the Board on the purchase of instructional materials and resources needed.

2023-2028

English Language Arts

SBA plans on using Savvas' myPerspectives. By combining print and technology in a student-centered, teacher-inspired classroom, students will be provided with learning experiences to promote academic achievement, in addition to helping student develop the skills and competencies needed for college and career readiness. Twenty-first century skills such as collaboration and ownership are utilized through relevant lessons, meaningful activities, and purposeful performance tasks. myPerspectives blends online, digital, and traditional materials to create engaging lessons throughout grades 9-12. The digital components include a multilingual glossary, interactive digital student editions, discussion boards, and seamless print to digital access. Teachers will teach students how English Language Arts relates to CTE in participation with UCCI.

Close reading activities help students with annotation and finding textual evidence. Additionally, modeling and support is given to help build meaning with the close reading activities. Students often race through test, and emphasizing close activities slows down the reader, and allows them to deliberate and reflect on the reading.

Both formal and informal writing opportunities are provided within the curriculum. Short, focused assignments encourage students to use evidence and research ideas. QuickWrites and Evidence Logs are used to allow students to express their thinking and write down ideas. These types of writing are not for assessment, but rather for students to feel comfortable with writing down ideas, evidence, and information. Performance Tasks are given and assessed, focusing on the writing mode presented in the unit. SafeAssign is integrated into the writing components, helping assure proper sourcing in writing. Performance based assessments are also provided, aligning to state standards, and modeled from California Assessment of Student Performance and Progress ("CAASPP") questions.

This program also provides extended support to English Learners. All section summaries are in English and Spanish. Also, audio is available for many of the lessons. The curriculum allows for the necessary accommodations for ELs. The ELD support is provided through combined independent, self-paced, and teacher led instruction. There are nine levels of interactive readers to help increase reading performance. The digital library includes over 3000 texts for independent reading. Also, the library includes books in over 46 languages.

Mathematics

SBA plans to use Savvas' Algebra I, Geometry, Algebra II, and Precalculus. These materials have been written specifically from the State Standards. The curriculum is visually engaging with visual models for mathematics charts, graphs, diagrams, and other forms of illustration to ensure the students understand the mathematical concepts. The curriculum has a direct impact on math to the

"Student-Driven Trade and College Preparatory High School"

2023-2028

real world. There is an online component to support student independent practice. This curriculum will assist all students in receiving college and career readiness skills.

The curriculum was developed using essential questions, big ideas, backward design, transfer of knowledge, and application to the real world. meaning that the end goal was the driving force for scope and sequence of this program. teach students how mathematics relates to CTE in participation with UCCI.

Mathematics Placement

In accordance with Education Code Section 51224.7, the Mathematics Placement Act of 2015, placement for mathematics courses will be based on the following:

- The current mathematics grades of the student give a good measure of performance and are a good indicator of a student's success in future mathematics courses.
- Input from the current teacher will be used as a measure of the student's progress in mathematics over the course of the year.
- The guidance from future mathematics teachers will help determine if a student can be successful in a particular mathematics course.
- The student's Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") score, or other math assessment score, and scores on state assessments have proven to be a strong indicator of the current level of understanding of mathematical concepts.
- The student's interests and college and/or career plans after high school will help us place a student in the course that best suits the student's needs.
- Input from the student's parents/guardians is also important in determining a student's future decisions and directions with regards to mathematics.

Science

SBA plans to use Savvas' collection of science curriculum based on the specific content area. These curricula blend print with digital materials and apply scientific and engineering practices in problem-based scenarios. Students will focus on analysis, critical thinking, and on designing solutions as they explore real-world topics. Teachers will teach students how science relates to CTE in participation with UCCI.

Social Science

SBA plans to use Savvas' collection of social science curriculum based on the specific content area. These curricula bring the social science component to relevance in real-life. Through current events, authentic voices, and real-world stories, the curricula connect class lessons with current events. Listen Current provides public radio stories regarding social science topics through the

"Student-Driven Trade and College Preparatory High School"

Page 31 of 186

2023-2028

curriculum. Teachers will teach students how social science relates to CTE in participation with UCCI.

CTE Courses

Additionally, for components of the CTE program, SBA plans on using instructional materials in order to teach the anchor standards. These instructional materials and courses and materials engage students with problem-based, real-world experiences. They empower students to discover their interests and aptitudes, on the trail to postsecondary success. SBA's goal is to ensure that all students will be college and career ready. The SBA college bound program ensures that students complete the A-G requirements in addition to completing a CTE pathway. The SBA career bound program ensures that students will complete a CTE pathway. A CTE Pathway includes three courses: 1. Introductory, 2. Concentrator, 3. Completer (Capstone). A student must complete all three courses within the same CTE Pathway to complete a CTE Pathway. The students may choose the CTE Pathway from Residential and Commercial Construction, Patient Care, or Business Management, and they will also complete job shadowing and an internship. All students, regardless if they are college bound or career bound, will be exposed to these three pathways during the freshman CTE Survey course.

Technology

Technology is an integral part of the SBA program, each student will be given a tablet or Chromebook to be used both in school and at home, throughout their time at the school. Technology is no longer an enrichment class or option, but rather a necessary tool in the education of students. Technology will be used for teaching, learning, textbooks, practice, writing, drafting, testing, and completing laboratories. SBA will follow the International Society for Technology in Education's ("ISTE") Student Standards.

ISTE Student Standards

- 1. Creativity and Innovation
 - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- 2. Communication and Collaboration
 - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- 3. Research and Information Fluency
 - Students apply digital tools to gather, evaluate, and use information
- 4. Critical Thinking, Problem Solving, and Decision Making
 - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using

[&]quot;Student-Driven Trade and College Preparatory High School"

appropriate digital tools and resources

- 5. Digital Citizenship
 - Students understand human, cultural, and social issues related to technology and practice legal and ethical behavior
- 6. Technology Operations and Concepts
 - Students demonstrate a sound understanding of technology concepts, systems, and operations

Table 1.3: Instructional Materials (Subject to Change)

Core Curriculum Area	Textbooks and Instructional Materials
	Teathooks and instructional Materials
English Language Arts	Savvas
English Language Arts	myPerspectives
	myr erspectives
English Language Development	Savvas
	myPerspectives
Mathematics	Savvas
	Mathematics
	Algebra I
	Geometry
	Algebra II
	Precalculus
Science	Savvas
	Miller & Levine Biology
	Experience Chemistry
	Experience Physics
	Physical Science Concepts in Action
	Marine Science: The Dynamic Ocean
History-Social Science	Savvas
	World History
	United States History
	Magruder's American Government
	Economics
Foreign Language	Savvas
	Realidades
Health/Physical Education	Savvas
	Health
Visual and Performing Arts	Savvas
	Learning Graphic Design and Illustration

2023-2028

Career Technical Education	Savvas Core: Introduction to Basic Construction
	Skills, Sixth Edition
	McGraw Hill Carpentry and Building Construction
	NCCER Applied Construction Math, Core, Tools for
	Success
	Pierson and Fairchild's Principles & Techniques of
	Patient Care, 6e
	Workbook for Fundamental Concepts and Skills for the Patient Care Technician 1st Edition - Townsend Little Medical Terminology for Health Care Professionals9th
	edition-Rice
	Business Management 14e
	James L. Burrow, Brad Kleindl, Michael B. Becraft
	Managerial Economics & Business Strategy, 9e
	Michael Baye and Jeff Prince
	Principles of Business for CSEC Examinations, 5e
	Waterman, Ramsingh, Ramsaroop
	Supplemental:
	Savvas
	Paxton Patterson
	Stride Learning Solutions
	APEX Learning
	Odysseyware
	CTE Online California

Course Descriptions

Course Descriptions are subject to change based on teacher input, student choice, and course offerings each year.

English

English 9- The course focuses on literature that highlights the theme of Coming of Age. Building on their knowledge of literary elements in traditional literary genres, students study the relationship between narrative voice and style, while also analyzing literary and stylistic elements in literature. They develop persuasive writing skills by using rhetorical appeals. Performance and oral interpretation of literature build students' speaking and listening skills. Research plays an important role as students evaluate social, cultural, and historical influences on texts.

English 10- With a focus on the concept of culture and community, 10th Grade English examines how these influences shape identity and perspective. Students read and analyze works of world literature, with emphasis on analysis of how stylistic choices and rhetorical elements shape tone in

Page 34 of 186

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

persuasive and argumentative texts, both print and nonprint. Students deconstruct writing prompts and write a synthesis essay that incorporates perspectives from multiple sources, an important skill in our most rigorous courses. Students develop their independent learning skills as they respond to opportunities for self-evaluation.

English 11- In junior year, students will focus on American fiction and nonfiction, using literary and other texts to present the iconic idea of the American dream. They will research historical and contemporary texts as they articulate the origins and impact of the ideals and realities of the American dream on life today and on personal thinking. students are expected to articulate personal convictions and propose solutions to social issues. Writing in a variety of modes – personal essays, opinions and editorials, credos, reflective self-evaluation, speeches, satire, dramatic scripts, surveys, literary analyses, and research projects - students expand their skills in communicating well through written language.

English 12- Senior English capitalizes on the confidence and expertise students have gained as interpreters and analyzers of texts by introducing them to multiple lenses through which to view text. They are asked to broaden their understanding and their interpretive skills by thinking deeply about themes and ideas from multiple perspectives. Using Historical and Cultural Criticism, students learn to view texts through some of the filters that result in multiple interpretations of the same text or media story. students apply the theories of criticism to their own reading and interpretation of both fiction and nonfiction texts.

Mathematics

Algebra I- This course covers modeling with functions, linear functions, linear equations & inequalities, traffic, working with expressions, quadratic functions, quadratic equations, pricing for profit, and categorical and quantitative data.

Geometry- This course covers tools & constructions, congruence & rigid motion, geometric relationships & properties, similarity, modeling, coordinate geometry, circles & conics, similarity, right triangles & trigonometry, and geometric measurement & dimensions.

Algebra II- This course covers exponential functions, trigonometric functions, polynomials & rational expressions, the rising tide, probability, statistics, functions, and math & sports.

Precalculus- This course combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of

"Student-Driven Trade and College Preparatory High School"

Page 35 of 186

2023-2028

trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Science

Physical Science - Physical Science is the study of matter and energy and includes chemistry and physics. It is a basis for the further study of chemistry and physics. Labs or investigations are used to give students hands on learning and practical applications as well as to teach the material. Math is also very important to science students and calculators should be brought and used in class. Topics that will be studied include: matter, the periodic table, elements, mixtures, compounds, chemical reactions, light and electromagnetic spectrum, energy, heat, motion, Newton's laws and momentum.

Marine Science - Marine Science builds on the physical science and life science concepts learned in previous science courses and applies that knowledge to the exploration of the living and nonliving environments of our bays and oceans. The first semester focuses on various aspects of oceanography: chemistry, plate tectonics, sediments, ocean and atmospheric circulation, waves, tides, and coastal processes. The second semester will focus on marine biology: plankton, algae, plants, animals, marine ecosystems, and ecology. Students will participate in a variety of learning experiences, including laboratory experiments, discussions, field trips, projects, independent research, and appropriate use of community resources. Ethical and social issues related to the marine environment and anthropogenic-induced climate change will be addressed.

Biology- The major purpose of this laboratory-based college preparatory course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Focus is on active participation in laboratory investigations and the development of critical-thinking skills.

Chemistry- Chemistry is a laboratory-based college-preparatory course. Laboratory experiments provide the empirical basis for understanding and confirming concepts. This course emphasizes discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the macroscopic and the molecular-atomic levels. Chemical principles are introduced so that students will be able to explain the composition and chemical behavior of their world.

Physics - Physics is an advanced level science class that satisfies the high school graduation requirement of a physical science class. The physics curriculum includes interactions of matter and energy, velocity, accelerations, force, energy, momentum, and charge. Students will be challenged to apply their knowledge of the laws of physics to solve physics related critical thinking problems.

"Student-Driven Trade and College Preparatory High School"

Page 36 of 186

2023-2028

Social Science

World History- World History is an examination of the ideas and events that have shaped the modern world since the 18th century. students begin by studying the political ideas of the Enlightenment and both the positive and negative effects of the economic transformation brought about by the Industrial Revolution. They then study imperialism during the 19th and early 20th centuries, World War I, World War II, and the Cold War to understand the historical, geographical, political, economic, and social context of current issues in Europe, North America, South America, Africa, and Asia.

U.S. History- A review of the history of the United States from the 17th centuries to present and a thorough study of the political, economic, and social history of the nation in the 20th century. Themes include economic expansion, movements for social change and reactions against such movements, and foreign relations.

Government- American Democracy is a course that develops an understanding of the institutions of American government, including the founding principles established in the Constitution; the relationship between citizens and the government; the nature of civil society in a democracy; the three branches of government and the checks and balances between them; the relationships between federal, state, and local governments; landmark Supreme Court decisions that have shaped these principles and institutions; the nature of electoral contests; and the role of communications media in civic life.

Economics- Students will learn economic reasoning and how to apply it to their daily lives. Students understand the role of the market in the contemporary world economy, the role of government in the economy, the role of labor in the economy, the nature of aggregate economic behavior, how to interpret economic indicators, and the impacts of globalization both within the United States and around the world. students explore the role of economics with regard to social issues (such as income distribution, poverty, and the environment) and issues of the global economy (such as international trade and the globalization of corporate ownership).

Physical Education and Health

Physical Education I courses typically cover topics such as aquatics, rhythm/dance, individual and dual activities, the mechanics of body movement, and the effects of fitness on dynamic health. This course is the first year of the high school physical education sequence.

Physical Education II courses typically cover topics such as gymnastics/tumbling, combatives, team sports, the mechanics of body movement, and the effects of fitness on dynamic health. This course is the second year of the high school foundation courses, it expands the content of course I and includes the remainder of the required content areas.

"Student-Driven Trade and College Preparatory High School"

Page 37 of 186

2023-2028

Athletics in place of Second Year of Physical Education – If a student passes the CA Physical Fitness Test in grade 9, the second year of Physical Education may be waived if a student completes two full seasons of any sport in grades 10, 11, or 12. Student will meet the school counselor and submit a waiver form.

Health- The Comprehensive Health Education course cover topics related to two or more of the six content areas of health education, as defined in the Health Education Content Standards: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health. Comprehensive Health Education presents students with the opportunity to develop the with knowledge and skills as required in the California Healthy Youth Act (Education Code §§ 51930-51939). The California Healthy Youth Act requires that students in grades 7-12 receive comprehensive sexual health education and HIV prevention education at least once in middle school and once in high school.

Visual and Performing Arts

Graphic Arts – In Graphic Arts, students learn the principles of great design and typography while using professional-grade Adobe design software to create digital drawings, logos, advertisements, magazine layouts, and more. Students will create a digital portfolio to showcase their work. Students learn principles of great graphic design, digital drawing and tracing, typography, and text effects, creating print advertisements, editing, and retouching images, designing, and creating a logo, print design layouts, conduct a design critique, and create a digital design portfolio.

Foreign Language

Spanish I- This course emphasizes developing the students' comprehension of the spoken language. They are given opportunities to speak at the appropriate level. Vocabulary specific to basic survival situations is developed (socializing, exchanging information, expressing preferences, etc.)

Spanish II- This course further develops the receptive skills of listening and reading as well as the productive skills of speaking and writing. Vocabulary includes topics beyond basic needs, involving such functions as describing, expressing opinions, and persuading.

Spanish III- This course further develops skills in listening, reading, and writing sufficiently to allow for spontaneity and access to authentic material. Vocabulary includes special interest topics and areas well beyond basic needs.

2023-2028

Career Technical Education

CTE Survey-This is an exploratory course that helps students identify their skills and interests while also providing direction toward possible career choices within the specific CTE pathways offered at SBA: Residential and Commercial Construction, Patient Care, and Business Management. This course will help students develop personal learning plans/career learning plans through experiential learning and hands on activities.

Building and Construction Trades - Residential and Commercial Construction Pathway

Introduction to Residential and Commercial Construction (Introductory) - This course will introduce students to career opportunities within the sector and focuses on the manner in which residential and commercial structures are designed and built. The course covers construction and building design, performance, and sustainability, the study of safety, hand, and power tools, planning and design, applicable mathematics, blueprint reading, trade nomenclature, residential and commercial construction standards, construction manufacturing standards, and other specialized skills. The pathway includes preparation for a Class B California License.

Intermediate Residential and Commercial Construction (Concentrator) - This course will build on foundational skills attained in the introductory course(s). Students will learn the impact of financial, technical, environmental, and labor trends on the construction industry. They will gain competence in mathematical calculations that are used in the trades and interpret technical drawings and schedules. The course will cover techniques for proper site preparation and foundation layout. Students will gain competence in carpentry skills that prepare them to lay out, fabricate, erect, install and repair wooden structures and fixtures. Topics covered may also be: framing, installing drywall and interior/exterior finishes, building walls and partitions, and installing roof systems, floors and floor coverings, and electrical wiring. Students will learn to integrate and employ sustainable construction practices and may develop skills that prepare them for a Class B California License.

Advanced Residential and Commercial Construction (Completer/Capstone) - This course allows students to demonstrate mastery in skills attained in concentrator courses. Students will apply appropriate mathematical calculations, interpret technical drawings, and demonstrate techniques for proper site preparation and foundation layout. They will demonstrate carpentry techniques for the construction of a single-family residence, proper installation techniques of internal and external materials and finishes, employ sustainable construction practices, and install plumbing and electrical systems that adhere to industry standards. Students may be prepared for a Class B California License.

2023-2028

Health Science and Medical Technology - Patient Care Pathway

Introduction to Patient Care (Introductory) - This introductory course is designed to provide students the necessary foundational technical skills of Health Sciences and integrated subject matter in science, mathematics, and English/language arts required to move to advanced curriculum and content in Health Science and Medical Technology. Students have the opportunity to experience a variety of options leading to the broad career selection of a specific pathways within Health Science and Medical Technology. Student will be introduced to the requirements of working in patient care careers, understanding all aspects of the interactions and responsibilities in working with people in diagnostic and therapeutic areas of health care.

Intermediate Patient Care (Concentrator) - This concentrator course is designed to provide students specific content knowledge with industry skills and leadership development within the Patient Care pathway. Courses are aligned to the basic knowledge levels necessary to learn and recognize word roots, prefixes, and suffixes used in medical language, understand the prevention, wellness, and disease process, and the associated skill application consistent with the Patient Care pathways scope and practice in either direct or indirect client/patient services including short term certifications such as cardiopulmonary resuscitation, and automated external defilation.

Advanced Patient Care (Completer/Capstone) - This capstone course prepares students within a specific career in the various areas of patient care that will enable them to complete the requirements for licensure, certification, or other industry recognized credentials; or students are prepared to enter into postsecondary education or training programs in the selected Patient Care pathway. If applicable, course content will provide the knowledge, industry skills and leadership development consistent with legislative requirements and the level of proficiency to perform skills within their identified scope of practice specific to employment.⁸

Business and Finance – Business Management Pathway

Introduction to Business and Finance (Introductory) - This course introduces students to key business concepts found in the Business Management, Financial Services, and International Business pathways. Students are introduced to the financial world and develop financial literacy through the study of income and wealth; financial institutions; how businesses raise capital; and study key investment-related terms and concepts. Students learn key concepts for managerial accounting, including manufacturing and cost accounting and budgeting. Students develop an understanding of how and why businesses choose to expand operations into other countries. Students examine careers in business, both as employees and as business owners.

"Student-Driven Trade and College Preparatory High School"

Page 40 of 186

⁸ CBEDs 2017-18 Users Guide Final v3.pdf (fcoe.org)

2023-2028

Intermediate Business Management Technologies (Concentrator) - This course provides an in-depth, hands-on introduction to business technologies used for business communication. Topics include communication through digital documents, presentations, data computation and presentation, as well as how to represent themselves through digital media to society. This course applies the principles of ethical and effective communication in the creation of business letters, memos, emails, as well as written and oral reports for a variety of business situations. Concepts taught in this course will satisfy local computer literacy requirements and prepares individuals to create business correspondence, reports, publications, and forms by using computer operating systems; word processing; database, spreadsheet, and desktop publishing software; hardware and peripherals. Related topics in this course include human relationships and effective communication, issue analysis, decision-making and problem-solving, leadership qualities and styles, and ensuring successful teamwork.

Business Advanced Management **Enterprise** and **Project** Management (Completer/Capstone) - This course prepares students to perform marketing and management functions and tasks associated with starting, owning, and operating a business. Students learn the principles and methods of organizing a business firm and for combining resources to produce goods and services, taking account of costs, profits, and the nature and extent of competition in markets. This course describes management functions and project management skills, project life cycle and project triangle as they are used to accomplish organizational goals. Program content addresses organizational theory; human resource development; management principles and styles; policy and strategy formation; production and operations management, planning and development; and economic theory and practice. Students are provided work-based learning opportunities and opportunities to obtain industry certification to demonstrate their mastery of career-ready skills.

Job Shadowing – Exploratory Work Experience Education - This EWEE course provides career guidance through non-paid observations and experiences at selected worksites. EWEE is an instructional course, where students have the opportunity to observe and sample a variety of conditions of work for ascertaining their interest and suitability for the occupations they are exploring, while including related classroom instruction in WEE. EWEE provides an opportunity for a broad spectrum of students to explore career paths with the goal of clarifying career directions.

Internship - Career Technical Education Work Experience Education - This CTWEE course reinforces and extends vocational learning opportunities for students through a combination of related classroom instruction and supervised unpaid internship. The CTWEE is to develop and refine occupational competencies necessary to acquire paid employment or paid placements, to adapt to the employment environment, and to advance in an occupation. Students enrolled in

2023-2028

CTWEE must have a worksite placement that is related to a previous or concurrently enrolled Career Technical Education course of study.

Other Required Courses

Leadership/Career skills – This course include the life skills necessary to be successful in college, career and in life. Leadership/Career Skills supports the successful CTE program. The soft skills include introducing yourself, shaking hands, making eye contact, knowing what to wear, how to speak with appropriate tone, volume, language, how to listen to another and build a conversation, follow directions, advocate for yourself, disagree appropriately, and participating in a class, team, or club. The hard skills include writing a cover letter, a resume, and "thank you" notes. Additional skills will be modeled and taught to include work ethic, setting personal and career goals, community service and civic responsibility. Students will be instructed in leadership by understanding leadership roles, building consensus, working toward a common goal, and serving as a leader. An example of this is that students will initiate a service project and will run a Career and Education Fair focused on the trades. These leadership and career skills are necessary to ensure that students become lifelong learners with a sense of confidence, mindfulness, leadership, and teamwork.

Financial Literacy – This course (also fulfills credit for Math, two semesters) includes teaching the important life and employability skills which include personal finance. Students will develop decision making skills to set career and personal goals. Students will learn how to manage a bank account, write checks, save money, pay taxes, understand interest rates, rent, or buy a home, buy, or repair a car, ensure adequate insurance, make credit decisions, and use personal income to develop personal financial success.

Microsoft Office – This course prepares students for internationally recognized beginning level professional skills. Students will analyze, design, and manage information. Students utilize Microsoft Word, Excel, and PowerPoint and work with others to develop clear communication skills. Students are prepared to work in an office setting or in other industries where technology skills are required.

Dual Enrollment - college credit courses typically cover any other interdisciplinary academic or CTE courses that are taken by a student in which the student earns college credit (dual or concurrent enrollment) while in high school. This course may also count toward the high school graduation requirements (i.e., the student receives both college credit and high school credit). Students must have approval by the Executive Director or designee, maintain a 3.0 grade point average, and acceptable discipline record.

Special Education Courses

These courses will be offered on an as-needed basis, based on the individual student's IEP.

"Student-Driven Trade and College Preparatory High School"

Page 42 of 186

2023-2028

Resource Specialist Program (RSP) – RSP courses typically cover topics that support special education students to be successful in grade-level academic courses. Special education support courses present students with the opportunity to receive additional instruction to assist them in their regular academic courses.

Life Skills – Life Skills focuses on the goals of students with disabilities who are on a certificate of completion as by the IEP. The students will acquire skills in domestic, vocations, functional academics, recreation and leisure, and community living.

Special Day Class – Special Day Class will meet the requirement for graduation and addresses the students with disabilities whose IEPs require a Special Day Class. Class focuses on basic skills, problem solving, social development, and vocational skills.

High School Graduation Requirements

SBA's educational program provides students the opportunity to be college bound or career bound. The SBA college bound program will ensure that students will acquire the number and type of credits required and recommended by the UC/CSU. The SBA career bound program will ensure that students will meet and exceed California high school graduation requirements but will also graduate ready to pursue a career. SBA will require a minimum of 220 credits for graduation. All students will take at least one semester of Financial Literacy, four semesters of CTE to include CTE Survey, Microsoft Office, and Leadership/Career Skills, and two semesters of Graphic Arts. These courses are required to graduate from SBA regardless of the program the student pursues.

Table 1.4: SBA College Bound and Career Bound Requirements (Subject to Change)

SUBJECT CATEGORY	CA High School Graduation Requirements	SBA College Bound/ A-G Requirements 220 credits	SBA Career Bound 220 credits
B) English	30 credits	40 credits	40 credits
English 9 A/B	10 Credits	10 Credits	10 Credits
English 10 A/B	10 Credits	10 Credits	10 Credits
English 11 A/B	10 Credits	10 Credits	10 Credits

English 12 A/B		10 Credits	10 Credits
C) Mathematics	20 credits	35 credits (Must include Algebra II) (40 recommended)	30 credits
Algebra I A/B	10 credits	10 credits	10 credits
Geometry A/B	10 credits	10 credits	10 credits
Algebra II A/B		10 credits	(10 credits)
Financial Literacy (CR Math 10)		5 credits	(10 credits)
Precalculus		10 credits	
A) Social Science	30 credits	30 credits	30 credits
World History A/B (grade 10)	10 credits	10 credits	10 credits
US History A/B (grade 11)	10 credits	10 credits	10 credits
Civics/Am. Government (grade 12)	5 credits	5 credits	5 credits
Economics (grade 12)	5 credits	5 credits	5 credits
D) Science	20 credits	20 credits (30 recommended)	20 credits

[&]quot;Student-Driven Trade and College Preparatory High School"

Biology/ Marine Science	10 credits	10 credits –Biology Lab	10 credits
Physical Science/ Physics	10 credits	10 credits – Physics Lab	
Chemistry		10 credits-Chemistry Lab	10 credits
Physical Education	20 credits	20 credits	20 credits
PE 1	10 credits	10 credits	10 credits
PE 2	10 credits	10 credits OR	10 credits OR
Sport (2 seasons per sport in lieu of PE 2)		5 credits per season per sport	5 credits per season per sport
Health	5 credits *Substitute for elective if previous school has health embedded in another course.	5 credits	5 credits

Spanish I	career technical education.	10 credits	
Spanish II		10 credits	
Spanish III		10 credits	
F) Visual and Performing Arts	10 credits One year of either visual and performing arts, foreign language, or career technical education.	10 credits One year of visual or performing arts.	10 credits One year of visual or performing arts.
Graphic Design	10 credits	10 credits	10 credits
Career Technical Education	10 credits One year of either visual and performing arts, foreign language, or career technical education.	20 credits 20 credits of career technical education.	65 credits 65 credits of career technical education (College Preparatory Elective) or 45 credits of career technical education and 1 year of math and 1 year of science

2023-2028

			or 55 credits of career technical education and 1 year of math or science.
G) College Preparatory Elective	Not Applicable	20 credits One year (or two semesters) of a course approved specifically in the "g" subject area, including courses that combine any of the "a-f" subject areas in an interdisciplinary fashion; and One year (or two semesters) of an additional approved "a-f" course beyond the minimum required for that subject area (May include additional career technical education).	0 credits See above
TOTAL CREDITS	135	220	220

Sample Course Sequences

SBA has developed sample course sequences for students who are college bound and career bound. There are many options for students to include physical education, sports, and internships. Students who must make up courses or who wish to take additional courses may do so in Senior Year. SBA is committed to flexibility for students.

Table 1.5: Sample Course Sequence – College Bound with Physical Education and Internship

Grade 9	Grade 10	Grade 11	Grade 12
English 9 with CTE	English 10 with CTE	English 11 with CTE	English 12 with CTE
Algebra I with CTE	Geometry with CTE	Algebra II with CTE	Fin Lit/Ldrshp.CrrSkl

[&]quot;Student-Driven Trade and College Preparatory High School"

Health/Microsoft	World History with	US History with CTE	Gov't/Econ with CTE
Office	CTE		
CTE Survey	CTE Introduction	CTE Concentrator	CTE Completer/Capstone
PE 1	PE 2	Graphic Design	Internship
Spanish I	Spanish II	Biology with CTE	Chemistry with CTE
60 Credits	60 Credits	60 Credits	60 Credits
			240 Credits

Table 1.6: Sample Course Sequence – College Bound with Sports and Internship

Grade 9	Grade 10	Grade 11	Grade 12
English 9 with CTE	English 10 with CTE	English 11 with CTE	English 12 with CTE
Algebra I with CTE	Geometry with CTE	Algebra II with CTE	Fin Lit/Ldrshp.CrrSkl
Health/Microsoft	World History with	US History with CTE	Gov't/Econ with CTE
Office	CTE	,	
CTE Survey	CTE Introduction	CTE Concentrator	CTE Completer/Capstone
PE 1	Biology with CTE	Chemistry with CTE	Internship
Spanish I	Spanish II	Graphic Design	
Sport	Sport	Sport	Sport
60 +5 PE	60 +5 PE	60 +5 PE	50+5 PE Credit/Sem
Credit/Sem.	Credit/Sem.	Credit/Sem.	
			230 Credits +
			PE/Sport Credits

Table 1.7: Sample Course Sequence – Career Bound with Physical Education and Internship

Grade 9	Grade 10	Grade 11	Grade 12
English 9 with CTE	English 10 with CTE	English 11 with CTE	English 12 with CTE
Algebra I with CTE	Geometry with CTE	Financial Literacy	Internship
Health/Microsoft Office	World History with CTE	US History with CTE	Gov't/Econ with CTE
CTE Survey	CTE Introduction	CTE Concentrator	CTE Completer/Capstone
PE 1	PE 2	Graphic Design	
Marine Science with CTE	Physical Science with CTE	Leadership/Career Skills	
60	60	60	40
			220 Credits

Table 1.8: Sample Course Sequence – Career Bound with Sports and Internship

Grade 9	Grade 10	Grade 11	Grade 12
English 9 with CTE	English 10 with CTE	English 11 with CTE	English 12 with CTE
Algebra I with CTE	Geometry with CTE	Financial Literacy	Internship
Health/Microsoft	World History with	US History with CTE	Gov't/Econ with CTE
Office	CTE		
CTE Survey	CTE Introduction	CTE Concentrator	CTE Completer/Capstone

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

PE 1	Graphic Design	Job Shadow	
Marine Science	Physical Science	Leadership/Career Skills	
Sport	Sport	Sport	Sport
60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	40+5 PE Credit/Sem
			220 Credits + PE/Sport Credits

College and Career Readiness

College and Career Readiness is the heart of SBA. Educating students on the possibilities of college and career can offer hope and present choices for their futures. Starting in grade 9, students are provided at CTE Survey course to learn about career opportunities. Electives will be offered to allow students to experience various forms of visual arts, CTE, Leadership/Career Skills, Financial Literacy, and foreign language. By giving students a variety of options and exposure, students can focus on the area that interests them the most, allowing them to build a deeper appreciation and understanding for their area of interest and future career.

SBA is committed to hiring its own CTE teachers in order to provide hands-on, project based learning for students. Every CTE teacher will have the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught. SBA realizes that this is a difficult commitment, but SBA will utilize the planning year to recruit, hire, and retain credentialed teachers for the CTE program. Based on the excitement in the community and with our business partners, SBA is confident that all CTE courses will be taught by credentialed CTE teachers in-person.

Meeting the CDE's College/Career Indicator

SBA's educational program will provide several options to ensure all high school students meet at least one of the measures in the prepared level of the CDE's College/Career Indicator.

Table 1.9: CDE's College/Career Indicator

Prepared Level Indicator	Instructional Program Support
Smarter Balance Assessment Consortium ("SBAC") – Score of Level 3 "Standard Met" or higher on ELA and Math	SBA will use standards-based curriculum and will provide interventions to students who are not meeting standards daily.
AP – Score of 3 or higher on two AP exams	SBA will not offer AP.
International Baccalaureate ("IB") -Score of 4 or higher on two IB exams	SBA will not offer IB.

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

Dual Enrollment – 2 semesters or 3 quarters of college coursework with grade of C- or better in academic/CTE subjects	_				
A-G courses – complete requirements with grade of C- or better, PLUS ONE below:	SBA developed high school graduation requirements for college bound students that align with the A-G requirements. The school counselor will monitor students' grades and establish plans to recover any credits.				
CTE Pathway – Completion of CTE pathway with a grade of C- or better, PLUS ONE below:	SBA requires all students to complete at least one CTE Pathway and developed multiple opportunities for students to take CTE courses as part of graduation requirements.				
SBAC – Score of Level 3 "Standard Met" or higher on ELA and Score of Level 2 "Nearly Met" on Math; or Level 3 or higher on Math and Level 2 or higher on English	SBA will use standards-based curriculum and will provide interventions to students who are not meeting standards daily.				
Dual Enrollment – 1 semester or 2 quarters of college coursework with grade of C- or better in academic/CTE subjects	C .				
AP – Score of 3 or higher on one AP exam	SBA will not offer AP.				
CTE Pathway – Completion of CTE Pathway (for a-g requirement only)	SBA requires all students to complete at least one CTE Pathway and developed multiple opportunities for students to take CTE courses as part of graduation requirements.				

Credit Recovery

The school counselor will meet with each student each year. The school counselor will monitor the grades of all students each semester. If a student is credit deficient, the school counselor will conference with the student and parent/guardian to develop a plan for the student for credit recovery. SBA will purchase licenses in a credit recovery program like Apex Learning to ensure that students will have the opportunity to make up the credits. The school counselor will monitor all students taking credit recovery courses on a credit recovery program monthly and report the student's progress to the Executive Director and/or Principal, the parent/guardian, and the student. If a student fails to make progress the following month, the school counselor will conference with the student and parent/guardian to review the plan for credit recovery and make necessary adjustments to the student's schedule.

2023-2028

Dual Enrollment

SBA will offer an opportunity for students to participate in a dual enrollment program with the College of the Redwoods as evidenced by a letter of support. This partnership will enable students to take college classes while in high school for college credit. The high school student will be awarded both college credit and high school credit for the single course. Students will receive a transcript from the College of the Redwoods upon request. Courses may take place on the SBA campus or at the College of the Redwoods.

Upon successful completion of the class, the student will receive the following benefits:

- Participation in dual enrollment may ease the transition from high school to college by providing a sense of what college academics are like.
- Dual enrollment is a cost-efficient way to accumulate college credits because courses will be free for SBA students.
- Students may earn college credits as part of an associate degree while also working toward high school graduation.

Extracurricular Activities

SBA is committed to providing robust extracurricular and athletic programs. Students will have opportunities to participate in activities and sports that they may not otherwise be able to participate in due to lack of transportation, access, and cost. Frederick in 2012 noted that time spent with no structure or supervision increases risk behaviors and poorer outcomes for youth. SBA recognizes the power of expression through clubs, organizations, and sports, most importantly because it helps students feel more connected to the school and more engaged in the school community. The extracurricular activities may include school clubs and organizations to include but not limited to Student Council, School Newspaper (Digital), National Honor Society and clubs based on student interest like Drama, Music, Art, Book, Robotics and Gaming. The athletic programs will offer the same number of female and males sports and may include Volleyball, Football, Golf, Tennis, Cross Country, Swim, Water Polo, Basketball, Wrestling, Soccer, Baseball, Softball, and Track.

Field Trips

Field trips and participation in the community are an important part of SBA in order to expose the students to CTE in action as well as taking the students to areas that they may have visited but have not learned to appreciate. All students will visit the area to include the ocean, the bay, the redwoods, and the marshes. Many activities can be conducted in these areas to include science laboratories, building projects, history realia, and written inspiration. College bound students will visit College of the Redwoods, Humboldt State University, University of California at Davis or at Berkeley. Career bound students will visit construction sites, medical facilities and hospitals, businesses, and banks. Students who will participate in a Job Shadow or Internship will also do so

"Student-Driven Trade and College Preparatory High School"

2023-2028

through the field trip, age, and work permit requirements. Families will be encouraged to take their children to work with them, festivals, museums, performances and cultural, artistic or science related events.

Accreditation

Upon approval, the Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges ("WASC") accreditation. The Charter School will ensure that the first graduating class will have courses that are transferable to college or to other high schools. If this is not possible, SBA will provide verification that SBA is in the process of being WASC accredited to any colleges requesting proof of WASC accreditation status.

Transferability of Courses

During the initial enrollment process, Back to School Night, and included in the Family Handbook (provided in English, Spanish, and other languages as necessary), SBA will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college and university entrance requirements. If a student is transferring into or out of SBA and the transfer might result in the inability to obtain the credits needed to graduate, the parents or guardians will be advised about credit recovery options and what is required to meet graduation requirements. The Charter School will explain which course requirements the student is missing and suggest avenues by which the necessary credits can be obtained. SBA will ensure that course will be approved by the University of California during the annual A-G course submission process. Beginning in February prior to the opening of the Charter School, A-G courses will be submitted to the University of California through the A-G Course Management Portal (CMP), and annually thereafter to update the A-G Course List following the A-G Policy Resource Guide and bulletins containing policies and criteria.

SBA Goals and Actions to Achieve the State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the State Priorities" in Element 2 of the charter for a reasonably comprehensive description of the Charter School's annual goals to be achieved in the State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Academic Calendar and Schedules

Proposed School Calendar 2023-24

The proposed school calendar has been developed to mirror the District's calendar. The school calendar is 180 days. There are ten full days for professional development in addition to one day per month which is an early release day allowing for two hours for in-depth professional development. On early release days, students will also participate in classroom Circles. The

"Student-Driven Trade and College Preparatory High School"

Page 52 of 186

Samoa Beach Academy Supporting Documentation

accs-jun22item03 Attachment 7 Page 414 of 986

SAMOA BEACH ACADEMY

2023-2028

regular daily schedule includes six periods per day, but there are also two days per month which allow for block scheduling. At the end of each semester, there are three days for finals including two finals per day.

Table 1.10: Proposed 2023-2024 School Calendar (Subject to Change)

Samoa Beach Academy 2023-2024 School Calendar July 2023 August 2023 September 2023																				
		100	No.			- 4	2023	-20					naai			-			-	
	ED-VICE	1000	y 20						-		2023			-	- 222		Dr. Arteria			
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
_		- 2	-	7	-	1		-	1	2	3	4	5		4	-		-	1	2
9	3	4	12	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
16	10	11	19	13	14	15	13	14	15	16	17	18	26	10	11	12	13	14	15	16
23	24	25	26	27	28	29	27	28	29	30	31	23	20	24	25	26	27	28	29	30
30	31	20	20	21	20	27	21	20	2/	30	31			24	25	20	21	20	21	50
-	01																			
		Octo		202				N	ove	nbe	r 20	23			D		The second of	er 20		
Su	W	Τυ	W	Th	F	S	Su	W	Tu	W	Th	F	S	Su	W	Tu	W	Th	F	1
1	2	3	4	5	6	7				1	2	3	4		12		-		1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19*		21	12	13	14	15	16	17	18	10	11	12	13	14	15	1
22	30	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22*	2
29	30	31			-		26	27	28	29	30			31	25	26	27	26	29	3
	_			_	1									01		_			-	-
			1000	-				-	- 1		000				-	Mari	rab '	2024		
			-	202			Su	M	ebri Tu	w	Th	4 F	S	Su	M	Tu	W	Th	F	
Su	M	Tu	W	Th	F	S	30	IVI	10	VV	1	2	3	30	741	10	**	100	1	1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	3
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	1
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22*	2
28	29	30	31		100		25	26	27	28	29			24	25	26	27	28	29	3
					1.		100					1.7		31						
-		Δn	ril 2	024			0		14	0	204	-				Lu	ne 2	024	3.8	i
Su	M	Tu	w	Th	F	S	C.	1		y 20	1000			Su	M	Tu	W	Th	F	5
	1	2	3	4	5	6	Su	M	Tu	W 1	Th 2	F 3	4	30	m	10	**	111		1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12*	13	14	1
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	2
28	29	30		7			26	27	28	29	30	31		23	24	25	26	27	28	2
				5					-					30			1			
	Early Apr Sch Prof	y Reli 3, Mi ool R essio	ease ay 1, eces nal D	Day Jun S s- No level	for Pr 5 ov 20- opme 2023	lov 10, rofessio 22, No ent - No	Nov 2 onal De v 24, E	3; De evelo Dec 2 ol-Au	6-29,	Jan nt – S Jan -18, (1; Ja Sep 6 2-5, I Oct 2 Day-	n 15; , Oct Feb 2 0, Ja	4, Nov 20-23, I n 8, Ap 12, 20	30 9; May v 1, De Mar 25 or 1, A	27 ec 6,	Jan	10, Fe			
*	End End End End	of Q of Q of Q of Q	uarte uarte uarte uarte	ers*; er 1: er 2, er 3:	Octo Semo	ober 19 ester 19 ch 22, ester 2	9, 202 : Dec 2024	3 emb	er 22	, 202		, 202	4							

Proposed Daily Schedules

The daily schedules have been developed to provide daily core instruction, but also a Universal Access period. ELs and Long Term English Learners ("LTELs") students will have integrated ELD in all core content areas and will also have 30 minutes of designated ELD taught by an appropriately credentialed teacher. Students who are not ELs or LTELs will receive a period of Universal Access where students who are academically low achieving will receive targeted interventions daily and students who are academically high achieving will receive enrichment and/or additional support on advanced courses like Advanced Placement courses. This model is built into each day for all 180 days including minimum/early release days. The Regular Day schedule allows for six solid instructional periods with fifteen minutes for mindfulness practice each day. Student will practice mindfulness as they arrive in the morning to set the tone for the day, and again after nutrition and lunch to clear the mind and put students back in the mindful learning space. The Block Day schedule will allow students to go deeper into the content area and have time to conduct a laboratory, workshop, or extended activity. The Minimum Day/Early Release schedule allows for a thirty minute Social Emotional Learning time for students to practice restorative practice Circles, then the teachers and staff will have time for a two-hour professional development session. The Final schedule will occur over three days at the end of each semester so that students will have time to study and participate in final exams which may be performance tasks, written exams, and/or presentations of projects.

Table 1.11: Proposed Regular Day Schedule

Regular Day

Time	Period	Instructional Minutes without Passing	Instructional Minutes with Passing
8:30-9:27	Period 1	57	60
9:30-10:22	Period 2	52	52
10:21-10:31	Nutrition	0	0
10:31-11:28	Period 3	57	60
11:31-12:23	Period 4	52	52
12:23-12:53	Lunch	0	0
12:56-1:30	ELD/UA	34	37
1:33-2:25	Period 5	52	55
2:28-3:25	Period 6	57	57
		361	373

Table 1.12: Proposed Block Day Schedule

Block Days

		Instructional Minutes without	Instructional Minutes with
Time	Period	Passing	Passing
8:30-10:20	Period 1/4	110	110
10:20-10:30	Nutrition	0	0
10:35-12:25	Period 2/5	110	110
12:25-12:55	Lunch	0	0
1:00-1:30	ELD/UA	30	35
1:35-3:25	Period 3/6	110	110
		360	365

Table 1.13: Proposed Minimum Day/Early Release Schedule

Minimum Day/Early Release

Minimum Day/Early Release								
		Instructional Minutes without	Instructional Minutes with					
Time	Period	Passing	Passing					
8:30-8:25	Period 1	25	30					
9:00-9:25	Period 2	25	30					
9:30-9:55	Period 3	25	30					
10:00-10:25	Period 4	25	25					
10:25-10:35	Nutrition	0	0					
10:40-11:10	ELD/UA	30	35					
11:15-11:45	SEL	30	35					
11:50-12:20	Period 5	25	30					
12:25-12:50	Period 6	25	25					
12:50	Lunch	0	0					
		210	240					

Table 1.14: Proposed Final Day Schedule

Final Schedule

Time	Period	Instructional Minutes without Passing	Instructional Minutes with Passing
8:30-10:30	Period 1/3/5	120	120
10:30-10:40	Nutrition	0	0
10:45-12:45	Period 2/4/6	120	120
12:45	Lunch	0	0
		240	240

The Charter school will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

(A) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

Table 1.15: Instructional Minutes Calculator

														Number of
				Number of		Number of		Number of						Instr.
				Instr.		Instr.		Instr.		Number of				Minutes
				Minutes	Number of	Minutes		Minutes		Instr.			Total	Above/
			Number of	Per	Early	Per Early	Number of	Per	Number of	Minutes		Minutes	Number of	Below
		Grades	Regular	Regular	Dismissal	Dismissal	Minimum	Minimum	[Other]	Per [Other]	Total Number	Req'd Per	Instr.	State
Gı	rades	Offered	Days	Day	Days	Day	Days	Day	Days	Day	of Instr. Days	State Law	Minutes	Req't.
	9	Yes	146	373	10	240	6	240	18	365	180	64800	64868	68
	10	Yes	146	373	10	240	6	240	18	365	180	64800	64868	68
	11	Yes	146	373	10	240	6	240	18	365	180	64800	64868	68
	12	Yes	146	373	10	240	6	240	18	365	180	64800	64868	68

Professional Development

SBA has developed a strong professional development plan to support and address the needs of teachers to ensure that the highest quality instruction and support is offered to the students. The primary areas of focus for professional development include understanding the vision and mission of the school, understanding college and career readiness and integrating career technical education, school safety, curriculum and differentiated instruction, supporting all students including EL, SED, SWD, interventions, social emotional learning, data analysis, parent/guardian partnerships and participating in shared decision making to include contributions to the Local Control and Accountability Plan ("LCAP").

SBA has created a professional development calendar for the first year of the charter term. There will be 10 full days of professional development sessions and 10 early release days once per month

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

to support new and veteran teachers throughout the year. The majority of the professional development sessions will be provided by the Executive Director or the school counselor in the early years, then provided also by the Principal. There may be some topics that SBA will choose to bring in an educational consultant or curriculum company to provide the needed training.

Teachers and administrators will begin with a review of the end of the year data to determine student strengths and areas of opportunity. Sources of data will include NWEA MAP assessment data, SBAC, and English Language Proficiency Assessments for California ("ELPAC") data paying special attention to SWD, ELs, and SED students by reviewing grades and cumulative folders to determine which students need intervention, ELD and/or enrichment. This process will be facilitated by the Executive Director and later by the Principal. The teachers will have a strong understanding of the data and will develop personal, annual SMART goals to increase student achievement, especially for students in significant subgroups.

- S specific, significant, and stretching
- M measurable, meaningful, and motivational
- A agreed upon, attainable, achievable, acceptable, and action-oriented
- R realistic, relevant, reasonable, rewarding and results-oriented
- T time-based, timely, tangible, and trackable

The SMART goals will have quarterly benchmarks and be aligned to the Charter School's LCAP goals. The Executive Director or Principal will pay close attention to the SMART goals and hold conferences quarterly with the teachers to discuss progress toward meeting the goals. The SMART goals will be tied to the teacher's annual evaluations so there is a commitment on the part of the teacher to improve as teachers and to improve student achievement. If a teacher begins the school year late, the Executive Director or Principal will meet with the teacher within the first 30 days of the teacher's employment to set the SMART goals.

After the SMART goals are developed, starting with the end in mind, the long-range plans will be developed strictly following the educational program and approved curriculum. After the long-range plans are developed, then the weekly lesson plans can be created. Of course, lesson plans will be developed weekly and adjusted based on informal data and formative and summative assessment results. Professional development will be facilitated by the Executive Director or Designee, lead teachers or educational consultants.

Key components of professional development will include integration of CTE, mindfulness, Multi-Tier System of Supports ("MTSS") interventions and enrichment, instructional differentiation, project base learning, data analysis, planning for Universal Access time and ELD time. The implementation of these strategies will be monitored by sign-in sheets, classroom observation, lesson plans and increase in student achievement.

"Student-Driven Trade and College Preparatory High School"

Page 58 of 186

2023-2028

The following proposed professional development calendar is for Year 1. As enrollment, staffing and programming needs change, so will the professional development topics in upcoming years.

Table 1.16: 2023-24Professional Development Calendar (Subject to Change)

Date	Time	Туре	Торіс
8-14-23	8:30 AM-4:30 PM	All Staff	Welcome & Introductions Vision and Mission Dedicating Self to SBA Local Control Accountability Plan Goals Parents (Guardians) as Partners Required Trainings: Mandated Reporter, Sexual Harassment Prevention, Blood Borne Pathogens, Comprehensive School Safety Plan
8-15-23	8:30 AM-4:30 PM	Teachers	Beginning Mindfulness Training Beginning Restorative Practice Circles Training
8-16-23	8:30 AM-4:30 PM	Teachers	Review of Annual Data Career Technical Education Training (UCCI) and Core Content Curriculum Integration Lesson Planning Using Multiple Modalities Long Range Plans
8-17-23	8:30 AM-4:30 PM	Teachers	MTSS: Planning Intervention and Universal Access time Instructional Differentiation EL, SWD, SED, Low/High Achieving Students Project Based Learning

[&]quot;Student-Driven Trade and College Preparatory High School"

8-18-23	8:30 AM-4:30 PM	Teachers	School Operations and First Day Specifics SMART Goal Setting for Teachers Prepare Classrooms
9-6-23	1:30-3:30 PM	Teachers	Review of Formative Assessments Understanding Data from Assessments Informing Instruction
10-4-23	1:30-3:30 PM	Teachers	Project Based Learning
10-20-23	8:30 AM-4:30 PM	Teachers	Best Practices of UCCI integration of Career Technical Education Training and Core Content Curriculum Integration Using Multiple Modalities Begin CTE Plan
11-1-23	1:30-3:30 PM	Teachers	Review of Mindfulness and Circles Strategies IEP and SST Accommodations and Supports
12-6-23	1:30-3:30 PM	Teachers	MTSS Developing Behavior Data and Develop Strategies
1-8-24	8:30 AM-4:30 PM	Teachers	Update Pacing Guides and Lesson Plans with UCCI integration of Career Technical Education Training and Core Content Curriculum Integration Using Multiple Modalities Complete CTE Plan

1-10-24	1:30-3:30 PM	Teachers	Review of Formative Assessments Using SBAC Practice Tests, ICAs and IABs Preparing Students for Performance Tasks		
2-7-24	1:30-3:30 PM	Teachers	Review SMART Goals and Adjust		
3-6-24	1:30-3:30 PM	Teachers	Project-Based Learning LCAP Goal Setting		
4-1-24	8:30 AM-4:30 PM	Teachers	Update Pacing Guides and Lesson Plans with UCCI integration of Career Technical Education Training and Core Content Curriculum Integration Using Multiple Modalities Review Progress on CTE Plan		
4-3-24	1:30-3:30 PM	Teachers	CAASPP Administration Training and Schedule		
4-29-24	8:30 AM-4:30 PM	Teachers	Advanced Mindfulness Training Advanced Restorative Practice Circles Training		
5-1-24	1:30-3:30 PM	Teachers	Review of Formative and Summative Assessments MTSS and Interventions		
6-5-24	1:30-3:30 PM	Teachers	Review of Year's Successes and Challenges including CTE Part I		

2023-2028

6-13-24	8:30 AM-4:30 PM	Teachers	Planning for Next Year
0 13 2 1	0.501111 1.501111	1 Guorrero	Filling out Student Records
			Review of Year's Successes and
			Challenges including CTE Part II
			Review of Achievement Data
			Goal Setting for School

Special Populations

SBA is an inclusive Charter School and will offer services for all students in special populations. This includes, but is not limited to, students who qualify for Free or Reduced-Price Lunch; students who are designated as English Learners; and students who receive Special Education services. SBA will serve all students with an Individualized Education Program ("IEP"), regardless of their eligibility. SBA will follow the applicable laws regulations of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act. The students who are designated as ELs will receive daily designated instruction in ELD during the Universal Access time. In addition, students who are designated as ELs will receive integrated instruction in ELD in Core content areas. Teachers will use Specially Designed Academic Instruction in English ("SDAIE") strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding.

In order to meet the needs of all learners, teachers will utilize differentiated instructional strategies to meet the needs of each student during core content periods and during Universal Access. Instruction is differentiated according to learning styles, strengths, abilities, and interests to support all learners. students receive actionable and timely feedback, which empowers them to succeed by building on what they know. All students receive a rigorous, standards-based, CTE infused educational experience. Students who experience problems with achieving academically or who demonstrate the need for behavior support are referred to interventions and/or the Student Success Team for further discussion on additional interventions.

SBA maintains a culture of high expectations for all students and promotes success for all. The Charter School believes that all students can attain high standards, regardless of their strengths, challenges, and life experiences, and therefore, all students should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks will be provided additional interventions during Universal Access and possibly beyond the regular school day. The interventions will focus on building and supporting reading, writing and math skills for success in the regular grade level

"Student-Driven Trade and College Preparatory High School"

Page 62 of 186

appropriate curriculum. Students will be identified for interventions based on the following assessments/performances:

- Students performing well below proficiency or not approaching mastery of standards, especially in English and Mathematics.
- Progress reports sent home by teachers
- Fall Universal Testing (NWEA MAP)
- ELPAC Test
- Student score on SBAC
- Formative and summative assessments given by classroom teachers
- Student Request
- Parent/Guardian Request

SBA teachers will address the needs of academically low achieving students, including appropriate modifications in any of the following program components.

Multi-Tier System of Supports

will utilize the MTSS which SBA encompasses a Response to Intervention ("RtI") program and goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. It provides multiple levels of support for all learners (struggling through advanced). SBA will align resources and support for students receiving instruction and for teachers and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement is sustainable. SBA will provide continued support for teachers in delivering instruction, utilizing, and



developing effective curriculum, administering assessment, and using data to guide instruction. This process requires greater collaboration between general education teachers, special education teachers and paraprofessionals which SBA has built into the monthly schedule. The greatest difference is that MTSS at SBA includes a focus on intervention but has a stronger goal of prevention. The key is the professional development that is included for all staff which creates a more collaborative and cohesive culture for the betterment of students (Hurst, 2014).

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

SST Process

The Student Success Team ("SST") is a positive school-wide early intervention process to support students who are not making satisfactory academic progress or to support students when their behaviors are impeding their own progress or the progress of others. SBA will set up an SST, which will be comprised of parents/guardians, teachers, administrators, and other professionals and the student as they are in high school. The SST will meet regularly to highlight a student's strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to student performance, and not indicative of the student or the student's character. The SST designs a practical support plan that all team members agree to implement. Follow-up meetings may take place to monitor student progress with the interventions in place. The SST may determine to refer a student for a special education evaluation after one meeting based on the severity of student need or may monitor the student through the SST Protocol.

SST Protocol

Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent/guardian requests a referral to the Student Success Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent/guardian is contacted and informed of referral.

Step 2. The team members review and collect information relevant to the student's performance. This information could include: information provided in student's cumulative file, parent/guardian/teacher/administrator observations, grade reports, tests, homework, attendance, parent/guardian information regarding the student's academic and health history, teacher reports, results of academic assessments and a list of modifications or interventions previously attempted.

Step 3. The team establishes a meeting time when all members can participate and be actively involved in the problem-solving process. A translator is arranged if needed.

Step 4. The SST meeting representatives summarize strengths and concerns, then discuss and develop an action plan with academic or behavioral interventions. Modified interventions are then documented and monitored for success. The team brings: 1) completed evaluation forms, 2) appropriate work samples, 3) list of interventions attempted, 4) and the student's cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting is held within 4-6 weeks to discuss alternatives for accommodations. The SST process may be repeated. If the revised plan remains unsuccessful, the student may qualify for more structured modifications or a 504 plan. An unsuccessful SST process could lead to a determination of qualification for special education evaluation and services. The Charter School will implement a multi-tiered instructional and support framework prior to

"Student-Driven Trade and College Preparatory High School"

Page 64 of 186

2023-2028

referring a child for an evaluation under the Individuals with Disabilities Education Improvement Act ("IDEA") but shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying the identification and referral of students suspected of having a disability.

All throughout the SST process, clear lines of communication are in place between SBA administration, staff, and special education staff (as appropriate) as the SST process is implemented.

Supporting Academically Low Achieving Students Assessment

All SBA students will participate in and benefit from an academically rigorous and standards-based curriculum. Academically low achieving students are identified by meeting any of the following criteria performs at least two (2) grades below grade level, does not meet standards on state testing, and answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, receives a score of one (1) or zero (0) which is the lowest score a student may receive. Academically low achieving students will be identified by teachers, who will notify parents/guardians of their child's academic levels before the end of the first quarter, develop a Personal Learning Plan, and refer the student to the SST process if necessary.

Interventions

SBA will take a systematic approach to closing the achievement gap by allocating multiple resources to academically low achieving students. All students will have the benefit of a longer school day, access to an individual computer or Chromebook, individualized instruction, small class sizes, and CTE courses. One key intervention for academically low achieving students is the Universal Access period where students will have weekly grade checks, binder checks, and will be taught to use Cornell notes as a tool in note-taking and organization. Academically low achieving students will be placed in a Universal Access period based on the student's greatest need whether it is ELD, English, or Mathematics. The students will receive tailored instruction for 30 minutes a day during Universal Access.

Progress Monitoring

SBA is also committed to monitoring the progress of academically low achieving students as part of prevention and interventions. As part of the MTSS, SBA will utilize RtI and will monitor the progress of each academically low achieving through the following processes:

Tier 1 – Foundational Program: a) all teachers instruct to the standards on a daily basis; b) all student work aligns to standards; and c) all students are able to describe what they are learning and

"Student-Driven Trade and College Preparatory High School"

Page 65 of 186

2023-2028

why, reflecting on their learning. Small group instruction and individualized differentiation are used at this level.

As part of the Tier 1 foundation, all students participate in Universal Access (UA). Data mined from beginning of the year to include the benchmarks, NWEA MAP assessments, previous year ELPAC and SBAC assessments are used to determine students' strengths and challenges. During Universal Access, students will receive individualized instruction and activities to strengthen their progress toward standards mastery. The differentiated instruction and work will allow for all students to access both the curriculum and subject content at various academic levels. A student's specific need may change as interventions are put into place, which is why SBA will utilize progress monitoring to adjust the interventions to assure standard mastery. Students will also take part in small group instruction during this time, and work both individually and collaboratively, depending on the assignment or the activity. For 80% of students, this individualized protected time should offer the assistance needed to be academically successful. For the 20% of students that this does not help in making significant gains, they will take part in Tier 2 of RtI.

Tier 2 – Strategic Intervention: Identified students will receive strategic intervention for 30 minutes within the instructional day in the areas of English and/or Mathematics in a small-group (five or fewer students) setting. Through a small group setting, standard and concept specific lessons will be administered. Teachers will be able to observe and assess students, both formally and informally, and differentiate as needed. Strategic intervention allows students to practice and develop skills. On-going benchmark and progress monitoring will be used to adjust interventions. Tier 2 groupings are flexible and can be changed, as necessary. The groupings' fluidity allows for students making progress to assess out of this tier, while other students can participate if warranted.

Tier 3 – Intensive Intervention: Identified students will receive intensive intervention for at least 30 minutes within the instructional day in the areas of English and/or Mathematics in a very small-group (two or three students or 1-on-1) setting. Intensive intervention allows students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Highly flexible grouping will allow teachers to reorganize students, including multi-age grouping when appropriate.

Student progress will be monitored on an ongoing basis through a combination of teacher observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. Student progress will be communicated to the parent or guardian every six weeks. If after the intervention session, the strategies in place are deemed unsuccessful, the student may repeat an intervention or move up a Tier. If the student is not making adequate progress at Tier 3, they will be referred to the SST process.

"Student-Driven Trade and College Preparatory High School"

Page 66 of 186

2023-2028

In addition to implementing an RtI program to help academically low-achieving students, teachers will work with the student and parent/guardian in developing a Personal Learning Plan. A Personal Learning Plan is an intervention plan created by the teachers describing how they is going to help a student who is not meeting standards in class. This Personal Learning Plan will be content specific, goal specific, and provide strategies and timelines to assist in helping the student make academic progress. Strategies will include individualized instruction, peer-to-peer tutoring, close reading, and increasing the student's self-confidence. Parents/guardians will be part of the process in developing the Personal Learning Plan by meeting or communicating with the teachers regarding the actions needed. Weekly homework logs, reading logs, and activity logs will be a part of the Personal Learning Plan and will need the parents'/guardians' involvement at home. Personal Learning Plan will be reviewed every six weeks by staff and administrators, and decisions regarding effectiveness will be determined by the student's improvements in targeted areas.

During daily Universal Access time, in addition to small group instruction, teachers will address the specific areas identified in students' Personal Learning Plans by providing targeted instruction individually, in small groups, through guided practice, and by providing feedback. Additionally, teachers will work with academically low-achieving students by setting weekly and monthly goals in specific content areas. Teachers will also send home weekly reports recognizing student strengths and targeted goal for the following week.

Supporting Academically High Achieving Students

The mission of SBA includes ensuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for academically high achieving students. SBA recognizes that students may be academically high achieving in either the college bound program or the CTE program.

Teachers will be taught how to extend student learning by doing pre-assessments of concepts/skills previously mastered and students are able to engage in and share the products of accelerated learning activities, such as PowerPoint presentations, independent projects, or projects with peers who have similar interests. PBL is an effective strategy for high achieving students as they can take the projects to a deeper level of research and refinement.

Assessment

The Charter School administrator or designee will screen students by collecting data from existing sources, such as, the cumulative record, SBAC data, quarterly benchmark results, grades, interviews with advisors from Student Council, Career Technical Student Organization, National Honor Society, or club and parent/guardian questionnaire.

"Student-Driven Trade and College Preparatory High School"

Page 67 of 186

Samoa Beach Academy Supporting Documentation

accs-jun22item03 Attachment 7 Page 429 of 986

SAMOA BEACH ACADEMY

2023-2028

SBA's administrator or designee will identify academically high achieving students from varying linguistic, economic, and cultural backgrounds. These students will have the opportunity to participate in dual enrollment courses, CTE courses, and other student leadership roles such as president of a club or captain of a team. The school counselor will be responsible for keeping parents/guardians abreast of internships, specialized programs, and other extracurricular activities directly relating to academically high achieving students.

Throughout the school year, evidence of learning is collected and showcased to share the deeper and broader understanding and application of content.

Enrichment

SBA will provide growth and enrichment opportunities for excellence for students who demonstrate an ability to achieve beyond their grade level. Some students will take dual enrollment courses. The Charter School is committed to providing academically high achieving students with opportunities to study the curriculum in more depth and imprint on them higher order thinking skills. Teachers will use differentiated instructional strategies to provide challenging assignments to academically high achieving students to bring out the originality in them.

SBA encourages academically high achieving students to become leaders in student government, leaders in the Career Technical Student Organization, tutoring younger students, running events like bake sales, emceeing events, becoming Ambassadors for Charter School tours, entering the talent show, representing SBA in outside events like fundraisers, and TV or radio interviews. Academically high achieving students may also compete in school contests and competitions, and work with the Executive Director to form other activities to engage all their peers in the SBA community.

Flexible academic groupings within and out of the classroom, along with the extracurricular enrichment opportunities like book club and student government, are designed and implemented to fully serve academically high achieving students as well as students working toward academic, behavioral success. SBA teachers will provide a qualitatively differentiated curriculum that stress higher order thinking, concept learning, and cross-curricular study according to the academic content standards to prepare for SBAC testing, to infuse CTE, to promote brain development, and to engage learners of all levels.

Web Projects

Web projects provide students opportunities to independently research topics of their interest that are closely linked to an area of study in which rest of the class is participating. The teacher will provide guidelines and web resources for such projects. The teacher also gives the student the

"Student-Driven Trade and College Preparatory High School"

Page 68 of 186

2023-2028

rubric for the assessment of such projects. All students will have access to an individual computer or Chromebook for the workspace to explore and research.

Small Group Research Projects

Teachers can arrange for a group of high achieving, self-directed students to work together exploring a topic. students assign themselves roles such as report writer, PowerPoint creator, or poster designer. Each student will specialize in one area of expertise. The teacher will allow these academically high achieving students class time to work on their research project when the other students are practicing skills the small group has already mastered. The teacher will schedule a time for this group to present the research project to the class and present to other classes as well. Such activities by students encourage cooperative learning among academically high achieving students and raises expectations for all students.

Independent Projects

The teachers will allow a student to research a topic based on the student's own inquiry or based on the curriculum in the classroom. The teacher will encourage the student to use resources at home, in the library, on an internship, and in the classroom. The independent project can be completed in the form of a report written by the student, a PowerPoint presentation, a poster showcasing the knowledge gained, or a simple product.

Supporting Socioeconomically Disadvantaged Students

Samoa has a poverty rate of 43.5% (http://www.city-data.com/city/Samoa-California.html), and the percent of students who are identified as socioeconomically disadvantaged students in the district is 40.6%. SBA has developed strategies to address the needs of SED students. The school day is lengthened to provide students more access to quality instruction and CTE opportunities. SBA will provide free or reduced lunch to students who qualify even on Early Release Days and Minimum Days. Tailored instruction is provided for 30 minutes a day during Universal Access for ELD, tutoring or enrichment. The availability to have an individual computer or Chromebook will help close the digital divide. The access to extracurricular activities during the school day to include CTE courses will seek to close the achievement gap and make the students competitive in college and career. The Charter School will establish a dress code that promotes a safe and respectful environment for the students and staff. If students are unable to afford appropriate clothes, shoes or coats for students, the Charter School will provide these items.

Supporting the Social Emotional Needs of students

SBA understands that meeting the social and emotional needs of students is as important as meeting the academic needs. SBA's commitment to having a school counselor is imperative to students' success. A school counselor will help to mitigate the effects of the complex and complicated society on the youth. In addition to helping students and their families navigate the

"Student-Driven Trade and College Preparatory High School"

Page 69 of 186

2023-2028

academic, financial, and social aspects of graduating from high school and determining the appropriate program for each student be it college bound, or career bound. The school counselor will also support the social emotional needs of students. Students need comprehensive social emotional and mental health supports and trauma-informed care which can be provided by the school counselor.

To support the students' social emotional learning and behavioral interventions, SBA will be using Restorative Practices and Circles. The use of Restorative Practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution. Students are encouraged to reflect on and take responsible for their actions and make amends (Porter, 2007). The use of Restorative Practices will fulfill the mission of taking "a holistic approach to education to instill our students with integrity, respect, and compassion." The school climate must be one where students feel safe, where student behavior is handled in an effective and fair manner by promoting positive solutions like Restorative Practices and Circles, taking responsibility for the behavior, learning from the mistakes, making amends, and returning to the school community. Alternatives to Suspensions are paramount since the suspension rate in the District is 6.1% based on the 2019 California School Dashboard. SBA is committed to using suspension as a last resort to correct student behavior. This commitment comes from the understanding that students cannot learn how to change their behavior when they are not held accountable and play an active role in making amends.

A key component in maintaining a positive school climate is the implementation of Restorative Justice tools. Restorative Justice is a tool SBA will be using to meet the social emotional needs of its students. Restorative Justice empowers students to resolve conflicts on their own and in small groups. Through the use of peer-mediated groups, students are able to talk, ask questions, and air grievances. This program has been beneficial in schools around the country and has helped in strengthening school communities, improving social skills, preventing bullying, reducing suspension and expulsion rates, and reducing the number of student conflicts.

Restorative justice works by bringing all affected parties together, both the wrong-doers and those that have been wronged, as well as any other peers or adults that were involved in the incident being discussed. As a group, the incident in question is discussed and amends are made. If suspension of a student is involved, student reintegration into the school community is also addressed.

Circles also known as classroom meetings are facilitated by trained teachers in the process of conversation and participation of and by students. Circles will take place once per month for 30 minutes on early release days. Circles can be added if urgent issues arise. Circles promote truly meaningful communication where the students can focus on topics of diversity, equity, inclusion, and safety. As the students work through the process of Circles, it teaches students how to

"Student-Driven Trade and College Preparatory High School"

Page 70 of 186

2023-2028

communicate, builds the school community, and fosters powerful relationship. It allows students to address difficult topics in a safe manner.

In addition to using Restorative Justice and Circles, partnerships with local colleges and universities will be forged to provide therapy and group sessions for students under the direct supervision of the school counselor. We will emphasize the need for quiet reflection, model meditation to live a positive life, and usher in a healthy mindfulness.

SBA will acknowledge students by holding quarterly awards assemblies. Awards will be given to students for improvement and excellence in conduct, citizenship, attendance, and academic achievement. The Honor Roll will be used to honor those Students with a 3.5 grade point average or higher.

In addition to the above-mentioned items, SBA will have an Ambassador Program. Every class will have students identified as "Ambassadors." These students will be responsible for greeting guests and visitors, both in the classroom and on campus tours. Ambassadors will explain classroom procedures and give guests a tour of the room, explaining work displayed and lessons and activities currently in progress. Having students take responsibility for greeting and interacting with guests and visitors illustrate the SBA belief in developing young adults who are ready for their future. Students bestowed with this honor will be chosen based on character, behavior, and citizenship rather than by academic achievement. This is an opportunity for students that might not be academically gifted to be acknowledged for being a responsible citizen and member of the SBA family. Teachers will nominate potential students, and the staff will decide together. New Ambassadors will be chosen each semester.

Plan for English Learners

ELD/ELA Framework

The Circle of Implementation graphic below illustrates the general picture of English Language Arts ("ELA")/Literacy and ELD instruction. The outer ring shows the overarching goals of California education. According to the California Department of Education, upon graduation from a California public school, students should have:

- Developed the readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired 21st Century skills for living and learning.

The inside white area describes the context in which instruction occurs. According to the ELA/ELD Framework, effective instruction should be integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels.

"Student-Driven Trade and College Preparatory High School"

Page 71 of 186

2023-2028

The blue circles surrounding the standards are key cross cutting themes of Common Core State Standards' English Language Arts/literacy and ELD. The standards include the strands of Reading, Writing, Speaking and Listening, and Language. They focus on Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes connect ELA with ELD standards and expectations. ELD standards exist within the ELA standards.

California ELD standards focus on they why, or the purpose; the how, or the process; and the what, or the resources. The purpose of ELD instruction is to teach and ensure students use English purposefully, interact in meaningful ways with others, and to learn how English works.

Specifics

At SBA, teachers will work with ELs to engage with others through discussion, sharing, analyzing text, and speaking during a dedicated 30-minute period in Universal Access, daily. ELs with performance levels will learn through practice, recitation, and teacher-directed instruction. Reading aloud and storytelling to increase verbal usage will also be present in lower levels of ELD performance. As students become more fluent, independent reading and rich subject matter become more apparent in ELD instruction. students give more attention to reading material in SBA and identifying purpose and settings in literature. They utilize their emerging skills and apply them in all content areas.



In higher levels of ELD instruction, autonomy, relevance, and meaning making takes precedence. ELD instruction focuses on expanding cognitive abilities and moves beyond detailed reading. ELs learn about citing of textual evidence to support analysis, and skills to debate through the use of text analysis is introduced. ELs are tasked with analyzing text and information across all core subject areas.

Specific attention will be paid to LTELs who will be grouped together and given the specific tools to be reclassified. Close reading of non-fiction text will be mastered to include fluency and comprehension. Specific writing tasks including citations and analysis will be mastered to increase writing skills. The teachers of LTELs will monitor their grade in English to assure that they are completing the course at the standard necessary for reclassification. Listening and Speaking skills will be increased through paideia seminars, speeches, presentations, and debate.

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

SBA's program, as with ELA/ELD, instruction is integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels. Both SBA coursework and ELD coursework needs to include Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

Many students at SBA will be ELs, and SBA will specifically support the ELs with daily ELD during Universal Access. Based on the learning environment at SBA, students will learn about each other's language and culture while in a safe, linguistically diverse environment. Language Acquisition is a strength of our 21st Century learning environment.

SBA will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents/guardians, student identification, placement, program options, ELD, core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. SBA will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents/guardians.

Home Language Survey

SBA will administer the home language survey upon a student's initial enrollment into SBA (in enrollment packets).

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

• Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.

• Summative Assessment ("SA")

"Student-Driven Trade and College Preparatory High School"

Page 73 of 186

2023-2028

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

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

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

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

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

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

Reclassification Procedures

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

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

"Student-Driven Trade and College Preparatory High School"

Page 74 of 186

2023-2028

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

Students who have met the criteria to be reclassified from English Learner to Fluent English Proficient will be monitored for four years. Documentation will be completed by classroom teachers and filed in the students' cumulative folders.

Strategies for English Learner Instruction and Intervention

SBA core teachers will have either a CLAD or BCLAD certification with a teacher credential and will have the ability to provide instruction to ELs. Every EL will receive integrated ELD in all core content areas through the use of Specially Designed Academic Instruction in English. Every EL will receive designated ELD for 30 minutes per day during Universal Access taught by a credentialed teacher utilizing specialized ELD curriculum. Some teachers will also be trained in Guided Language Acquisition Design ("GLAD"). Total Physical Response ("TPR") will integrate the coordination of language and physical movements to develop language pathways between words in one language and actions in another. Multiple mediums such as audio, electronic, visual, realia, and art will be relied upon to present information to ELs, since research shows that students acquire language faster when presented through various models (Clancy, M. & Hruska, B., 2005).

Additional instructional strategies that may be used to help support ELs include:

- Frontloading vocabulary;
- Models, demonstrations, visuals, and realia;
- Manipulative materials and hands-on materials;
- Repetition and review of concept and vocabulary;
- Choice of resources, tasks, language production options;
- Active participation in various individual and group configurations;
- Print-rich environment;

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- Authentic and meaningful tasks, making connections between learning, and real-life experience;
- Opportunities for reflection and verbalizing thoughts through academic talk;
- Standards-based unit organization;
- Integration of listening, speaking, reading, and writing with content areas;
- Assessment and monitoring of progress toward standards and check for understanding;
- Development of metacognition and goal setting;
- Total Physical Response; and
- Explicit instruction in key skills (e.g., preview, scanning, skimming).

Monitoring and Evaluation of Program Effectiveness

SBA shall evaluate the effectiveness of its education program for ELs by:

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

Plan for Students with Disabilities

A. <u>Overview</u>

The SBA shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act.

SBA intends to initially be categorized as a public school of the District in accordance with Education Code Section 47641(b). SBA proposes what is commonly referred to as a "pass-through" model under this designation, whereby the Charter School is responsible for all special education and related services, the Charter School maintains all liability for its services, the District passes through SBA's share of special education apportionment to the Charter School, and the Charter School is responsible for covering any costs overages with its own general fund. The Charter School proposes this model for the first year or possibly two years of its operation.

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

Subsequently, SBA shall be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will apply for membership in the following SELPAs: Humboldt/Del Norte SELPA and El Dorado County Charter SELPA. Upon acceptance in a SELPA, SBA shall provide the District evidence of membership. SBA's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter.

The language that follows describes the special education program at SBA as a public school of the District with a pass-through agreement, and also as an LEA.

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

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

B. Section 504 of the Rehabilitation Act

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

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

2023-2028

in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

2023-2028

C. Services for Students under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU").

SBA shall be solely responsible for providing services for special education students enrolled in the Charter School. The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the District or SELPA.

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

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

The language in this section is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(c)(5)(A). It is intended to apply whether the Charter School is its own LEA member of a SELPA or a school of the District (with a "pass-through" model).

Special Education at SBA

SBA understands that the hands-on, authentic, real-life learning environment offered by the Charter School will be attractive to many students and families, and that the CTE program may attract a disproportionate number of students with disabilities. As students complete enrollment at the Charter School, the IEPs will be reviewed, and the IEP Team will hold a 30-Day IEP meeting. Based on the offer of FAPE, the Charter school will secure the staff and services necessary to implement the IEPs, and the budget will be revised to ensure that all students are served in accordance with their IEP. In Year One, SBA has budgeted for one (1) Special Education Teacher/Coordinator for an estimated 15.2% of SWD which would be 27 students. Special Education Consultant costs include all outside service provider costs estimated at \$84,313 (or 100% over the amount received in special education revenue) in year 1. COLA adjustments

"Student-Driven Trade and College Preparatory High School"

Page 79 of 186

2023-2028

and increases based on population growth has been added each year thereafter. This includes psychological, speech language, and occupational therapy services to SBA's SWD. This cost is in addition to the in-house special education positions included in the personnel costs. In total, School has budgeted more than 3 times the special education expenses than revenues in its first year (or an encroachment of 267% in the first year).

The Special Education Teacher/Coordinator will coordinate services for students with disabilities. In addition, SBA will contract with a third-party educational service provider such as 360 Degree Therapy, DirectEd, Goodfellow OT, or Aspire Speech, as necessary, to ensure that all services can be addressed by high quality service providers as per the needs of each individual student with disabilities as noted in their Individualized Education Program. Students with disabilities will receive services consistent with their IEP; and SBA will offer a full-continuum of services, as necessary. In Years Two and Three, SBA has budgeted for two (2) Special Education Teachers who can serve fifty-six (56) SWD. In Years Three and Four, SBA has budgeted for three (3) Special Education Teachers who can serve eighty-four (84) SWD which is 28% of the student population of 300. If the need for more staff arises, the Charter School will hire the necessary staff and revise the budget so that all students will be served.

The anticipated most common services will be provided by the Special Education Teacher/Coordinator(s) (on staff), the Speech Therapist (Service Provider), the School Psychologist (Service Provider for initial and triennial assessments, functional behavioral analysis, behavior plans, support, and counseling), and the School Nurse (Service Provider for health histories, support, and training). In addition, third-party educational service providers offer services that individual students with disabilities may require as a part of their IEP like Adaptive Physical Education or a Teacher for the Visually Impaired. SBA is committed to serving all students regardless of their eligibilities, the services required, and will follow the IEP by providing all services required based on individual student need.

Special education services will be provided during the instructional day and will address the student's specific IEP goals. Every general education teacher will be provided with a confidential copy of students' IEPs only for students whom they teach. The special educators, general educators, and service providers (as possible) will work collaboratively in regular meetings to discuss successes and challenges for individual students. Students will be provided with their accommodations or modifications as described in their IEP by their general education teacher in collaboration with their special education teacher. Further, the special education paraprofessionals will support SWD in the general education classroom. During core instruction, general education teachers, special education teachers, and paraprofessionals will assist students with disabilities in the general education classroom to access the material, provide supports identified in their IEP to include accommodations and modifications, and work on the student's specific IEP goals. In

"Student-Driven Trade and College Preparatory High School"

Page 80 of 186

2023-2028

addition, students will be supported with further mentorship from general educators, special education teachers, and paraprofessionals that addresses both academic and social skills. Classroom space will be set aside for special education teachers to provide services including addressing the needs of students with low incidence disabilities, as necessary. Those services requiring individual therapy like speech, counseling, occupational therapy, and evaluation will occur in a private, child-friendly office.

The special education services address specific IEP goals that are monitored quarterly and revised annually. Parents and guardians receive progress reports quarterly that describe the student's growth toward meeting their specific IEP goals. More information about parent involvement in the IEP process can be found later in this section under Assessment, IEP Meeting, IEP Development, and IEP Implementation.

A full-continuum of special education services at SBA include:

FAPE

SBA is committed to guaranteeing a free appropriate public education ("FAPE") in the least restrictive environment ("LRE") for any student regardless of disability category. The Charter School will exhaust its resources within the school before finding an appropriate placement outside the school. The Charter School will provide full-continuum of services for students with disabilities. If a child requires supports not offered at the Charter School, the Charter School will identify and provide appropriate alternative programming outside the school. Extensive related services in occupational and physical therapy, speech and language therapy, social and emotional interventions, and vision and hearing supports provided by third party contracted providers further ensure that all students' FAPE will be met. If a child is placed in residential or partial hospitalization setting, the Charter School will work with the agency and family to ensure that the child continues to receive educational services in those settings. Homebound Instruction and/or Instruction in the Home is granted for a short period of time with appropriate documentation for a student in order to continue to receive educational services while appropriate placement and/or services are determined.

Transportation is available as a related service if it is necessary for a student to receive FAPE. In making this determination, the IEP team will consider: (1) the needs of the student; and (2) the least restrictive form of transportation appropriate for the student. Transportation is provided as a related service for students with disabilities if the following conditions exist:

a. A student is placed by the Charter School at a school other than their school of choice, which is referred to as the "home school." "Home school" is defined as the student's school of residence or school of choice;

"Student-Driven Trade and College Preparatory High School"

Page 81 of 186

2023-2028

b. A student's disability prohibits them from getting to school in the same manner as their nondisabled peers. If the student requires transportation, the justification must be included on their IEP.

Least Restrictive Environment

All members of IEP teams will understand the concept of least restrictive environment. Special education programming is highly individualized. Instructional techniques, such as differentiated instruction, flexible grouping, use of Personal Learning Plans, and project-based learning, are used to enhance opportunities for inclusion of special education students in the general education classroom. To further maximize the benefit of inclusion, adaptations of materials and alternative forms of assessments are utilized. Interventions for students are based on the assessed needs and documented IEP; therefore, the degree of service for special education students is dependent upon individual needs. Paraprofessionals will assist in classrooms with providing additional support.

The special education services will be provided in the least restrictive environment as described below. The services will be provided as identified in the IEP. Special education teachers will provide individual or small group instruction in the areas of:

- Reading Comprehension
 - o Details, facts, inference, and vocabulary
- Decoding
 - o Sound symbol correspondence and phonetic rules
- Fluency
 - o Rate and speed of reading automaticity
- Math Calculation
 - o Number sense and mathematical reasoning
- Applied Problems
 - o Real world math problems
- Written Expression
 - o Writing conventions, grammar, and proofreading
 - Writing process
- Study Skills
 - o Note taking (Cornell Notes)
 - Use of technology
 - o Organization
 - o Test taking strategies
- Social Skills
 - o Behavior support
- Testing Accommodations
 - o Additional time on tests

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- Frequent breaks
- o Small group testing environment

SBA seeks to provide educational opportunities for eligible students in the least restrictive environment as deemed appropriate by the IEP team. Supplementary aids and services are provided to ensure student success in a general education environment.

Supplementary Aids and Services that allow the students with disabilities to be successful in the general education environment are:

- Assessments and interventions (assessments to evaluate students' ability to respond to directions and what special adaptations students may require to work effectively).
- Assessments to identify social behavior and employability skills: Vocational Situational and community-based Functional academic
- Interests and preferences
- Social behavior
- Employability skills

Augmentative Communication/Resources/Alternative Access (examples):

SBA utilizes a wide range of assistive technology that includes both low tech and high-tech applications. All applications are specific to individual student needs.

- Boardmaker
- Franklin Spelling
- Co-Writer
- Micro Light Switch
- Slant Boards
- Recorded Books
- Enlarged print
- Interactive reading software
- Calculator
- Bookshare
- PECs
- FM System

Classroom Accommodations (accommodations provided in the classroom to promote meaningful learning experiences for students):

- Physical arrangement of classroom
- Lesson presentation
- Assignments

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- Worksheets
- Homework
- Test Taking
- Organizational (weekly progress reports, extra set of books, reward system, etc.)
- Positive behavioral interventions
- Provide modified curriculum goals
- Books on tape/CD/audio file
- Change method of presentation
- Provide instructional adaptations
- Distraction Free work area
- Near point copy to copy notes
- Guided notes/study guide
- Adapted assessments/homework
- Chunking of tasks
- Use of checklists/work systems
- Behavior Logs/reward systems
- Enlarged Print
- Visual schedules
- Visual aides to support verbal instruction
- Extended Time (up to a certain percentage)
- Teacher checks for comprehension
- Review/repetition of previously taught skills
- Opportunities to take assessments in a small group
- Assessments read aloud at student request
- Repeat/restate directions
- Use of technology for writing assignments
- Access to support classes (when needed)
- Use of headphones
- Social stories as warranted
- Highlight key information

Physical adaptations and modifications to the classroom/school environment. (Categories of services that support eligible students in the regular education setting):

- Differentiated instruction that addresses learning styles and readiness levels of students
- Planned collaboration among teachers, paraeducators and clinical staff
- Interventions by trained staff to address social and behavioral needs of students
- Adaptive equipment
- Structural aids
- Preferential Seating close to instruction

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- Seating near a strong role model (if possible)
- Movement breaks
- Sensory tools (i.e., wiggle cushion, yoga ball, stool, fidgets, TheraBand, etc..), sensory room (when applicable)
- Supplemental PE
- Flexible seating

Services provided individually, in small groups or within the regular education classroom as deemed appropriate by the clinician of note.

- Physical Therapy
- Occupational Therapy
- Hearing Services
- Vision Services
- Therapeutic Interventions (Social-Emotional)
- Speech and Language Therapy
- School Health Services
- Counseling Services
- Special Transportation
- Behavior Management
- Adaptive Physical Education A
- Assistive Technology
- Psychological Services

Inclusion and Special Education

Inclusion is not simply the physical placement of a student within a regular classroom. It is a multipronged approach, shaped by student need as opposed to a student's identification of exceptionality. It includes positive classroom climate with active removal of attitudinal barriers, as well as the provision of integrated support geared to student needs, through differentiated instruction and equity based instruction. The purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society. Inclusive education is the belief that all students, including those students with disabilities, should receive their education to the fullest extent possible in the Charter School.

Students are successfully included, supported, and empowered when:

- They experience a sense of belonging and social citizenship
- The learning environment is modified to fit the student, not the student to fit the environment
- All identities and cultures are celebrated within the learning environment

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- The right to participate and establishing a positive climate that promotes social engagement and friendships is prioritized
- Deficit thinking is rejected, and students are not organized within/outside the classroom by perceived ability

Adopting a more inclusive model can maintain or improve academic outcomes for students with special education needs, with no negative impacts on more typically developing students. Positive benefits from inclusion for all students in the classroom include:

- A more welcoming, positive school environment with increased collaboration and participation and higher academic expectations
- Access to a wider range of school resources and shared learning opportunities
- Increased social network and greater opportunities for friendships with increased safety through reduced isolation and readiness for inclusion beyond school

Nonpublic, Nonsectarian School Services

Nonpublic, nonsectarian school means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP, employs staff with appropriate credentials authorizing special education services, and is certified by the State. The Charter School may contract with State-certified nonpublic, nonsectarian schools or agencies to provide special education services not available at the Charter School. Contracts with the nonpublic school or agency contain assurances that the school or agency will comply with applicable Federal and State laws and regulations. Placement at a nonpublic, nonsectarian school will be reviewed annually at the IEP meeting or as needed. The Charter School will remain included in the student's instruction by performing at least monthly observation.

Designated Instructional Services (DIS)

Instruction and services shall be available, when necessary, for the student to benefit educationally from their educational program. Program services may be provided to individually or in small groups in a specialize area of educational need throughout the continuum of educational settings. Students may receive DIS services only or DIS in addition to one of the other placement options based on needs. These services, which are provided by appropriately trained professionals may include, but are not limited to, the following:

Language and Speech and Development and Remediation

Services include referral and assessment for individual suspected of having a disorder of language, speech, or hearing. Additional services include speech and language therapy and monitoring of student's progress of the student's IEP goals and objectives.

2023-2028

Adaptive Physical Education (APE)

Designed for students with disabilities who require developmental or corrective instruction and who are precluded from participating in general physical education.

Visually Impaired & Orientation/Mobility (VI/OM)

Services are provided to students who are visually impaired and for individuals needing orientation and mobility instruction. Services may include braille, enlarged print, adapting curricula, methods, media, and the environment to facilitate the learning process, consultation to students, parents, teachers, and other personnel as necessary to maximize the student's experience in the education setting.

Occupational and Physical Therapy (OT/PT)

Services are provided based upon the recommendation of the IEP Team.

Deaf and Hard of Hearing/Audiological Services

Services are provided to students with Deaf and Hard of Hearing needs. Services may include auditory training, instruction in oral, sign/written language development, adapting curricula, methods, media, and the environment to facilitate the learning process, consultation to students, parents, teachers, and other personnel as necessary to maximize the student's experience in the education setting.

Psychological Counseling

Services may be provided to students who require additional counseling and guidance services to supplement the students program as determined necessary by the IEP team to implement the IEP.

Behavior Support Services

SBA believes in the use of positive behavior support. This policy is designed to enable children with individualized educational programs, who need a Behavior Support Plan, to benefit from their FAPE within the least restrictive environment in accordance with the requirements in state and federal regulations. Effective techniques to teach socially appropriate alternative skills and reduce problem behavior will be employed. Positive side effects (e.g., improved attendance, grades, etc.) will also be monitored along with improvements in student general health/well-being as a result of positive behavior support. A least to most intrusive hierarchy of strategies will be utilized. Specifically, a multi-component approach will be used which follows a Functional Behavior Assessment (identification of antecedents and consequences of behavior). The Behavior Support Plan will be designed to teach alternative skills and to reduce problem behavior.

2023-2028

Staffing

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

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

The Charter School may seek resources and services (e.g., Behavioral Specialists, Physical Therapists, Speech Therapists, Occupational Therapists, School Psychologists, School Nurses, Services for Students with Low Incidence Disabilities, Adaptive Physical Education, Educationally Related Intensive Counseling Services, and IEP Mandated Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies, independent contractors, or by contract with the District or County at the sole cost to the Charter School.

Notification and Coordination

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

Identification and Referral

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

The Charter School will follow District or SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and

2023-2028

related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

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

IEP Meetings

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

IEP Development

SBA understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District or SELPA and State and Federal law.

IEP Implementation

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

"Student-Driven Trade and College Preparatory High School"

Page 89 of 186

2023-2028

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

2023-2028

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

As a school of the District for purposes of special education, it is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

As its own LEA for purposes of special education, SBA understands that it shall represent itself at all SELPA meetings.

Funding

As a school of the District for purposes of special education, SBA understands that it will enter into a MOU with the District regarding the pass-through of special education funding.

As its own LEA for purposes of special education, SBA understands that it will be subject to the allocation plan of the SELPA.

2023-2028

Element 2: Measurable Pupil Outcomes

Element 3: Methods of Assessment

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), SBA has below established goals, actions, and outcomes, both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d).

Local Control and Accountability Plan

In accordance with, and using the procedures prescribed by, Education Code Section 47606.5, SBA shall comply with all applicable requirements of the LCAP including any applicable regulations promulgated, and the template adopted, by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. SBA shall submit the LCAP to the District and the Humboldt County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including goals and actions listed below, shall not be considered a material revision to the charter, and shall be maintained by SBA at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, SBA Charter School has separated out the state priorities into "subpriorities."

2023-2028

Table 2/3.1: Eight State Priorities Table

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

STATE PRIORITY #1—BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

and school facilities are maintained in good repair (E.C. §17002(a))		
SUBPRIORITY A – TEACHERS		
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will be appropriately placed according to credential and expertise.	
ACTIONS TO ACHIEVE GOAL	Annual review of all credentials will be conducted.	
MEASURABLE OUTCOME	100% of teachers will be appropriately credentialed and assigned.	
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of teachers will be appropriately credentialed and assigned.	
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of teachers will be appropriately credentialed and assigned.	
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of teachers will be appropriately credentialed and assigned.	
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of teachers will be appropriately credentialed and assigned.	
METHODS OF MEASUREMENT	Review credentials on the Commission on Teacher Credentialing website.	
Subpri	ORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have equal access to standards-aligned instructional materials.	
ACTIONS TO ACHIEVE GOAL	Core content curriculum will be standards-aligned and provided to all students.	
MEASURABLE OUTCOME	100% of all students will have standards-aligned instructional materials in all core classes.	

[&]quot;Student-Driven Trade and College Preparatory High School"

GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
	Inventory or core curriculum materials
METHODS OF MEASUREMENT	Verification of state-approved and standard aligned on the California Department of Education's website.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-kept and well-maintained.
ACTIONS TO ACHIEVE GOAL	School facilities are maintained and repaired with janitorial services and immediate response for maintenance concerns.
MEASURABLE OUTCOME	Maintenance requests will be addressed within 24 hours of its receipt by administration.
	Classrooms will be cleaned at least three days a week.
	Bathrooms will be cleaned five days a week.
GOAL AND OUTCOMES FOR LATINO STUDENTS	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR WHITE STUDENTS	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	School facilities will be well-kept and well-maintained.

2023-2028

METHODS OF MEASUREMENT	Maintenance request logs Visual observations of classrooms	
	Cleaning schedules	

STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS

Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – STATE STANDARD IMPLEMENTATION		
GOAL TO ACHIEVE SUBPRIORITY	100% of students will be taught by appropriately credentialed teachers and with State Standards aligned curriculum.	
ACTIONS TO ACHIEVE GOAL	Curriculum will be reviewed to ensure State Standard alignment. Teacher credentials will be verified.	
MEASURABLE OUTCOME	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.	
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.	
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.	
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.	
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.	
METHODS OF MEASUREMENT	Staff rosters Curriculum inventory Pacing plans	
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE		
GOAL TO ACHIEVE SUBPRIORITY	EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas to assist in language acquisition and access to academic content knowledge, taught by an appropriately credentialed teacher.	

[&]quot;Student-Driven Trade and College Preparatory High School"

ACTIONS TO ACHIEVE GOAL	Students identified by Home Language Survey will be given the ELPAC with in the first 30 days of school.
	EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream. El students will read authentic texts, not simplified or
	contrived text. EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, CTE, science experiments.
	EL students will learn technical and academic vocabulary.
	Classroom teacher will assign the core/essential concepts related to the specific content for the ELD teacher to teach to the EL student.
Measurable Outcome	All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.
	80% of EL students will advance by at least one ELPAC level yearly.
	LTEL students will advance at the same rate as newly classified EL students.
	100% of students will return the Home Language Survey.
	All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.
GOAL AND OUTCOMES FOR LATINO STUDENTS	80% of EL students will advance by at least one ELPAC level yearly.
	LTEL students will advance at the same rate as newly classified EL students.
	100% of students will return the Home Language Survey.
GOAL AND OUTCOMES FOR WHITE STUDENTS	All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.
	80% of EL students will advance by at least one ELPAC level yearly.

[&]quot;Student-Driven Trade and College Preparatory High School"

	LTEL students will advance at the same rate as newly classified EL students. 100% of students will return the Home Language Survey.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.
	80% of EL students will advance by at least one ELPAC level yearly.
	LTEL students will advance at the same rate as newly classified EL students.
	100% of students will return the Home Language Survey.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.
	80% of EL students will advance by at least one ELPAC level yearly.
	LTEL students will advance at the same rate as newly classified EL students.
	100% of students will return the Home Language Survey.
	Lesson Plans
METHODS OF MEASUREMENT	Classroom Observation
NIETHOUS OF NIETSCREWENT	EL Level Roster
	Roster of returned Home Language Surveys
SUBPRIORITY C – EL ST	FUDENTS & ENGLISH LANGUAGE PROFICIENCY
GOAL TO ACHIEVE SUBPRIORITY	Support will be provided to all EL students to gain proficiency in the English language.
ACTIONS TO ACHIEVE GOAL	Students identified by the Home Language Survey will be given the ELPAC within the first 30 days of school.
	Instructional strategies such as Total Physical Response and Specially Designed Academic Instruction in English will be used during content area lessons daily.
	EL progress will be monitored.
	Professional development will be provided to teachers on ELD best practices.

	100% of teachers will be trained on ELD best practices.
	100% of teachers will be trained on ELD best practices.
	100% of teachers will be trained on ELD best practices.
	100% of teachers will be trained on ELD best practices.
	-
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	

GOAL TO ACHIEVE SUBPRIORITY	The Charter School will create an inclusive environment by including parents/guardians in activities and communications.	
ACTIONS TO ACHIEVE GOAL	The Charter School will provide opportunities for regular meetings that will allow parents/guardians to be partners in their child's education. Parents/Guardians will be encouraged to volunteer at the Charter School or by attending school events and activities. The Charter School will seek input for the development of the LCAP through annual survey and meeting.	
Measurable Outcome	The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.	
GOAL AND OUTCOMES FOR LATINO STUDENTS	The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.	
GOAL AND OUTCOMES FOR WHITE STUDENTS	The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.	
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.	

GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.	
	Parent/Guardian workshop sign-in sheets	
METHODS OF MEASUREMENT	Parent/Guardian Teacher Conference sign-in sheets	
	Calendar	
	Flyers for school events	
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION		
GOAL TO ACHIEVE SUBPRIORITY	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
ACTIONS TO ACHIEVE GOAL	The Charter School will provide constant and consistent communication with families through monthly newsletters, emails, and phone calls. The Charter School will encourage volunteer opportunities and will post the information on the school website.	
MEASURABLE OUTCOME	Information regarding school activities will be sent out weekly via email. The Charter School will send out monthly newsletter via email.	
GOAL AND OUTCOMES FOR LATINO STUDENTS	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
GOAL AND OUTCOMES FOR WHITE STUDENTS	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
METHODS OF MEASUREMENT	Sent email report Copy of weekly monthly school newsletter	

[&]quot;Student-Driven Trade and College Preparatory High School"

	Website log	
SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS		
GOAL TO ACHIEVE SUBPRIORITY	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
ACTIONS TO ACHIEVE GOAL	The Charter School will provide constant and consistent communication with families through monthly newsletters, emails, and phone calls in English and Spanish. The Charter School will provide accommodations to parents/guardians with disabilities, as necessary. The Charter School will hold parent/guardian meetings with parents/guardians of students with exceptional needs prior to stating school, during IEP meetings, and as necessary to provide support. The Charter School will encourage volunteer opportunities and will post the information on the school website.	
MEASURABLE OUTCOME	Information regarding school activities will be sent out weekly via email in English and Spanish, other languages will be added, as necessary. The Charter School will send out monthly newsletter via email in English and Spanish, other languages will be added, as necessary.	
GOAL AND OUTCOMES FOR LATINO STUDENTS	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
GOAL AND OUTCOMES FOR WHITE STUDENTS	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	At least 60% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.	
METHODS OF MEASUREMENT	Sent email report Parent/Guardian Workshop sign-in sheets Copy of monthly school newsletter	

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

***		т .
W/P	bsite	-1α
** C	USILL	LUE

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- a. California Assessment of Student Performance and Progress statewide assessment
- b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.
- c. Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California.
- d. EL reclassification rate

SUBPRIORITY A – CAASPP		
GOAL TO ACHIEVE SUBPRIORITY	The students will score at Met Standard or Exceeded Standard Mastery at the same level as Humboldt County or higher (2019 - Math 32.47%, ELA - 44.72%) on the CAASPP in the areas of English Language Arts/Literacy and Mathematics. The anticipated significant subgroups are Latino students, White students, SWD, and SED students.	
ACTIONS TO ACHIEVE GOAL	Classroom instruction will be conducive to student learning. Adequate learning environments will be provided to all students. Appropriate State Standards-aligned instructional materials	
	will be provided to all students. Implement a tiered intervention program during Universal Access.	
MEASURABLE OUTCOME	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county's 2022-23 scores for All students, Latino students, White students, SWD, and SED students.	

[&]quot;Student-Driven Trade and College Preparatory High School"

	In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.
	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county's 2022-23 scores.
GOAL AND OUTCOMES FOR LATINO STUDENTS	In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.
GOAL AND OUTCOMES FOR WHITE	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county's 2022-23 scores. In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores
STUDENTS	of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.
	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county's 2022-23 scores.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county's 2022-23 scores.

	In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.	
METHODS OF MEASUREMENT	CAASPP reports	
SUBPRIORITY B – U	C/CSU Course Requirements (or CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Course catalog will be submitted for a-g approval and every student will take at least one CTE course during their high school years.	
ACTIONS TO ACHIEVE GOAL	Submit courses for a-g approval. Review and track all high school students' schedules for requirements	
MEASURABLE OUTCOME	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.	
GOAL AND OUTCOMES FOR LATINO STUDENTS	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.	
GOAL AND OUTCOMES FOR WHITE STUDENTS	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.	
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.	
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.	
METHODS OF MEASUREMENT	a-g approval list Student course tracking	
SUBPRIORITY C – EL PROFICIENCY RATES		

[&]quot;Student-Driven Trade and College Preparatory High School"

GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the ELPAC each academic year.	
ACTIONS TO ACHIEVE GOAL	Utilize TPR and SDAIE in daily instruction. ELD reports will be given to parents/guardians with regular report cards Provide Professional Development on ELD instructional Strategies	
MEASURABLE OUTCOME	There will be an increase of 2% over baseline established in 2023-24 in the number of EL students who are reclassified as RFEP and will exceed the District's reclassification rate. At least 80% of EL students will advance at least one performance level per the ELPAC each year.	
GOAL AND OUTCOMES FOR LATINO STUDENTS	There will be an increase of 2% over baseline established in 2023-24 in the number of EL students who are reclassified as RFEP and will exceed the District's reclassification rate.	
GOAL AND OUTCOMES FOR WHITE STUDENTS	At least 80% of EL students will advance at least one performance level per the ELPAC each year.	
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	There will be an increase of 2% over baseline established in 2023-24 in the number of EL students who are reclassified as RFEP and will exceed the District's reclassification rate.	
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	At least 80% of EL students will advance at least one performance level per the ELPAC each year.	
METHODS OF MEASUREMENT	Lesson plans, classroom observations RFEP report EL roster Copies of the ELD reports to be put in students' cumulative files	
SUBPRIORITY D – EL RECLASSIFICATION RATES		
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.	

ACTIONS TO ACHIEVE GOAL	EL students will receive in-class ELD instructional support which includes small group instruction, usage of SDAIE and ELD instructional strategies and curriculum. Parents/Guardians will be informed of student progress through ELPAC scores, ELD report card, and assessment scores.
MEASURABLE OUTCOME	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
GOAL AND OUTCOMES FOR LATINO STUDENTS	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
GOAL AND OUTCOMES FOR WHITE STUDENTS	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
METHODS OF MEASUREMENT	ELPAC scores Daily Schedules Lesson Observation
Subprior	ITY E – AP EXAM PASSAGE RATE
GOAL TO ACHIEVE SUBPRIORITY	SBA will focus on the CTE program and will not be offering AP Courses. Provide information regarding Dual Enrollment to all high school students.
ACTIONS TO ACHIEVE GOAL	Provide information about dual enrollment to all high school students.
MEASURABLE OUTCOME	100% of qualified students will have access to dual enrollment.

2023-2028

GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of qualified students will have access to dual enrollment.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of qualified students will have access to dual enrollment.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of qualified students will have access to dual enrollment.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of qualified students will have access to dual enrollment.
METHODS OF MEASUREMENT	Roster of students enrolled in Dual Enrollment courses
Subpriority	F - COLLEGE PREPAREDNESS/EAP
GOAL TO ACHIEVE SUBPRIORITY	Create a culture of college prepared students by teaching college readiness skills.
ACTIONS TO ACHIEVE GOAL	Provide classes on organizational skills Provide college counseling
MEASURABLE OUTCOME	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
METHODS OF MEASUREMENT	Published CDE graduation rates

STATE PRIORITY #5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- a. School attendance rates
- b. Chronic absenteeism rates
- c. High school dropout rates

[&]quot;Student-Driven Trade and College Preparatory High School"

d. High school graduation rates	
Subpriority	A – STUDENT ATTENDANCE RATES
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a three year average attendance rate of 95%.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. The Charter School will recognize students with perfect or improved attendance.
MEASURABLE OUTCOME	Baseline attendance rate to be established in 2023-24. Attendance rate will be increased incrementally until the goal of 95% is reached.
GOAL AND OUTCOMES FOR LATINO STUDENTS	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR WHITE STUDENTS	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Attendance rate will be 95% over a three year average.
METHODS OF MEASUREMENT	Daily/monthly attendance reports P1/P2 reports
Subpriority	B – STUDENT ABSENTEEISM RATES
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will establish the chronic student absenteeism rate in the 2023-24 school year. This rate will not exceed 10%.
ACTIONS TO ACHIEVE GOAL	Students with improved or perfect attendance will be recognized during monthly awards ceremonies.

	Parents/guardians of students with more than 5 unexcused absences per semester will be meet with Charter School
	administration.
MEASURABLE OUTCOME	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.
GOAL AND OUTCOMES FOR LATINO STUDENTS	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.
GOAL AND OUTCOMES FOR WHITE STUDENTS	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.
METHODS OF MEASUREMENT	Attendance reports
Subpriority	C – HIGH SCHOOL DROP OUT RATE
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have a less than 5% drop out rate.
ACTIONS TO ACHIEVE GOAL	The administration will monitor at-risk and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-risk students.
MEASURABLE OUTCOME	The Charter School will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Charter School will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Charter School will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Charter School will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School will have a less than 5% drop out rate.
METHODS OF MEASUREMENT	CDE published drop-out rates.

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

SUBPRIORITY D – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	95% of seniors who have been at the Charter School for all four years of high school will graduate.
ACTIONS TO ACHIEVE GOAL	Administration will monitor at-risk and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-risk students.
MEASURABLE OUTCOME	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
METHODS OF MEASUREMENT	Published CDE graduation rates

STATE PRIORITY #6— SCHOOL CLIMATE

- a. School climate, as measured by all of the following, as applicable:
- b. Pupil suspension rates
- c. Pupil expulsion rates
- d. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Subpriori	TY A – PUPIL SUSPENSION RATES
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have a 5% or lower suspension rate.
ACTIONS TO ACHIEVE GOAL	The Charter School implement positive student behavior program including restorative practices and mindfulness practices. The Charter School will incorporate alternatives to suspension.
MEASURABLE OUTCOME	Baseline for suspension rate will be set at 2023-24.

[&]quot;Student-Driven Trade and College Preparatory High School"

	The Charter School will have a 5% or lower suspension rate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Charter School will have a 5% or lower suspension rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Charter School will have a 5% or lower suspension rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Charter School will have a 5% or lower suspension rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School will have a 5% or lower suspension rate.
METHODS OF MEASUREMENT	Suspension Reports Office referral reports
G	Alternatives to suspension evidence
	ITY B – PUPIL EXPULSION RATES
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have less than a 1% expulsion rate.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement a positive student behavior program including restorative practices and mindfulness practices.
MEASURABLE OUTCOME	The Charter School will have a less than 1% expulsion rate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Charter School will have a less than 1% expulsion rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Charter School will have a less than 1% expulsion rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Charter School will have a less than 1% expulsion rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School will have a less than 1% expulsion rate.
METHODS OF MEASUREMENT	Expulsion report
SUBPRIORITY C – OTHER SCHOOL SA	FETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)
GOAL TO ACHIEVE SUBPRIORITY	Students, parents, guardians, and teachers will feel a sense of community and connectedness.

[&]quot;Student-Driven Trade and College Preparatory High School"

ACTIONS TO ACHIEVE GOAL	Annual school surveys will be sent to parents, guardians, students, staff, and community members. Parents/guardians and community members will be encouraged to participate in programs focusing on the students and school.
MEASURABLE OUTCOME	A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.
METHODS OF MEASUREMENT	Survey results

2023-2028

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPMeligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will have access to a broad course of study.
METHODS OF MEASUREMENT	Course catalog
WIETHOUS OF WIEASUREMENT	Student schedules
STATE PRIOR	ITY #8—OTHER STUDENT OUTCOMES
Punil outcomes if available in the su	hiect areas described above in #7 as applicable

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

St	JBPRIORITY A – ENGLISH
GOAL TO ACHIEVE SUBPRIORITY	The students will make progress toward the Met Standard or
GOAL TO ACHIEVE SUBI RIORITI	Exceeded Standard mastery on the CAASPP in English. The

	anticipated significant subgroups are Latino students, White students, SWD, and SED students.
ACTIONS TO ACHIEVE GOAL	The Charter School will utilize instructional strategies that include: small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, PBL and direct instruction.
MEASURABLE OUTCOME	Baseline will be set in the 2023-24 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR LATINO STUDENTS	Baseline will be set with CAASPP data from the 2023-24 year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR WHITE STUDENTS	Baseline will be set in the 2023-24 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Baseline will be set in the 2023-24 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Baseline will be set in the 2023-24 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
METHODS OF MEASUREMENT	CAASPP Annual Report NWEA School Report
SUBP	RIORITY B – MATHEMATICS
GOAL TO ACHIEVE SUBPRIORITY	The students will make progress toward the Met Standard or Exceeded Standard mastery on the CAASPP in Mathematics. The anticipated significant subgroups are Latino students, White students, SWD, and SED students.
ACTIONS TO ACHIEVE GOAL	The Charter School will utilize instructional strategies that include: small group work, math intervention, online tools and resources, collaboration with colleagues to support learning goals, PBL and direct instruction.

MEASURABLE OUTCOME	Baseline will be set in the 2023-24 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR LATINO STUDENTS	Baseline will be set in the 2023-24 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR WHITE STUDENTS	Baseline will be set in the 2023-24 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Baseline will be set in the 2023-24 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Baseline will be set in the 2023-24 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
METHODS OF MEASUREMENT	CAASPP Annual Report NWEA School Report
SUBPR	IORITY C – SOCIAL SCIENCES
GOAL TO ACHIEVE SUBPRIORITY	The students will demonstrate grade level skills and content knowledge of grade level appropriate social science. The anticipated significant subgroups are Latino students, White
	students, SWD, and SED students.
ACTIONS TO ACHIEVE GOAL	

GOAL AND OUTCOMES FOR LATINO STUDENTS	70% or more of students will pass social science courses.
GOAL AND OUTCOMES FOR WHITE STUDENTS	70% or more of students will pass social science courses.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	70% or more of students will pass social science courses.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	70% or more of students will pass social science courses.
	Rubrics for Projects
METHODS OF MEASUREMENT	Curriculum-Based Measurements
	Grades/Report Cards
St	JBPRIORITY D – SCIENCE
GOAL TO ACHIEVE SUBPRIORITY	The students will demonstrate grade level skills and content knowledge of grade level appropriate science. The anticipated significant subgroups are Latino students, White students, SWD, and SED students.
	Through an integrated approach with CTE Framework, students will study the area of science congruent with Next Generation Science Standards.
ACTIONS TO ACHIEVE GOAL	Utilizing inquiry based approach and experiential activities and projects, students will develop an understanding of science disciplinary core ideas and practices. Strategies include: hands on learning, PBL, gathering, and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	70% or more of students will pass science courses.
GOAL AND OUTCOMES FOR LATINO STUDENTS	70% or more of students will pass science courses.
GOAL AND OUTCOMES FOR WHITE STUDENTS	70% or more of students will pass science courses.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	70% or more of students will pass science courses.

GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	70% or more of students will pass science courses.	
METHODS OF MEASUREMENT	Rubrics for Projects Curriculum-Based Measurements Grades/Report Cards	
SUBPRIORITY	E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will recognize the importance of visual arts as it relates to CTE by completing a course in Graphic Arts to expose students to marketing and advertising and develop an appreciation of visual arts.	
ACTIONS TO ACHIEVE GOAL	Students will study the area of visual arts as it relates to CTE.	
MEASURABLE OUTCOME	100% of students will take one year of Graphic Arts.	
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will take one year of Graphic Arts.	
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will take one year of Graphic Arts.	
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will take one year of Graphic Arts.	
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will take one year of Graphic Arts.	
METHODS OF MEASUREMENT	Course catalog Student schedules	
Subprio	RITY F - PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY Students will demonstrate that they value lifelong, health-related attitudes and behaviors toward their obeing through healthy physical, social, and mental h		
ACTIONS TO ACHIEVE GOAL	PE Courses and competitive sports will be available to all students, including student subgroups, at all grade levels.	
MEASURABLE OUTCOME	TCOME 100% of students will earn 20 credits of PE through takin PE classes or PE (1 year) and Sports (2 sport seasons, 1 year)	

GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will earn 20 credits of PE through taking PE classes or PE (1 year) and Sports (2 sport seasons, 1 year).			
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will earn 20 credits of PE through taking PE classes or PE (1 year) and Sports (2 sport seasons, 1 year).			
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will earn 20 credits of PE through taking PE classes or PE (1 year) and Sports (2 sport seasons, 1 year).			
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will earn 20 credits of PE through taking PE classes or PE (1 year) and Sports (2 sport seasons, 1 year).			
METHODS OF MEASUREMENT	Grades/Report Cards Student Schedules Course Catalog Athletic Rosters			
SUBPRIORITY G – FOREIGN LANGUAGE				
GOAL TO ACHIEVE SUBPRIORITY 100% of students wishing to take foreign language of will have access to Spanish language instruction.				
ACTIONS TO ACHIEVE GOAL The Charter School will offer foreign language course beginning levels to advanced level				
MEASURABLE OUTCOME	100% of students wishing to take foreign language courses will have access to Spanish language instruction.			
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students wishing to take foreign language courses will have access to Spanish language instruction.			
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students wishing to take foreign language courses will have access to Spanish language instruction.			
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students wishing to take foreign language courses will have access to Spanish language instruction.			
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students wishing to take foreign language courses will have access to Spanish language instruction.			
METHODS OF MEASUREMENT Course Catalog Student Schedules				
SUBPRIORITY H – APPLIED ARTS				

GOAL TO ACHIEVE SUBPRIORITY	Students will take courses that qualify as part of Design or Applied Arts.		
ACTIONS TO ACHIEVE GOAL	The Charter School will offer design or applied arts courses.		
MEASURABLE OUTCOME	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.		
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.		
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.		
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.		
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.		
METHODS OF MEASUREMENT	Course Catalog Student Schedules Grades/Report Cards		
SUBPRIORITY I – C	CAREER TECHNICAL EDUCATION (CTE)		
GOAL TO ACHIEVE SUBPRIORITY	Students will take courses that qualify as part of the CTE requirement.		
ACTIONS TO ACHIEVE GOAL	The Charter School will offer CTE courses in Building and Construction Trades, Health Science and Medical Technology, and Business and Finance.		
MEASURABLE OUTCOME	100% of students will actively participate in CTE classes.		

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

	80% or more of students will pass assigned CTE classes.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
METHODS OF MEASUREMENT	Course Catalog Student Schedules Grades/Report Cards

Methods for Measuring Pupil Progress Toward Outcomes: Formative and Summative Assessments

The Charter School will incorporate a variety of assessments to measure student progress. Measurable outcomes and assessment tools provide key data about the efficacy of the program, which in turns helps the administration and Board make key decisions about program development and modifications, while also monitoring individual, subgroup, and schoolwide student achievement.

At the beginning of the school year, students will be assessed using tools and systems that identify current learning levels. Students will submit a writing sample that will assist in determining current writing levels.

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Throughout the year, the students will take multiple assessments as prescribed in the Assessment Schedule.

Table 2/3.2: Assessment Schedule (Subject to Change)

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC Initial Assessment	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	9-12 As prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.
ELPAC Summative Assessment	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	9-12 Every year until Reclassified as Fluent English Proficient	Once a year	The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.
CAASPP	State criterion- based assessment in ELA and Math	11	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.

EAP	Embedded in CAASPP	11	Spring/Once a year	The exam covers High School standards and California State University placement standards.
CAST	State criterion- based assessment in Science	10	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
CAA	State alternative assessment in ELA, Math, and Science for qualified students	11 for qualified students	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.

Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	9-12	Daily/ Weekly	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	9-12	End of unit/end of semester/end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	9-12	Quarterly	Students demonstrate progress toward Standards Mastery
NWEA Assessment	Assesses student abilities at the beginning of the year and then tracks growth	9-12	Three times per year	Students demonstrate progress toward Standards Mastery
PSAT	State Indicator for College Readiness (10) Determination for National Merit Scholar (11)	10, 11	As prescribed	State Indicator for College Readiness (10) Determination for National Merit Scholar (11)
CPFT	State criterion-based assessment in Physical Fitness	9	Spring/Once a year	Students demonstrate levels of health-related fitness

Smarter Balanced Practice Test	Practice the Smarter Balanced Assessment to familiarize the students with the structure of the SBAC Test	11	Once per year	Students will become familiar with the test format.
Smarter Balanced Interim Comprehensive Assessment (ICAs)	Provide students with the same item types and formats of the SBAC to include performance tasks Provide teachers with overall scale score and performance level of each student	11	Twice per year	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.
Smarter Balanced Interim Assessment Blocks	Provide students an opportunity to show standard mastery on smaller targets for instruction	11	As assigned by teacher	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.

2023-2028

SAT/ACT	Preparation for College Entrance	11, 12	As prescribed	Students will determine aptitude for success in college. Also, it is a college entrance requirement for many colleges and universities.
---------	----------------------------------	--------	------------------	---

Data Analysis and Reporting

SBA will use performance data to establish strong goals for student achievement and to develop strong interventions for students. SBA's Board of Directors will set annual goals to address the achievement of all students and of significant subgroups based on the CAASPP data in English Language Arts and Mathematics and the ELPAC for all ELs to ensure they are making progress toward English language proficiency to be reclassified as Fluent English Proficient.

SBA will most commonly use internally created assessments and curriculum-based assessments to inform instruction to assure standard mastery. The use of the NWEA MAP assessments will provide formative data to show progress toward standard mastery throughout the school year. The NWEA MAP Suite is an assessment tool to help educators tailor education to individual students based on scores.

All students will take the NWEA MAP assessment three times per year to measure their academic progress in ELA and Math. In addition, SBA will review the ICA and curriculum based assessments to ensure continuous improvement is occurring for each student. Teachers and administrators will analyze the results of these assessments and use the results to tailor lessons specific to the needs of the students. The assessment results will also inform the teachers and administration on the interventions students need to meet standards mastery. Staff and grade level meetings will be dedicated to aggregating and understanding the data to help guide instruction and adjust pacing.

The Executive Director will perform an intensive analysis on significant subgroups. The results of the NWEA MAP assessments as well as the progress toward grades will be provided to students and parents/guardians quarterly. Professional development sessions will be incorporated to address the trends identified in the intensive analysis and to adjust instruction to meet the needs of the students. The Executive Director will present the summary data overall and by significant subgroups to the Board quarterly. The Board will use the data to make informed decisions about

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

goals, curriculum, resources, and interventions (reporting of student achievement data includes the annual Student Accountability Report Card (SARC) and reflection and analysis as part of the annual LCAP goal setting process).

SBA will gather input from its stakeholders on its educational program and operations. In addition to regular parent/guardian meetings including Parent (Guardian) Advisory Council, SBA will use an annual survey to gather feedback from students, parents, teachers, and staff. The teachers and administrators, as well as the Parent (Guardian) Advisory Council, will evaluate the results of the surveys and complete a needs assessment based on the results. The needs assessment informs the SARC and the LCAP annually. SBA will also use surveys to assess parent/guardian support for the school, and the reports will be prepared for the Board of Directors and the school community.

Use of Data

SBA will use a student information system like School Pathways or the equivalent which will include a comprehensive platform designed to support a range of assessments, to store assessment results and to communicate to parents/guardians about their child's progress. Reports can also be generated from the student information system to provide information to stakeholders, CDE, California School Dashboard, CBEDS, CALPADS and to respond to requests from the chartering authority.

Grading

SBA seeks to develop systems and policies to give all students equitable access to the curriculum and programs. As a result, it is important that we have a grading system that provides maximum benefit to the student and aligns with a GPA scale. In agreement with the Doug Reeves 2004 article "The Case Against Zero," SBA finds the classic 100 point grading scale flawed and oriented toward failure as a 90-100 is an A, 80-89 is a B, 70-79 is a C, and a 60-69 is a D, but 0-59% is an F. This differentiates the top 41% is passing, but the bottom 59% is failing. A more equitable grading system is the six point scale where each assignment, quiz, test, task, paper, presentation, or project is given a rubric score of 5, 4, 3, 2, 1, or 0. These scores translate to the classic grades of A, B, C, D, F, and 0, but the difference is that a student who receives one 0, one 3, and one 4 can still receive an average "grade" of C or a 2; rather than a student who receives one 0%, one 73%, and one 82% who will receive an average "grade" of F or 51%. With these factors in mind, SBA is adopting the six point grading scale. Another benefit of this grading system is that there is still a simple conversion for Grade Point Average ("GPA") which can be used for college applications, scholarship applications, and NCAA eligibility for student athletes.

Six Point Rubric Grading Scale

- 5 Exceeded Standards
- 4 Meets Standards

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- 3 Most Standards Met
- 2 Some Standards Met
- 1 Few Standards Met
- 0 Standard Not Attempted or Evidenced

Progress Reporting

Students and parents/guardians will receive quarter progress reports and semester report card. The SIS grading scale will be set up with the six point rubric based grading scale.

Promotion

SBA students will be promoted to the next grade level once they have earned a sufficient number of credits. Students who are deficient in credits will be provided with opportunities to make up credits with credit recovery courses. Teachers and administrators will make every effort to work with students and their families to ensure students obtain the required number of credits to graduate.

Graduation

SBA will proudly host a Graduation ceremony for all students meeting graduation requirements. The goal is to maintain a 95% graduation rate or higher.

2023-2028

Element 4: Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Non-Profit Public Benefit Corporation

SBA will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

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

Attached, as Appendices G, H, and I, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

SBA will be governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) and no more than nine (9) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.

Terms for the initial Board of Directors shall be five (5) seats for a term of either two (2) or three years. The terms of the initial Board of Directors shall be staggered, with three (3) members serving for two (2) years and two (2) members serving for three (3) years. The staggering of the initial directors' terms of service will be drawn by lot. The initial Board of Directors is as follows:

2023-2028

Table 4.1: Initial Board of Directors

Name	Position	Initial Term Length in Years
Patti Britt Campbell	President/Chairperson	3
David Edwin Lonn	Chief Financial Officer/Treasurer	2
Julianne Eagle	Secretary	2
Troy Nicolini	Board Member	3
Chuck Petrusha	Board Member	2

Pursuant to Education Code Section 47605(h), the names and relevant qualifications of all persons whom the petitioner nominates to serve on the initial Board of Directors are described in the Introduction.

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. No Charter School employees shall serve on the Board.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Board Meetings and Duties

The Board of Directors of SBA will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School:
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- Regularly measure progress of both student and staff performance;
- Involve parents/guardians and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit; and
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Charter School shall comply with the Brown Act and Education Code Section 47604.1.

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

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

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

The SBA Board of Directors will attend annual training for the purposes of individual board members understanding their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

"Student-Driven Trade and College Preparatory High School"

2023-2028

The Executive Director

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

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

- Ensure the Charter School enacts its mission;
- Hire, promote, develop, supervise, and evaluate all employees of the Charter School;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents/guardians, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;

2023-2028

- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education:
- Manage student discipline, and as necessary participate in the suspension and expulsion process; and
- Participate in IEP meetings, as necessary.

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

Parent (Guardian) Advisory Council

Parents/guardians will be encouraged to form a Parent (Guardian) Advisory Council ("PAC") to be responsible for parent/guardian involvement in school activities, programming, and advising the Charter School Board of Directors on any and all matters related to the strengthening of the Charter School community to include advisement on the LCAP and Perkins Funding as it relates to the CTE Program. To the extent that the Charter School has 21 identified English Learners, the Charter School will add an English Learner PAC to advise the Charter School on programs offered to English Learners as well as the LCAP. Parent/guardian participation will play a vital role in the effectiveness of our program. We would encourage the parents/guardians to continue the efforts of the PAC at the same level of support to the Charter School in terms of program enhancement and fundraising.

Sports Booster

Parents/guardians will be encouraged to form a Sports Booster organization to participate in supporting the robust athletic program through fundraising, volunteering, and advising the Charter School on any and all matters related to strengthening the athletic program.

Parent/Guardian Involvement in Governance

In addition to maintaining the parent/guardian participation on the PAC, parents/guardians will be encouraged to volunteer a minimum of 20 hours per family, per academic year to the Charter School. The Executive Director shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent/guardian-teacher conferences; attendance at Charter School

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from the Charter School or school activities due to the failure of the child's parent or legal guardian to fulfill the encouraged 20 hours of participation. SBA shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, SBA, in compliance with Education Code Section 47605(n).

Parent/Guardian Workshops

SBA views parents/guardians as partners in the education of their children. Parents/guardians bring a wealth of experiences to the school community. SBA will host monthly workshops in the evenings or in the mornings. The workshops will be presented by the Executive Director, Principal, school counselor, teachers, or parents/guardians. Below is a table of projected topics for the 2023-24 school year.

Table 4.2: Parent/Guardian Workshops (subject to change)

Month	Торіс		
August	Orientation – Understanding Assessments including CAASPP, ELPAC, and NWEA MAP		
September	Back to School Night – Title I Parent/Guardian Rights Information		
	Why is Attendance Important?		
October	How to be an Educational Partner? Monitoring my Child's work Using Educational Technology. Ensuring my Child is Successful.		
November	What is Mindfulness? How to practice mindfulness at home?		
December	Exhibition of Learning		
January	College Access Night – Review of A-G requirements, FAFSA – Financial Aid, and Scholarships		
February	Career Access Night – Review the requirements of the CTE pathways, job shadowing and internship requirements, work permits		

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

March	LCAP Goals and Workshop
April	How to Support my Child's Social and Emotional Skills including Bullying and Suicide Prevention?
May	Positive Parenting Strategies for Teenagers
June	Exhibition of Learning

Ongoing School-Home Links

In accordance with the SBA ideals, we recognize that strong relationships between Charter School and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents/guardians understand and support the fundamental mission and vision of SBA, and to help Charter School staff understand the needs, wishes, values, and culture of parents/guardians and students. Every staff member will serve as facilitators of this process. School-home bridge-building activities may include:

- Orientation for new families to clarify the mission and vision of SBA, the educational approach and expectations for parent/guardian participation, and a description of volunteer opportunities;
- Parent/guardian meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Invitation of parents/guardians to committee meetings and Charter School functions;
- Training in how the SBA's assessment process works, including parents'/guardians' roles in it;
- Inclusion of parents/guardians in instruction, as appropriate;
- Regular communication between parents/guardians and teachers;
- Workshops to help parents/guardians support their children's education; and
- Charter School celebrations.

Teacher Involvement in Governance

SBA views teachers as the experts in curriculum and instruction. As the primary executors of the SBA's educational program, they are the day-to-day stewards of the SBA's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and as having weight in all areas of Charter School decision-making. Teachers will confer among themselves, with administration and with the Board to discuss concerns, student progress, student needs, professional development plans, long-range Charter School plans, and other governance issues. Teachers and staff will serve or advise on the PAC and student organizations and clubs.

[&]quot;Student-Driven Trade and College Preparatory High School"

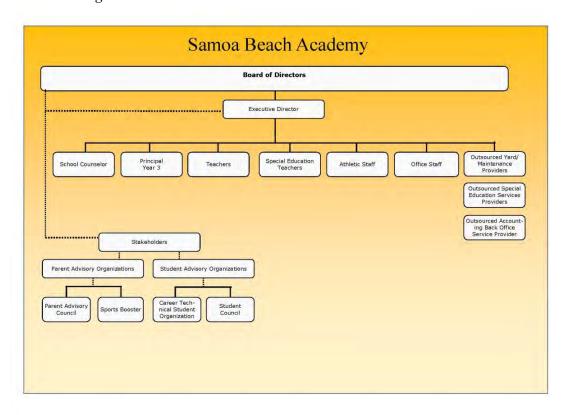
2023-2028

Student Involvement in Governance

An official Career Technical Student Organization ("CTSO") will be chartered (once the application is approved) by the State Association. The students will develop an annual work plan of the leadership activities that will be embedded in the CTE courses. The students, teachers, staff, and administrators will ensure that the CTE program meets the needs of all students especially ELs, SWD, and SED students. Through the CTSO, additional courses or pathways may be developed and submitted to the Board for approval. Students' voices are respected in Charter School decisions, and their expertise about their needs and interests is acknowledged and valued. Student opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to curricular design. In addition, members of the Student Council will have the opportunity to share with the Executive Director and the Board about these matters. SBA has a duty to be responsive to all students' needs and interests, so long as they are consistent with the SBA's mission and vision.

Organizational Chart

Table 4.2: Organizational Chart



2023-2028

Element 5: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

Overview

SBA is committed to attracting, training, and retaining staff who are committed to supporting high school students who are college bound or career bound. SBA will maintain high expectations for all staff and will expect that staff will commitment to the mission and vision of the school, integrate and incorporate CTE into their instruction, and support and value the student choice for college bound or career bound.

Equal Employment Opportunity

SBA acknowledges and agrees that all persons are entitled to equal employment opportunity. SBA shall not discriminate against applicants or employees on the basis of the characteristic listed in Education Code Section 220 or protected by other California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

SBA shall adhere to all requirements of ESSA that are applicable to teachers and paraprofessional employees in charter schools. SBA shall ensure that all teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, pursuant to Education Code sections 47605(l) and 47065.4(a). SBA shall maintain current copies of all teacher credentials and make them readily available for inspection. Upon the hiring of any teacher, if requested by the District, the Charter School shall provide a copy of that teacher's credentials documentation to the District.

Employee Qualifications

The staffing needs for SBA will be identified by the Executive Director and will be consistent with the Charter School budget. Before any employee can begin service at SBA, they must provide evidence of fingerprinting/background screening and tuberculosis (TB) risk assessment or examination. These documents must be checked and verified by administrative staff. The Charter School will maintain a current copy of all employee records, which will be available for audit along with a record of their teaching credentials, fingerprinting/background screening, professional development hours, and a current tuberculosis risk assessment or examination. SBA will comply with all state and federal laws concerning the maintenance and disclosure of employee records. See Element 6 of this charter for additional information.

2023-2028

Within the provisions of applicable law, SBA reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies so long as the credentialing requirements are met for teachers. Additionally, SBA will ensure the Charter School is a school of choice and that no employee will be required to work here. Below is a description of the qualifications of the key employee positions proposed at the Charter School.

Executive Director

The Charter School's Executive Director will be responsible for the Charter School operations.

Qualifications:

- Bachelor's degree required; Master's degree or higher preferred;
- California Teaching Credential; Administrative Services Credential preferred;
- Minimum of three (3) years teaching experience, minimum three (3) years of school administrative experience preferred;
- Experience coaching, evaluating, and developing staff;
- Clear and effective oral and written communication to key stakeholders;
- Ability to establish and maintain cooperative and effective working relationships with students, families, staff, and the Board; and,
- Commitment to SBA's Mission and Vision.

Principal

The Charter School's Principal will be responsible for supporting the Executive Director beginning in Year 3 and will also be responsible for teacher and staff evaluations, student discipline, and student activities and athletics.

Oualifications:

- Bachelor's degree required; Master's degree or higher preferred;
- California Teaching Credential; Administrative Services Credential preferred;
- Minimum of three (3) years teaching experience, minimum three (3) years of school administrative experience preferred;
- Experience coaching and developing staff;
- Clear and effective oral and written communication to key stakeholders;
- Ability to establish and maintain cooperative and effective working relationships with students, families, staff, and the Board; and,
- Commitment to SBA's Mission and Vision.

2023-2028

Certificated Staff Qualifications

The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.

Teachers are responsible for overseeing the students' academic progress and for issuing credits and grades, facilitating, reporting, and making matriculation decisions. Teachers are expected to differentiate instruction for each student focusing on hands-on instruction and CTE integration. Teachers should be willing to actively participate in professional development opportunities to enhance their professional practice.

Teacher Qualifications:

- Bachelor's degree required; Master's degree preferred;
- Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment;
- Minimum of three (3) years teaching experience preferred;
- Communicating clearly and effectively with key stakeholders;
- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

Special Education Teacher/Coordinator Qualifications:

- Bachelor's degree required; Master's degree preferred;
- Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment;
- Minimum of three (3) years teaching experience preferred;
- Communicating clearly and effectively with key stakeholders;
- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

School Counselor Oualifications:

- Bachelor's degree; Master's degree or higher preferred;
- Pupil Personnel Credential preferred;
- Minimum two (2) years High School Counseling experience preferred;
- Minimum two (2) years Therapeutic Counseling experience preferred;
- Ability to communicate clearly and effectively with key stakeholders;

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

Classified Staff Qualifications

Classified Staff will support the Charter School and will meet all applicable legal requirements for their respective positions.

Office Manager Qualifications:

- Articulate communication skills in both oral and written language;
- Possess an excellent record of dependability;
- Ability to multi-task, take initiative, and work well under pressure;
- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position;
- Computer skills to report data, track information and keep confidential records;
- Communicating clearly and effectively with key stakeholders;
- Minimum two year administrative experience required; experience in a school setting preferred;
- Proficient in Spanish preferred;
- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

Office Staff Qualifications:

- Articulate communication skills in both oral and written language;
- Possess an excellent record of dependability;
- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position;
- Computer skills to report data, track information and keep confidential records;
- Communicating clearly and effectively with key stakeholders;
- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

Other Classified Staff and Athletic Staff Qualifications:

• Strong communications skills;

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- Be trained in and willing to continue learning how to manage student behavior, food safety, cleaning, athletic safety, or implement instructional strategies;
- Communicating clearly and effectively with key stakeholders; and,
- Commitment to SBA's Mission and Vision.

Recruitment and Selection Process

SBA believes that all of its employees play an important role in creating a positive, successful learning environment. SBA will recruit professionals to fill administrative, instructional, and non-instructional roles based on a demonstrated commitment to excellence and shared belief in SBA's mission and vision. SBA is dedicated to excellence, a key to which is the selection of well-trained individuals who can exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to provide working conditions, which attract persons worthy of trust to careers in education.

The recruitment process will consist of a variety of announcements to attract a diverse teaching staff, such as sharing at teacher recruitment fairs, email networks, graduate schools of education, and website postings (Ed-Join, the Charter School website, California Charter Schools Association, Charter Schools Development Center, etc.). SBA may also advertise in community and regional newspapers. SBA intends to explore partnerships with other university credential or graduate programs.

Staff Evaluations

All SBA staff members will be evaluated annually. SBA will utilize the California Standards for the Teaching Profession as the evaluation tools for evaluating teachers to enhance professional practice to meet student needs, raise student achievement, and ensure students are on track for college or career. Evaluations and observations will be conducted by the Executive Director. The Executive Director will be evaluated annually by the Board of Directors.

2023-2028

Element 6: Health and Safety Procedures

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F)

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

The following is a summary of the health and safety policies and procedures of SBA:

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

"Student-Driven Trade and College Preparatory High School"

Page 141 of 186

2023-2028

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction employees will be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

SBA will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Access to Mental Health Services

The Charter School will comply with the requirements of AB 2022 (Education Code Section 49428). At least twice every school year, the Charter School will notify parents/guardians and students about how to access mental health services on campus or in the community.

Immigration Policy

The Charter School will comply with the requirements of AB 699. The Charter School will adopt policies that align with guidance issued by the California Attorney General.

Prevention of Human Trafficking

SBA shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

"Student-Driven Trade and College Preparatory High School"

Page 142 of 186

2023-2028

Bullying Prevention

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

Feminine Hygiene Products

If SBA meets the 40% federal pupil poverty threshold, the Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

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

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

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- a safe and orderly environment conductive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Section 35291, 35291.5, 47605, and 47605.6.
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

SBA shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall be provided training on emergency response, including appropriate "first-responder" training or its equivalent.

Bloodborne Pathogens

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

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

Drug Free, Alcohol Free, Smoke Free Environment

SBA shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

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

Sports Injuries

SBA shall comply with the requirements of Education Code Section 49475 regarding concussions/head injuries with respect to any athletic program offered by or on behalf of SBA.

2023-2028

Comprehensive Discrimination and Harassment Policies and Procedures

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

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

2023-2028

Element 7: Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

SBA anticipates that the Charter School will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the District, SBA will strive to recruit students from a range of racial, ethnic, ability, linguistic, and socioeconomic backgrounds. SBA will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts. SBA is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the racial and ethnic balance, special education students and English Learner students, including redesignated fluent English Learner students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed. In order to recruit students who are English Learners, all materials will be developed in English and Spanish as well as other languages as the need arises. In order to recruit students who are historically underserved, recruitment activities will focus on groups and gatherings. SBA is committed to being racially, ethnically, linguistically (including English Learners), ability, and socioeconomically diverse.

SBA plans to serve students with disabilities which reflects the proportion of persons with disabilities in the general public and the District, which is 15.2%. SBA will make efforts in its student recruitment process to ensure that the Charter School will attract a comparable enrollment of students with disabilities as compared to the District. Recruitment efforts toward this special population of students and their families will include:

1. Open-house informational sessions that are held in the community will address parents/guardians of students with disabilities and provide accommodations if needed.

2023-2028

- One-on-one meetings between the Charter School and parents/guardians of students with disabilities who express interest in learning more about how SBA can meet the particular needs of their child.
- 3. Parents/guardians of students with disabilities will be encouraged to bring IEP or 504 Plans to the school site after admission, and prior to the school year starting so staff can be notified, have a copy of the plans, discuss needs with parents/guardians and prepare for the first day of school for the student(s).

SBA will engage in the following outreach activities:

Marketing Materials

Designed flyers and distributed informational materials to appeal to various racial and ethnic groups within the District. The highlights of the CTE program will be included in the flyers. Flyers will be distributed at local markets, coffee shops, libraries, churches, middle schools, and businesses. Materials will be developed in English, Spanish, and any other common languages in the target neighborhood.

Host Community Events

SBA will host 3 – 5 community events to promote the Charter School. Events will be inclusive of online presentations, interactive parent/guardian meetings, informational sessions, and other similar promotional activities.

Advertising

SBA will advertise in the local newspapers including North Coast Journal and the Times Standard. The Charter School will update its website and digital newsletter. SBA to issue a press release and invite every news organization in Humboldt County to cover proposed community events. The Charter School will continue to issue press releases, advertise in newspaper publications, and radio stations as funding allows. SBA will also advertise in local publications specific to the target community. SBA is in the process of identifying a possible area in the target community where we can hang a sign or banner advertising the Charter School.

Attend and Establish Presence at Community Events

SBA will make significant efforts to establish visibility in the community. The Charter School founding team members plan to attend upcoming community events, such as Fourth of July Festival in Eureka, Pastels on the Plaza in Arcata, Farmer's Market in Arcata, Fortuna Rodeo, Arts Nights in McKinleyville, and Oyster Festival in Arcata to ignite interest about the Charter School. SBA also set up information tables/booths in high traffic and high visibility areas during well – attended local and regional community events in Samoa, Eureka, Arcata, McKinleyville, Freshwater, Fortuna, Blue Lake, Trinidad, South Bay, and Big Lagoon.

"Student-Driven Trade and College Preparatory High School"

Page 147 of 186

2023-2028

Establish Partnerships with Community Organizations

SBA will explore potential partnerships within the local and regional communities inclusive of College of the Redwoods, Humboldt State University, and the business sector.

Social Media and Online Advertising

SBA will design a website for interested parents/guardians and community members to visit to learn more about the Charter School. Charter School will also have a Facebook page, and will stay up to date with social media platforms.

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

Ongoing Recruitment Efforts

Following the first year of enrollment, SBA will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of: marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. The budget includes financial resources allocated to outreach efforts. If requested, SBA will furnish the District annual documentation of ongoing recruitment and outreach efforts.

2023-2028

Element 8: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

SBA will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

SBA shall admit all pupils who wish to attend SBA. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. SBA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental/guardian volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), SBA shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. In accordance with Section 47605(e)(4)(C), SBA shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the school website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians. The Charter School shall comply with all requirements of Education Code Section 47605(e)(4).

SBA shall require students who wish to attend the Charter School to complete an application form. After admission, students are required to submit an enrollment packet, which shall include the following:

• Student enrollment form

"Student-Driven Trade and College Preparatory High School"

Page 149 of 186

2023-2028

- Proof of immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements
- Release of records⁹

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, SBA will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- 1. Siblings of students admitted to or attending SBA
- 2. Children of SBA teachers, staff, and Board (not to exceed 10% of SBA's enrollment)
- 3. Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school where the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program)
- 4. Residents of the District
- 5. All other students

SBA and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Public random drawing rules, deadlines, dates, and times will be communicated in the application form and on SBA's website.

⁹ SBTMCS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

Public Random Drawing Procedures

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates, and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

SBA will conduct the lottery in the spring for enrollment in fall of that year.

2023-2028

Element 9: Annual, Independent Financial Audits

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

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

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

2023-2028

Element 10: Pupil Suspension and Expulsion Procedures

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at SBA. In creating this policy, SBA has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those

"Student-Driven Trade and College Preparatory High School"

2023-2028

suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* SBA is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

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

The SBA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the

"Student-Driven Trade and College Preparatory High School"

Page 154 of 186

2023-2028

native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

[&]quot;Student-Driven Trade and College Preparatory High School"

- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This policy does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own

- safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.
- t) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, seminude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2023-2028

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offense

Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

[&]quot;Student-Driven Trade and College Preparatory High School"

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This policy does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terrorist threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with

2023-2028

the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
- r) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.
- s) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, seminude, or sexually explicit photograph or other visual recording

2023-2028

- of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than $3\frac{1}{2}$ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or SBA employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or SBA personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present the student's version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or

"Student-Driven Trade and College Preparatory High School"

Page 164 of 186

Samoa Beach Academy Supporting Documentation

accs-jun22item03 Attachment 7 Page 526 of 986

SAMOA BEACH ACADEMY

2023-2028

guardian to attend a conference with SBA officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If SBA officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the

"Student-Driven Trade and College Preparatory High School"

Page 165 of 186

2023-2028

teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Expulsion Procedures

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it, or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final decision.

Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of SBA's disciplinary rules which relate to the alleged violation;

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at SBA to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing; and
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

SBA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by SBA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of the complaining witness's right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- SBA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

[&]quot;Student-Driven Trade and College Preparatory High School"

- Prior to a complaining witness testifying, the support persons must be admonished that the
 hearing is confidential. Nothing in the law precludes the entity presiding over the hearing
 from removing a support person whom the presiding person finds is disrupting the hearing.
 The entity conducting the hearing may permit any one of the support persons for the
 complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, SBA must present evidence that the witness' presence is both desired by the witness and will be helpful to SBA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

2023-2028

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make a final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to the student's previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations

"Student-Driven Trade and College Preparatory High School"

Page 169 of 186

2023-2028

governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SBA.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

Disciplinary Records

SBA shall maintain records of all student suspensions and expulsions at SBA. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from SBA as the Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. SBA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from SBA shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation

"Student-Driven Trade and College Preparatory High School"

Page 170 of 186

2023-2028

plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to SBA for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon SBA's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

<u>Special Procedures for the Consideration of Suspension and Expulsion or Involuntary</u> Removal of Students with Disabilities

Notification of the District

SBA shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who SBA or the District would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention

"Student-Driven Trade and College Preparatory High School"

2023-2028

services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SBA, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If SBA, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If SBA, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the SBA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed unless the
 parent/guardian and SBA agree to a change of placement as part of the modification of the
 behavioral intervention plan.

If SBA, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then SBA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

"Student-Driven Trade and College Preparatory High School"

Page 172 of 186

2023-2028

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SBA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or SBA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and SBA agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

SBA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

"Student-Driven Trade and College Preparatory High School"

Page 173 of 186

2023-2028

• Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated SBA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SBA had knowledge that the student was disabled before the behavior occurred.

SBA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does
 not know how to write or has a disability that prevents a written statement, to SBA
 supervisory or administrative personnel, or to one of the child's teachers, that the student
 is in need of special education or related services.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other SBA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other SBA supervisory personnel.

If SBA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If SBA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SBA shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the education placement determined by SBA pending the results of the evaluation.

SBA shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

"Student-Driven Trade and College Preparatory High School"

Page 174 of 186

2023-2028

Element 11: Employee Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

All employees at SBA shall participate in the federal social security system with a 403(b) match retirement program option. SBA shall inform all applicants for positions within SBA of the retirement system options for employees of SBA. The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

2023-2028

Element 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

No student may be required to attend SBA. Students who reside within the District who choose not to attend SBA may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. Parents and guardians of each student enrolled in SBA will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SBA, except to the extent that such a right is extended by the local education agency.

2023-2028

Element 13: Employee Return Rights

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at SBA. Employees of the District who choose to leave the employment of the District to work at SBA will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work at SBA that the District may specify, any rights of return to employment in a school district after employment at SBA that the District may specify, and any other rights upon leaving employment to work at SBA that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to SBA. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of SBA.

2023-2028

Element 14: Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Between SBA and the District

SBA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended to provide a prompt resolution of disputes related to provisions of the SBA charter. The policy is intended as a starting point for a discussion of dispute resolution procedures. SBA is willing to consider changes to the process outline below as suggested by the District.

SBA and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between SBA and the District, SBA staff, employees and Board members and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Charter School Executive Director, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SBA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Charter School Executive Director and District Superintendent, or their designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or

"Student-Driven Trade and College Preparatory High School"

Page 178 of 186

accs-jun22item03 Attachment 7 Page 540 of 986

SAMOA BEACH ACADEMY

2023-2028

their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and SBA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and SBA.

Internal Disputes

SBA shall have an internal dispute resolution process to be used for all internal disputes related to SBA's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents/guardians, students, Board members, volunteers, and staff at SBA will be provided with a copy of SBA's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the Charter or law to SBA.

2023-2028

Element 15: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(0).

Closure of SBA will be documented by official action of the Board. The action will identify the reason for closure. The official action will also identify the Executive Director as the person responsible for closure-related activities.

The Charter School will promptly notify parents/guardians and students of SBA, the District, the Humboldt County Office of Education, SBA's SELPA, the retirement systems in which SBA's employees participate (e.g., federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

SBA will ensure that the notification to the parents/guardians and students of SBA of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close SBA.

SBA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, SBA will provide parents/guardians, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA, 20 U.S.C. § 1232(g). SBA will ask the District to store original records of SBA students. All student records of the SBA shall then be transferred to the District upon SBA closure. If the District will not or cannot store the records, SBA shall work with the Humboldt County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

"Student-Driven Trade and College Preparatory High School"

Page 180 of 186

accs-jun22item03 Attachment 7 Page 542 of 986

SAMOA BEACH ACADEMY

2023-2028

As soon as reasonably practical, SBA will prepare final financial records. SBA will also have an independent audit completed within six months after closure. SBA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SBA and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SBA.

SBA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of SBA, all assets of SBA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SBA, remain the sole property of the Non-Profit and, upon the dissolution of the Non-Profit, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon SBA closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Non-Profit shall remain solely responsible for all liabilities arising from the operation of SBA.

As SBA is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of SBA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix J, SBA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

2023-2028

Miscellaneous Charter Provisions

Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached, as Appendix J, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs.
- Cash flow and financial projections for the first three years of operation

These documents are based upon the best data available to the SBA petitioners at this time. SBA shall provide reports to the District and Humboldt County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(h) will satisfy this requirement.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of SBA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and the Humboldt County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

SBA shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System ("CBEDS"),

"Student-Driven Trade and College Preparatory High School"

Page 182 of 186

2023-2028

actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

SBA agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, SBA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

SBA shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and SBA's insurer. The District Board of Education shall be named as an additional insured on all policies of SBA. Prior to opening, SBA will provide evidence of the above insurance coverage to the District.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School plans to contract with Charter Impact, a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- Federal Social Security Setup and Management
- 403(b) Setup and Management
- Planning and Management

[&]quot;Student-Driven Trade and College Preparatory High School"

2023-2028

- LEA Plans
- Compliance Reporting to County and State Grantors
- Attendance Reporting
- Food Program Implementation and Claims Reporting
- Training Charter School Finance, Accounting and Operation Functions, Budgets, Financial Reports
- Quarterly and Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

The Charter School will be located within NHUHSD's boundaries, in the town of Samoa. At capacity, SBA will operate with a minimum of 16 rooms including classrooms, laboratories, and workshops, a multipurpose room used as a cafeteria and assembly space, staff and student restrooms, office space, sports fields, and outdoor space for students. The Letter of Intent for the desired facility is included in Appendix K. The anticipated needs for the Charter School have been identified and are consistent with the facility in the development process.

Nothing in this Section shall be interpreted to be a waiver of the Charter School's right to request facilities pursuant to Education Code Section 47614 ("Prop 39").

Transportation

SBA will not provide transportation to and from school, except as required by law.

Attendance Accounting

SBA will implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

"Student-Driven Trade and College Preparatory High School"

Page 184 of 186

2023-2028

Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of SBA not to exceed one percent (1%) of the revenue of SBA. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

SBA shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. SBA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of SBA.

Further, SBA intends to enter into a memorandum of understanding with the District, wherein SBA shall indemnify the District for the actions of SBA under this charter.

The corporate bylaws of the Non-Profit shall provide for indemnification of the Board, officers, agents, and employees, and SBA will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and SBA's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of SBA.

"Student-Driven Trade and College Preparatory High School"

Page 185 of 186

accs-jun22item03 Attachment 7 Page 547 of 986

SAMOA BEACH ACADEMY

2023-2028

The Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the establishment of SBA, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents, guardians, and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. In alignment of AB 1505, the District shall grant the charter for SBA as this charter petition is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The District Board shall consider the academic needs of the students that SBA proposes to serve. The SBA petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the SBA petitioners pledge to work collaboratively with the District to answer any concerns concerning this Charter and to present the District with the strongest possible proposal requesting a five year term to begin operation in July 2023.

accs-jun22item03 Attachment 7 Page 548 of 986

SAMOA BEACH ACADEMY

2023-2028

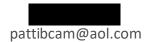
Contents

Appendix A: Petitioner Team Resumes	2
Appendix B: Meaningfully Interested Teacher Signatures	3
Appendix C: Letters of Support: College of the Redwoods, Humboldt State University	4
Appendix D: Business Letter of Support	5
Appendix E: CDE CTE 11 Elements of a High-Quality CTE Program Self-Review Tool	6
Appendix F: Anchor Standards for SBA CTE Pathways	7
Appendix G: Articles of Incorporation	8
Appendix H: Bylaws	9
Appendix I: Conflict of Interest Code	10
Appendix J: Budget Documents	11
Annendix K. Letter of Intent (Facility)	12

2023-2028

Appendix A: Petitioner Team Resumes

PATTI CAMPBELL



PROFESSIONAL

2000-PRESENT

OWNER, MAD RIVER LUMBER

ARCATA, CA

Owner and operator of wholesale redwood fencing sawmill

BROKER, NAVARRO-LOWREY INVESTMENTS

VAIL, CO

Sales & leasing of commercial properties

COMMUNITY

Founding Board Member & Past President, Redwood Discovery Museum, Eureka CA

Board Member, Jacoby Creek Education Foundation, Arcata, CA

Board Member, First Presbyterian Church, Eureka, CA

Jacoby Creek Athletic Committee, Arcata, CA

Fundraising Committee, St. Bernard's Academy Foundation, Eureka, CA

Board Member, Humboldt Live, Arcata, CA

EDUCATION & AFFILIATIONS

BS Landscape Architecture, Cal Poly SLO

Colorado Real Estate Licensing

Aji Network Business Professional's Course

Court Appointed Special Advocate

California Real Estate Licensing

Life Coach Certification

Rotary Club of Arcata Sunrise

Samoa Beach Academy Supporting Documentation David Edwin Lonn

accs-jun22item03 Attachment 7 Page 551 of 986

Home Address

McKinleyville, CA 95519

Phone Home (707) 496-8954 Cell

E-mail sfdoubled@gmail.com

Education

- > Clear Administrative Services Credential, Humboldt State University, Arcata, CA 2006
- > Preliminary Administrative Services Credential, Level I, Humboldt State University, Arcata, CA 1998
- Professional Clear Multiple Subjects Credential, Humboldt State University, Arcata, CA 1985
- Bachelor of Science Degree, Liberal Studies, Humboldt State University, Arcata, CA 1980

Administrative Experience

LCAP Writer, Klamath Trinity Joint Unified School District, 1/2020-6/2020

Interim Superintendent, Arcata School District, 1/2018-6/2018

Executive Director, Northern Humboldt Union High School District, 2012-2016

Principal, McKinleyville High School, Northern Humboldt Union High School District, 2004-2012

Assistant Principal, McKinleyville High School, Northern Humboldt Union High School District, 2001-2004 **Dean of Students**, McKinleyville High School, Northern Humboldt Union High School District, 2000-2001

- Supervised classified staff, maintenance and operations, new construction, and Special Education
- Assumed District responsibilities for Safety, Transportation, and use of Facilities.
- > Part of two Distinguished School Awards; one as the Assistant Principal and the other as Principal.
- > Participation in the coordination of McKinleyville High School being an IB School.
- > Facilitating the hiring of school personnel.
- Coordinated the development and implementation of the site's Master Schedule.
- > Developed and monitored site budgets.
- > Worked collaboratively with site departments to develop curriculum and facilitate its implementation.
- > Supervised all site programs to assist students with their emotional, mental, physical, and academic well-being.
- Served in leading roles for two WASC Accreditations.
- Leader of evaluations of certificated and classified staff.
- Monitored student attendance and kept accurate records.
- Assisted with student discipline and campus supervision which included suspensions, parent/teacher conferences, the detention program, the Saturday School Program, behavior contracts, recommendations for alternative placements, and recommendations for expulsion.
- > Represented the school on the SARB Board, G.R.I.P., and the School/Law Enforcement Network Committee.
- > Served as the testing coordinator for the High School Exit Exam and the STAR Tests.
- Conducted evaluations of certificated and classified staff.
- ➤ Worked closely with the special education department assisting with student needs and serving as the site administrator for of student's individual educational plans.
- Led the LCAP Process and wrote much of the document.

Athletic Director, McKinleyville High School, Northern Humboldt Union High School District, 1987-2012

- > Supervised all aspects of the athletic department which included scheduling, budgets, correspondence, game management, hiring recommendations, coaches evaluations and supervision, and the monitoring and enforcement of the athletic code of conduct.
- > Served as chairman of the Athletic Policy Advisory Committee for the Northern Humboldt Union High School District, 1997.
- > Served as chairman of the athletic directors of the Humboldt-Del Norte Conference who served as advisors to the conference's board of managers.
- > Served on the scheduling and policy committee of the Humboldt-Del Norte Conference.

Teaching Experience

McKinleyville High School, Northern Humboldt Union High School District, 1985-2000

- > Teaching experience at all grade levels with an emphasis in the Social Sciences, but also in Math, the Title I program, Computer Applications, and Media Production.
- ➤ Helped organize, develop, and implement the CORE Program which integrated the subjects of World History, English, Computer Applications, and Physical Education.
- Participated on the Digital High School committee and subsequently taught United States History in a computer lab

Blue Lake Union Elementary School, Blue Lake Union Elementary School District, 1982-1985

- > Taught a self-contained fourth grade class with students from various economic and cultural backgrounds.
- > Team-taught with the fifth grade instructor in the areas of Reading, Math, and Physical Education.

Additional Experience

Professional Development, McKinleyville High School, Northern Humboldt Union High School District, 1985-2016

- ➤ Certification is in process an Administrative Leadership Coach through the California Network of School Leadership Coaches sponsored by ACSA and NTC, 2010-2012.
- > Participated in various administrative level professional development sponsored by CASBO, ACSA, The Law Advisory Group, and the California Department of Education.
- Advised, participated, and initiated staff development programs such as Fred Jones Classroom Management, Kagen Cooperative Learning, and Character Counts! Education.
- ➤ Certified in the district's Classroom Management Program, 1985.
- Certified to instruct Fred Jones Classroom Management skills, 1996.
- Certified to instruct coaches to acquire their coaching certification, 1998.
- > Participation in the Humboldt County Office of Education Leadership Workshops, 1991-1993.

Department Chairman, Social Science Department, McKinleyville High School, Northern Humboldt Union High School District, 1993-1995; 1999-2000

- > Coordinated and evaluated the direction of the department and its members.
- > Developed and monitored the department's budget.
- > Supervised the rewriting of the course curriculums to align with the History-Social Science Framework for California Public Schools.
- > Drafted a department handbook to encourage consistency in the policies of the department's classes.
- > Participated in the interviewing and selection of applicants for department openings.

Athletic Coach, McKinleyville High School, Northern Humboldt Union High School District and community, 1975-2000

- ➤ Head Varsity Football Coach, McKinleyville High School, 1985-1999.
- Head Varsity Baseball Coach, McKinleyville High School, 1979-1981; 1985-1996.
- Assistant Football Coach, McKinleyville High School, 1978-1980.
- Assistant Baseball Coach, McKinleyville High School, 1977-1978.
- ➤ Basketball Coach, McKinleyville Elementary School, 1978-1981.
- Basketball Coach, Blue Lake Union Elementary School, 1982-1985.
- ➤ Various community coaching positions including Mad River Youth Football, McKinleyville Parks and Recreation 4th/5th Grade Basketball, Babe Ruth Baseball, Tee-Ball, and Little League Baseball, 1975-2009.

Leadership Coaching, Humboldt County, 2011-Present

- Was part of the initial group that brought Leadership Coaching to Humboldt County
- ➤ Worked with middle school through high school administrators, 12 total, with 9 working towards their clear administrative credential.

Julianne Eagle

United States



linkedin.com/in/julianne-eagle-71790232



juliannebarnumeagle@gmail.com

Summary

For over 8 years I have worked with brands and individuals to help clarify their goals and implement marketing strategy to support those goals. Whether I am working as a consultant or as part of the in-house team, I begin each project with a deep curiosity in order to understand how I can provide impactful support. I enjoy leaning into my natural tendencies to create or define beautiful content and experiences in order to amplify campaigns. I have extensive experience working within the guidelines of a budget, managing projects, and navigating all the up-and-downs every marketing and advertising campaign component provides.

Experience

DANCO Vice President Marketing

The Danco Group Sep 2019 - Present (11 months +)



Marketing Director

Momenta Recovery Sep 2019 - Present (11 months +)



NORTH Creative Director

North Creative

2015 - Present (5 years 7 months +)

Principle role is to seek, develop, and maintain relationships with clients and partners. Strategy and campaign design starting with defining goals, analyzing timeline and budget, mapping content and media outlets, and measuring effectiveness.

Manage the creative process from concept to completion, translate marketing objectives into clear creative strategies, Work closely with multidisciplinary project teams, lead and direct the creative team in the production of marketing collateral, ensure visual communication and brand standards are met, oversee client pitches and proposals, oversee profitability, deliverables, timelines and budgets, meet with clients or upper management to explain campaign strategies and solutions and review work, troubleshoot and provide feedback to collaborating teams.

Recent Project: Arcata Bay Virtual Oyster Festival

Goal: Arcata Main Street website redesign as the hub for local businesses. Additionally added a COVID-19 support local campaign. And, developed and led creative for the 30th year of Oyster Fest as a virtual experience.

- Defined new best practices for a virtual festival.
- · Redesigned website to define a clear story, participation map with step-by-step instructions, and implemented marketing campaign across social, paid advertising, press releases, and print.
- Built out tools for client teams to utilize: branding, social media, event, and local inclusion strategies

Marketing Director

Los Bagels Co

accs-jun22item03 Attachment 7 Page 554 of 986

Feb 2016 - Aug 2017 (1 year 7 months)

Managed the day to day marketing activities of the business along with long-term marketing strategy.

Managed all marketing for the company and activities within the marketing department, developed the marketing strategy for the company in line with company objectives, coordinated marketing campaigns with sales activities, oversaw the company's marketing budget, created and produced all marketing material in line with marketing plans, planned and implementing promotional campaigns, managed and improve lead generation campaigns, measuring results, managed responsibility for brand identity, planned and executed online and print marketing campaigns, monitored and reported on effectiveness of marketing communications, created a wide range of different marketing materials, and analyzed potential strategic partner relationships for company marketing.

opendoor Communications Manager

Open Door Community Health Centers

Jun 2013 - Feb 2016 (2 years 9 months)

Responsible for leading a wide range of communications work that includes: strategic communications, integrated communications strategy development, communications program planning and execution. Also responsible for the visual layout of online communications and marketing materials, including visual concepts, layouts and icon design. It was my job to lead brainstorming creative concepts with project teams, creating style guides and executing on them.

opendoor Advancement Associate

Open Door Community Health Centers Oct 2011 - Jan 2013 (1 year 4 months)

opendoor Advancement Assistant

Open Door Community Health Centers Feb 2011 - Oct 2011 (9 months)

Education



Humboldt State University

BA, Journalism and Mass Communications 2004 - 2009

Licenses & Certifications



HubSpot Content Marketing Certificate - HubSpot Academy

Skills

Social Media • Marketing • Adobe Creative Suite • Advertising • Strategic Communications • Event Planning • Newsletters • Graphic Design • Public Relations • Publicity

Troy R. Nicolini

Fairhaven, CA 95664

Work: 707-443-0574 ex222

Mobile:

Professional Experience Highlights

Meteorologist In Charge

National Weather Service, Eureka, CA 05/2015 to Present

Warning Coordination Meteorologist

National Weather Service, Eureka, CA 09/2004 to 05/2015

Service Hydrologist

National Weather Service, Eureka, CA 06/1998 to 09/2004

Research Hydraulic Engineer

US Army Corps of Engineers, Davis, CA 07/1989 to 06/1998

Education

Masters of Science in Civil Engineering

University of California - Davis, CA

Bachelors of Science in Computer Science

University of California - Davis, CA

Coursework in Meteorology (24 semester hours)

Mississippi State University and Pennsylvania State University

Community Involvement

President of Board of Directors Commissioner

Peninsula Community Services District Humboldt County Local Agency Formation

Board Member Lecturer

Pacific Coast Fish, Wildlife & Restoration Assoc. College of the Redwoods Engineering Dept.

PROFESSIONAL PUBLICATIONS

Dengler, L., C. Henderson, D. Larkin, T. Nicolini, V. Ozaki (2014), The Redwood Coast Tsunami Work Group: Promoting Earthquake and Tsunami Resilience on California's North Coast, Abstract NH23B-08 invited presentation 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec. professional

Wilson, R., Cross, A., Johnson, L., Miller, K., Nicolini, T., Whitmore, P. (2014), The FASTER Approach: A New Tool for Calculating Real-Time Tsunami Flood Hazards, Abstract NH11C-04 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.

Dengler, L., C. Henderson, D. Larkin, T. Nicolini, V. Ozaki (2014), The Redwood Coast Tsunami Work Group: A Unique Organization Promoting Tsunami Resilience on California's North Coast, International Tsunami Symposium, Göcek, Turkey (25 – 28 Sep., 2014)

Dengler, L., C. Henderson, D. Larkin, T. Nicolini, V. Ozaki (2014), The Redwood Coast Tsunami Work Group: Promoting Earthquake and Tsunami Resilience on California's North Coast, Abstract NH23B-08 invited presentation 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.

Courtney, J E, Admire, A R, Nicolini T, Dengler L A (2013), Modeling potential river surge in Redwood Creek, California, Abstract NH41B-1709 2013 Fall Meeting, AGU, San Francisco, Calif., 9-13 Dec.

Dengler, L., C. Henderson, D. Larkin, T. Nicolini, V. Ozaki (2012), The Redwood Coast Tsunami Work Group: a unique organization promoting earthquake and tsunami resilience on California's North Coast, Abstract NH31D-04 presented at 2012 Fall Meeting, AGU, San Francisco, Calif., 3-7 Dec.

Rick I. Wilson, Kevin Miller, Clifton Davenport, Troy Nicolini, Lori Dengler, Amanda R. Admire, Costas Synolakis, Aggeliki Barberopoulou, Jose C. Borrero, Patrick J. Lynett, Bruce E. Jaffe, Edward Curtis (2011). Comparison of Strong Currents and Impacts on the California (USA) Maritime Communities from the 2010 Chile and 2011 Japan Teletsunamis, Abstract NH11A-1342 presented at 2011 Fall Meeting, AGU, San Francisco, Calif., 5-9 Dec.

Dengler, L., A. Araya, N. Graehl, F. Luna, T. Nicolini (2012). Factors that Exacerbated or Reduced Impacts of the 27 February 2010 Chile Tsunami, Earthquake Spectra Jun 2012, Vol. 28, No. S1 (June 2012) pp. S199-S213

Dengler, L., T. Nicolini, D. Larkin, V. Ozaki (2008), Building Tsunami-Resilient Communities in Humboldt County, California, in L. Wallendorf, L. Ewing, C. Jones, B. Jaffe eds, Solutions to Coastal Disasters 2008 - Tsunamis, American Society of Civil Engineers, p.178-191.

Ozaki, V, Nicolini, T, Larkin, D, Dengler, L, (2008), Earthquake and Tsunami planning, outreach and awareness in Humboldt County, California, Eos Trans. AGU, 89(52), Fall Meet. Suppl., Abstract OS43D-1324

Tracy, Barbara, E. Devaliere, J. Hanson, T. Nicolini, H. Tolman (2007), Wind Sea and Swell Delineation for Numerical Wave Modeling, 10th International Workshop on Hindcasting and Forecasting, November 11-16, 2007, at Turtle Bay, Oahu, HI.

Crawford, Greg, Troy Nicolini, Douglas Saucedo, Eve-Marie Devaliere, and Erick Rogers (2005), A high resolution nearshore wave and bar forecast model for Humboldt Bay, California, presented at the 2005 World Conference on Natural Resource Modeling, Arcata, California, June 14-18, 2005.

Nicolini, Troy, and G. B. Crawford (2005), High resolution nearshore wave modeling in Humboldt Bay, presented at the Humboldt Bay Symposium: A Regional Perspective to Restoring Physical and Ecological Processes in Humboldt Bay, Arcata, California, March 14-15, 2005.

Nicolini, Troy, G. B. Crawford, E. Rogers, T. Williams, E.-M. Devaliere, and D. Saucedo (2005), A high resolution nearshore wave model and bar forecast model for northwestern California, presented at the Sixth Conference on Coastal Atmospheric and Oceanic Prediction and Processes, 85th AMS Annual Meeting, San Diego, California, January 9-13, 2005.

	nd Processes, 85th AMS Annual Meeting, San Diego, California, January 9-13, 2005.	
Nicolini, T. , ed (1994) Hydrologic Engineerin), Urban Hydrology and Hydraulics, Seminar Proceedings, US Army Corps of Engineers, ng Center, Davis, CA	

Charles Petrusha

Charles "Chuck" Petrusha

Eureka, CA 95503

May 1992 – Present Advanced Security Systems President and CEO

July 1985 – May 1992 Advanced Security Systems Sales

June 1979 – July 1985 Advanced Security Systems Technician

Skills

- Business Strategy
- Leading and Mentoring Teams
- Crisis Management
- Security Consultant & Expert
- Business Finance
- Marketing & Building a Brand

CATHERINE A. SCOTT

, Fortuna, CA 95540 (707)496-8991

EMPLOYMENT HISTORY

2019-	Adjunct Professor, National University	
2018-	Director of Student Services, St. Bernard's Academy	
2017-	Independent Education Consultant, Best Route Consulting	
2012-2017	Superintendent, Southern Humboldt Unified School District	
2009-2012	Superintendent/Principal, Leggett Valley Unified School District	
2007-2009	Assistant Superintendent, Willits Unified School District	
2005-2007	Principal, Small Schools, Willits Unified School District	
2004-2005	Assistant Principal, Willits High School, Willits Unified School District	
2002-2004	Dean of Students, South Fork High, Southern Humboldt School District	
1997-2002	Teacher, Social Studies Department, St. Bernard Catholic School	
1992-1994	Teacher, English as a Foreign Language, Aeon-Amity English School, Japan	
	ADAMANCED A TIME EVENTANCE	

ADMINISTRATIVE EXPERIENCE

2018- Present: Director of Student Services, St. Bernard's Academy

- Assist in school operations
- Oversee SSTs, 504 and Special Education services
- Teacher and administrative coach
- Parent and Alumni communications
- Provide academic counseling

2012-2017: Superintendent, Southern Humboldt Unified School District

- Organize and oversee Board of Trustees' relations, communications, training and meetings.
- Make recommendations to the Board of Trustees regarding lay-offs; execute board decisions.
- Collaborate with contractors, architects, community and board to implement use of bond funding to modernize schools.
- Support and evaluate principals and directors.
- Work with certificated staff to implement the New State Standards and adoption of standards aligned curriculum.
- In collaboration with the business manager, worked to implement the new LCFF funding system and the accompanying LCAP.
- Serve as Principal of Agnes J. Johnson Elementary.
- Serve as SARB chairperson.
- Implement PBIS district-wide.
- Remain current on state and federal changes to education laws.
- At various times, serve the district as Director of Special Education, Transportation, Maintenance, Food Service.
- Serve as Director of Human Resources; hiring, disciplining and determining staffing levels.

2009-2012: Superintendent/Principal, Leggett Valley Unified School District

- Organize and oversee Board of Trustees' relations, communications, trainings and meetings.
- In collaboration with business manager, staff and Board of Trustees, develop annual budget for district.
- Evaluate all staff.
- Manage all aspects of district-wide testing CST and CAHSEE.
- Supervise all aspects of five schools within LVUSD.

- Created and managed Lost Coast Virtual Academy to increase enrollment.
- Make recommendations to the Board of Trustees regarding lay-offs; execute board decisions.
- Create Professional Learning Communities for Leggett Valley Elementary and High School to improve student achievement.
- Work to rebuild school and community trust and relations after difficult personnel issue and Grand Jury Investigation.
- Remain current on laws and funding changes impacting California Public Education.
- Write all reports necessary for state compliance.
- Respond to complaints.

2007-2009: Assistant Superintendent, Willits Unified School District

- Serve as District Director of Special Education; chair IEPs, arrange for staff to meet student needs, work with county office and SELPA to ensure appropriate services for students.
- Work with outside agencies such as Regional Center and Redwood Children's Services to coordinate services for Special Education students.
- Arrange for hiring of classified and certificated staff for all sites.
- Work with Maintenance Director to ensure safety and upkeep of all buildings in the district.
- Oversee all district construction projects.
- Arrange for STAR, CAHSEE, Physical Fitness, EAP and CELDT testing for all sites.
- Ensure completion of all annual state reports by all sites: School Accountability Report Card, Single Plan for Student Achievement, School Safety Plan, Language Census, SNOR, TUPE, and Technology Survey.
- Oversee implementation of ASES and 21st Century After-school Grants and School Violence Prevention Grant.
- Assist superintendent in determining staffing needs and the issuing of lay-off notices.
- Serve as District Director of Technology.
- Chair District committees: Technology Committee, Health Advisory Committee, and English Learners Committee
- Assist superintendent in organizing and carrying out a District-wide in-service for over 100 teachers introducing Professional Learning Communities to Willits Unified.
- Assist and advise site administrators in the daily operations of schools.
- Conduct investigations as needed in response to complaints against staff members.

2005-2007: Principal, Willits Small Schools

- Principal of Sherwood Elementary (K-6), Secondary Community Day, Sanhedrin High School, New Horizons Independent Study Program (K-12), Willits Adult School
- Worked with staff to develop and implement High Priority Schools Grant for Sherwood Elementary.
- Worked with Sherwood Elementary staff to implement standards-based curriculum with fidelity to improve student learning. Sherwood's API score increased 89 points during these two years.
- Evaluated Classified and Certificated Staff.
- Directed WASC self study for accreditation of Sanhedrin High School.
- Researched and arranged for professional development opportunities for staff of all schools.
- Conducted monthly professional development meetings with all small schools staff.
- Prepared all State and Federally required reports
- Reviewed school attendance and work with students and staff to improve attendance by meeting with students and/or parents and making contracts. Attendance rates increased at Sherwood, Secondary Community Day and Sanhedrin.
- Developed and implemented a reading intervention and CAHSEE intervention program for Sanhedrin and Secondary Community Day School.
- Coordinated with staff to prepare for the Compliance Review for Willits Adult School.

2004-2005: Assistant Principal, Willits High School

- Evaluated classified and certificated staff.
- Revised and enforced School Discipline Policy.
- Assigned suspensions, detentions and make referrals for transfers and expulsions.

Catherine Scott 3/3

- Reviewed school attendance and worked with students to improve attendance by meeting with students and/or
 parents and making contracts.
- Supervised all extracurricular activities.

TEACHING EXPERIENCE

2002-2004 South Fork High School (grades 8-12)

• Drama, Physical Education and Study Hall.

1997-2002 St. Bernard Catholic School (grades K-12)

- Chaired Social Studies Department (grades K-12)
- Taught World History, U.S. History and Journalism.

1992-1994 Aeon-Amity English School

Taught English as a foreign language to students ranging in age from 3-18.

EDUCATION

2018 University of Phoenix

Master of Arts, Adult Education and Training

2018 University of San Diego, Extension

College Admission Counselor Certification Program

2007 AB 75 Mendocino County Office of Education

Administrative Services Clear Credential

2002 Humboldt State University, Arcata, CA

Administrative Services, Preliminary Credential

1996 Humboldt State University, Arcata, CA

Single Subject Teaching Credential, Social Studies

1991 University of California, Santa Cruz, CA

Bachelor of Arts, History

ADDITIONAL EXPERIENCES

- Foster parent, 2016-2017
- Traveled in England, France, Switzerland, Italy, Austria and Germany, July 2001
- Traveled in Thailand, Vietnam, Singapore and Australia, 1994
- Traveled in South Korea, Hong Kong, China, Mongolia, USSR and Germany, 1993
- Worked as Congressional Caseworker for Former Congressman Leon Panetta, 1991-1992

PROFESSIONAL DEVELOPMENT

- ACSA Personnel Academy
- ACSA New Superintendent Academy
- Professional Learning Communities State Summit
- ACSA Superintendent Symposiums
- School Services of Ca Budget Meetings
- SI&A Budget Workshops
- ACSA School Business Academy
- MBTI Certification

- Strong Interest Inventory Certification
- LRP Special Education Legal Conf.
- CASBO Attendance Workshop
- ACSA Coaching Certification
- Professional Learning Communities Summit
- Leadership Network-SCOE
- PBIS Training
- CAASPP Training

PROFESSIONAL ASSOCIATIONS

- Association of California School Administrators
- Independent Education Consultant Association

2023-2028

Appendix B: Meaningfully Interested Teacher Signatures

Samoa Beach Academy

We the undersigned believe that the attached charter petition for the establishment of Samoa Beach Academy, a California public charter school, merits consideration and hereby petition the governing board of the Northern Humboldt Union School District to grant approval of the charter pursuant to Education Code Section 47605(a)(1) to enable the establishment of the Samoa Academy. The Petitioners for Samoa Beach Academy agree to operate the charter school pursuant to the terms of the Charter Schools Act, the provisions of the Charter School's charter, and applicable laws.

The petitioner listed below certify that by signing this petition they are properly credentialed teachers in California and are meaningfully interested in teaching at Samoa Beach Academy.

By the Lead Petition	oner:	
	oner: <u>Catherine Scott</u>	Jun 15, 2021
Catherine Scott	Catherine Scott (Jun 15, 2021 10:55 PDT)	
Name	Signature	Date

The petitioners recognize Catherine Scott as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter petition necessary to secure approval by the Northern Humboldt Union School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Todd Curry	Todd Curry Todd Curry (Jun 17, 2021 16:22 PDT)	Jun 17, 2021	Professional Clear Math, Physical Science, Electronics; CTE Pathway Certification in Engine	
Bradley S Johnson	Bradley (Jun 18, 2021 10:57 PDT)	Jun 18, 2021	Building Trades and Construction, Transportation	
Sasha Lyth	Sasha Lyth Sasha Lyth (Jun 15, 2021 19:58 PDT)	Jun 15, 2021	Single Subject - Art	
Scott Coss	Scott Coss (July 16, 2021 12:57 PDT)	Jun 16, 2021	NM Secondary Mathematics w/CA reciprocity	

2023-2028

Appendix C: Letters of Support: College of the Redwoods, Humboldt State University



April 26, 2021

Mr. Roger MacDonald, Superintendent 2755 McKinleyville Avenue McKinleyville, CA 95519

Dear Superintendent Macdonald,

I am writing in support of the Samoa Beach Academy Charter Petition.

This school will be different from any other school in Humboldt County. The balance described in the charter petition of academic, career tech and social/emotional skills is outstanding and will serve the students of Humboldt County well as they move from the K-12 system into the college and career world.

The collaboration between the business community and local educators for the Samoa Beach Academy Charter Petition is a powerful combination to affect a positive opportunity for Humboldt County students.

College of the Redwoods stands ready to collaborate with Samoa Beach Academy on dual enrollment as well as articulation of Career Education Pathways.

I give my full support to the Samoa Beach Academy.

Sincerely,

Dr. Keith Flamer

President/Superintendent



May 12, 2021

Dan Johnson President, The Danco Group 5251 Ericson Way Arcata, CA 95521

Dear Dan,

Warm greetings from Humboldt State University (HSU). I am excited to offer our full support for the Samoa Beach Academy (SBA) petition. Congratulations to you and your colleagues on your vision and the completion of the proposal for this new and much needed Charter School in Humboldt County.

As you know, HSU is in the process of a self-study toward becoming California's third polytechnic university. Our proposal mirrors yours in many ways as we also have our eyes focused on better serving the workforce development opportunities and needs of our Northern Coastal region and State. The proposed areas of study in the SBA, including preparation for health career, science, and technology courses of study are in sync with our current and planned academic programs as a polytechnic. We are also engaged in close partnership with our local community college, The College of the Redwoods (CR) to serve the full higher educational needs of our local communities. I envision the SBA to be a vital third partner, seamlessly serving the students across our region.

The SBA's focus on active learning and on the holistic needs of students aligns with our approach at HSU and increases the likelihood of the success of students, many of whom have experienced adverse childhood experiences. The SBA approach serves as a model of Governor Newsom's most recent educational initiative focused on comprehensive student health and well-being in California.

My enthusiasm is shared by our Academic Vice President and Provost, Dr. Jenn Capps who also offers her full support. Dr. Capps wrote: "The Samoa Beach Academy focus on hands-on, inclusive and holistic academic pathways is by definition a "student's first" approach to education. This approach will be an asset in preparing future CR and HSU students and act as an economic driver for our local workforce".

It is my pleasure to offer my partnership and support on behalf of the students, staff and faculty of Humboldt State University. Congratulations again and we look forward to celebrating your successful petition.

Sincerely,

Tom Jackson, Jr, Ed.DV

President, Humboldt State University

2023-2028

Appendix D: Business Letter of Support



To the Chartering Authority:

There is a strong community need for Samoa Beach Academy to provide a student-driven trade and college preparatory high school. Samoa Beach Academy, and specifically the Career Technical Education program, has created excitement in the Humboldt area business community because it promises to prepare high school graduates for career or college. Businesses recognize that having a Charter School that focuses on a strong Career Technical Education program for *all* students will serve the entire community by preparing students with the knowledge, experience, work ethic, life skills and confidence to begin working upon graduation whether as their career or while supporting themselves through college.

Through the development and design of the Charter School, Samoa Beach Academy has fostered business partnerships in the community. Our business partners have pledged support for Samoa Beach Academy now and in the future. This support may include providing guest speakers, giving tours, hosting students in job shadowing or internships, and financially supporting the learning laboratories and hands-on workshops with materials and equipment. We know that our community has a diverse range of experts to provide our youth with the knowledge and ability to excel in their chosen career or college paths.

Please find a list of businesses below who have pledged programmatic and financial support for Samoa Beach Academy. These businesses represent the three Career Technical Education pathways (construction, healthcare, and business) that will be offered by Samoa Beach Academy:

- Mercer Fraser
- O & M Industries
- McCullough Construction Inc.
- The Danco Group
- Humboldt Builders Exchange
- St. Joseph's Healthcare
- Benchmark Realty
- Carl Johnson Co.
- Mad River Lumber
- Hensel's Ace Hardware
- Arcata Core Pilates
- Big Oil & Tire

- Open Door Community Health Centers
- Holly Yashi
- George Peterson Insurance
- Redwood Capital Bank
- Schmidbauer Lumber, Inc.
- C&K Johnson Industries
- White Electrical
- Pauli Shaw Insurance
- Hilfiker Pipe Company
- Little Learners Center
- Healthsport

2023-2028

Appendix E: CDE CTE 11 Elements of a High-Quality CTE Program Self-Review Tool

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self-Review Tool

Update 09/15

1. LEADE	ERSHIP	AT ALI	1. LEADERSHIP AT ALL LEVELS	
Yes	٥ ۷		What is being Assessed	Evidence
		1A.	The CTE pathways are articulated with post-secondary and industry through programs of study. formal articulation agreements and dual enrollment.	Dual Enrollment information
				Articulation Agreements
		1B.	Local district administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.	Dates and Names of Activities
		<u>5</u>	Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and resources to implement system improvements and work with their counterparts in other programs.	Dates and Names of Activities
Comments	.: S			

2. HIGH	-QUALI	TY CUR	2. HIGH-QUALITY CURRICULUM AND INSTRUCTION		
Yes	No		What is being Assessed	Evidence	3e
		2A.	The CTE Model Curriculum Standards are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence	•	Course Outlines
				• Cour	Course Catalog
				• Loca	Local CTE Plan
				• Revi Doct	Review Curriculum Document
		2B.	Career paths have been identified and can be found on a chart or diagram in the CTE Plan.	• Loca	Local CTE Plan

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self Review Tool

Updated: 09/15

2. HIGH-C	JUALIT	'Y CUR	2. HIGH-QUALITY CURRICULUM AND INSTRUCTION cont.			
Yes	٥ N		What is being Assessed	Evidence		
		2C.	The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and	List of Learnii	List of Work Based Learning (WBL) Sites	
			Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.	Percentage Participating	Percentage of Students Participating	
		2D.	The school master schedule allows students to follow the recommended sequence of CTE		Master Schedule	_
			courses to complete the selected career path(s).	Course	Course Catalog	
		2E.	Students are provided with a strong experience in and understanding of all aspects of industry.		WBL Experiences	_
				Review Cu Document	Review Curriculum Document	
			•		Lesson Plans	
		2F.	Technology is incorporated into program instruction.		Program-Based Software	
				Program-R Technology Equipment	Program-Related Technology and Advanced Equipment	
		2G.	There is collaboration between academic and CTE teachers.	Agenda	a	
			•	Minutes	Si	
			•		Sign-In Sheets	
		2H.	CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit, or articulated with a community		Copy of Certification or Licensure	1
			• college.	Copy of UC List; Articula Agreements	Copy of UC A-G Approval List; Articulation Agreements	
Comments:	:;					

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self Review Tool

4,
$\overline{}$
0
0
ರ
Φ
≒
-50
\simeq
\preceq
_

		1				Su	pport	ing Document
	Evidence	 List of Activities 	List of Career Path	Information Sent to Parents, Counselors and	Students	 Lesson Plans 	 Example of Student Four Year Plan 	
3. CAREER EXPLORATION AND GUIDANCE	What is being Assessed	Students are counseled regarding:	CTE career opportunities.	 CTE and academic courses necessary to complete career pathway offerings. 	 Post-secondary education and training options. 	All students have a completed a four year career plan that is updated annually.		
(PLOF		3A.				3B.		
ER E)	Š							ts:
3. CARE	Yes							Comments:

				- а —	ge	572
	Evidence	CTSO Document	 Agenda/Minutes/Sign-In Sheets 		CTSO Work Plan	
4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT	What is being Assessed	4A. An official Career Technical Student Organization (CTSO) has been chartered (or in	application process) by the State Association.		4B. A local CTSO work plan is developed annually and a copy is furnished to local administration.	
JDENT S	No					
4. STI	Yes No					

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self Review Tool

Updated: 09/15

4. STU	IDENT S	UPPOR	STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT cont.	
Yes	No		What is being Assessed	Evidence
		4C.	Leadership activities are embedded in the CTE curriculum.	List of Leadership Activities
				 Lesson Plans
				o Curriculum
			•	Percentage of Students Participating
			•	Evidence of Student Achievement
				List of Student Organization Involvement In Community or School Related Activities
		4D.	All students enrolled in CTSO's are affiliated with the State Association.	Local CTSO Roster
		4E.	Program meets the needs of special population students (including special education, english	Student Completion Rates
			learners, non-traditional students, and the general student population).	Student Placement Results
				Catalog of Support Services
				Retention Rates
				Mentors, Role-Models, Etc
		4F.	Students are made aware of non-traditional CTE offerings and pathways that lead to high skill,	Promotional Materials
			nign wage, or nign demand careers.	Student Placement Results
				Counseling Materials
Comments:	nts:			

Page 4 of 10

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self Review Tool

Updated: 09/15

5. INDUSTRY PARTNERSHIPS	Y PARTN	ERSHIPS	
Yes No		What is being Assessed	Evidence
	5A.	The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California <i>Education Code</i> §8070 and meets at least once a year.	List of AdvisoryMembers
			Titles
			o Industry
			 List of Educators
			 Agenda/Minutes/Sign-In
			• E-mails
	5B.	Business/industry is involved in student learning activities.	 List of Activities –
			 Job Shadowing
			 Speakers
			 Percent of Industry Participation
	2C.	Business/industry is involved in the development and validation of the curriculum.	 List of Advisory Members and Industries
			 Agenda/Meeting Minutes/Sign-In Sheets
	5D.	Labor market demand has been documented for the Program.	 Labor Market Projections
	2E.	There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.	Copy of Certification Standards
			 Percentage of Students Receiving Certification
Comments:			

Page 5 of 10

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self Review Tool

Ц	
₹	-
-	-
2	2
\mathbf{c}	7
-	_
	٠
τ	3
(ľ
+	=
(ľ
7	
7	_
_	=
_	_

Yes	N _o	What is being Assessed	Evidence
	6A		 Industry Sector/Career Pathway Identified
			 Articulation, UC A-G, Technical School Sequence Documents
	6B	Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development to facilitate pathway development.	Meeting Dates for Collaboration Time with Others in Identified Sequence
			 Documents Identifying Sequence
		. Each CTE program sequence will include at least one district-funded CTE course in the industry sector.	Local CTE Plan Fiscal Records
Comments:			

7. EFFEC	TIVE	ORGANI	7. EFFECTIVE ORGANIZATIONAL DESIGN		
Yes	No		What is being Assessed	Evid	Evidence
		7A.	Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and WBL connected to in-class curricula.	•	Percentage of Students Who Participate
				•	List of WBL Activities
				•	Signed WBL Agreements
		7B.	There are open-entry/open-exit strategies where feasible, in ways that maintain the integrity of	•	Program Plans
			CIE courses and course sequences and comply with Industry requirements, structure and sequence curriculum in modules or "chunks" tied to jobs with multiple entry and exit points, and	•	Counseling Materials
			with multiple levels of industry-recognized credentials built into the sequencing of the pathway.	•	Programs of Study Documents

Page 6 of 10

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self Review Tool

Updated: 09/15

7. EFF	ECTIVE	ORGANI	7. EFFECTIVE ORGANIZATIONAL DESIGN cont.	
Yes	8 N		What is being Assessed	Evidence
		7C.	Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.	 Distance Learning Activities Internet CTE Research Project Completed by Students
Comments:	nts:			

5				
Yes	No		What is being Assessed	Evidence
		8A.	Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.	Minutes Showing Business/Industry Input Into Curriculum And Programs
		8B.	There is sufficient funding to cover costs of necessary equipment and facilities.	Documented Costs Over Last 2 Years
				Assessment of Ongoing Costs
			There is a partnership among local businesses and local workforce development and educational organization to provide consistent and reliable data about the regional economic	Labor Market Reports for both Regional and Global
			and labor markets tor planning programs.	Advisory Committee Minutes/Agendas
Comments:	ants:			

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self Review Tool

ι	4		
	7		
0		j	
(
	ċ		
	ġ	ĺ	
•	Ċ	١	
	(
	٤		

			Supp	orting	Docu	umentation
	Evidence	Approved by Local Credential offices	List of Teacher Technical Development Activities Such as Staff Exchange, Technical Conferences, Industry Certification Training, Etc.	Staff Meeting Minutes	Staff Meeting Minutes	
SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT	No What is being Assessed	9A. Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.	9B. Based on the previous year's records, every CTE teacher, teaching at least half time CTE, attends a minimum of four professional development activities.	9C. The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable.)	9D. A written record of minutes of action taken during CTE staff meetings is kept in Department files.	
SKILLE	Yes					Comments:
6	>					Ö

			
	Evidence	 Local Plan Files 	Meeting NotesImprovement Plan
		cal	s; (3)
10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT	What is being Assessed	10A. A District CTE Plan is on file with the local administration and a copy is retained in the local department files.	B. Updates of the CTE Plan are sent to the local administrator by February. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; (4) Advisory Committee Roster.
TION		10	10B.
EVALUA	Yes No		
10.	Yes		

Page 9 of 10

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self Review Tool

2
$\overline{}$
0
0
<u></u>
ပ္က
#
<u>_a</u>
2
≍
_

							_Su	pp	OIL	ΠĆ	J L	-00	cume	ııa	lion	1			Pa	ge 5	7
	Evidence	CDE Records	l ocal Data System		Meeting Notes/Minutes		CDE Records	Meeting Notes/Minutes					CDE Records	Meeting Notes	Advisory Agenda/Minutes	Meeting Dates, Discussion Points	CDE Records	Interview of District Fiscal Representative			
		•	_		•		•	•					•	•	•	•	•	•	-		
EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT cont.	What is being Assessed	10C. Enrollment report (CDE 101-E1)	 All CTE courses are properly identified in data system (including new courses). 	 Enrollment figures and reports are reviewed by: 	Site Staff and district CTE staff	 Site and district advisory confirmates Completed and submitted by October 15 to the CDE. 	10D. A follow-up system (including membership in California Partnership for Achieving Student	Success [CALPASS]) is used which gamers the following information from program completers:	 Student placement status in postsecondary education or advanced training, in 	military service, or in employment.	 Opinion regarding the value and relevance of the CTE program. 	 Suggestions for improving the CTE program. 	10E. Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15 .	10F. The CTE Department analyzes their student retention numbers each year and develops	strategies to neip increase retention within the program.	10G. All Core Indicators meet or exceed the State level targets.	10H. The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by	September 30.			
UATIC	No																				
EVAL	Z			_						_									ents:		
10.	Yes																		Comments:		

California Department of Education Career Technical Education (CTE) 11 Elements of a High-Quality CTE Program Self Review Tool

Updated: 09/15

17.	CTE PRO	MOTION	11. CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION	j	
Yes	No		What is being Assessed	E	Evidence
		11A.	The CTE program has a recruitment brochure or similar document used to promote the	•	Copy of Plan
			program.	•	Date and Type of Activities
					such as Web Page, Career
					Fairs, Open House, Serving
					on Program Related
					Committees, Etc.
		11B.	The CTE Department(s) conduct recruitment activities.	•	Copy of Plan such as Feeder
					School Meetings
Comn	Comments:				

Page 10 of 10

SAMOA BEACH ACADEMY

2023-2028

Appendix F: Anchor Standards for SBA CTE Pathways

Building and Construction Trades, the sector of Residential and Commercial Construction Pathway

D. Residential and Commercial Construction Pathway

The Residential and Commercial Construction pathway provides learning opportunities for students interested in preparing for careers in construction and building design, performance, and sustainability. The standards focus on the manner in which residential and commercial structures are designed and built. The pathway includes instruction in the way in which these structures are built (Class B California License).

Sample occupations associated with this pathway:

- Plumber
- Electrician
- Building Inspector
- Estimator
- Carpenter
- D1.0 Recognize the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry.
- D1.1 Understand significant historical trends in the construction industry.
- D1.2 Understand the environmental regulations that influence residential and commercial design.
- D1.3 Demonstrate knowledge of the California Environmental Quality Act (CEQA) and Environmental Impact Review (EIRs) impacts on residential and commercial construction.
- D2.0 Apply the appropriate mathematical calculations used in the construction trades.
- D2.1 Apply formulas to determine area, volume, lineal, board, and square feet.
- D2.2 Apply the Pythagorean Theorem to calculate pipe offsets, roof slope, and check for square.
- D2.3 Estimate the materials needed to complete a specific task.
- D2.4 Determine the total developed length of the water supply piping system.
- D2.5 Calculate the residual pressure at the highest outlet per the requirements of the Plumbing Code.
- D2.6 Calculate the total fixture unit demand from the fixtures indicated on the construction drawings using the tables of the plumbing code.
- D2.7 Calculate the proper slope for drain, waste and vent (DWV) piping.
- D2.8 Apply Ohm's Law to calculate resistance, current flow, and voltage in series, parallel, and combination circuits.
- D2.9 Calculate the load on an electrical system from general lighting and small and large appliances.
- D3.0 Interpret and apply information from technical drawings, schedules, and specifications used in the construction trades.
- D3.1 Identify the elements used in technical drawings, including types of lines, symbols, details, and views.
- D3.2 Identify and interpret the elements of technical drawings, including plan, elevation, section, and detail views.

- D3.3 Interpret technical drawings specifications.
- D3.4 Identify plumbing, electrical, and mechanical symbols and other abbreviations used in construction drawings.
- D3.5 Interpret and scale dimensions from a set of plans using an architect's scale.
- D3.6 Interpret sectional and detail drawings to determine construction details such as corners, rough openings, stairs, and roof systems.
- D3.7 Understand the sequencing and phases of residential and commercial construction projects.
- D4.0 Demonstrate techniques for proper site preparation.
- D4.1 Use leveling devices to check for elevation, level, and plumb.
- D4.2 Demonstrate how to establish grades using survey instruments.
- D4.3 Install batter boards.
- D4.4 Check site layout for square using the diagonal method.
- D4.5 Describe excavation and backfill methods.
- D4.6 Identify different methods and equipment used for compaction.
- D4.7 Identify types of backfill materials and how they are used.
- D5.0 Demonstrate foundation layout techniques to include setting forms, placing reinforcements, and placing concrete according to construction drawings, specifications, and building codes.
- D5.1 Describe the sequencing procedures for placing large and small slabs.
- D5.2 Demonstrate how to establish elevations for concrete structures.
- D5.3 Lay out location and elevation of concrete/masonry structures based on construction drawings.
- D5.4 Develop a material take-off in accordance with construction drawings and specifications.
- D5.5 Lay out location for reinforcements, expansion joints, openings, and embedded items based on construction drawings, specifications, and building codes.
- D5.6 Construct, place, and brace forms for concrete as detailed in construction drawings for footings, slab, and raised floors.
- D5.7 Place and secure reinforcement as detailed by construction drawings, building codes, and industry standards.
- D5.8 Place secure embedded hardware as detailed on construction drawings.
- D5.9 Demonstrate proper removal and care of concrete forms.
- D5.10 Use appropriate tools and techniques for placing, compacting, screeding, and finishing consolidating concrete in slabs and footings.
- D6.0 Demonstrate carpentry techniques for the construction of a single-family residence.
- D6.1 Properly place a moisture barrier and pest control guard on a foundation.
- D6.2 Attach a sill plate at top of concrete foundation.
- D6.3 Lay out, cut, and install joist supports, rim joists, and floor joists as specified on construction plans.
- D6.4 Install a subfloor.
- D6.5 Demonstrate wall and plate layout, including rough openings.
- D6.6 Measure, cut, and assemble wall components using appropriate tools and fasteners.
- D6.7 Demonstrate the ability to square wall systems and install wall bracing and shear

accs-jun22item03 Attachment 7 Page 583 of 986

panels according to code.

- D6.8 Stand, square, plumb, and brace walls.
- D6.9 Describe the applications and uses of metal stud framing.
- D6.10 Lay out, cut, and install ceiling joists and common and jack rafters.
- D6.11 Frame and erect shed and gable roof systems.
- D6.12 Lay out and install trusses "on-center" with specified hardware.
- D6.13 Install appropriate blocking, bracing, lookouts, fascia, and drip edge.
- D6.14 Frame for roof penetrations and attic access.
- D6.15 Apply roof sheathing and install appropriate flashings.
- D6.16 Understand different roofing materials and methods of application.
- D7.0 Demonstrate proper installation techniques of interior finish materials and protective finishes.
- D7.1 Identify types and uses of wall finishing materials.
- D7.2 Cut, fit, and install gypsum wallboard onto a framed wall using appropriate fasteners.
- D7.3 Describe the finishes and textures for gypsum wallboard.
- D7.4 Properly prepare walls to receive protective finishes.
- D7.5 Apply finishes according to specifications and industry standards.
- D7.6 Identify types and application of finish flooring materials.
- D7.7 Install pre-hung interior doors.
- D7.8 Install interior trim and case work.
- D8.0 Demonstrate the application of exterior finish materials and protective finishes in building construction.
- D8.1 Describe the installation procedures and techniques of masonry siding materials.
- D8.3 Install wood, vinyl, and/or manufactured siding.
- D8.4 Demonstrate preparation techniques for applying exterior paint and stain.
- D8.5 Apply exterior paint and stain according to specifications.
- D8.6 Describe various types and uses of doors and windows used in building construction.
- D8.7 Install pre-hung windows and doors using appropriate flashing and trim.
- D8.8 Caulk and seal joints to prevent air and moisture infiltration and increase energy efficiency.
- D8.9 Install vents for efficient attic and crawl space ventilation.
- D8.10 Install various types of floor, wall, and ceiling thermal insulation.
- D8.11 Describe mold-prevention techniques.
- D9.0 Understand, integrate, and employ sustainable construction practices in the building trades.
- D9.1 Identify design and energy solutions for improving building energy efficiency.
- D9.2 Identify materials used in building construction to increase energy efficiency and sustainability.
- D9.3 Calculate energy requirements and loads for buildings and structures.
- D9.4 Demonstrate the application of constructing materials intended to improve building efficiency and sustainability.
- D9.5 Analyze and evaluate buildings for energy efficiency and performance.
- D9.6 Develop solutions to improve building energy performance and efficiency.
- D10.0 Demonstrate skills necessary to complete a plumbing system in a single-family residence

in accordance with accepted industry standards.

- D10.1 Demonstrate techniques for cutting, deburring, and joining metallic and nonmetallic water piping.
- D10.2 Lay out and install hot and cold water piping to fixture locations as indicated on the construction documents.
- D10.3 Perform pressure test of an installed piping system.
- D10.4 Install fastened in-place fixture valves and shut-off valves as indicated on construction drawings.
- D10.5 Install and secure proper drainage piping to fixture locations.
- D10.6 Determine the proper slope for DWV piping using hand levels, laser levels, and transits.
- D10.7 Install traps and vents as indicated by construction drawings, specifications, and government codes.
- D10.8 Install angle stops at water supply stub outs.
- D10.9 Install plumbing fixtures.
- D10.10 Connect the water supply to faucets and water closets.
- D10.11 Connect fixture tailpieces to fixtures and to traps.
- D10.12 Check for the proper functioning of fixtures.
- D11.0 Demonstrate skills necessary to complete an electrical system in a single-family residence in accordance with accepted industry standards.
- D11.1 Determine whether or not an electrical circuit is "live."
- D11.2 Prepare rough framing for the installation of electrical cables and conduit.
- D11.3 Lay out components to the tolerances indicated on the construction drawings, specifications, and government codes.
- D11.4 Install typical devices, junction boxes, and panels.
- D11.5 Install lighting and ceiling fan support boxes according to the National Electrical Code (NEC).
- D11.6 Install conduit typical of residential construction and pull conductors through conduit as required by the NEC.
- D11.7 Splice and tap conductors for the installation of fixtures and devices.
- D11.8 Install low voltage control and communication cables.
- D11.9 Demonstrate grounding techniques for all electrical boxes, cabinets, and enclosures.
- D11.10 Terminate electrical connections to receptacles, switches, lighting fixtures, large appliances, and other devices.
- D11.11 Select receptacles and switches based on load requirements.
- D11.12 Terminate equipment grounding and neutral conductor at the electrical service.
- D11.13 Terminate communication and control wiring.

Health Science and Medical Technology, the sector Patient Care Pathway B. Patient Care Pathway

The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

accs-jun22item03 Attachment 7 Page 585 of 986

Sample occupations associated with this pathway:

- Kinesiotherapist
- Nurse Anesthetist
- Respiratory Therapist
- Radiologic Technician
- Dental Hygienist

B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

- B1.1 Know relationship and use of an integrated health care delivery system.
- B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.
- B1.3 Understand the significance of nontraditional approaches to health care in relationship to delivery systems.
- B1.4 Illustrate the value of preventive and early intervention in relationship to health care practices.
- B1.5 Describe the importance of reimbursement systems in relationship to the delivery of patient care.

B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.

- B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.
- B2.2 Describe basic stages of growth and development.
- B2.3 Recognize common disease and disorders of the human body.
- B2.4 Compare normal function of the human body to the diagnosis and treatment of disease and disorders.

B3.0 Know how to apply mathematical computations used in health care delivery system.

- B3.1 Apply mathematical computations related to health care procedures (metric and household, conversions and measurements).
- B3.2 Analyze diagrams, charts, graphs, and tables to interpret health care results.
- B3.3 Record time using the 24-hour clock.

B4.0 Recognize and practice components of an intake assessment relevant to patient care.

- B4.1 Conduct basic interview to acquire new knowledge (e.g., medical and family histories).
- B4.2 Identify and summarize major life events as they impact health care practices and patient outcomes.
- B4.3 Observe patient actions, interests, and behaviors while documenting responses.
- B4.4 Collect and synthesize information or data about the patient's symptoms and vital signs.
- B4.5 Evaluate information gathered and connect patient data to appropriate system of care.

B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

B5.1 Use medical terminology in patient care appropriate to communicate information and

accs-jun22item03 Attachment 7 Page 586 of 986

observations.

- B5.2 Accurately spell and define occupationally specific terms related to health care.
- B5.3 Use roots, prefixes, and suffixes to communicate information.
- B5.4 Use medical abbreviations to communicate information.
- B5.5 Know the basic structure of medical terms.
- B5.6 Demonstrate the correct pronunciation of medical terms.
- B5.7 Practice word building medical terminology skills.

<u>B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.</u>

- B6.1 Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.
- B6.2 Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.
- B6.3 Formulate appropriate responses to address the patients concerns and questions in a positive manner.
- B6.4 Employ sensitivity and withhold bias when communicating with patients.
- B6.5 Report patient's progress and response to treatment goals.
- B6.6 Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.

B7.0 Apply observation techniques to detect changes in the health status of patients.

- B7.1 Demonstrate observation techniques.
- B7.2 Differentiate between normal and abnormal patient health status.
- B7.3 Document the patient findings and report information appropriately.
- B7.4 Plan basic care procedures within the scope of practice to assist with patient comfort.

B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.

- B8.1 Explain the principles of body mechanics.
- B8.2 Determine appropriate equipment for transportation and transfer, including the modification of equipment and techniques to accommodate the health status of the patient.
- B8.3 Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.
- B8.4 Evaluate equipment for possible hazards.
- B8.5 Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.

B9.0 Implement wellness strategies for the prevention of injury and disease.

- B9.1 Know and implement practices to prevent injury and protect health for self and others.
- B9.2 Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).
- B9.3 Identify practices to prevent injuries and protect health, for self and others (i.e., seatbelts, helmets, and body mechanics).
- B9.4 Know how to access available wellness services (i.e., screening, exams, and

accs-jun22item03 Attachment 7 Page 587 of 986

immunizations).

- B9.5 Identify alternative/complementary health practices as used for injury and disease prevention.
- B9.6 Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.
- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.
- B10.1 Describe the infection control cycle with consideration of the various types of microorganisms.
- B10.2 Demonstrate use of facility policies and procedures of infection control while performing patient care.
- B10.3 Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.
- B10.4 Demonstrate the use of appropriate personal protective equipment (PPE).
- B10.5 Practice proper hand hygiene.
- B10.6 Use various manual and mechanical decontamination and sterilization techniques and procedures.
- B10.7 Document and analyze sanitation and infection control procedures.
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B11.1 Describe basic emergency procedures used to respond to a hazardous spill.
- B11.2 Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials.
- B11.3 Adhere to the health care setting's waste management program (e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials).
- B11.4 Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.
- B12.1 Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.
- B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated health care delivery system
- B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment.
- B12.4 Follow appropriate guidelines for implementation of various procedures.
- B13.0 Research factors that define cultural differences between and among different ethnic, racial,

accs-jun22item03 Attachment 7 Page 588 of 986

- and cultural groups and special populations.
- B13.1 Utilize culturally appropriate community resources.
- B13.2 Recognize complementary and alternative medicine as practiced within various cultures.
- B13.3 Develop ethnographic skills, by location and information retrieval, carefully observe social behavior, and manage stress and time.
- B13.4 Ask questions and explore aspects of global significance.
- B13.5 Analyze data using relevant concepts.
- B13.6 Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

Business and Finance, the sector of Business Management Pathway

A. Business Management Pathway

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

Sample occupations associated with this pathway:

- Human Resources Specialist
- Education Administrator
- Purchasing Agent
- Office Manager
- Chief Financial Officer

A1.0 Explain entrepreneurship and the fundamentals of developing a new business.

- A1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders.
- A1.2 Analyze management theories and their application within the business environment.
- A1.3 Develop personal management skills to function effectively, efficiently, and collaboratively in a business environment.
- A1.4 Determine the type of business organization most appropriate for various business profiles.
- A1.5 Construct and defend a business plan (components may include an executive summary, organizational structure, market analysis, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).

A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.

- A2.1 Determine Specific, Measurable, Achievable, Realistic and Time-bound (SMART) goals for a specific project.
- A2.2 Develop a project schedule, including the constraints of cost, time, and scope, to illustrate project structure using Gantt, Program Evaluation Review Technique (PERT), or other project planning tools.
- A2.3 Optimize allocation of resources necessary to achieve predefined objectives.
- A2.4 Evaluate beneficial change, or added value, of a specific project.

- A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.
- A3.1 Explain the organizational structure of various business environments.
- A3.2 Describe management's role in demonstrating leadership, motivating employees, resolving conflict, addressing stress, and recognizing formal and informal employee groups.
- A3.3 Recognize a business' responsibility to employees, shareholders, society, and the environment.
- A3.4 Summarize techniques for managing human resources to maximize operational efficiencies and effectiveness.
- A3.5 Describe the role of organized labor and its influence on government and businesses.
- A3.6 Apply operations management principles and procedures to the design of an operations plan.

A4.0 Apply economic concepts as they relate to business.

- A4.1 Identify factors of production needed to create wealth.
- A4.2 Explain the role of business in a free-enterprise system.
- A4.3 Recognize the determinants of supply and demand and their impact on pricing.
- A4.4 Calculate productivity with various levels of input.
- A4.5 Illustrate the business cycle elaborating on leading, coinciding, and lagging economic indicators.
- A4.6 Show the relationship between economic conditions and financial markets, including exchange rates.

A5.0 Analyze financial data in order to make short-term and long-term decisions.

- A5.1 Describe factors that affect the value of an asset, inflation, interest rates, risk, and return.
- A5.2 Determine investment and finance options available at different stages of a business or product life cycle.
- A5.3 Compare and interpret financial reports for internal and external use to analyze risk and return to make business decisions.
- A5.4 Analyze how credit reports quantify credit worthiness.
- A5.5 Assess how types of financial markets influence interest rates, inflation, balance of trade, and unemployment and the impact on business decisions.
- A5.6 Create and use budgets to guide financial decision making.

A6.0 Explain the importance of risk management and regulatory compliance in business.

- A6.1 Identify, assess, and prioritize risks.
- A6.2 Describe the concept and process of risk management, including the use of risk management tools such as insurance.
- A6.3 Compare and contrast the various types of taxes in terms of the business structure.

A7.0 Utilize information and technology tools to conduct business effectively and efficiently.

- A7.1 Describe appropriate computer hardware used in business.
- A7.2 Apply appropriate software used in business.

accs-jun22item03 Attachment 7 Page 590 of 986

- A7.3 Examine technological trends and analyze the impact of technological innovations on the marketing and distribution of goods and services.
- A7.4 Integrate appropriate use of the Internet in business.
- A7.5 Investigate data security systems for business.

A8.0 Construct a Marketing Plan.

- A8.1 Describe effective marketing techniques.
- A8.2 Explore how products and services are conceived, developed, maintained, and improved in response to market opportunities.
- A8.3 Conduct market analysis and assess the business organization's position within their industry.
- A8.4 Interpret how market research is used to develop strategies for marketing.
- A8.5 Differentiate the components of a promotional plan (e.g., advertising, public relations, and sales promotion) and describe how the plan is used to achieve a stated outcome.
- A8.6 Practice selling techniques used to aid customers and clients in making buying decisions.

A9.0 Apply principles of supply chain management and SCM 2.0 to a business model.

- A9.1 Describe Logistics Management systems.
- A9.2 Illustrate the management of the complete flow of materials and activities in the supply chain from suppliers to customers.
- A9.3 Summarize materials management, including effective inventory management practices, E= Procurement, and continuous control practices.
- A9.4 Create a master plan for resources that addresses market demand, sales, and operations planning.
- A9.5 Change variables in a master plan for resources, analyze its effect, and recommend corrective actions.

SAMOA BEACH ACADEMY

2023-2028

Appendix G: Articles of Incorporation

accs-jun22item03 Attachment 7 Page 592 of 986

4598642

Secretary of State State of California

ARTICLES OF INCORPORATION
OF
SAMOA BEACH TRADE AND MARINE CHARTER SCHOOL

CMAY 2 2 2020

I.

The name of the Corporation shall be Samoa Beach Trade and Marine Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Wayne Strumpfer 655 University Avenue, Suite 150 Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

4598642

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VL.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

5251 Ericson Way Arcata, CA95521

Dated: 5/8/2010

Catherine Scott, Incorporator

accs-jun22item03 Attachment 7 Page 594 of 986

Samoa Beach Academy Supporting Documentation



_____ JUN 0 4 Z0Z0

Olex Padilla, Secretary of State

A0843788

FILED Secretary of State State of California

JUN 19 2020

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

- 1. They are the President and Secretary, respectively, of Samoa Beach Trade and Marine Charter School, a California corporation.
- 2. Article I of the Articles of Incorporation of this Corporation is amended to read as follows:

"The name of this corporation is Samoa Beach Academy."

- 3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
- 4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 6/16/20
DATE: 6/16/2020

Patti Campbell, President

Amanda Davis, Secretary



I hereby certify that the foregoing transcript of ______ page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 1 0 2020

150

Date:

Oley Zoll
ALEX PADILLA, Secretary of State

SAMOA BEACH ACADEMY

2023-2028

Appendix H: Bylaws

accs-jun22item03 Attachment 7 Page 598 of 986

BYLAWS OF SAMOA BEACH ACADEMY

(A California Nonprofit Public Benefit Corporation)

ARTICLE I NAME

Section 1. NAME. The name of this Corporation is Samoa Beach Academy.

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is P.O. Box 28, Samoa, State of California, 95564-0028. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes

the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

- Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").
- Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:
 - a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
 - b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
 - c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be

accs-jun22item03 Attachment 7 Page 600 of 986

executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS AND TERMS. The number of directors shall be no fewer than five (5) and no more than nine (9), unless changed by amendments to these bylaws. In accordance with Education Code Section 47604(c), the charter authorizer may appoint a representative to sit on the Board of Directors. If this occurs, the Corporation may appoint an additional member to ensure that the Board is maintained with an odd number of directors. All directors shall have full voting rights, including the representatives appointed by the charter authorizer as consistent with Education Code Section 47604(c).

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Terms for the initial Board of Directors shall be five (5) seats for a term of either two (2) or three (3) year(s). The terms of the initial Board of Directors shall be staggered, with three (3) members serving for two (2) years and two (2) members serving for three (3) years. The staggering of the initial directors' terms of service will be drawn by lot.

- Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.
- Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.
- Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.
- Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date

when the resignation becomes effective.

- Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.
- Section 9. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 10.
- Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.
- Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.
- Section 12 PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which the charter school is located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code Section 47604.1. If applicable, a two-way teleconference location shall be established at each schoolsite and each resource center.
- Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.
- Section 14. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall be posted in a physical

accs-jun22item03 Attachment 7 Page 602 of 986

location in the Corporation's jurisdiction and on the charter school website homepage with a direct and prominent link.

Section 15. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. The agenda for a special meeting shall be posted in a physical location in the Corporation's jurisdiction and on the charter school website homepage with a direct and prominent link.

Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 18. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

accs-jun22item03 Attachment 7 Page 603 of 986

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board;

-

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

- Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.
- Section 23. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.
- Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

- Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chairman of the Board and Vice-Chair, officers shall not also be directors (Board members).
- Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.
- Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the

accs-jun22item03 Attachment 7 Page 605 of 986

rights of any officer under any employment contract.

- Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.
- Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.
- Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.
- Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.
- Section 8. PRESIDENT. The President, also known as the Executive Director of the Charter School, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.
- Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

accs-jun22item03 Attachment 7 Page 606 of 986

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1, notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

accs-jun22item03 Attachment 7 Page 608 of 986

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REOUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Samoa Beach Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of the Corporation as adopted by the Board of Directors on <u>August 3, 2020</u>; and that these bylaws have not been amended or modified since that date.

Executed on August 3, 2020 at Arcata, California.

Julianne Eagle, Secretary

SAMOA BEACH ACADEMY

2023-2028

Appendix I: Conflict of Interest Code

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Samoa Beach Academy ("Charter School") hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of the Charter School, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit A."

<u>Statements Filed with the Charter School</u>. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain the originals of all Statements. Copies will be sent to the Clerk of the Del Norte Board of Supervisors.

.

SAMOA BEACH ACADEMY CONFLICT OF INTEREST CODE

PAGE 1 OF 2

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official of a member of his or ner immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest).

APPROVED AND ADOPTED by the Board of Directors of on the 3^{rd} day of August, 2020.

Chairperson, Board of Directors Samoa Beach Academy

ATTEST:

Secretary to the Board of Directors

Samoa Beach Academy

SAMOA BEACH ACADEMY CONFLICT OF INTEREST CODE

PAGE 2 OF 2

APPENDIX TO CONFLICT OF INTEREST CODE OF SAMOA BEACH ACADEMY

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from the Charter School general counsel. (Gov. Code§ 83114; Title 2 Cal. Code of Regs. § 18730(b)(ll).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code§ 83114(a).)

Opinions rendered by general counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on general counsel's opinion as evidence of good faith. In addition, the Charter School may consider whether such reliance should constitute a mitigating factor to any disciplinary action that the Charter School may bring against the requesting party under Government Code§ 91003.5.

I. Designated Employees

<u>Designated Employees</u>	Categories Disclosed
Members of Charter School Board of Directors	1 through 3
Executive Director	1 through 3
Principal	1 through 3
Consultants ¹	

SAMOA BEACH ACADEMY CONFLICT OF INTEREST CODE EXHIBIT A PAGE 1 OF 2

¹ With respect to consultants, the Chairperson or Director may determine in writing that a particular consultant, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chairperson or Director's determination is a public record and shall be retained for public inspection by the Charter School, in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

accs-jun22item03 Attachment 7 Page 614 of 986

II. Disclosure Categories

<u>Category 1.</u> <u>Reportable Investments</u>

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in Orange County, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by the Charter School.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code §§ 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by the Charter School.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in Orange County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by the Charter School.

SAMOA BEACH ACADEMY

2023-2028

Appendix J: Budget Documents

Includes:

Budget Narrative, Multi-Year Budget, Cashflow and Financial Projections, Funding Letter

financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (the 5 Below is the financial information and narrative for the proposal of Samoa Beach Academy ("SBA"). The years of operations for 2023-24 through 2027-28 inclusive).

Budget Narrative & Cash Flow Statement

Students: Enrollment, Demographics and Average Daily Attendance

Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of Revenues for SBA will largely depend on the number of students enrolled and their attendance. Average days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 95% attendance rate.

It is planned that SBA will open in 2023-24 with enrollment of 150 and grow to 300 at capacity. The following table shows SBA's projected enrollment and ADA.

Table A: Enrollment & ADA

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment & ADA by Grade					
9th Grade	75	75	75	75	75
10th Grade	75	75	75	75	75
11th Grade	1	75	75	75	75
12th Grade	•		75	75	75
Total Projected Enrollment	150	225	300	300	300
Average Daily Attendance (ADA)					
ADA %	%36	82%	%36	%36	95%
Total	142.50	213.75	285.00	285.00	285.00

evenues

revenues. All revenues are monitored throughout the year as various funding estimates are refined and Factoring in all revenues at the school, per-pupil funding is expected to be around \$12,559/ADA at SBA State revenue streams provide the largest source of funding making up about 91% of SBA's total except in the early/initial, start-up years when some revenue streams are not immediately available.

Table B: Summary of Projected Revenues

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Revenue Programs					
State Aid - Revenue Limit	\$1,641,186	\$2,549,121	\$3,398,828	\$3,398,828	\$3,398,828
Federal Revenue	74,026	133,303	178,949	192,581	192,581
Other State Revenue	75,650	120,154	161,319	164,658	164,658
Total Revenues	\$1,790,862	\$2,802,578	\$3,739,095	\$3,756,067	\$3,756,067
State Revenues as % of Total	91.6%	91.0%	90.9%	90.5%	90.5%
Revenues per ADA	\$12,567	\$13,111	\$13,120	\$13,179	\$13,179

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v.22.1b released 5/19/2021) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at SBA of 41.93%. This rate is consistent with the demographics of Northern Humboldt Union High as a whole.

These projections show that in year 1, a total of \$28,500, or \$200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 35% of the LCFF revenues (or \$4,138 per ADA) are projected to be disbursed via In-Lieu Property Taxes. This amount was based on the rates available as of the 20-21 first principal apportionment.

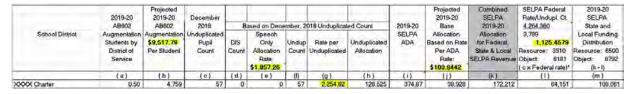
Table C: Projected State Revenues

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
State Aid - Revenue Limit					
LCFF State Aid	\$1,023,037	\$1,621,897	\$2,162,529	\$2,162,529	\$2,162,529
Education Protection Account	28,500	42,750	57,000	57,000	57,000
In Lieu of Property Taxes	589,649	884,474	1,179,299	1,179,299	1,179,299
Total State Revenue Limit	\$1,641,186	\$2,549,121	\$3,398,828	\$3,398,828	\$3,398,828

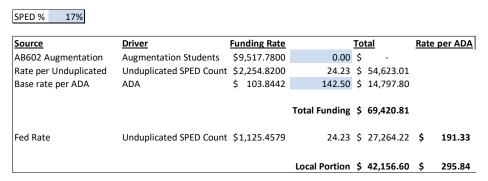
Federal Revenues

Special Education

SBA provides special education services and will work with the Humboldt County Office of Education Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. The specific calculation used noted below provided by the External Business Manager for Humboldt County Office of Education:



Based on this information, SBA calculated the year 1 revenues from the SELPA using the calculation below.



As noted above, SBA's state special education funding includes general state/local aid of \$296/ADA based on an unduplicated rate of 41.93% and no augmentation students. In addition to state special education funding, the revenue projection for SBA also assumes \$191/Prior Year Unduplicated Count of federal special education funding beginning in year 2.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 40%. Additional receipts from paid student meals have not been included for conservatism since we do not have historical information. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title Programs

Based on roughly 40% of students qualifying for free and reduced prices meals, SBA has also included a minimal amount of Title funds (Title I, II and IV).

Table D: Projected Federal Revenues

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Federal Revenue					
Special Education - Entitlement	-	\$27,264	\$40,896	\$54,528	\$54,528
Federal Child Nutrition	42,217	63,326	84,435	84,435	84,435
Title I, Part A - Basic Low Income	17,925	26,888	35,850	35,850	35,850
Title II, Part A - Teacher Quality	3,884	5,826	7,768	7,768	7,768
Other Federal Revenue	10,000	10,000	10,000	10,000	10,000
Total Federal Revenue	\$74,026	\$133,303	\$178,949	\$192,581	\$192,581

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of \$207 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$47/ADA for grades 9-12. Since funding is dependent on the previous year's ADA, SBA will not be eligible to receive the Mandate Block Grant funding until the second year of operations.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.

Table E: Projected Other State Revenues

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Other State Revenue					
State Special Education	\$42,157	\$63,235	\$84,313	\$84,313	\$84,313
Child Nutrition	3,996	5,994	7,992	7,992	7,992
Mandated Cost	-	6,679	10,018	13,358	13,358
State Lottery	\$29,498	\$44,246	\$58,995	\$58,995	\$58,995
Total Other State Revenue	\$75,650	\$120,154	\$161,319	\$164,658	\$164,658

Other Local Revenues

Although SBA does intend to utilize fundraising for the CTE program, including gifts-in-kind, non-public revenue has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2027-28 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Projected Expenses		-			
Certificated Salaries	\$480,750	\$751,740	\$1,017,517	\$1,092,519	\$1,114,370
Classified Salaries	36,000	86,720	88,454	90,223	92,028
Employee Benefits	158,503	262,854	342,607	366,993	374,137
Total Compensation	\$675,253	\$1,101,314	\$1,448,578	\$1,549,735	\$1,580,534
Books and Supplies	311,556	477,908	627,783	542,550	551,352
Subagreement Services	98,813	151,184	205,610	209,723	213,917
Operations and Housekeeping	103,000	157,590	214,322	218,609	222,981
Facilities, Repairs and Other Leases	321,600	492,048	669,185	682,569	696,220
Professional/Consulting Services	177,448	250,716	325,040	330,085	334,047
Interest	15,802	21,135	20,631	8,174	-
Total Non-Comp	\$1,028,219	\$1,550,581	\$2,062,572	\$1,991,710	\$2,018,517
Total Expenses	\$1,703,473	\$2,651,894	\$3,511,150	\$3,541,445	\$3,599,051

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 42% of total expenditures. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers' compensation.

SBA's teacher staffing levels are based upon enrollment projections. Ratios of Certificated Classroom Teachers to Students is expected to be at 25:1 over the course of the full 5 years of operations. However, that ratio is slightly below 20:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Staff Ratio					
School Attendance	150.0	225.0	300.0	300.0	300.0
Certificated Teacher (including Resource)	7.0	11.0	14.0	15.0	15.0
Certificated Pupil Support (including SPED)	0.5	1.0	1.0	1.0	1.0
Classified Instructional Aides	-	-	-	-	-
Total Instructional Staff	7.5	12.0	15.0	16.0	16.0
Student : Instructional Staff Ratio	20.0	18.8	20.0	18.8	18.8

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staffing					
Instructional Staff					
Teachers					
9th Grade	3.0	3.0	3.0	3.0	3.0
10th Grade	3.0	3.0	3.0	3.0	3.0
11th Grade	-	3.0	3.0	3.0	3.0
12th Grade	-	-	3.0	3.0	3.0
Other (Resource Teacher)	1.0	2.0	2.0	3.0	3.0
Total Teacher	7.0	11.0	14.0	15.0	15.0
Other Instructional Staff					
Certificated Pupil Support	0.5	1.0	1.0	1.0	1.0
Total Other Instructional Staff	0.5	1.0	1.0	1.0	1.0
Total Instructional Staff	7.5	12.0	15.0	16.0	16.0
Administrative Staff - Certified					
Executive Director	1.0	1.0	1.0	1.0	1.0
Principal	-	-	1.0	1.0	1.0
Total Administrative Staff - Certified	1.0	1.0	2.0	2.0	2.0
Support and Administrative Staff					
Administrative - Classified (FTE)	-	1.0	1.0	1.0	1.0
Clerical Staff - Classified (FTE)	1.0	1.0	1.0	1.0	1.0
Total Classified Staff	1.0	2.0	2.0	2.0	2.0
Total Staffing	9.5	15.0	19.0	20.0	20.0

For the first year of operations (2023-24), it is assumed that the Executive Director and Secretary/Registrar will begin on July 1, 2023.

The average salary structure for key FTE staff positions is listed in the table below. The comparative data used to estimate the average certificated teacher salary for the first year of operations was the Northern Humboldt Union High School District salary scale dated 7/1/20. The average salary of \$51,500 correlates to Class C, Step 5. The Counselor salary was based on Class D, Step 8. The budget also assumes a 2% cost of living adjustment/step-and-column increase every year. Average salary costs included in the budget are noted below:

Table I: Average Annualized Salary by Position

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Average Annualized Salary by Position					
Teacher (including SPED)	51,500	52,530	53,581	54,652	55,745
Counselor	60,500	61,710	62,944	64,203	65,487
Administrative Staff - Certified	90,000	112,200	102,222	104,266	106,352
Classified Staff (Support and Adminsitrative)	36,000	43,360	44,227	45,112	46,014

Table J: Employee Benefits

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Employee Benefits					
OASDI	32,039	51,985	68,570	73,330	74,797
Medicare	7,493	12,158	16,037	17,150	17,493
Health and Welfare	81,000	137,700	177,908	191,017	194,838
State Unemployment	4,900	7,350	9,310	9,800	9,800
Workers' Compensation	7,235	11,738	15,484	16,558	16,890
Other Benefits	25,838	41,923	55,299	59,137	60,320
Total Benefits	\$158,503	\$262,854	\$342,607	\$366,993	\$374,137

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. whether they are full-time, part-time and/or hourly employees). SBA's employees participate in Social Security, Medicare, and workers' compensation. SBA will also offer a health and welfare program with an employer contribution per employee per year estimated at \$9,000. For retirement benefits, SBA will establish a 403(b) plan and has budgeted a 5% employer contribution for all employees in all years in lieu of State pension plans.

Books and Supplies and Food Services

Many of the core programming cost projections after the initial start-up period from July 1, 2023 through the first day of school are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative. SBA will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program.

Table K: Books, Supplies, & Food Services

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Books & Supplies					
Textbooks and Core Curricula	\$26,250	\$40,163	\$54,621	\$55,713	\$56,828
Books and Other Materials	18,750	28,688	39,015	39,795	40,591
School Supplies	11,250	42,213	82,409	84,057	85,738
Software	70,750	108,248	147,217	150,161	153,164
Office Expense	12,750	19,508	26,530	27,061	27,602
Business Meals	750	1,148	1,561	1,592	1,624
Noncapitalized Equipment	115,600	153,095	161,038	66,470	65,750
Food Services	55,456	84,848	115,393	117,701	120,055
Total Books & Supplies	\$311,556	\$477,908	\$627,783	\$542,550	\$551,352

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) on a per pupil, per full time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation. The school has also included \$300,000 of equipment specifically related to the CTE program.

Table L: Equipment Purchases

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Device Counts					
Staff FTE Count for Devices	9	15	19	20	20
New Staff Purchases	9	6	4	1	-
Replacement Purchases	-	2	3	4	4
Enrollment	150	225	300	300	300
New Student Purchases	150	75	75	-	-
Replacement Purchases	-	50	74	99	99
Start-Up Element and Unit Cost					
Student Desks and Chairs	\$22,500	\$18,675	\$22,388	\$14,850	\$14,850
Teacher Desks and Chairs	2,250	1,950	1,750	1,200	1,000
Student Technology	30,000	24,900	29,850	19,800	19,800
Teacher Technology	5,850	5,070	4,550	3,120	2,600
CTE Equipment	50,000	100,000	100,000	25,000	25,000
Other Non-Cap Equipment	5,000	2,500	2,500	2,500	2,500
Total Non-Cap Equipment in Line 4400	\$115,600	\$153,095	\$161,038	\$66,470	\$65,750

Other Expenses

Many of the operating cost projections are based upon historical averages experienced at other independent charter schools, such as communication costs, utilities, insurance, and copier lease costs.

Table M: Subagreement Services

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Subagreement Services					
Special Education	84,313	128,999	175,439	178,948	182,527
Substitutes	12,000	18,360	24,970	25,469	25,978
Security	2,500	3,825	5,202	5,306	5,412
Total Subagreement Services	\$98,813	\$151,184	\$205,610	\$209,723	\$213,917

SPED Consultants and Total Program Costs

Special Education Consultant costs include all outside service provider costs estimated at \$84,313 (or 100% over the amount received in special education revenue) in year 1. COLA adjustments and increases based on population growth has been added each year thereafter. This includes psychological, speech language and occupational therapy services to SBA's students with IEPs. This cost is in addition to the in-house special education positions included in the personnel costs. In total, School has budgeted more than 3 times the special education expenses than revenues in its first year (or an encroachment of 267% in the first year). This conservative budgeting continues through the full term of the budget with details as follows:

Table N: Special Education Program

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Special Education Program					
Revenues					
Federal IDEA	-	\$27,264	\$40,896	\$54,528	\$54,528
State AB602	42,157	63,235	84,313	84,313	84,313
Total Revenues	\$42,157	\$90,499	\$125,210	\$138,842	\$138,842
Expenses					
Resource Teacher Salaries	\$51,500	\$105,060	\$107,161	\$163,957	\$167,236
Resource Teacher Benefits	16,726	34,121	34,803	53,248	54,313
Specialized Services	84,313	128,999	175,439	178,948	182,527
SELPA Fee	2,319	4,977	6,887	7,636	7,636
Total Expenses	\$154,858	\$273,157	\$324,290	\$403,789	\$411,712
Annual Encroachment	\$112,701	\$182,658	\$199,080	\$264,947	\$272,871
as a % of Revenue	267%	202%	159%	191%	197%

Substitute Teacher

Substitute teacher costs are based on the number of full-time teachers, the number of expected absent days per year (10) and the daily cost of an external staffing agency (\$200). These amounts increase after year one based on the increase in number of staff and an inflation adjustment of 2%.

Table O: Professional Services

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Professional Services					
IT	\$5,000	\$7,650	\$10,404	\$10,612	\$10,824
Audit & Taxes	-	\$10,000	\$10,200	\$10,404	\$10,612
Legal	\$22,500	\$22,950	\$23,409	\$23,877	\$24,355
Professional Development	\$15,000	\$22,950	\$31,212	\$31,836	\$32,473
General Consulting	\$10,000	\$15,300	\$20,808	\$21,224	\$21,649
Special Activities/Field Trips	\$41,250	\$63,113	\$85,833	\$87,550	\$89,301
Bank Charges	\$180	\$275	\$375	\$382	\$390
Printing	\$2,500	\$3,825	\$5,202	\$5,306	\$5,412
Other taxes and fees	\$1,500	\$2,295	\$3,121	\$3,184	\$3,247
Payroll Service Fee	\$4,038	\$4,393	\$4,679	\$4,750	\$4,750
Management Fee	\$53,250	\$63,927	\$85,282	\$85,621	\$85,621
District Oversight Fee	\$16,412	\$25,491	\$33,988	\$33,988	\$33,988
SPED Encroachment	\$2,319	\$4,977	\$6,887	\$7,636	\$7,636
Public Relations/Recruitment	\$3,500	\$3,570	\$3,641	\$3,714	\$3,789
Total Professional Services	\$177,448	\$250,716	\$325,040	\$330,085	\$334,047

Expenses shown in the table above are primarily based on preliminary negotiations with prospective service providers or based on industry averages. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

SBA has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 2% of total revenue. Charter Impact, Inc. also provides support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

SBA has projected that it will be required to pay a fee of 1% of general purpose revenues.

Table P: Facilities, Repairs and Other Leases Expenses

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Facilities, Repairs and Other Leases					
Rent	\$300,000	\$459,000	\$624,240	\$636,725	\$649,459
Equipment Leases	3,600	5,508	7,491	7,641	7,794
Real/Personal Property Taxes	3,000	4,590	6,242	6,367	6,495
Repairs and Maintenance	15,000	22,950	31,212	31,836	32,473
Total Facilities, Repairs and Other Leases	\$321,600	\$492,048	\$669,185	\$682,569	\$696,220

Facilities Rent

SBA is planning to occupy and lease a third-party site and has received a letter of intent from the developer (the letter is attached to this narrative). The proposed site includes a 18,800 sq. ft. building including classrooms, learning labs, and a common area, theater room, club room and storage. The lease includes a 60-month term and rent per year has been included in the chart above. The building size and term allows SBA to move into a permanent home in year 1 of operations and grow to capacity without moving, all while maintaining affordability each year.

Table Q: Operations and Housekeeping

<u> </u>	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Operations and Housekeeping					
Auto and Travel	\$3,000	\$4,590	\$6,242	\$6,367	\$6,495
Dues & Memberships	\$2,000	\$3,060	\$4,162	\$4,245	\$4,330
Insurance	\$20,000	\$30,600	\$41,616	\$42,448	\$43,297
Utilities	\$45,000	\$68,850	\$93,636	\$95,509	\$97,419
Janitorial Services	\$24,000	\$36,720	\$49,939	\$50,938	\$51,957
Communications	\$7,500	\$11,475	\$15,606	\$15,918	\$16,236
Postage and Shipping	\$1,500	\$2,295	\$3,121	\$3,184	\$3,247
Total Operations and Housekeeping	\$103,000	\$157,590	\$214,322	\$218,609	\$222,981

Other Outgo and Transfers

Due to the expected high cost of starting up a school, and the expected first LCFF apportionment not paid until after the end of the first quarter of Year 1, SBA expects a cash flow challenge during the first quarter of Year 1 and each year thereafter due to the growing enrollment. Many other charter schools cover their start-up cash shortfall through philanthropy and start-up grant support such as the PCSGP. However, to project cash flow conservatively, SBA has secured external financing to provide the cash necessary to initiate operations and has included a letter of intent from Charter Asset Management with this narrative. The budget projects the cost of factoring portions of its principal apportionment payment to cover the cash shortfall during the growth phase. The need to factor is not expected to be necessary after the 4th year of operations as projections show that the cash balance will grow substantially after this initial period. As such, the projections show interest payment equal to 2% of each receivable sale during the first 4 years.

Table R: Interest

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Interest					
Interest	15,802	21,135	20,631	8,174	-
Total Interest	\$15,802	\$21,135	\$20,631	\$8,174	-

Cash Flow

As noted above, because of a limited opening cash balance starting in Year 1, SBA has allocated necessary funds to account for requisite borrowing costs during the growth phase. Once the school gets to the 4th year of operations, the timing of the State Aid will no longer be an issue. In addition, the year over year surpluses will allow for the school to begin growing a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

Ending Cash Balance

The cash balance at the end of 2023-24 is projected to be minimal but will grow from there as the State funding calculations catch up with the school's enrollment at capacity. SBA will be able to reach nearly a 5% cash reserve by the 4th year of operations with no outstanding loans or factoring. At the end of Year 5, SBA is projected to have a cash balance of \$325,000 representing a reserve equal to 9% of expenses.

Table S: Statement of Activities & Cash Balance

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Statement of Activities					
Revenues					
State Aid - Revenue Limit	\$1,641,186	\$2,549,121	\$3,398,828	\$3,398,828	\$3,398,828
Federal Revenue	74,026	133,303	178,949	192,581	192,581
Other State Revenue	75,650	120,154	161,319	164,658	164,658
Total Revenues	\$1,790,862	\$2,802,578	\$3,739,095	\$3,756,067	\$3,756,067
Expenses					
Certificated Salaries	\$480,750	\$751,740	\$1,017,517	\$1,092,519	\$1,114,370
Classified Salaries	36,000	86,720	88,454	90,223	92,028
Employee Benefits	158,503	262,854	342,607	366,993	374,137
Books & Supplies	311,556	477,908	627,783	542,550	551,352
Subagreement Services	98,813	151,184	205,610	209,723	213,917
Operations and Housekeeping	103,000	157,590	214,322	218,609	222,981
Facilities, Repairs and Other Leases	321,600	492,048	669,185	682,569	696,220
Professional Services	177,448	250,716	325,040	330,085	334,047
Depreciation and Interest	15,802	21,135	20,631	8,174	-
Total Expenses	\$1,703,473	\$2,651,894	\$3,511,150	\$3,541,445	\$3,599,051
Increase/(Decrease) of Net Assets	\$87,390	\$150,684	\$227,945	\$214,621	\$157,015
	5.1%	5.7%	6.5%	6.1%	4.4%
Beginning Cash Balance	-	16,637	42,201	77,645	168,929
Ending Cash Balance	\$16,637	\$42,201	\$77,645	\$168,929	\$325,945
Cash Balance (% of Expenditures)	1.0%	1.6%	2.2%	4.8%	9.1%

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-9-9 payment schedule. We have used this schedule to project our cash flow position for the first five years SBA is in operation except for new schools or new grade levels when the initial PENSEC payment of 37% is expected to be received in September, and 18% is expected in December. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment.

State Aid – Revenue Limit

The State Aid — Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA on a regular basis. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one-month delay in the payments. The Economic Protection Account flows quarterly in September, December, March and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

State Lottery Revenues are paid according to the prior year's ADA and are paid quarterly except in year 1 of operations.

Expenditures

California Lottery

the school year. The majority of the curriculum costs are front-loaded to the beginning of the The most significant part of SBA's cost structure is staff compensation which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of school year.

Fund Balance

The fund balance is expected to above the CDE-recommended levels in each year of operations and grow to 20%, 4 times the recommended level, by the end of year 5.

Table T: Statement of Fund Balance

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Fund Balance					
Beginning Fund Balance	ı	\$87,390	\$238,074	\$466,019	\$680,640
Increase/(Decrease) in Net Assets	87,390	150,684	227,945	214,621	157,015
Ending Fund Balance	\$87,390	\$238,074	\$466,019	\$680,640	\$837,656
Fund Balance (% of Expenditures)	5.1%	80.6	13.3%	19.2%	23.3%

accs-jun22item03 Attachment 7 Page 628 of 986 CHARTER IMPACT

Samoa Beach Academy

Multi-Year Forecast

	2023-24	2024-25	2025-26	2026-27	2027-28
ssumptions	Budget	Forecast	Forecast		Forecast
LCFF COLA	3.11%	3.54%	0.00%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%	2.00%	2.00%
Enrollment	150.00	225.00	300.00	300.00	300.00
Average Daily Attendance	142.50	213.75	285.00	285.00	285.00
evenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	\$ 1,023,037	\$ 1,621,897	\$ 2,162,529	\$ 2,162,529	\$ 2,162,52
8012 Education Protection Account	28,500	42,750	57,000	57,000	57,00
8096 In Lieu of Property Taxes	589,649	884,474	1,179,299	1,179,299	1,179,29
	1,641,186	2,549,121	3,398,828	3,398,828	3,398,828
Federal Revenue					
8181 Special Education - Entitlement	-	27,264	40,896	54,528	54,52
8220 Federal Child Nutrition	42,217	63,326	84,435	84,435	84,43
8290 Title I, Part A - Basic Low Income	17,925	26,888	35,850	35,850	35,85
8291 Title II, Part A - Teacher Quality	3,884	5,826	7,768	7,768	7,76
8296 Other Federal Revenue	10,000	10,000	10,000	10,000	10,00
	74,026	133,303	178,949	192,581	192,58
Other State Revenue					
8311 State Special Education	42,157	63,235	84,313	84,313	84,31
8520 Child Nutrition	3,996	5,994	7,992	7,992	7,99
8550 Mandated Cost	-	6,679	10,018	13,358	13,35
8560 State Lottery	29,498	44,246	58,995	58,995	58,99
	75,650	120,154	161,319	164,658	164,658
otal Revenue	\$ 1,790,862	\$ 2,802,578	\$ 3,739,095	\$ 3,756,067	\$ 3,756,067
penses					
Certificated Salaries					
1100 Teachers' Salaries	360,500	577,830	750,128	819,783	836,17
1300 Administrators' Salaries	90,000	112,200	204,444	208,533	212,70
1900 Other Certificated Salaries	30,250	61,710	62,944	64,203	65,48
	480,750	751,740	1,017,517	1,092,519	1,114,370
Classified Salaries					
2300 Classified Administrators' Salaries	-	50,000	51,000	52,020	53,060
2400 Clerical and Office Staff Salaries				38,203	38,96
	36,000	36,720	37,454	30,203	
	36,000 36,000	36,720 86,720	37,454 88,454	90,223	
Benefits					
					92,02
Benefits	36,000	86,720	88,454	90,223	92,02 74,79
Benefits 3301 OASDI	36,000 32,039	86,720 51,985	88,454 68,570	90,223	92,02 74,79 17,49
Benefits 3301 OASDI 3311 Medicare	36,000 32,039 7,493	51,985 12,158	88,454 68,570 16,037	90,223 73,330 17,150	92,02 74,79 17,49 194,83
Benefits 3301 OASDI 3311 Medicare 3401 Health and Welfare	36,000 32,039 7,493 81,000	86,720 51,985 12,158 137,700	88,454 68,570 16,037 177,908	90,223 73,330 17,150 191,017	92,023 74,79° 17,493 194,833 9,800
Benefits 3301 OASDI 3311 Medicare 3401 Health and Welfare 3501 State Unemployment	36,000 32,039 7,493 81,000 4,900	86,720 51,985 12,158 137,700 7,350	68,570 16,037 177,908 9,310	90,223 73,330 17,150 191,017 9,800	74,797 17,493 194,838 9,800 16,890 60,320

accs-jun22item03 Attachment 7 Page 629 of 986 CHARTER IMPACT

Samoa Beach Academy

Multi-Year Forecast

	2023-24	2024-25	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast	Forecast	Forecast
Books and Supplies					
4100 Textbooks and Core Curricula	26,250	40,163	54,621	55,713	56,828
4200 Books and Other Materials	18,750	28,688	39,015	39,795	40,591
4302 School Supplies	11,250	42,213	82,409	84,057	85,738
4305 Software	70,750	108,248	147,217	150,161	153,164
4310 Office Expense	12,750	19,508	26,530	27,061	27,602
4311 Business Meals	750	1,148	1,561	1,592	1,624
4400 Noncapitalized Equipment	115,600	153,095	161,038	66,470	65,750
4700 Food Services	55,456	84,848	115,393	117,701	120,055
	311,556	477,908	627,783	542,550	551,352
Subagreement Services					
5102 Special Education	84,313	128,999	175,439	178,948	182,527
5103 Substitute Teacher	12,000	18,360	24,970	25,469	25,978
5105 Security	2,500	3,825	5,202	5,306	5,412
	98,813	151,184	205,610	209,723	213,917
Operations and Housekeeping					
5201 Auto and Travel	3,000	4,590	6,242	6,367	6,495
5300 Dues & Memberships	2,000	3,060	4,162	4,245	4,330
5400 Insurance	20,000	30,600	41,616	42,448	43,297
5501 Utilities	45,000	68,850	93,636	95,509	97,419
5502 Janitorial Services	24,000	36,720	49,939	50,938	51,957
5900 Communications	7,500	11,475	15,606	15,918	16,236
5901 Postage and Shipping	1,500	2,295	3,121	3,184	3,247
	103,000	157,590	214,322	218,609	222,981
Facilities, Repairs and Other Leases					
5601 Rent	300,000	459,000	624,240	636,725	649,459
5603 Equipment Leases	3,600	5,508	7,491	7,641	7,794
5605 Real/Personal Property Taxes	3,000	4,590	6,242	6,367	6,495
5610 Repairs and Maintenance	15,000	22,950	31,212	31,836	32,473
D f : 1/0 li: 6 :	321,600	492,048	669,185	682,569	696,220
Professional/Consulting Services	F 000	7.050	10.404	10.613	10.024
5801 IT	5,000	7,650	10,404	10,612	10,824
5802 Audit & Taxes	22.500	10,000	10,200	10,404	10,612
5803 Legal	22,500	22,950	23,409	23,877	24,355
5804 Professional Development	15,000	22,950	31,212	31,836	32,473
5806 Special Activities/Field Trips	41,250	63,113	85,833	87,550	89,301
5807 Bank Charges	180	275	375	382	390
5808 Printing	2,500	3,825	5,202	5,306	5,412
5809 Other taxes and fees	1,500	2,295	3,121	3,184	3,247
5810 Payroll Service Fee	4,038	4,393	4,679	4,750	4,750
5811 Management Fee	53,250	63,927	85,282	85,621	85,621
5812 District Oversight Fee	16,412	25,491	33,988	33,988	33,988
5814 SPED Encroachment	2,319	4,977	6,887	7,636	7,636
5815 Public Relations/Recruitment	3,500	3,570	3,641	3,714	3,789
	177,448	250,716	325,040	330,085	334,047

accs-jun22item03 Attachment 7 Page 630 of 986 CHARTER IMPACT

Samoa Beach Academy

Multi-Year Forecast

		2023-24	2024-25	2025-26	2026-27	2027-28
		Budget	Forecast	Forecast	Forecast	Forecast
Interest						
7438	Interest Expense	15,802	21,135	20,631	8,174	
		15,802	21,135	20,631	8,174	-
Total Exper	nses	\$ 1,703,473	\$ 2,651,894	\$ 3,511,150	\$ 3,541,445	\$ 3,599,051
Surplus (De	eficit)	\$ 87,390	\$ 150,684	\$ 227,945	\$ 214,621	\$ 157,015
	Fund Dalance Designing of Veer	ć	ć 97.200	ć 220.07 <i>4</i>	ć 4CC 010	ć C90.C40
	Fund Balance, Beginning of Year Fund Balance, End of Year	\$ - \$ 87,390	\$ 87,390 \$ 238,074	\$ 238,074 \$ 466,019	\$ 466,019 \$ 680,640	\$ 680,640 \$ 837,656
	Fullu Balance, Ellu Ol Teal	5.1%	9.0%	13.3%	19.2%	23.3%
		3.1%	3.0%	13.3%	13.2/6	23.3/6
Cash Flow A	diustments					
	us (Deficit)	87,390	150,684	227,945	214,621	157,015
•	Flows From Operating Activities	87,330	130,084	227,543	214,021	137,013
Casiri	Public Funding Receivables	(192,635)	(75,677)	(104,600)	(6,748)	_
	Accounts Payable	1,868	1,005	1,127	187	_
Cash I	Flows From Financing Activities	1,000	1,005	1,12,	107	
Cusin	Proceeds from Factoring	790,103	1,056,760	1,031,526	408,718	_
	Payments on Factoring	(670,089)	(1,107,208)	(1,120,555)	(525,495)	_
	r dyments on ructoring	(070,003)	(1,107,200)	(1,120,333)	(323,433)	
Total Ch	ange in Cash	16,637	25,564	35,443	91,285	157,015
Total Cil	ange in easi	10,037	23,304	33,443	31,203	137,013
Cash. Be	eginning of Year	_	16,637	42,201	77,645	168,929
000.1, 00			20,007	,_01	,545	200,323
Cash, E	nd of Year	\$ 16,637	\$ 42,201	\$ 77,645	\$ 168,929	\$ 325,945
			-			

accs-jun22item03 Attachment 7 Page 631 of 986

CHARTER IMPACT

Samoa Beach Academy

Monthly Cash Flow/Budget FY23-24

Revised 6/7/21

ADA = 142.50 Year-End **Annual** Jul 23 Aug-23 Sep-23 Oct 23 Nov-23 Dec 23 Jan 24 Feb 24 Mar 24 Apr-24 May-24 Jun 24 Accruals Budget Revenues State Aid - Revenue Limit 8011 LCFF State Aid 378,524 184,147 92,073 92,073 92,073 92,073 92,073 1,023,037 7,125 7,125 7,125 28.500 8012 Education Protection Account 7,125 153,309 47,172 47,172 47,172 82,551 41,275 41,275 41,275 8096 In Lieu of Property Taxes 47,172 41,275 589,649 538.957 47.172 47.172 238,444 47.172 174.624 140.474 133.349 133.349 140,474 1,641,186 Federal Revenue 8181 Special Education - Entitlement 4,011 4,011 4,011 4,011 4,011 4,011 8,021 42.217 8220 Federal Child Nutrition 2,111 4,011 4,011 4,481 17,925 8290 Title I. Part A - Basic Low Income 4,481 4,481 4,481 8291 Title II, Part A - Teacher Quality 971 971 971 971 3,884 8296 Other Federal Revenue 10,000 10,000 5,452 2,111 4,011 9,463 4,011 4,011 9,463 4,011 4,011 14,011 13,473 74,026 Other State Revenue 8311 State Special Education 8,431 42,157 8,431 8,431 8,431 8,431 8520 Child Nutrition 200 380 380 380 380 380 380 380 380 759 3,996 8550 Mandated Cost 8560 State Lottery 29,498 29,498 _ 200 380 380 380 380 8,811 8,811 8,811 8,811 38,688 75,650 Total Revenue 5,452 541,268 51,562 57,014 242,834 51,562 192,898 153,295 146,170 156,170 192,635 1,790,862 Expenses **Certificated Salaries** 1100 Teachers' Salaries 32,773 32,773 32,773 32,773 32,773 32,773 32,773 32,773 32,773 32,773 32,773 360,500 90,000 1300 Administrators' Salaries 7,500 7,500 7,500 7,500 7,500 7,500 7,500 7,500 7,500 7,500 7,500 7,500 1900 Other Certificated Salaries 2,750 2,750 2,750 2,750 2,750 2,750 2,750 2,750 2,750 2,750 2,750 30,250 7.500 43.023 43.023 43.023 43.023 43.023 43.023 43.023 43.023 43.023 480,750 43.023 43.023 **Classified Salaries** 2300 Classified Administrators' Salaries 2400 Clerical and Office Staff Salaries 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 36,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 3,000 36,000 Benefits 3301 OASDI 651 2.853 2.853 2.853 2.853 2,853 2.853 2.853 2.853 2,853 2.853 2,853 32.039 152 3311 Medicare 667 667 667 667 667 667 667 667 667 667 667 7,493 6,750 6,750 6,750 6,750 6,750 6,750 6,750 6,750 6,750 6,750 6,750 3401 Health and Welfare 6,750 81,000 490 245 4,900 3501 State Unemployment 245 245 245 245 245 245 1,225 980 245 245 3601 Workers' Compensation 147 644 644 644 644 644 644 644 644 644 644 644 7,235 3901 Other Benefits 525 2,301 2,301 2,301 2,301 2,301 2,301 2,301 2,301 2,301 2,301 2,301 25,838 8,470 13.461 13,461 13.461 13.461 13,461 14,441 14,196 13,706 13,461 13,461 13,461 158,503

accs-jun22item03 Attachment 7 Page 632 of 986 CHARTER IMPACT

Samoa Beach Academy

Monthly Cash Flow/Budget FY23-24

101300 0/7/21														
ADA = 142.50	Jul 23	Aug-23	Sep-23	Oct 23	Nov-23	Dec 23	Jan 24	Feb 24	Mar 24	Apr-24	May-24	Jun 24	Year-End Accruals	Annual Budget
Books and Supplies														
4100 Textbooks and Core Materials	_	6,563	6,563	6,563	6,563	_	_	_	_	_	_	_	_	26,250
4200 Books and Reference Materials	3,750	3,750	3,750	3,750	3,750	_	_	_	_	_	_	_	-	18,750
4302 School Supplies	938	938	938	938	938	938	938	938	938	938	938	938	-	11,250
4305 Software	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	-	70,750
4310 Office Expense	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	-	12,750
4311 Business Meals	63	63	63	63	63	63	63	63	63	63	63	63	-	750
4400 Noncapitalized Equipment	-	23,120	23,120	23,120	23,120	23,120	-	-	-	-	-	-	-	115,600
4700 Food Services		5,041	5,041	5,041	5,041	5,041	5,041	5,041	5,041	5,041	5,041	5,041	-	55,456
	11,708	46,432	46,432	46,432	46,432	36,120	13,000	13,000	13,000	13,000	13,000	13,000	-	311,556
Subagreement Services														
5102 Special Education	-	7,665	7,665	7,665	7,665	7,665	7,665	7,665	7,665	7,665	7,665	7,665	-	84,313
5103 Substitute Teacher	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	-	12,000
5105 Security		227	227	227	227	227	227	227	227	227	227	227	-	2,500
		8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	-	98,813
Operations and Housekeeping		272	272	272	272	272	272	272	272	272	272	272		2.000
5201 Auto and Travel	-	273	273	273	273	273	273	273	273	273	273	273	-	3,000
5300 Dues & Memberships	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000
5400 Insurance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	20,000
5501 Utilities	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	45,000
5502 Janitorial Services	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
5900 Communications	625	625	625	625	625	625	625	625	625	625	625	625	-	7,500
5901 Postage and Shipping	8,208	8,481	150 8.631	150 8,631	-	1,500 103,000								
Facilities, Repairs and Other Leases	6,206	0,401	0,031	0,031	0,031	0,031	0,031	0,031	0,031	0,031	0,031	0,031	-	105,000
5601 Rent	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000		300,000
5603 Equipment Leases	300	300	300	300	300	300	300	300	300	300	300	300		3,600
5605 Real/Personal Property Taxes	250	250	250	250	250	250	250	250	250	250	250	250		3,000
5610 Repairs and Maintenance	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250		15,000
3010 Repairs and Maintenance	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	-	321,600
Professional/Consulting Services	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000		022,000
5801 IT	417	417	417	417	417	417	417	417	417	417	417	417	_	5,000
5803 Legal	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	_	22,500
5804 Professional Development	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	_	15,000
5805 General Consulting	_	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	_	10,000
5806 Special Activities/Field Trips	_	-	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583		_	41,250
5807 Bank Charges	15	15	15	15	15	15	15	15	15	15	15	15	-	180
5808 Printing	_	-	250	250	250	250	250	250	250	250	250	250	-	2,500
5809 Other taxes and fees	_	-	150	150	150	150	150	150	150	150	150	150	-	1,500
5810 Payroll Service Fee	336	336	336	336	336	336	336	336	336	336	336	336	-	4,038
5811 Management Fee	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	-	53,250
5812 District Oversight Fee	-	-		5,390	472	472	2,384	472	1,746	1,405	1,333	1,333	1,405	16,412
5814 SPED Encroachment	-	-	_	-	-	_	· -	-	464	464	464	464	464	2,319
5815 Public Relations/Recruitment	1,167	1,167	1,167	-	-	_	_	-	-	-	-	-	-	3,500
	8,247	8,247	15,731	19,954	15,036	15,036	16,948	15,036	16,774	16,432	16,361	11,778	1,868	177,448

accs-jun22item03 Attachment 7 Page 633 of 986

CHARTER IMPACT

Samoa Beach Academy

Monthly Cash Flow/Budget FY23-24

ADA = 142.50	Jul 23	Aug-23	Sep-23	Oct 23	Nov-23	Dec 23	Jan 24	Feb 24	Mar 24	Apr-24	May-24	Jun 24	Year-End Accruals	Annual Budget
Interest		-					-							
7438 Interest Expense	5,299	-	2,946	-	921	1,565	921	1,749	-	2,400	-	-	-	15,802
	5,299	-	2,946	-	921	1,565	921	1,749	-	2,400	-	-	-	15,802
Total Expenses	79,234	158,428	169,007	170,284	166,287	156,619	135,747	134,418	133,917	135,730	133,259	128,676	1,868	1,703,473
Monthly Surplus (Deficit)	(79,234)	(158,428)	(163,555)	370,984	(114,724)	(99,604)	107,087	(82,856)	58,981	17,565	12,911	27,495	190,767	87,390
Cash Flow Adjustments	•													
Monthly Surplus (Deficit)	(79,234)	(158,428)	(163,555)	370,984	(114,724)	(99,604)	107,087	(82,856)	58,981	17,565	12,911	27,495	190,767	87,390
Cash flows from operating activities														
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(192,635)	(192,635)
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	1,868	1,868
Cash flows from financing activities														
Proceeds from Factoring	264,967	-	147,317	-	46,037	78,262	46,037	87,470	-	120,014	-	-	-	790,103
Payments on Factoring		-	-	(264,967)	-	-	(147,317)	-	(46,037)	(78,262)	(46,037)	(87,470)	-	(670,089)
Total Change in Cash	185,733	(158,428)	(16,238)	106,018	(68,688)	(21,342)	5,806	4,614	12,945	59,316	(33,125)	(59,975)		
Cash, Beginning of Month		185,733	27,305	11,068	117,085	48,398	27,056	32,862	37,476	50,421	109,737	76,612		
Cash, End of Month	185,733	27,305	11,068	117,085	48,398	27,056	32,862	37,476	50,421	109,737	76,612	16,637		

Samoa Beach Academy

Monthly Cash Flow/Forecast FY24-25

Revised 6/7/21

CHARTER IMPACT

1300 Administrators' Salaries 9,350	neviseu 0/7/21																
Section Sect	ADA = 213.75	Jul 24	Aug 24	Sep 24	Oct 24	Nov 24	Dec 24	Jan 25	Feb 25	Mar 25	Apr 25	May 25	Jun-25				•
Section Sect	Revenues															ADA =	142.50
Part																	
Part	8011 LCFF State Aid		54.063	54.063	297.348	97.314	97.314	194.628	97.314	145.971	145.971	145.971	145.971	145.971	1.621.897	1.023.037	598.860
Part										,	,	,	,				
Federal Revenue 8.81 Special Education - Entitlement 8.82 Special Education - Entitlement 8.83 Special Education - Entitlement 8.84 Special Education - Entitlement 8.84 Special Education - Entitlement 8.85 Special Education - Entitlement 8.85 Special Education - Special Sp			35.379	70.758		70.758	70.758		70.758	123.826		61.913	61.913				
Peter Pete		-		•		,		•			,				,		
Record Clied Numbrische	Federal Revenue		,		-,	,-	,-	,-	,-	,	-,	- ,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	-,-	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Record Clied Numbrische	8181 Special Education - Entitlement		-	_		_	_		-	13.632		-	6.816	6.816	27.264	_	27.264
1	•		_	3.166	3.166	6.333	6.333	6.333	6.333	,	6.333	6.333			63.326	42.217	
Second Persistant Recommendant		-	_	,	_	-			-			-	-			,	
Part		_	_		_	_		-	_		-	_	_				
Other State Revenue 8.31 State Special Education 8.32 Offile Multifrom 8.32 Offile Multifrom 8.32 Offile Multifrom 8.33 Offile Multifrom 8.34 Offile Multifrom 8.35 Offile Multi			_		_	_	_,			_,			10.000	_,			_,
Second December Second Dec	•		_	11.345	3.166	6.333	14.511	6.333	6.333	28.143	6.333	6.333	-,	21.327	-,		59.277
1.588 1.58	Other State Revenue				-,			-,	-,		-,	-,	,				
1.588 1.58	8311 State Special Education		3.162	3.162	5.691	5.691	5.691	5.691	5.691	5.691	5.691	5.691	5.691	5.691	63.235	42.157	21.078
Septembly Sept		_															
Part		_	_	-	-	-		-	-	-	-	-	-	-		-,	
Total Revenue - 3,162 3,461 5,991 6,291 12,970 17,352 6,291 6,291 17,352 6,291 6,291 28,414 75,500 44,504 Total Revenue - 92,604 139,627 437,456 180,695 195,552 296,195 180,695 304,231 249,381 220,507 237,323 268,312 2,302,578 1,790,862 1,101,716 Expenses Certificated Salaries Certificated Salaries - 52,530 52,5		_	_	_	_	_	-	11 062	_	_	11 062	_	_	22 123		29 498	
Part	osoo state sotter,	-	3 162	3 461	5 991	6 291	12 970		6 291	6 291		6 291	6 291				
Expenses	•		3,102	3, 101	5,551	0,231	12,370	17,002	0,231	0,231	17,002	0,231	0,232	20,111	120,25	73,030	,50 .
Certificated Salaries 1100 Teachers' Salaries	Total Revenue	-	92,604	139,627	437,456	180,695	195,552	296,195	180,695	304,231	249,381	220,507	237,323	268,312	2,802,578	1,790,862	1,011,716
1100 Teacher's Salaries -	Expenses																
1300 Administrator's Salaries 9,350 9,	Certificated Salaries																
1900 Other Certificated Salaries	1100 Teachers' Salaries	-	52,530	52,530	52,530	52,530	52,530	52,530	52,530	52,530	52,530	52,530	52,530	-	577,830	360,500	(217,330)
Classified Salaries 2300 Classified Administrators' Salaries 2400 Clerical and Office Staff Salaries 3,060	1300 Administrators' Salaries	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	-	112,200	90,000	(22,200)
Classified Salaries	1900 Other Certificated Salaries	-	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	-	61,710	30,250	(31,460)
2300 Classified Administrators' Salaries 4,167	•	9,350	67,490	67,490	67,490	67,490	67,490	67,490	67,490	67,490	67,490	67,490	67,490	-	751,740	480,750	(270,990)
2400 Clerical and Office Staff Salaries 3,060 3,	Classified Salaries							·									
2400 Clerical and Office Staff Salaries 3,060	2300 Classified Administrators' Salaries	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000	-	(50,000)
Benefits Seminary	2400 Clerical and Office Staff Salaries	3.060	3.060	3.060	3.060	3.060	3.060	3.060	3.060	3.060	3.060		3.060	_	36.720	36.000	
Benefits														-			
3311 Medicare 247 1,083	Benefits		•					•		•						-	
3311 Medicare 247 1,083	3301 OASDI	1,056	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	-	51,985	32,039	(19,946)
3401 Health and Welfare 11,475														_			(4,665)
3501 State Unemployment 368 368 368 368 368 368 368 368 368 368	3401 Health and Welfare	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	-	137,700	81,000	
3601 Workers' Compensation 239 1,045														_			
3901 Other Benefits 852 3,734	• •		1.045	1.045	1.045	1.045	1.045			1.045	1.045	1.045		_			
Books and Supplies 14,236 22,334	·										,		,	_			
Books and Supplies 4100 Textbooks and Core Curricula Mate - 10,041 10,041 10,041 10,041				•		,		•		•	,			-	,		
4100 Textbooks and Core Curricula Mate - 10,041 10,041 10,041 10,041	Books and Supplies	,	,	,	,	,	,	-,	-,-	,	,	,	,		, , ,		(- ,,
4200 Books and Other Reference Materi 5,738 3,518 3,51	• •		10,041	10,041	10,041	10,041		-			-	-	-	_	40,163	26,250	(13,913)
4302 School Supplies 3,518 3,5		5.738					-	-	-		-	-	-				
4305 Software 9,021 <							3.518	3.518	3,518	3.518	3.518	3.518	3,518	_			
4310 Office Expense 1,626 1			-,	-,-	-,-	-,	-,	-,-	-,	-,-	-,-		,			,	
4311 Business Meals 96 <th< td=""><td></td><td></td><td></td><td>•</td><td></td><td></td><td></td><td></td><td>•</td><td></td><td></td><td></td><td>,</td><td></td><td></td><td></td><td></td></th<>				•					•				,				
4400 Noncapitalized Equipment - 30,619 30,619 30,619 30,619 - - - - - 153,095 115,600 (37,495) 4700 Food Services - 7,713 7,	•					,				,	,		,			,	
4700 Food Services - 7,713 7,713 7,713 7,713 7,713 7,713 7,713 7,713 7,713 7,713 - 84,848 55,456 (29,392)		-						- 30	-	-		- 30					
		-		•				7 712	7 712	7 712	7 712	7 712	7 712				
211,000 000,110 000,110 000,110 0.15,13 0.15,13 0.15,14 0.15,1	4700 I OOU SELVICES	10 007				,				•	,				,		
		13,337	00,370	00,370	00,370	00,370	32,332	21,313	21,373	21,313	21,313	21,373	21,3/3		477,508	311,330	(100,332)

Samoa Beach Academy

Monthly Cash Flow/Forecast FY24-25

Revised 6/7/21

CHARTER IMPACT

ADA =	213.75				0.00									Year-End	Annual	Prior Year	Favorable /
		Jul 24	Aug 24	Sep 24	Oct 24	Nov 24	Dec 24	Jan 25	Feb 25	Mar 25	Apr 25	May 25	Jun-25	Accruals	Forecast	Forecast	(Unfav.)
Subagree	ment Services																
5102	Special Education	-	11,727	11,727	11,727	11,727	11,727	11,727	11,727	11,727	11,727	11,727	11,727	-	128,999	84,313	(44,686)
5103	Substitute Teacher	-	1,669	1,669	1,669	1,669	1,669	1,669	1,669	1,669	1,669	1,669	1,669	-	18,360	12,000	(6,360)
5105	Security		348	348	348	348	348	348	348	348	348	348	348	-	3,825	2,500	(1,325)
			13,744	13,744	13,744	13,744	13,744	13,744	13,744	13,744	13,744	13,744	13,744	-	151,184	98,813	(52,371)
Operation	ns and Housekeeping																
5201	Auto and Travel	-	417	417	417	417	417	417	417	417	417	417	417	-	4,590	3,000	(1,590)
5300	Dues & Memberships	255	255	255	255	255	255	255	255	255	255	255	255	-	3,060	2,000	(1,060)
5400	Insurance	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-	30,600	20,000	(10,600)
5501	Utilities	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	-	68,850	45,000	(23,850)
5502	Janitorial Services	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-	36,720	24,000	(12,720)
5900	Communications	956	956	956	956	956	956	956	956	956	956	956	956	-	11,475	7,500	(3,975)
5901	Postage and Shipping		-	230	230	230	230	230	230	230	230	230	230	-	2,295	1,500	(795)
		12,559	12,976	13,206	13,206	13,206	13,206	13,206	13,206	13,206	13,206	13,206	13,206	-	157,590	103,000	(54,590)
	Repairs and Other Leases																
	Rent	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	-	459,000	300,000	(159,000)
5603	Equipment Leases	459	459	459	459	459	459	459	459	459	459	459	459	-	5,508	3,600	(1,908)
	Real/Personal Property Taxes	383	383	383	383	383	383	383	383	383	383	383	383	-	4,590	3,000	(1,590)
5610	Repairs and Maintenance	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	-	22,950	15,000	(7,950)
		41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	-	492,048	321,600	(170,448)
	nal/Consulting Services																
5801	IT	638	638	638	638	638	638	638	638	638	638	638	638	-	7,650	5,000	(2,650)
	Audit & Taxes	-	-	-	3,333	3,333	3,333	-	-	-	-	-	-	-	10,000	-	(10,000)
	Legal	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	-	22,950	22,500	(450)
5804	Professional Development	-	-	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	22,950	15,000	(7,950)
5805	General Consulting	-	-	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	-	15,300	10,000	(5,300)
5806	Special Activities/Field Trips	-	-	7,013	7,013	7,013	7,013	7,013	7,013	7,013	7,013	7,013	-	-	63,113	41,250	(21,863)
5807	Bank Charges	23	23	23	23	23	23	23	23	23	23	23	23	-	275	180	(95)
5808	Printing	-	-	383	383	383	383	383	383	383	383	383	383	-	3,825	2,500	(1,325)
5809	Other taxes and fees	-	-	230	230	230	230	230	230	230	230	230	230	-	2,295	1,500	(795)
	Payroll Service Fee	366	366	366	366	366	366	366	366	366	366	366	366	-	4,393	4,038	(355)
	Management Fee	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	-	63,927	53,250	(10,677)
5812	-	-	894	1,248	4,283	1,681	1,681	2,725	1,681	2,698	2,257	2,079	2,079	2,186	25,491	16,412	(9,079)
	SPED Encroachment	-	174	174	313	313	313	313	313	1,063	313	313	688	688	4,977	2,319	(2,659)
5815	Public Relations/Recruitment	1,190	1,190	1,190		-	-	-		-		-	-	-	3,570	3,500	(70)
		9,456	10,525	22,328	27,645	25,043	25,043	22,754	21,709	23,476	22,286	22,108	15,470	2,874	250,716	177,448	(73,268)
Interest																	
7438	Interest Expense	4,758	1,654	2,725	-	2,627	2,627	2,627		-	4,116	-	-	-	21,135	15,802	(5,333)
		4,758	1,654	2,725	-	2,627	2,627	2,627			4,116		-	-	21,135	15,802	(5,333)
Total Expense	es	118,586	245,324	258,427	261,020	261,045	245,267	213,829	209,789	210,821	213,379	209,085	202,447	2,874	2,651,894	1,703,473	(948,422)
Monthly Sur	slue (Deficit)	(118,586)	(152,720)	(118,800)	176,437	(80,350)	(49,715)	82,366	(29,095)	93,409	36,002	11,422	34,876	265,438	150,684	87.390	63,294
wonthly surp	nus (Dentity	(118,580)	(132,720)	(110,800)	1/0,43/	(00,330)	(43,715)	02,300	(23,095)	53,409	30,002	11,422	34,870	203,438	130,084	87,390	03,294

accs-jun22item03 Attachment 7 Page 636 of 986

Samoa Beach Academy

Monthly Cash Flow/Forecast FY24-25

Revised 6/7/21

ADA = 213.75													
Cash Flow Adjustments													
Monthly Surplus (Deficit)	(118,586)	(152,720)	(118,800)	176,437	(80,350)	(49,715)	82,366	(29,095)	93,409	36,002	11,422	34,876	265,438
Cash flows from operating activities													
Public Funding Receivables	149,254	13,884	-	-	-	29,498	-	-	-	-	-	-	(268,312)
Accounts Payable	(1,868)	-	-	-	-	-	-	-	-	-	-	-	2,874
Cash flows from financing activities													
Proceeds from Factoring	237,878	82,717	136,239	-	131,374	131,374	131,374	-	-	205,805	-	-	-
Payments on Factoring	(120,014)	-	-	(237,878)	(82,717)	(136,239)	(136,239)	-	(131,374)	(131,374)	(131,374)	-	-
Total Change in Cash	146,664	(56,120)	17,439	(61,442)	(31,693)	(25,083)	77,501	(29,095)	(37,964)	110,433	(119,952)	34,876	
Cash, Beginning of Month	16,637	163,301	107,181	124,620	63,178	31,485	6,403	83,903	54,809	16,844	127,277	7,326	
Cash, End of Month	163,301	107,181	124,620	63,178	31,485	6,403	83,903	54,809	16,844	127,277	7,326	42,201	

CHARTER
IMPACT

Favorable / (Unfav.)

Annual	Prior Year
orecast	Forecast
150,684	
(75,677)	
1,005	
1,056,760	
1,107,208)	

Samoa Beach Academy

Monthly Cash Flow/Forecast FY25-26

Revised 6/7/21

CHARTER IMPACT

ADA = 285.00	Jul 25	Aug 25	Sep 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26	Jun-26	Year-End	Annual	Prior Year	Favorable /
		ŭ	·							•	·		Accruals	Forecast	Forecast	(Unfav.)
Revenues															ADA =	213.75
State Aid - Revenue Limit																
8011 LCFF State Aid	-	81,095	81,095	346,005	145,971	145,971	243,285	145,971	194,628	194,628	194,628	194,628	194,628	2,162,529	1,621,897	540,632
8012 Education Protection Account	-		-	7,125			7,125			17,813			24,938	57,000	42,750	14,250
8096 In Lieu of Property Taxes	•	53,068	106,137	147,412	94,344	94,344	94,344	94,344	165,102	82,551	82,551	82,551	82,551	1,179,299	884,474	294,825
<u>-</u>	-	134,163	187,232	500,542	240,315	240,315	344,753	240,315	359,729	294,991	277,179	277,179	302,116	3,398,828	2,549,121	849,707
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	20,448	-	-	10,224	10,224	40,896	27,264	13,632
8220 Federal Child Nutrition	-	-	4,222	4,222	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	84,435	63,326	21,109
8290 Title I, Part A - Basic Low Income	-	-	8,963	-	-	8,963	-	-	8,963	-	-	-	8,963	35,850	26,888	8,963
8291 Title II, Part A - Teacher Quality	-	-	1,942	-	-	1,942	-	-	1,942	-	-		1,942	7,768	5,826	1,942
8296 Other Federal Revenue						-						10,000	-	10,000	10,000	
	-	-	15,126	4,222	8,443	19,348	8,443	8,443	39,796	8,443	8,443	28,668	29,572	178,949	133,303	45,645
Other State Revenue				7.500	7.500	7.500	7.500	7.500	7.500	7.500	7.500	7.500	7.500		ca aas	24.070
8311 State Special Education	-	4,216	4,216	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	84,313	63,235	21,078
8520 Child Nutrition	-	-	400	400	799	799	799	799	799	799	799	799	799	7,992	5,994	1,998
8550 Mandated Cost	-	-	-	-	-	6,679		-	-		-	-	3,339	10,018	6,679	3,339
8560 State Lottery							14,749			14,749			29,498	58,995	44,246	14,749
-	-	4,216	4,615	7,988	8,387	15,066	23,136	8,387	8,387	23,136	8,387	8,387	41,224	161,319	120,154	41,165
Total Barrania		138,379	206,973	512,752	257.445	274 720	276 222	257.445	407,913	226 574	204.000	314,233	372,912	3,739,095	2,802,578	026 547
Total Revenue		138,379	206,973	512,/52	257,145	274,729	376,333	257,145	407,913	326,571	294,009	314,233	3/2,912	3,/39,095	2,802,578	936,517
Evanues																
Expenses Certificated Salaries																
1100 Teachers' Salaries		68,193	68,193	68,193	68,193	68,193	68,193	68,193	68,193	68,193	68,193	68,193		750.128	577,830	(172,298)
1300 Administrators' Salaries	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	-	204,444	112,200	(92,244)
1900 Other Certificated Salaries	17,037	•	5,722	5,722	5,722		,	5,722	5,722	5,722		5,722	-	62,944		(92,244)
1900 Other Certificated Salaries	17,037	5,722 90,953	90,953	90,953	90,953	5,722 90,953	5,722 90,953	90,953	90,953	90,953	5,722 90,953	90,953	-	1,017,517	61,710 751,740	(265,777)
Classified Salaries	17,037	30,333	30,333	30,333	30,333	30,333	30,333	30,333	30,333	30,333	30,333	30,333	-	1,017,517	731,740	(203,777)
2300 Classified Administrators' Salaries	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250		51,000	50,000	(1,000)
2400 Clerical and Office Staff Salaries	3,121	3,121	3,121	3,121	3,121	3,121	4,250 3,121	3,121	3,121	3,121	3,121	3,121	-	37,454	36,720	(1,000)
2400 Cierical and Office Staff Salaries	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	-	88,454	86,720	(1,734)
Benefits	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371		88,434	80,720	(1,734)
3301 OASDI	1,393	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107		68,570	51,985	(16,586)
3311 Medicare	326	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428		16,037	12,158	(3,879)
3401 Health and Welfare	14,826	14,826	14,826	14.826	14,826	14,826	14,826	14,826	14.826	14,826	14,826	14,826		177.908	137,700	(40,208)
3501 State Unemployment	466	466	466	466	466	466	2,328	1,862	931	466	466	466		9.310	7,350	(1,960)
3601 Workers' Compensation	315	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379		15,484	11,738	(3,745)
3901 Other Benefits	1,124	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925		55,299	41,923	(13,376)
-	18,449	29,130	29,130	29,130	29,130	29,130	30,992	30,527	29,596	29,130	29,130	29,130	-	342,607	262,854	(79,754)
Books and Supplies	20,115	23,230	23,230	25,150	25,250	23,230	30,332	50,527	23,330	23,230	23,230	23,130		5 12,007		(75)751)
4100 Textbooks and Core Curricula Mate	_	13,655	13,655	13,655	13,655	_	_			_	_	_	_	54.621	40,163	(14,459)
4200 Books and Other Reference Materi	7,803	7,803	7,803	7,803	7,803	_	_			_	_	_	_	39,015	28,688	(10,328)
4302 School Supplies	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867		82,409	42,213	(40,197)
4305 Software	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268		147,217	108,248	(38,969)
4310 Office Expense	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211		26,530	19,508	(7,023)
4311 Business Meals	130	130	130	130	130	130	130	130	130	130	130	130		1,561	1,148	(413)
4400 Noncapitalized Equipment	-	32,208	32,208	32,208	32,208	32,208	-	-	-	-	-			161,038	153,095	(7,943)
4700 Food Services	_	10,490	10.490	10.490	10.490	10,490	10.490	10.490	10.490	10.490	10,490	10.490		115.393	84.848	(30.545)
	29,279	85,632	85,632	85,632	85,632	64,174	31,967	31,967	31,967	31,967	31,967	31,967	-	627,783	477,908	(149,875)
-	23,213	03,032	03,032	05,052	05,032	0-7,1.74	31,307	31,307	31,307	31,307	31,307	31,307		027,703	477,300	(173,073)

Samoa Beach Academy

Monthly Cash Flow/Forecast FY25-26

Revised 6/7/21

CHARTER IMPACT

ADA = 285.00	Jul 25	Aug 25	Sep 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	15,949	15,949	15,949	15,949	15,949	15,949	15,949	15,949	15,949	15,949	15,949	-	175,439	128,999	(46,440)
5103 Substitute Teacher	-	2,270	2,270	2,270	2,270	2,270	2,270	2,270	2,270	2,270	2,270	2,270	-	24,970	18,360	(6,610)
5105 Security	-	473	473	473	473	473	473	473	473	473	473	473	-	5,202	3,825	(1,377)
·	-	18,692	18,692	18,692	18,692	18,692	18,692	18,692	18,692	18,692	18,692	18,692	-	205,610	151,184	(54,426)
Operations and Housekeeping																
5201 Auto and Travel	-	567	567	567	567	567	567	567	567	567	567	567	-	6,242	4,590	(1,652)
5300 Dues & Memberships	347	347	347	347	347	347	347	347	347	347	347	347	-	4,162	3,060	(1,102)
5400 Insurance	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	-	41,616	30,600	(11,016)
5501 Utilities	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	-	93,636	68,850	(24,786)
5502 Janitorial Services	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	-	49,939	36,720	(13,219)
5900 Communications	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	-	15,606	11,475	(4,131)
5901 Postage and Shipping		-	312	312	312	312	312	312	312	312	312	312	-	3,121	2,295	(826)
	17,080	17,647	17,960	17,960	17,960	17,960	17,960	17,960	17,960	17,960	17,960	17,960	-	214,322	157,590	(56,732)
Facilities, Repairs and Other Leases																
5601 Rent	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	-	624,240	459,000	(165,240)
5603 Equipment Leases	624	624	624	624	624	624	624	624	624	624	624	624	-	7,491	5,508	(1,983)
5605 Real/Personal Property Taxes	520	520	520	520	520	520	520	520	520	520	520	520	-	6,242	4,590	(1,652)
5610 Repairs and Maintenance	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	-	31,212	22,950	(8,262)
	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	-	669,185	492,048	(177,137)
Professional/Consulting Services																
5801 IT	867	867	867	867	867	867	867	867	867	867	867	867	-	10,404	7,650	(2,754)
5802 Audit & Taxes	-	-	-	3,400	3,400	3,400	-	-	-	-	-	-	-	10,200	10,000	(200)
5803 Legal	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	-	23,409	22,950	(459)
5804 Professional Development	-	-	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	-	31,212	22,950	(8,262)
5805 General Consulting	-	-	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	-	20,808	15,300	(5,508)
5806 Special Activities/Field Trips	-	-	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	-	-	85,833	63,113	(22,721)
5807 Bank Charges	31	31	31	31	31	31	31	31	31	31	31	31	-	375	275	(99)
5808 Printing	-	-	520	520	520	520	520	520	520	520	520	520	-	5,202	3,825	(1,377)
5809 Other taxes and fees	-	-	312	312	312	312	312	312	312	312	312	312	-	3,121	2,295	(826)
5810 Payroll Service Fee	390	390	390	390	390	390	390	390	390	390	390	390	-	4,679	4,393	(286)
5811 Management Fee	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	-	85,282	63,927	(21,355)
5812 District Oversight Fee	-	1,342	1,872	5,005	2,403	2,403	3,448	2,403	3,597	2,950	2,772	2,772	3,021	33,988	25,491	(8,497)
5814 SPED Encroachment	-	232	232	417	417	417	417	417	1,542	417	417	980	980	6,887	4,977	(1,909)
5815 Public Relations/Recruitment	1,214	1,214	1,214	24.740	- 22.427	- 22.427	20.702	20.727	24.056	- 20.204	20.400	20.424	4 004	3,641	3,570	(71)
Internal	11,559	13,133	29,235	34,740	32,137	32,137	29,782	28,737	31,056	29,284	29,106	20,131	4,001	325,040	250,716	(74,325)
Interest	6.228	2,627		2,627	3,698	3,114	_			2,336				20,631	21,135	505
7438 Interest Expense	6,228	2,627		2,627	3,698	3,114							-	20,631	21,135	505
	0,228	2,02/	-	2,027	3,098	3,114	-		-	2,336				20,031	21,135	505
Total Expenses	162,769	320,952	334,738	342,871	341,339	319,297	283,482	281,972	283,360	283,458	280,944	271,969	4,001	3,511,150	2,651,894	(859,256)
Monthly Surplus (Deficit)	(162,769)	(182,573)	(127,765)	169,881	(84,193)	(44,568)	92,851	(24,826)	124,553	43,113	13,066	42,264	368,912	227,945	150,684	77,261

accs-jun22item03 Attachment 7 Page 639 of 986

Prior Year

Forecast

Samoa Beach Academy

Monthly Cash Flow/Forecast FY25-26

Revised 6/7/21

ADA = 285.00													
Cash Flow Adjustments													
Monthly Surplus (Deficit)	(162,769)	(182,573)	(127,765)	169,881	(84,193)	(44,568)	92,851	(24,826)	124,553	43,113	13,066	42,264	368,912
Cash flows from operating activities													
Public Funding Receivables	225,503	-	22,123	-	-	-	20,686	-	-	-	-	-	(372,912)
Accounts Payable	(2,874)	-	-	-	-	-	-	-	-	-	-	-	4,001
Cash flows from financing activities													
Proceeds from Factoring	311,404	131,374	-	131,374	184,896	155,702	-	-	-	116,777	-	-	-
Payments on Factoring	(205,805)	-	-	(311,404)	(131,374)	-	(131,374)	-	(184,896)	(155,702)	-	-	-
Total Change in Cash	165,460	(51,199)	(105,642)	(10,150)	(30,671)	111,134	(17,837)	(24,826)	(60,343)	4,188	13,066	42,264	
Cash, Beginning of Month	42,201	207,661	156,462	50,820	40,670	9,999	121,133	103,297	78,470	18,127	22,315	35,381	
Cash, End of Month	207,661	156,462	50,820	40,670	9,999	121,133	103,297	78,470	18,127	22,315	35,381	77,645	

CHARTER
IMPACT

Favorable / (Unfav.)

accs-jun22item03 Attachment 7 Page 640 of 986 CHARTER IMPACT

Samoa Beach Academy

Monthly Cash Flow/Forecast FY26-27

Revised 6/7/21																
ADA = 285.00	Jul 26	Aug 26	Sep 26	Oct 26	Nov 26	Dec 26	Jan 27	Feb 27	Mar 27	Apr 27	May 27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA =	,
State Aid - Revenue Limit															ADA -	203.00
8011 LCFF State Aid	_	108,126	108,126	194,628	194,628	194,628	194,628	194,628	194,628	194,628	194,628	194,628	194,628	2,162,529	2,162,529	
8012 Education Protection Account		100,120	100,120	7,125	134,028	134,028	7,125	134,028	134,028	17,813	154,026	134,026	24,938	57,000	57,000	
8096 In Lieu of Property Taxes		70,758	141,516	94,344	94,344	94.344	94,344	94.344	165,102	82,551	82,551	82,551	82,551	1,179,299	1,179,299	
6050 III Eled Of Property Taxes		178,884	249,642	296,097	288,972	288,972	296,097	288,972	359,729	294,991	277,179	277,179	302,116	3,398,828	3,398,828	
Federal Revenue		-,	-,-	,	,-	,-	,	,-	,	,	, -	,	, ,	2,7552,75		
8181 Special Education - Entitlement		-	-			_			27,264	-	-	13,632	13,632	54,528	40,896	13,632
8220 Federal Child Nutrition	-	-	4,222	4,222	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	84,435	84,435	· -
8290 Title I, Part A - Basic Low Income	_	-	8,963	, -	-	8,963	-	-	8,963	-	-	-	8,963	35,850	35,850	_
8291 Title II, Part A - Teacher Quality	_	_	1,942		_	1,942	_	_	1,942	_	_	_	1,942	7,768	7,768	-
8296 Other Federal Revenue	_	_	_,		_	_,	_	_	_,	_	_	10,000	_,	10,000	10,000	-
_	-	-	15,126	4,222	8,443	19,348	8,443	8,443	46,612	8,443	8,443	32,076	32,980	192,581	178,949	13,632
Other State Revenue				•			•					·				
8311 State Special Education	-	4,216	4,216	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	84,313	84,313	-
8520 Child Nutrition	-	-	400	400	799	799	799	799	799	799	799	799	799	7,992	7,992	-
8550 Mandated Cost	-	-	-	-	-	6,679	-	-	-	-	-	-	6,679	13,358	10,018	3,339
8560 State Lottery	-	-	-	-	-	-	14,749	-	-	14,749	-	-	29,498	58,995	58,995	-
	-	4,216	4,615	7,988	8,387	15,066	23,136	8,387	8,387	23,136	8,387	8,387	44,564	164,658	161,319	3,339
Total Revenue	-	183,100	269,384	308,306	305,802	323,386	327,676	305,802	414,729	326,571	294,009	317,641	379,660	3,756,067	3,739,095	16,972
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	74,526	74,526	74,526	74,526	74,526	74,526	74,526	74,526	74,526	74,526	74,526	-	819,783	750,128	(69,655)
1300 Administrators' Salaries	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	-	208,533	204,444	(4,089)
1900 Other Certificated Salaries	_	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	-	64,203	62,944	(1,259)
-	17,378	97,740	97,740	97,740	97,740	97,740	97,740	97,740	97,740	97,740	97,740	97,740	-	1,092,519	1,017,517	(75,003)
Classified Salaries																
2300 Classified Administrators' Salaries	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	-	52,020	51,000	(1,020)
2400 Clerical and Office Staff Salaries	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	-	38,203	37,454	(749)
	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	-	90,223	88,454	(1,769)
Benefits																
3301 OASDI	1,490	6,531	6,531	6,531	6,531	6,531	6,531	6,531	6,531	6,531	6,531	6,531	-	73,330	68,570	(4,760)
3311 Medicare	348	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	-	17,150	16,037	(1,113)
3401 Health and Welfare	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	-	191,017	177,908	(13,109)
3501 State Unemployment	490	490	490	490	490	490	2,450	1,960	980	490	490	490	-	9,800	9,310	(490)
3601 Workers' Compensation	336	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	-	16,558	15,484	(1,075)
3901 Other Benefits	1,202	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	-	59,137	55,299	(3,839)
<u>-</u>	19,785	31,208	31,208	31,208	31,208	31,208	33,168	32,678	31,698	31,208	31,208	31,208	-	366,993	342,607	(24,385)
Books and Supplies		42.020	42.020	42.020	42.020										54.604	(4.000)
4100 Textbooks and Core Curricula Mate		13,928	13,928	13,928	13,928	-	-	-	-	-	-	-	-	55,713	54,621	(1,092)
4200 Books and Other Reference Materi	7,959	7,959	7,959	7,959	7,959	7.005	7.005	7.00-		-	7.005	7.05-	-	39,795	39,015	(780)
4302 School Supplies	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	-	84,057	82,409	(1,648)
4305 Software	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	-	150,161	147,217	(2,944)
4310 Office Expense	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	-	27,061	26,530	(531)
4311 Business Meals	133	133	133	133	133	133	133	133	133	133	133	133		1,592	1,561	(31)
4400 Noncapitalized Equipment	-	13,294	13,294	13,294	13,294	13,294	-	-	-	-	-		-	66,470	161,038	94,568
4700 Food Services		10,700	10,700	10,700	10,700	10,700	10,700	10,700	10,700	10,700	10,700	10,700	-	117,701	115,393	(2,308)
-	29,865	67,787	67,787	67,787	67,787	45,900	32,606	32,606	32,606	32,606	32,606	32,606	-	542,550	627,783	85,233

accs-jun22item03 Attachment 7 Page 641 of 986 CHARTER IMPACT

Samoa Beach Academy

Monthly Cash Flow/Forecast FY26-27
Revised 6/7/21

neviseu 0/7/21																
ADA = 285.00	Jul 26	Aug 26	Sep 26	Oct 26	Nov 26	Dec 26	Jan 27	Feb 27	Mar 27	Apr 27	May 27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	16,268	16,268	16,268	16,268	16,268	16,268	16,268	16,268	16,268	16,268	16,268	-	178,948	175,439	(3,509)
5103 Substitute Teacher	-	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	-	25,469	24,970	(499)
5105 Security	-	482	482	482	482	482	482	482	482	482	482	482	-	5,306	5,202	(104)
	-	19,066	19,066	19,066	19,066	19,066	19,066	19,066	19,066	19,066	19,066	19,066	-	209,723	205,610	(4,112)
Operations and Housekeeping																
5201 Auto and Travel	-	579	579	579	579	579	579	579	579	579	579	579	-	6,367	6,242	(125)
5300 Dues & Memberships	354	354	354	354	354	354	354	354	354	354	354	354	-	4,245	4,162	(83)
5400 Insurance	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	-	42,448	41,616	(832)
5501 Utilities	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	-	95,509	93,636	(1,873)
5502 Janitorial Services	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	-	50,938	49,939	(999)
5900 Communications	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	-	15,918	15,606	(312)
5901 Postage and Shipping	-	-	318	318	318	318	318	318	318	318	318	318	-	3,184	3,121	(62)
	17,421	18,000	18,319	18,319	18,319	18,319	18,319	18,319	18,319	18,319	18,319	18,319	-	218,609	214,322	(4,286)
Facilities, Repairs and Other Leases																
5601 Rent	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	-	636,725	624,240	(12,485)
5603 Equipment Leases	637	637	637	637	637	637	637	637	637	637	637	637	-	7,641	7,491	(150)
5605 Real/Personal Property Taxes	531	531	531	531	531	531	531	531	531	531	531	531	-	6,367	6,242	(125)
5610 Repairs and Maintenance	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	-	31,836	31,212	(624)
	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	-	682,569	669,185	(13,384)
Professional/Consulting Services																
5801 IT	884	884	884	884	884	884	884	884	884	884	884	884	-	10,612	10,404	(208)
5802 Audit & Taxes	-	-	-	3,468	3,468	3,468	-	-	-	-	-	-	-	10,404	10,200	(204)
5803 Legal	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	-	23,877	23,409	(468)
5804 Professional Development	-	-	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	-	31,836	31,212	(624)
5805 General Consulting	-	-	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	-	21,224	20,808	(416)
5806 Special Activities/Field Trips	-	-	9,728	9,728	9,728	9,728	9,728	9,728	9,728	9,728	9,728	-	-	87,550	85,833	(1,717)
5807 Bank Charges	32	32	32	32	32	32	32	32	32	32	32	32	-	382	375	(7)
5808 Printing	-	-	531	531	531	531	531	531	531	531	531	531	-	5,306	5,202	(104)
5809 Other taxes and fees	-	-	318	318	318	318	318	318	318	318	318	318	-	3,184	3,121	(62)
5810 Payroll Service Fee	396	396	396	396	396	396	396	396	396	396	396	396	-	4,750	4,679	(72)
5811 Management Fee	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	-	85,621	85,282	(339)
5812 District Oversight Fee	-	1,789	2,496	2,961	2,890	2,890	2,961	2,890	3,597	2,950	2,772	2,772	3,021	33,988	33,988	-
5814 SPED Encroachment	-	232	232	417	417	417	417	417	1,917	417	417	1,167	1,167	7,636	6,887	(750)
5815 Public Relations/Recruitment	1,238	1,238	1,238	-	-	-	-	-	-	-	-	-	-	3,714	3,641	(73)
	11,675	13,696	30,286	33,166	33,095	33,095	29,698	29,627	31,834	29,687	29,509	20,531	4,188	330,085	325,040	(5,045)
Interest																
7438 Interest Expense		3,503	-	-	3,114	-	-	1,557	-	-	-	-	-	8,174	20,631	12,456
	-	3,503	-	-	3,114	-	-	1,557	-	-	-	-	-	8,174	20,631	12,456
Tabel Communica	160 500	245 462	220.00-	224 60-	224 720	200 727	204.005	205.002	205.662	202.02-	202.04=	202.053	4.460	2544.455	2 544 452	(20.20=1
Total Expenses	160,523	315,400	328,805	331,685	334,728	309,727	294,996	295,992	295,662	293,025	292,847	283,869	4,188	3,541,445	3,511,150	(30,295)
Monthly Surplus (Deficit)	(160,523)	(132,300)	(59,422)	(23,379)	(28,926)	13,659	32,680	9,811	119,067	33,546	1,163	33,773	375,472	214,621	227,945	(13,324)

accs-jun22item03 Attachment 7 Page 642 of 986 CHARTER IMPACT

Prior Year

Forecast

Favorable / (Unfav.)

Samoa Beach Academy

Monthly Cash Flow/Forecast FY26-27
Revised 6/7/21

ADA = 285.00													
Cash Flow Adjustments													
Monthly Surplus (Deficit)	(160,523)	(132,300)	(59,422)	(23,379)	(28,926)	13,659	32,680	9,811	119,067	33,546	1,163	33,773	375,472
Cash flows from operating activities													
Public Funding Receivables	311,359	-	29,498	-	-	-	32,056	-	-	-	-	-	(379,660)
Accounts Payable	(4,001)	-	-	-	-	-	-	-	-	-	-	-	4,188
Cash flows from financing activities													
Proceeds from Factoring	-	175,165	-	-	155,702	-	-	77,851	-	-	-	-	-
Payments on Factoring	(116,777)	-	-	-	(175,165)	-	-	(155,702)	-	-	(77,851)	-	-
Total Change in Cash	30,058	42,865	(29,924)	(23,379)	(48,388)	13,659	64,736	(68,040)	119,067	33,546	(76,688)	33,773	
Cash, Beginning of Month	77,645	107,703	150,568	120,644	97,265	48,876	62,535	127,272	59,232	178,299	211,845	135,157	
Cash, End of Month	107,703	150,568	120,644	97,265	48,876	62,535	127,272	59,232	178,299	211,845	135,157	168,929	

CHARTE IMPACT **THARTER**

Samoa Beach Academy **Supporting Documentation**

Samoa Beach Academy

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/21

ADA = 285.00 Year-End Annual **Prior Year** Favorable / Jul 27 Aug 27 Sep 27 Oct 27 Nov 27 Dec 27 Jan 28 Feb 28 Mar 28 Apr 28 May 28 Jun-28 Accruals Forecast Forecast (Unfav.) ADA = 285.00 State Aid - Revenue Limit 8011 LCFF State Aid 108,126 108,126 194,628 194,628 194,628 194,628 194,628 194,628 194,628 194,628 194,628 194,628 2,162,529 2,162,529 8012 Education Protection Account 7,125 7,125 17,813 24,938 57,000 57,000 82,551 8096 In Lieu of Property Taxes 70,758 141,516 94,344 94,344 94,344 94,344 94,344 165,102 82,551 82,551 82,551 1,179,299 1,179,299

8096 In Lieu of Property Taxes	-	70,758	141,516	94,344	94,344	94,344	94,344	94,344	165,102	82,551	82,551	82,551	82,551	1,179,299	1,179,299	
•	-	178,884	249,642	296,097	288,972	288,972	296,097	288,972	359,729	294,991	277,179	277,179	302,116	3,398,828	3,398,828	
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	27,264	-		13,632	13,632	54,528	54,528	-
8220 Federal Child Nutrition	_	_	4.222	4.222	8.443	8.443	8,443	8,443	8,443	8.443	8,443	8,443	8,443	84,435	84,435	_
8290 Title I, Part A - Basic Low Income	-	-	8,963	· -	-	8,963	-	-	8,963	-	-		8,963	35,850	35,850	-
8291 Title II, Part A - Teacher Quality	-	-	1,942	_	-	1,942	_	_	1,942	-	_		1,942	7,768	7,768	-
8296 Other Federal Revenue	-	-	-	_	-	-	_	_	-	-	-	10.000	-	10,000	10,000	-
-			15,126	4.222	8,443	19,348	8,443	8,443	46,612	8,443	8,443	32,076	32,980	192,581	192,581	
Other State Revenue			10,120	.,	0,	15,5 .0	0, 1.13	0,1.5	10,012	0,	0, 1.13	52,070	32,300	132,001	102,001	
8311 State Special Education		4.216	4.216	7.588	7,588	7,588	7,588	7.588	7.588	7,588	7,588	7,588	7.588	84,313	84,313	
8520 Child Nutrition		.,210	400	400	799	799	799	799	799	799	799	799	799	7,992	7,992	
8550 Mandated Cost	_	_			755	6,679	733	, 55	755	755	755		6,679	13,358	13,358	
8560 State Lottery						0,075	14,749	_		14,749			29,498	58,995	58,995	
6300 State Lottery		4.216	4.615	7.988	8.387	15,066	23.136	8.387	8.387	23,136	8.387	8.387	44,564	164,658	164.658	
-		4,210	4,013	7,388	0,307	13,000	23,130	0,307	6,367	23,130	0,307	0,307	44,304	104,036	104,038	
Total Revenue	_	183,100	269,384	308,306	305,802	323,386	327,676	305,802	414,729	326,571	294,009	317,641	379,660	3,756,067	3,756,067	_
- Total Neverlac		103,100	203,304	300,300	303,002	323,300	327,070	303,002	414,723	320,371	254,005	317,041	373,000	3,730,007	3,730,007	
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	_	76,016	76.016	76,016	76,016	76,016	76,016	76,016	76,016	76,016	76,016	76,016		836.179	819,783	(16,396)
1300 Administrators' Salaries	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	_	212.704	208,533	(4,171)
1900 Other Certificated Salaries	17,725	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953		65,487	64,203	(1,284)
1500 Other certificated salaries	17,725	99,695	99,695	99,695	99,695	99,695	99,695	99,695	99,695	99,695	99,695	99,695	-	1,114,370	1,092,519	(21,850)
Classified Salaries	17,725	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033		1,114,570	1,032,313	(21,030)
2300 Classified Administrators' Salaries	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422		53,060	52,020	(1,040)
2400 Clerical and Office Staff Salaries	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247		38,968	38,203	(764)
2400 Cicircal and Office Start Salaries	7,669	7,669	7.669	7,669	7,669	7,669	7,669	7,669	7.669	7,669	7,669	7,669		92,028	90,223	(1,804)
Benefits	7,003	7,003	7,003	7,003	7,003	7,003	7,003	7,005	7,003	7,003	7,003	7,003		32,020	30,223	(1,004)
3301 OASDI	1,520	6,662	6,662	6,662	6,662	6,662	6,662	6,662	6,662	6,662	6,662	6,662		74,797	73,330	(1,467)
3311 Medicare	355	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1.558	1,558	1.558	1,558		17.493	17,150	(343)
3401 Health and Welfare	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236		194,838	191,017	(3,820)
3501 State Unemployment	490	490	490	490	490	490	2,450	1,960	980	490	490	490		9,800	9,800	(5,025)
3601 Workers' Compensation	343	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504		16,890	16,558	(331)
3901 Other Benefits	1,226	5,372	5.372	5.372	5.372	5,372	5,372	5,372	5.372	5,372	5.372	5,372		60.320	59,137	(1,183)
3301 Other Benefits	20,171	31,822	31,822	31,822	31,822	31,822	33,782	33,292	32,312	31,822	31,822	31,822		374,137	366,993	(7,144)
Books and Supplies	20,171	51,622	51,022	51,022	51,022	51,022	55,752	55,252	52,512	51,022	51,022	51,622		07 1,107		(7)2
4100 Textbooks and Core Curricula Mate	_	14,207	14,207	14,207	14,207	_	_	_	_	_	_		_	56.828	55,713	(1,114)
4200 Books and Other Reference Materi	8,118	8,118	8,118	8,118	8,118	_	_	_	_	_	_		_	40,591	39,795	(796)
4302 School Supplies	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145		85,738	84,057	(1,681)
4305 Software	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764		153,164	150,161	(3,003)
4310 Office Expense	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300		27,602	27,061	(5,003)
4311 Business Meals	2,300 135	135	135	135	135	135	135	135	135	135	135	135		1,624	1,592	(32)
4400 Noncapitalized Equipment	133	13,150	13,150	13,150	13,150	13,150	133	133	133	133	133	133		65,750	66,470	720
4700 Food Services			10,914	10,914	10,914		10.014	10.014	10.014	10,914	10.014	10.014			117,701	
4/UU FOOd Services	20.463	10,914	-			10,914	10,914	10,914	10,914	-	10,914	10,914	-	120,055		(2,354)
-	30,462	68,733	68,733	68,733	68,733	46,408	33,258	33,258	33,258	33,258	33,258	33,258	-	551,352	542,550	(8,802)

Samoa Beach Academy

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/21

CHARTER IMPACT

NEVISEU 0/1/21																
ADA = 285.00	Jul 27	Aug 27	Sep 27	Oct 27	Nov 27	Dec 27	Jan 28	Feb 28	Mar 28	Apr 28	May 28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services								-								
5102 Special Education	-	16,593	16,593	16,593	16,593	16,593	16,593	16,593	16,593	16,593	16,593	16,593	-	182,527	178,948	(3,579)
5103 Substitute Teacher	-	2,362	2,362	2,362	2,362	2,362	2,362	2,362	2,362	2,362	2,362	2,362	-	25,978	25,469	(509)
5105 Security	-	492	492	492	492	492	492	492	492	492	492	492	-	5,412	5,306	(106)
	-	19,447	19,447	19,447	19,447	19,447	19,447	19,447	19,447	19,447	19,447	19,447	-	213,917	209,723	(4,194)
Operations and Housekeeping																
5201 Auto and Travel	-	590	590	590	590	590	590	590	590	590	590	590	-	6,495	6,367	(127)
5300 Dues & Memberships	361	361	361	361	361	361	361	361	361	361	361	361	-	4,330	4,245	(85)
5400 Insurance	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	-	43,297	42,448	(849)
5501 Utilities	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	-	97,419	95,509	(1,910)
5502 Janitorial Services	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	-	51,957	50,938	(1,019)
5900 Communications	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	-	16,236	15,918	(318)
5901 Postage and Shipping		-	325	325	325	325	325	325	325	325	325	325	-	3,247	3,184	(64)
	17,770	18,360	18,685	18,685	18,685	18,685	18,685	18,685	18,685	18,685	18,685	18,685	-	222,981	218,609	(4,372)
Facilities, Repairs and Other Leases																
5601 Rent	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	-	649,459	636,725	(12,734)
5603 Equipment Leases	649	649	649	649	649	649	649	649	649	649	649	649	-	7,794	7,641	(153)
5605 Real/Personal Property Taxes	541	541	541	541	541	541	541	541	541	541	541	541	-	6,495	6,367	(127)
5610 Repairs and Maintenance	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	-	32,473	31,836	(637)
	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	-	696,220	682,569	(13,651)
Professional/Consulting Services																
5801 IT	902	902	902	902	902	902	902	902	902	902	902	902	-	10,824	10,612	(212)
5802 Audit & Taxes	-	-		3,537	3,537	3,537			-				-	10,612	10,404	(208)
5803 Legal	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	-	24,355	23,877	(478)
5804 Professional Development	-	-	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	-	32,473	31,836	(637)
5805 General Consulting	-	-	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	-	21,649	21,224	(424)
5806 Special Activities/Field Trips	-	-	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	-	-	89,301	87,550	(1,751)
5807 Bank Charges	32	32	32	32	32	32	32	32	32	32	32	32	-	390	382	(8)
5808 Printing	-		541	541	541 325	541 325	541	541	541	541	541	541	-	5,412	5,306 3,184	(106)
5809 Other taxes and fees	396	396	325 396	325 396	396	396	325 396	325	325 396	325 396	325 396	325	-	3,247	3,164 4,750	(64)
5810 Payroll Service Fee	7,135			7,135	7,135	7,135	7,135	396	7,135		7,135	396 7,135	-	4,750 85,621	4,750 85,621	-
5811 Management Fee 5812 District Oversight Fee	7,133	7,135 1,789	7,135 2,496	7,135 2,961	2,890	2,890	2,961	7,135 2,890	7,135 3,597	7,135 2,950	2,772	2,772	3,021	33,988	33,988	-
5814 SPED Encroachment		232	2,430	417	417	417	417	417	1,917	417	417	1,167	1,167	7,636	7,636	
5814 SFED Encloaciment 5815 Public Relations/Recruitment	1,263	1,263	1,263	417	417	417	417	417	1,317	417	417	1,107	1,107	3,789	3,714	(74)
3813 Fublic Relations/Recruitment	11,758	13,779	30,687	33,611	33,540	33,540	30,074	30,002	32,210	30,063	29,885	20,712	4,188	334,047	330,085	(3,962)
Interest	11,738	13,773	30,087	33,011	33,340	33,340	30,074	30,002	32,210	30,003	23,003	20,712	4,100	334,047	330,083	(3,302)
7438 Interest Expense	_				_							_	_	_	8,174	8,174
7430 Interest Expense		-									-	-			8,174	8,174
															0,174	0,174
Total Expenses	163,573	317,524	334,756	337,681	337,610	315,285	300,629	300,067	301,294	298,657	298,479	289,307	4,188	3,599,051	3,541,445	(57,606)
Monthly Surplus (Deficit)	(163,573)	(134,424)	(65,373)	(29,375)	(31,807)	8,101	27,048	5,735	113,435	27,913	(4,470)	28,335	375,472	157,015	214,621	(57,606)

accs-jun22item03 Attachment 7 Page 645 of 986

Prior Year

Forecast

Annual

Forecast

157,015

Samoa Beach Academy

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/21

Cash, End of Month	312,526	178,103	142,227	112,852	81,045	89,146	154,997	160,732	274,167	302,080	297,610	325,945	
Cash, Beginning of Month	168,929	312,526	178,103	142,227	112,852	81,045	89,146	154,997	160,732	274,167	302,080	297,610	
Total Change in Cash	143,597	(134,424)	(35,875)	(29,375)	(31,807)	8,101	65,851	5,735	113,435	27,913	(4,470)	28,335	
Payments on Factoring		-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities Proceeds from Factoring	-	-		-	-			-	-	-	-	-	-
Accounts Payable	(4,188)	-	-	-	-	-	-	-	-	-	-	-	4,188
Public Funding Receivables	311,359	-	29,498	-	-	-	38,804	-	-	-	-	-	(379,660)
Cash flows from operating activities	(103,373)	(134,424)	(03,373)	(23,373)	(31,007)	0,101	27,040	3,733	113,433	27,515	(4,470)	20,555	373,472
Cash Flow Adjustments Monthly Surplus (Deficit)	(163,573)	(134,424)	(65,373)	(29,375)	(31,807)	8,101	27,048	5,735	113,435	27,913	(4,470)	28,335	375,472
ADA = 285.00													

Favorable /

(Unfav.)

Caveats Tab

LCFF Calculator Caveats

v.22.1b 5/19/2021

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. Moreover, due to detailed complexities that exist for a small percentage of local educational agencies (LEAs), every unique situation is not modeled in the calculator, and the calculator may not be useful for all LEAs.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

A proration/(deficit) factor asumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator reflects COLAs and if applicable proration factors as estimated by the DOF.

The calculator prepopulates certified PASE exhibit data based on Excel documents provided by the CDE. Independent verification of prefilled data should be completed. Adjustments should be made as necessary if revisions have been filed.

The pre-populated assumptions for supplemental and concentration grant funding reflect the percentages as currently written into the Education Code. Users have been provided access to override the prepopulated percentages for the purpose of alternative projection modeling.

The Education Protection Account (EPA) proportionate share percentage is based on estimates of statewide numbers that are not yet finalized by the CDE. Therefore, the percentage will change from what is shown in the calculator through final calculation in February of the following fiscal year.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

- -District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- -Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

accs-jun22item03 Attachment 7 Page 647 of 986

Caveats Tab

LCFF Calculator Caveats

v.22.1b 5/19/2021

School District Calculations

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

Basic Aid Choice

Basic Aid Court-Ordered Voluntary Pupil Transfer

Basic Aid Open Enrollment

Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, historical year projections may not be accurate. We recommend working with your county office, the CDE and FCMAT to adapt the calculator, if possible.

accs-jun22item03 Attachment 7 Page 648 of 986

Instructions Tab

LCFF Calculator Navigation

v.22.1b 5/19/2021

Pre-populated Data Details:

Version 22.1 of the LCFF Calculator has been updated to prepopulate with LEA-specific data as certified by the CDE 2020–21 First Principal Apportionment (P-1) and includes 2019-20 Annual and 2018-19 Annual R2 data certifications.

Structure:

- 1 The new LCFF Calculator structure has been built to maintain a standardized eight-year structure that includes two historical years, one current year and five projection years. Because 2018-19 certified data will not be finalized until the Annual R3 cycle (June 2022), and calculations for this fiscal year are based on PASE exhibits that were phased out by the CDE beginning in 2019-20, the calculator currently includes nine years in the projection (3 historical, one current and five projection years). The 2018-19 fiscal year will be removed in the 2022-23 P1 data certification cycle (released in April/May 2022), solidifying an 8 year structure.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections have been intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through the data entry process. Only those sections highlighted, once a projection type is identified and all basic questions are addressed, require data entry; all remaining sections not applicable to the projection will remain grayed out.

Projection Type	Charter School	School District
Not Identified	Projection	Projection
	Data Entry Sections	Data Entry Sections

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user over-ride.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. No data is entered on these tabs.

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. No data is entered on these tabs.

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

- 1 Review Caveats: Important details that may impact LEA calculations are noted in this tab. This tab should be reviewed with each update.
- 2 Enter LEA-specific data: All data entry is entered into the <u>Data Entry tab</u>.
 - Once a district or school code is entered the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
 - New charter schools that do not yet have a CDS code should answer "Yes" to the question below the CDS code box.
 - Charter school calculation data entry sections are located at the top of the Data Entry tab; all other sections will be grayed out.
 - School districts that have necessary small schools and/or that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to those questions in the School District data entry section.

accs-jun22item03 Attachment 7 Page 649 of 986

Instructions Tab

In-Lieu Tax Transfer data: School districts required to transfer in-lieu taxes to charter school must complete this section.

-Section (a): To be completed only by districts using an "alternative" rate for in-lieu tax transfers. Carefully review and follow the instructions located in the In-lieu tax section.

-Section (b): To be completed by districts following the traditional allocation of funding to charter schools. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span for determination.

- 3 Review Results: Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.
- 4 Supporting Calculations: details relative to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates, visit: www.fcmat.org/lcff

CDE PASE exhibits, visit: www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Exhibit Guide, visit: www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Funding Rates and Information, visit: www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR									
5 digit District code or 7 digit School code (fro	om the CDS code)		LEA:						
Is this calculation for a new charter school? (select from drop	down list)	Projection Title:						
Projection Type			Created by:						
Projection Date			Email: Phone:						
	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4	
Samoa Beach Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
(1) UNIVERSAL ASSUMPTIONS									
Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	50.00%	50.00%	50.00%						
Statutory COLA & Augmentation/Suspension (prefilled as calculated by the Department of Finance, DOF)									
Statutory COLA									
Augmentation/(COLA Suspension)									
Base Grant Proration Factor									
Add-on, ERT & MSA Proration Factor									
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)									
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)									
Local EPA Accrual									
Local EPA Accrual - Prior Year									

	y - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
) CHARTER SCHOOL	DATA ELEMENTS REQUIRED TO CAL	CULATE THE LCFF								
W CHARTER SCHOOLS			New Cha	ter School Name:			Samoa Beac	h Academy		
			Year that	charter starts ope	ration (select fror	n drop down list):				
F-6 / F-7 In-Lieu of Pro	operty Tax									
) UNDUPLICATED PUPI	I DEDCENTAGE (LIDD)									
	second prior year)									
	first prior year)									
1, A-2, A-3 Enrollment							150	225	300	300
	d Pupil Count (second prior year)			I						
	d Pupil Count (first prior year)									
	d Pupil Count				-					
		3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling
		percentage	percentage	percentage	percentage	percentage	percentage	percentage	percentage	percentage
Single Year L	Jnduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	41.93%	41.93%	41.93%	41.93%
1 Unduplicated	d Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	41.93%	41.93%	41.93%	41.93%
c) CONCENTRATION GRA	ANT FUNDING LIMITATION: District of Phys	ical Location								
	ercentage (UPP) of the district where the charter so		ed. If the charter sc	hool has a physical	ocation within the	boundaries of more	than one district, e	nter the highest disr	ict UPP of all location	ons.
	d Pupil Percentage (%)									
Unduplicated	d Pupil Percentage: Supplemental Grant	0.00%	0.00%	0.00%	0.00%	0.00%	41.93%	41.93%	41.93%	41.93%
Unduplicated	Pupil Percentage: Concentration Grant	0.00%	0.00%	0.00%	0.00%	0.00%	41.93%	41.93%	41.93%	41.93%
d) AVERAGE DAILY ATTE	ENDANCE (ADA)									
	School ADA is always funded on Current Year									
nter P2 Data - Note: Charter S	onoon nervis and a jo ramaca on carrent real									
Grades TK-3										
Grades TK-3										
Grades TK-3 Grades 4-6										
Grades TK-3 Grades 4-6 Grades 7-8			-	-	-	-	142.50	213.75	285.00	285.0
Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 SUBTOTAL AI			<u>.</u>	<u>.</u>	<u>-</u>	<u>.</u>	142.50 0.95	213.75 0.95	285.00 0.95	
Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 SUBTOTAL AI RATIO: ADA t	DA to Enrollment		<u>-</u>	-	<u>.</u>	<u>.</u>				285.0
Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 SUBTOTAL AI RATIO: ADA t	DA to Enrollment MENTS ne H-2), include adjustments for audit penalties an:					<u>-</u>				
Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 SUBTOTAL AI RATIO: ADA t e) OTHER LCFF ADJUSTN Aliscellaneous Adjustments (lin	DA to Enrollment MENTS				- - ative.	<u>.</u>				

accs-jun22item03 Attachment 7 Page 652 of 986

Data Entry Tab

6/18/20218:29 AM

Samoa Beach Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27

Samoa B	each Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
3) SCH	OOL DISTRICT DATA ELEMENTS REQUIRED TO CAL	CULATE THE LCFF								
			NO	Is your district	required to transf	fer in-lieu taxes to	a charter school?	•		
			NO	Does your dist	rict have a necess	ary small school?				
a) K-3 GR	ADE SPAN ADJUSTMENT FUNDING DETERMINATION									
	Did your district meet the requirements of funding?	YES	YES	YES	YES	YES	YES	YES	YES	YES
h) PROPF	RTY TAXES		•							
1 A-6	Estimated Property Taxes (excluding RDA)	\$ -	s -	\$ -						
5	Redevelopment Agency Local Revenue	\$ -	\$ -	\$ -						
	Less In-Lieu transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	•	•	\$ -
					<u> </u>					
	LCFF ADJUSTMENTS									
	, enter adjustments for special legislation, instructional time penaltic		1		ies exhibit. Adjustm	nents can be positiv	e or negative.			
2	Miscellaneous Adjustments	\$ -	\$ -	\$ -						
5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -						
d) UNDUF	PLICATED PUPIL PERCENTAGE									
-1.2 / A-3.2	District Enrollment (second prior year)	-	-	-						
-1.1 / A-3.1	District Enrollment (first prior year)	-	-	-						
-1 / A-3	District Enrollment	-	-	-						
-2.2 / A-4.2	COE Enrollment (second prior year)	-	-	-						
-2.1 / A-4.1	COE Enrollment (first prior year)	-	-	-						
2 / A-4	COE Enrollment	-	-	-						
	Total Enrollment	-	-	-	-	-	-	-	-	-
-1.2 / B-3.2	District Unduplicated Pupil Count (second prior year)	-	-	-						
1.1 / B-3.1	District Unduplicated Pupil Count (first prior year)	-	-	-						
-1 / B-3	District Unduplicated Pupil Count	-	-	-						
-2.2 / B-4.2	COE Unduplicated Pupil Count (second prior year)	-	-	-						
2.1 / B-4.1	COE Unduplicated Pupil Count (first prior year)	-	-	-				,		
2 / B-4	COE Unduplicated Pupil Count	-	-	-						
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-	-
		3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling
		percentage	percentage	percentage	percentage	percentage	percentage	percentage	percentage	percentage
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Samoa Bea	ach Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
e) AVERAG	GE DAILY ATTENDANCE (ADA)									
ter ADA by	grade span. The calculator will determine the greater of current or	prior year ADA (hold har	mless) for each yea	r's funding calculation	on .					
	Current Year ADA: (P-2, Annual for Special Day Class Extended)	ded Year)								
-1, D-6	Grades TK-3	-	-	-						
-2, D-7	Grades 4-6	-	-	-						
3, D-8	Grades 7-8	-	-	-						
4, D-9	Grades 9-12	-	-	-						
	Nonpublic School, NPS-Licensed Children Institutions, Com	munity Day School: (Ani	nual)							
1, D-17	Grades TK-3	-	-	-						
2, D-18	Grades 4-6	-	-	-						
3, D-19	Grades 7-8	-	-	-						
4, D-20	Grades 9-12	-	-	-						
	District Basic Aid ADA (For calculating EPA only; this ADA is not included in the LCFF funding calculation).									
	DISTRICT TOTAL	-	=	-	-	-	-	-	=	-
	County Operated Programs, e.g. Community School, Specia	l Ed: (P-2 / Annual)								
5, E-11	Grades TK-3	-	-	-						
7, E-12	Grades 4-6	-	-	-						
B, E-13	Grades 7-8	-	-	-						
9, E-14	Grades 9-12	-	-	-						
	COUNTY TOTAL	-	-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00
	RATIO: County ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00
) PRIOR Y	YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT									
applicable, e	enter prior year ADA for students transferring to or from <u>district-sp</u>	onsored charter schools.	Report the prior ye	ear ADA for these stu	udents in the curre	ent year field, using t	he grade span the s	tudents were enro	lled in during the pr	rior year.
	ADA transfer: Student from District to Charter (cross fiscal y	/ear)								
6	Grades TK-3	-	-	-						
7	Grades 4-6	-	-	-						
-8	Grades 7-8	-	-	-						
9	Grades 9-12	-	-	-						
		-	-	-	-	-	-	-		
	ADA transfer: Student from Charter to District (cross fiscal)	vear)								
11	Grades TK-3	-	-	-						
	Grades TK-3 Grades 4-6	-	-	-						
11 12 13										

Samoa Beach Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Difference (if diff. < 0, no adj. to PY ADA)	-	-	-	-	-	-	-	-	-

4) NECI	ESSARY SMALL SCHOOLS ADA									
nter curren	t and prior year ADA for each school that is eligible to be funded as a ne	cessary small school	in the year NSS fun	ding is anticipated.						
1 NSS #1		•	•						School Code:	
-1	Current Year P2 ADA: Grades TK-3	-	-	-						
	Grades 4-6	-	-	-						
	Grades 7-8	-	-	-						
	Grades 9-12	-	-	-						
	TOTAL	-	-	-	-	-	-	-	-	-
, B-2	Number of FTE	-	-	-						
	Is this school eligible for NSS funding?	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2									School Code:	
	Current Year P2 ADA: Grades TK-3	-	-	-						
	Grades 4-6	-	-	-						
	Grades 7-8	-	-	-						
	Grades 9-12	-	-	-						
	TOTAL	_	-	-	-	-	-	-	-	-
, B-2	Number of FTE	-	-	-						
	Is this school eligible for NSS funding?	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Samoa Be	each Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
NSS #3									School Code:	
-1	Current Year P2 ADA: Grades TK-3	-	-							
-2	Grades 4-6	-	-	-						
-3	Grades 7-8	-	-	-						
-1	Grades 9-12	-	-	-						
	TOTAL	-	-	-	-	-	-	-	-	-
5, B-2	Number of FTE	-	-	1						
	Is this school eligible for NSS funding?	Eligible	Eligible							
	Type of school	Not NSS	Not NSS							
	Best funding option calculated is:	LCFF	LCFF							
	Select funding method:	LCFF	LCFF							
4 NSS #4									School Code:	
-1	Current Year P2 ADA: Grades TK-3	-	-	1						
2	Grades 4-6	-	-	1						
3	Grades 7-8	-	-	-						
1	Grades 9-12	-	-	-						
	TOTAL	-	-	-	-	-	-	-	-	-
5, B-2	Number of FTE	-	-	-						
	Is this school eligible for NSS funding?	Eligible	Eligible							
	Type of school	Not NSS	Not NSS							
	Best funding option calculated is:	LCFF	LCFF							
	Select funding method:	LCFF	LCFF							
NSS #5									School Code:	
1	Current Year P2 ADA: Grades TK-3	-	-	1						
2	Grades 4-6	-	-	1						
-3	Grades 7-8	-	-	-						
1	Grades 9-12	-	-	-						
	TOTAL	-	-	-	-	-	-	-	-	-
5, B-2	Number of FTE	-	-	-						
	Is this school eligible for NSS funding?	Eligible	Eligible							
	Type of school	Not NSS	Not NSS							
	Best funding option calculated is:	LCFF	LCFF							
	Select funding method:	LCFF	LCFF							

accs-jun22item03 Attachment 7 Page 657 of 986

Samoa Beach Academy Supporting Documentation

Samoa Bead	h Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
(5) IN-LIEU	OF PROPERTY TAX CALCULATION FOR CHARTER SO	CHOOLS								
(a) ALTERNAT	IVE CALCULATION TOOL									
Only use this see	tion to override the calculated in-lieu of property tax results with a lo	cally determined c	alculation.							
	1. Clear the prepopulated number '1' from the box located to t	he right	1							
	2. Local calculation of <u>total</u> in-lieu property taxes									
(b) IN-LIEU T	AX CALCULATION BY CHARTER SCHOOL (Note: Charters M	UST be numbere	ed to bring result	s into the Distric	t In-Lieu Taxes ta	nb)				
Enter the name	and ADA for each charter school. Basic Aid districts are required to tra	nsfer in-lieu taxes	based on grade spa	n funding rates. To i	educe data entry, n	on-basic aid distric	ts can enter the tot	al ADA for each yea	r into a single grade	span.
	Charter Name									
	Charter ADA by grade span Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
2	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
	Charter Name Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	

Samoa Bea	ch Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
4	Charter Name									
	Charter ADA by grade span						•			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	=	-	-	-	-	-	-	-
5	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	=	=	-	-	-	-	-	-
6	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
7	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
8	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-

amoa Bea	ch Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
9	Charter Name									
	Charter ADA by grade span						•			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
10	Charter Name									
	Charter ADA by grade span						ļ.			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
11	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
12	Charter Name						Ī			
12	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
13	Charter Name									
15	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-

amoa Bea	ach Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
14	Charter Name									
	Charter ADA by grade span						•			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
15	Charter Name									
20	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
10	Charten Name									
16	Charter ADA by grade appr									
	Charter ADA by grade span Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	_	-	-	-	-	-	_	-	_
17	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
18	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-		-

Samoa Bea	ch Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
19	Charter Name									
	Charter ADA by grade span						ı			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
20	Charter Name]			
	Charter ADA by grade span						ı			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
21	Charter Name									
	Charter ADA by grade span						ı			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
22	Charter Name]			
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
23	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	

amoa Bea	ch Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
24	Charter Name]			
	Charter ADA by grade span						•			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
25	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8							_		
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
26	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
27	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
28	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA			-			-			-

amoa Bea	ach Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
29	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	=	=	=	-	-	=	-	-	-
30	Charter Name									
30	Charter ADA by grade span						l			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	_
24										
31	Charter Name						l			
	Charter ADA by grade span									
	Grades K-3 Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	_	_	-	_	-	-	_	_
	Total / ISA						 I			
32	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	<u>-</u>	-	-	=
33	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-

amoa Bea	ach Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
34	Charter Name									
	Charter ADA by grade span						'			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
35	Charter Name									
33	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
2.0										
36	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8 Grades 9-12									
	Total ADA	_	_	_	-	_	-	_	_	_
	TOTALA				-				-	
37	Charter Name									
	Charter ADA by grade span				ı	ı			ı	1
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
38	Charter Name									
	Charter ADA by grade span						·			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA		-	-	-	-	-	-	-	_

Samoa Bea	ch Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
39	Charter Name									
	Charter ADA by grade span						•			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
40	Charter Name									
	Charter ADA by grade span						<u> </u>			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
41	Charter Name									
	Charter ADA by grade span						<u> </u>			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	<u>-</u>	-	-	-	-	-	-	•	-
42	Charter Name									
	Charter ADA by grade span						I			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	<u> </u>
43	Charter Name									
	Charter ADA by grade span						I			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-

amoa Bea	ch Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
44	Charter Name									
	Charter ADA by grade span						•			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
45	Charter Name									
	Charter ADA by grade span						ļ.			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
46	Charter Name									
.0	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
47	Charter Name									
47	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
40	Charter Name									
48	Charter ADA by grade span									
	Charter ADA by grade span Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	_	-	-	_	_			_	-

Samoa Bea	ch Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
49	Charter Name									
	Charter ADA by grade span						1			
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
50	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-

Samoa Beach Academy - Samoa Beach Academy				6/7/202	1		v.22.1b									
LOCAL CONTROL FUNDING FORMULA							2018-19									2019-2
LCFF ENTITLEMENT CALCULATION																
	COLA	&		Und	plicated			C	OLA &		Base Gra	nt	Undup	licated		
	Augment	ation_		Pupil F	ercentage			Augn	nentation		Proratio	<u>1</u>	Pupil Pe	rcentage		
Calculation Factors	3.70%			0.00%	0.0				3.26%		0.00%		0.00%	0.00%	6	
	ADA	Base	Grade Span	Supplementa	l Concen	tration	Total	ADA	Ba	se	Grade Sp	an Supp	lemental	Concentra	ation	Total
Grades TK-3	- \$	7,459	\$ 776	\$ -	Ś	- Ś			\$	7,702	\$ 8	01 \$		Ś	- Ś	
Grades 4-6	-	7,571	,,,,	-	Ÿ	-	_			7,818	,	, o	-	Ÿ	-	
Grades 7-8	_	7,796		_			_			8,050			-			-
Grades 9-12	-	9,034	235	-		-	-			9,329	2	43	-		-	-
Subtract Necessary Small School ADA and Funding	-	-	-				-	-		-						-
Total Base, Supplemental, and Concentration Grant	\$	-	\$ -	\$ -	\$	- \$			\$	-	\$	\$	-	\$	- \$	-
NSS Allowance		-					-			-						
TOTAL BASE	- Ś	-	\$ -	\$ -	Ś	- Ś			Ś	-	\$	Ś	-	Ś	- Ś	-
	<u>-</u>										<u> </u>					
ADD ONS:															_	
Targeted Instructional Improvement Block Grant						\$	-	1							\$	-
Home-to-School Transportation Small School District Bus Replacement Program							-									-
							-									-
ECONOMIC RECOVERY TARGET PAYMENT						3/4		I								
LCFF ENTITLEMENT						\$	-								\$	-
STATE AID CALCULATION																
Miscellaneous Adjustments															_	
Adjusted LCFF Entitlement							-									
Local Revenue (Including RDA)						<u> </u>									Ś	
Gross State Aid						<u> </u>									Ş	-
MINIMUM STATE AID CALCULATION																
			12-13 Rate	2018-19 ADA	<u>. </u>		N/A				12-13 Rate	201	9-20 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	-		\$	-				\$		-		\$	-
2012-13 NSS Allowance (deficited)							-					-				
Minimum State Aid Adjustments							-									
Less Current Year Property Taxes/In-Lieu								1							_	
Subtotal State Aid for Historical RL/Charter General BG							-									
Categorical funding from 2012-13 net of fair share reduction							-	1								-
Charter School Categorical Block Grant adjusted for ADA			-	-									-		_	
Minimum State Aid Guarantee Before Proration Factor Proration Factor							-									
Minimum State Aid Guarantee						·									Ś	
Willimidili State Aid Guarantee						3									3	
CHARTER SCHOOL MINIMUM STATE AID OFFSET																
LCFF Entitlement							-									
Minimum State Aid plus Property Taxes including RDA							-									
Offset																
Minimum State Aid Prior to Offset																
Total Minimum State Aid with Offset							-									
TOTAL STATE AID						Ś									Ś	-
ADDITIONAL STATE AID (Additional SA)						\$	-								\$	_
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						\$	_								\$	
Change Over Prior Year						Ş					0.0	00% \$			Ş	
LCFF Entitlement Per ADA						Ś					0.0	-,- 7			\$	
						\$					0.4	000/ ¢			\$	
Per-ADA Change Over Prior Year											0.0	00% \$	-			
Basic Aid Status (school districts only)							-									-
LCFF SOURCES INCLUDING EXCESS TAXES							2018-19					le.	crosso			2019-20
State Aid						ė	2010-19	1			0.00%	In	crease		ė	2013-50
Education Protection Account						\$		1			0.00%		-		Ş	-
Property Taxes Net of In-Lieu Transfers								1			0.00%		_			
Charter In-Lieu Taxes								1			0.00%		-			
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						Ś		1			0.00%				Ś	

Samoa Beach Academy - Samoa Beach Academy			6/7/2021		v.22.1b						
LOCAL CONTROL FUNDING FORMULA					2020-21						2021-2
LCFF ENTITLEMENT CALCULATION											
	COLA &	Base Grant	Undup	licated		COL	A &	Base Grant	Undup	licated	
	<u>Augmentation</u>	Proration	Pupil Pe	rcentage_		Augmer	ntation	Proration	Pupil Pe	rcentage_	
Calculation Factors	0.00%	0.00%	0.00%	0.00%		5.0	7%	0.00%	0.00%	0.00%	
	ADA Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	- \$ 7,702	\$ 801	\$ -	\$ -	\$ -	- \$	8,092	\$ 842	Ś -	\$ -	\$ -
Grades 4-6	- 7,818					- '	8,214	,			
Grades 7-8	- 8,050		-	-	-	-	8,458		-	-	-
Grades 9-12	- 9,329	243	-	-	-	-	9,802	255	-	-	-
Subtract Necessary Small School ADA and Funding	- <u></u>	-			<u> </u>		-	-			-
Total Base, Supplemental, and Concentration Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-	\$ -	\$ -	\$ -	\$ -
NSS Allowance	-				-		-				
TOTAL BASE	- \$ -	\$ -	\$ -	\$ -	\$ -	- \$	-	\$ -	\$ -	\$ -	\$ -
ADD ONS:					=						
Targeted Instructional Improvement Block Grant					\$ -						\$ -
Home-to-School Transportation					, -						, -
Small School District Bus Replacement Program					_						
ECONOMIC RECOVERY TARGET PAYMENT LCFF ENTITLEMENT					<u> </u>					-	\$ -
STATE AID CALCULATION					-						* -
Miscellaneous Adjustments					-						
Adjusted LCFF Entitlement										-	
Local Revenue (including RDA)					-						
Gross State Aid					\$ -						\$ -
MINIMUM STATE AID CALCULATION											
WINNING STATE AID CALCOLATION		12-13 Rate	2020-21 ADA		N/A			12-13 Rate	2021-22 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA		\$ -	-		\$ -			\$ -	-		\$ -
2012-13 NSS Allowance (deficited)		*			-			y			*
Minimum State Aid Adjustments					-						
Less Current Year Property Taxes/In-Lieu					-						
Subtotal State Aid for Historical RL/Charter General BG					-					-	
Categorical funding from 2012-13 net of fair share reduction					-						
Charter School Categorical Block Grant adjusted for ADA		-	-					-	-	_	
Minimum State Aid Guarantee Before Proration Factor											
Proration Factor					0.00%					-	0.00
Minimum State Aid Guarantee					\$ -					-	\$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET											
LCFF Entitlement					_						
Minimum State Aid plus Property Taxes including RDA					_						
Offset										-	
Minimum State Aid Prior to Offset					-						
Total Minimum State Aid with Offset					-					-	
TOTAL STATE AID					Ś -					-	Ś -
ADDITIONAL STATE AID (Additional SA)					\$ -						\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)					\$ -						\$ -
Change Over Prior Year		0.00%	-					0.00%	-		
LCFF Entitlement Per ADA					-						
Per-ADA Change Over Prior Year		0.00%	-					0.00%	-		
Basic Aid Status (school districts only)					-						-
LCFF SOURCES INCLUDING EXCESS TAXES											
			Increase		2020-21				Increase		2021-22
State Aid		0.00%	-		\$ -			0.00%	-		\$ -
Education Protection Account					-						
Property Taxes Net of In-Lieu Transfers		0.00%	-		-			0.00%	-		
Charter In-Lieu Taxes		0.00%	-		-			0.00%	-	. <u>-</u>	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		0.00%	-		\$ -	I		0.00%	-		\$ -

Samoa Beach Academy - Samoa Beach Academy			6/7/2021		v.22.1b						v.22.
LOCAL CONTROL FUNDING FORMULA					2022-23						2023-2
LCFF ENTITLEMENT CALCULATION											
ZOT ZITTIZZITZIT GAZOOZATION	COLA & Ba	se Grant	Unduplio	ated		COLA 8	š.	Base Grant	Undup	licated	
		roration	Pupil Perc			Augmenta		Proration	Pupil Per		
Calculation Factors		0.00%	0.00%	0.00%		3.11%		0.00%	41.93%	41.93%	
Colonia (of 1 accord	2.10%	0.0070	0.0070	0.0070		0.117		0.0070	12.5570	12.5570	
	ADA Base Gr	ade Span S	upplemental (`oncentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
									131.31		
Grades TK-3 Grades 4-6	- \$ 8,293 \$ - 8,418	862 \$	- 5	-	-	- \$	8,551 8,680	\$ 889	\$ 792 728	\$ -	\$ -
	-		-	-	-	-				-	-
Grades 7-8	- 8,668	261	-	-	-	142.50	8,938	200	750 891	-	1 (41 1
Grades 9-12 Subtract Necessary Small School ADA and Funding	- 10,045	261	-	-	-	142.50	10,357	269	091	-	1,641,18
Total Base, Supplemental, and Concentration Grant	\$ - \$	- Ś	9		-		1,475,873	\$ 38,332	\$ 126,981	\$ -	\$ 1,641,1
NSS Allowance	ş - ş	- >		-	, -	۶	1,4/3,6/3	\$ 30,332	\$ 120,961	> -	\$ 1,041,10
TOTAL BASE	- \$ - \$	- \$	- 5	- :	-	142.50 \$	1,475,873	\$ 38,332	\$ 126,981	\$ -	\$ 1,641,18
ADD ONS:											_
Targeted Instructional Improvement Block Grant					5 -						\$ -
Home-to-School Transportation					-						Ţ
Small School District Bus Replacement Program					_						
ECONOMIC RECOVERY TARGET PAYMENT				_	<u> </u>						
LCFF ENTITLEMENT					\$ -						\$ 1,641,18
STATE AID CALCULATION											
Miscellaneous Adjustments				_							
Adjusted LCFF Entitlement					-						1,641,18
Local Revenue (including RDA)				_	<u> </u>						(589,6
Gross State Aid				_							\$ 1,051,53
MINIMUM STATE AID CALCULATION											
	12-	13 Rate	2022-23 ADA		N/A			12-13 Rate	2023-24 ADA		N/
2012-13 RL/Charter Gen BG adjusted for ADA	\$	-	-		5 -			\$ -	142.50		\$ -
2012-13 NSS Allowance (deficited)					-						
Minimum State Aid Adjustments					-						
Less Current Year Property Taxes/In-Lieu					-						(589,64
Subtotal State Aid for Historical RL/Charter General BG				_	-						
Categorical funding from 2012-13 net of fair share reduction					-						
Charter School Categorical Block Grant adjusted for ADA		-	-		-			-	-		
Minimum State Aid Guarantee Before Proration Factor				_	-						
Proration Factor					0.00%						0.0
Minimum State Aid Guarantee				_	; -						\$ -
				_							
CHARTER SCHOOL MINIMUM STATE AID OFFSET											
LCFF Entitlement					-						1,641,1
Minimum State Aid plus Property Taxes including RDA				_							589,64
Offset				_	-						
Minimum State Aid Prior to Offset				_							
Total Minimum State Aid with Offset				_	-						
TOTAL STATE AID				_	-						\$ 1,051,53
· · · · · · · · · · · · · · · · · · ·					•						,001,0
ADDITIONAL STATE AID (Additional SA)					\$ -						\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)					5 -						\$ 1,641,18
Change Over Prior Year		0.00%	_					0.00%	1,641,186		. ,,-
.CFF Entitlement Per ADA		0.0073						3.3070	2,0.2,200		11,5
		0.000/			-			0.000/	11.517		11,5.
Per-ADA Change Over Prior Year		0.00%	-					0.00%	11,517		
Basic Aid Status (school districts only)					-						
LCFF SOURCES INCLUDING EXCESS TAXES											
			Increase	_	2022-23				Increase		2023-24
State Aid		0.00%	-		\$ -			0.00%	1,023,037		\$ 1,023,03
Education Protection Account					-						28,50
Property Taxes Net of In-Lieu Transfers		0.00%	-		-			0.00%	-		
Charter In-Lieu Taxes		0.00%		_	-			0.00%	589,649		589,64
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		0.00%	-		5 -	l		0.00%	1,612,686		\$ 1,641,18

Samoa Beach Academy - Samoa Beach Academy					v.22.1b						v.22.
LOCAL CONTROL FUNDING FORMULA					2024-25						2025-2
LCFF ENTITLEMENT CALCULATION											
	COLA &	Base Grant	Undup			COLA &		Base Grant		licated	
	Augmentation	Proration	Pupil Per	rcentage		<u>Augmentati</u>	<u>ion</u>	Proration	Pupil Pe	rcentage_	
Calculation Factors	3.54%	0.00%	41.93%	41.93%		0.00%		0.00%	41.93%	41.93%	
						1					
	ADA Ba	se Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	- \$	8,854 \$ 921	\$ 820	\$ -	\$ -	- \$	8,854	\$ 921	\$ 820	\$ -	\$ -
Grades 4-6	-	8,987	754	-	-	-	8,987		754	-	-
Grades 7-8	-	9,254	776	-	-	-	9,254		776	-	-
Grades 9-12	213.75	.0,724 279	923	-	2,549,121	285.00	10,724	279	923	-	3,398,82
Subtract Necessary Small School ADA and Funding						l	-	-			-
Total Base, Supplemental, and Concentration Grant	\$ 2,29	2,255 \$ 59,636	\$ 197,230	\$ -	\$ 2,549,121	\$ 3,	,056,340	\$ 79,515	\$ 262,973	\$ -	\$ 3,398,82
NSS Allowance		-					-				
TOTAL BASE	213.75 \$ 2,29	2,255 \$ 59,636	\$ 197,230	\$ -	\$ 2,549,121	285.00 \$ 3	,056,340	\$ 79,515	\$ 262,973	\$ -	= \$ 3,398,82
ADD ONS:											
Targeted Instructional Improvement Block Grant					\$ -	1					\$ -
Home-to-School Transportation					-	1					
Small School District Bus Replacement Program					-						
ECONOMIC RECOVERY TARGET PAYMENT					-						
LCFF ENTITLEMENT					\$ 2,549,121						\$ 3,398,82
STATE AID CALCULATION											
Miscellaneous Adjustments Adjusted LCFF Entitlement					2,549,121	1					3,398,82
Local Revenue (including RDA)					(884,474)	1					(1,179,29
Gross State Aid					\$ 1,664,647	1					\$ 2,219,52
					\$ 1,001,017	1					ϕ <i>L</i> , <i>L</i> 15,5.
MINIMUM STATE AID CALCULATION						1					
		12-13 Rate	2024-25 ADA		N/A	1		12-13 Rate	2025-26 ADA		N,
2012-13 RL/Charter Gen BG adjusted for ADA		\$ -	213.75		\$ -	1		\$ -	285.00		\$ -
2012-13 NSS Allowance (deficited)					-	1					
Minimum State Aid Adjustments Less Current Year Property Taxes/In-Lieu					(004 474)	1					(1,179,29
Subtotal State Aid for Historical RL/Charter General BG					(884,474)	1					(1,179,23
Categorical funding from 2012-13 net of fair share reduction						1					
Charter School Categorical Block Grant adjusted for ADA		_	_		_	1		_	_		
Minimum State Aid Guarantee Before Proration Factor						1					-
Proration Factor					0.00%	1					0.0
Minimum State Aid Guarantee					\$ -						\$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						l					
LCFF Entitlement					2,549,121	l					3,398,8
Minimum State Aid plus Property Taxes including RDA					884,474	l					1,179,29
Offset Minimum State Aid Prior to Offset					-	l					
Minimum State Aid Prior to Offset Total Minimum State Aid with Offset						l					
						1					
TOTAL STATE AID					\$ 1,664,647						\$ 2,219,52
ADDITIONAL STATE AID (Additional SA)					\$ -	l					\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)					\$ 2,549,121						\$ 3,398,83
Change Over Prior Year		55.32%	907,935					33.33%	849,707		
LCFF Entitlement Per ADA					11,926						11,92
Per-ADA Change Over Prior Year		3.55%	409		,			0.00%			,
Basic Aid Status (school districts only)		2.55%	.55		-			2.23/0			
LCFF SOURCES INCLUDING EXCESS TAXES											
			Increase		2024-25				Increase		2025-26
State Aid		58.54%	598,860		\$ 1,621,897	l		33.33%	540,632	•	\$ 2,162,53
Education Protection Account					42,750	l					57,00
Property Taxes Net of In-Lieu Transfers		0.00%	-		-	l		0.00%	-		
Charter In-Lieu Taxes		50.00%	294,825		884,474	l		33.33%	294,825		1,179,29
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		54.45%	893,685		\$ 2,549,121	I		32.77%	835,457		\$ 3,398,82

LOCAL CONTROL FUNDING FORMULA										2	026-
LCFF ENTITLEMENT CALCULATION											
	C	OLA	&	Base	Grant		Undu	plicated			
	Augn	nent	ation_	Pror	ation		Pupil Pe	ercentage			
Calculation Factors		.00%		0.0	00%	41	.93%	41.939	%		
	ADA		Base	Grade	Span	Supple	emental	Concentra	ation	To	otal
Grades TK-3		\$	8,854	\$	921	Ś	820	Ś	_	Ś	
Grades 4-6	_	Ÿ	8,987	Ÿ	321	Ÿ	754	Ÿ	_	Ÿ	_
Grades 7-8	-		9,254				776		_		_
Grades 9-12	285.00		10,724		279		923		_	3.3	98,8
Subtract Necessary Small School ADA and Funding										-,-	-
Fotal Base, Supplemental, and Concentration Grant		Ś	3,056,340	Ś	79,515	\$:	262,973	Ś	-	\$ 3.3	98,8
NSS Allowance		-	-	•	,	*	,_	•		+ -,-	,-
TOTAL BASE	285.00	\$	3,056,340	\$	79,515	\$:	262,973	\$	-	\$ 3,3	98,8
ADD ONS:	-										
Targeted Instructional Improvement Block Grant										\$	_
Home-to-School Transportation										ب	
Small School District Bus Replacement Program											
ECONOMIC RECOVERY TARGET PAYMENT											
LCFF ENTITLEMENT										\$ 3,3	98,8
STATE AID CALCULATION											
Miscellaneous Adjustments											
Adjusted LCFF Entitlement											98,8
Local Revenue (including RDA)											.79,2
Gross State Aid										\$ 2,2	19,5
MINIMUM STATE AID CALCULATION											
				12-13	Rate	2026-	27 ADA				N
2012-13 RL/Charter Gen BG adjusted for ADA				Ś	-		285.00			\$	
2012-13 NSS Allowance (deficited)				Ş			283.00			J	
Minimum State Aid Adjustments											
Less Current Year Property Taxes/In-Lieu										(1.1	.79,2
Subtotal State Aid for Historical RL/Charter General BG										(1,1	., ,,,
Categorical funding from 2012-13 net of fair share reduction											
Charter School Categorical Block Grant adjusted for ADA					_		_				
Minimum State Aid Guarantee Before Proration Factor											
Proration Factor											0.0
Minimum State Aid Guarantee										Ś	0.0
Minimum State Aid Guarantee										ų.	
CHARTER SCHOOL MINIMUM STATE AID OFFSET											
LCFF Entitlement										3,3	98,8
Minimum State Aid plus Property Taxes including RDA											79,2
Offset											
Minimum State Aid Prior to Offset											
Total Minimum State Aid with Offset											
TOTAL STATE AID										\$ 2,2	19,5
ADDITIONAL STATE AID (Additional SA)										\$	
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)											98,8
Change Over Prior Year					0.00%					Ų 3,3	,
					0.00%		_				11.
LCFF Entitlement Per ADA											11,9
Per-ADA Change Over Prior Year					0.00%		-				
Basic Aid Status (school districts only)											_
LCFF SOURCES INCLUDING EXCESS TAXES											
						Inc	rease	-			6-27
State Aid				0.0	10%		-				.62,5
Education Protection Account											57,0
Property Taxes Net of In-Lieu Transfers					0%		-				
Charter In-Lieu Taxes					0%		-	_			.79,2
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				0.0	10%					\$ 3,3	000

EPA Tab

Samoa Beach Academy - Samoa Beach Academy						6/7/21				
EDUCATION PROTECTION ACCOUNT										
Certification Perio	d: Est. Annual		Est. Annual		Est. Annual					
	2019-20	2020-21	2020-21	2021-22	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT										
A-1 Total ADA for EPA Minimum	-	-	-	-	-	-	142.50	213.75	285.00	285.00
A-2 Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200 \$	\$ 200	\$ 200	\$ 200	\$ 200
A-3 EPA Minimum Funding (A-1 * A-2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$	\$ 28,500	\$ 42,750	\$ 57,000	\$ 57,000
EPA PROPORTIONATE SHARE CAP										
Adjusted Total Revenue Limit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - 5	\$ -	\$ -	\$ -	\$ -
Current Year Adjusted NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$	\$ -	\$ -	\$ -	\$ -
B-12 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - 9	\$ -	\$ -	\$ -	\$ -
B-13 Local Revenue/In-Lieu of Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$	\$ 589,649	\$ 884,474	\$ 1,179,299	\$ 1,179,299
B-14 EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$	\$ -	\$ -	\$ -	\$ -
EPA PROPORTIONATE SHARE										
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)	N/A	37.69258175%	N/A	37.69000000%	N/A	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
C-3 EPA Proportionate Share (C-1 * C-2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$	\$ -	\$ -	\$ -	\$ -
EPA ENTITLEMENT										
D-1 EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - 5	\$ 28,500	\$ 42,750	\$ 57,000	\$ 57,000
D-2 Miscellaneous Adjustments**	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
D-3 Adjusted EPA Entitlement (D-1 + D-2)	-	-	-	-	-	-	28,500	42,750	57,000	57,000
D-4 Prior Year Annual Adjustment	N/A	\$-	N/A	\$-	N/A	-			-	
D-5 P2 Entitlement Net of PY Adjustment	N/A	\$-	N/A		N/A	-	28,500	42,750	57,000	57,000
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)	16.13801139%	37.69258175%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
Adjusted EPA Allocation (used to calculate LCFF Revenue)	N/A	\$ -	N/A	\$ -	N/A	-	28,500	42,750	57,000	57,000

Samoa Beach Academy - Samoa Beach Academy							6/7/2021	L						
	2019-20		2020-21		2021-22		2022-23		2023-24	2024-2	5		2025-26	2026-27
SUMMARY OF FUNDING														
General Assumptions														
COLA & Augmentation	3.26%		0.00%		5.07%		2.48%		3.11%	3.54%			0.00%	0.00%
Base Grant Proration Factor	-		0.00%		0.00%		0.00%		0.00%	0.00%			0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-		0.00%		0.00%		0.00%		0.00%	0.00%			0.00%	0.00%
LCFF Entitlement														
Base Grant		\$-	\$-		\$-		\$-		\$1,475,873	\$2,29	2,255		\$3,056,340	\$3,056,34
Grade Span Adjustment		-		-	-		-		38,332	5	9,636		79,515	79,51
Supplemental Grant		-		-	-		-		126,981	19	7,230		262,973	262,97
Concentration Grant		-		-	-		-		-		-		-	
Add-ons: Targeted Instructional Improvement Block Grant		-		-	-		-		-		-		-	
Add-ons: Home-to-School Transportation		-		-	-		-		-		-		-	
Add-ons: Small School District Bus Replacement Program		-		-	-		-		-		-		-	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Ai		\$-	\$-		\$-		\$-		\$1,641,186	\$2,54	9,121		\$3,398,828	\$3,398,82
Miscellaneous Adjustments		-	-		-		-		-		-		-	-
Economic Recovery Target		-	-		-		-		-		-		-	-
Additional State Aid		-	-		-		-		-		-		-	-
Total LCFF Entitlement		-		-	-		-		1,641,186	2,54	9,121		3,398,828	3,398,82
LCFF Entitlement Per ADA	\$	-	\$	- \$		\$	-	\$	11,517	\$ 1	1,926	\$	11,926	\$ 11,92
Components of LCFF By Object Code														
	\$		\$ -	\$	-	\$	-	\$	1,023,037		1,897		2,162,529	
EPA (for LCFF Calculation purposes)	\$	-	\$ -	\$	-	\$	-	\$	28,500	\$ 4	2,750	\$	57,000	\$ 57,00
Local Revenue Sources:														
	\$	-	\$ -	\$	-	\$	-	\$	-	\$	-	\$	- 4 470 200	\$ -
In-Lieu of Property Taxes (Object Code 8096)	\$	-	- \$ -	\$	-	\$	-	Ś	589,649	\$	34,474	\$	1,179,299	1,179,29
Property Taxes net of In-Lieu	>	-	\$ -	۶	-	Ş	-	Ş	-	۶	-	Ş	-	\$ -
TOTAL FUNDING		-		-	-		-		1,641,186	2,54	9,121		3,398,828	3,398,82
Basic Aid Status	\$	-	\$ -	\$	-	\$	-	\$	-	\$	-	\$	-	\$ -
Excess Taxes	\$	-	\$ -	\$	-	\$	-	\$	-	\$	-	\$	-	\$ -
EPA in Excess to LCFF Funding	\$	-	\$ -	\$	-	\$	-	\$	-	\$	-	\$	-	\$ -
Total LCFF Entitlement		-		-	-		-		1,641,186	2,54	9,121		3,398,828	3,398,82

SUMMARY OF EPA									
% of Adjusted Revenue Limit - Annual	16.138011	39%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
% of Adjusted Revenue Limit - P-2	16.086988	370%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
EPA (for LCFF Calculation purposes) \$		-	\$ -	\$ - \$	-	\$ 28,500	\$ 42,750	\$ 57,000 \$	57,000
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)		-	\$ -	\$ - \$	-	\$ 28,500	\$ 42,750	\$ 57,000 \$	57,000
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)		-	\$ -	\$ - \$	-	\$ -	\$ -	\$ - \$	-
Accrual (from Data Entry tab)		-	-	-	-	-	-	-	-

Samoa Beach Academy - Samoa Beach Academy					6/7/2021				
	2	019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
LCAP Percentage to Increase or Improve Services									
Base Grant (Excludes add-ons for TIIG and Transportation)	\$	-	\$ -	\$ -	\$ -	\$ 1,514,205	\$ 2,351,891	\$ 3,135,855	\$ 3,135,8
Supplemental and Concentration Grant funding in the LCAP year	\$	-	\$ -	\$ -	\$ -	\$ 126,981	\$ 197,230	\$ 262,973	\$ 262,9
Percentage to Increase or Improve Services		0.00%	0.00%	0.00%	0.00%	8.39%	8.39%	8.39%	8.3

Unduplicated Pupil Population								
Enrollment	-	-	-	-	150	225	300	300
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	0	0	0	0	150	225	300	300
Unduplicated Pupil Count	-	-	-	-	63	94	126	126
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	0	0	0	0	63	94	126	126
Rolling %, Supplemental Grant	0.0000%	0.0000%	0.0000%	0.0000%	41.9300%	41.9300%	41.9300%	41.9300%
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%	41.9300%	41.9300%	41.9300%	41.9300%

ab								
Samoa Beach Academy - Samoa Beach Academy				6/7/2021				
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless - (net of current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	_
Current Year ADA								
Grades TK-3	_	_	_	_	_	_	_	_
Grades 4-6	-	-	_	-	-	-	-	_
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	142.50	213.75	285.00	285.00
LCFF Subtotal	-	-	-	-	142.50	213.75	285.00	285.00
NSS	-	-	-	-	-	-	-	
Combined Subtotal	-	-	-	-	142.50	213.75	285.00	285.00
Change in LCFF ADA (excludes NSS ADA)	-	-	-	-	142.50	213.75	285.00	285.00
	No Change	No Change	No Change	No Change	Increase	Increase	Increase	Increase
Funded LCFF ADA for the Hold Harmless								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	142.50	213.75	285.00	285.00
Subtotal	-	-	-	-	142.50	213.75	285.00	285.00
	Current	Current	Current	Current	Current	Current	Current	Current
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12 Subtotal	-	-	-	-	-	-	-	-
Subtotal	Prior	Prior	Prior	Prior	Prior	Prior	Prior	- Prio
NEC ODS A COS O CONTACT	11101							
NPS, CDS, & COE Operated Grades TK-3							_	-
Grades 4-6						_		
Grades 7-8	_	_	_	_	_	_	-	_
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA (Current Year Only)								
Grades TK-3	-	-	-	-	-	-	-	_
Grades 4-6	-	-	_	-	_	_	_	_
Grades 7-8	-	-	-	-	-	_	-	_
Grades 9-12	-	-	-	-	142.50	213.75	285.00	285.00
Total Actual ADA	-	-	-	-	142.50	213.75	285.00	285.00
TOTAL FUNDED ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	142.50	213.75	285.00	285.00
Total	-	-	-	-	142.50	213.75	285.00	285.00
Funded Difference (Funded ADA less Actual ADA)	-	_	_	_	_	_	_	_
<i>"</i>		O.T.						

accs-jun22item03 Attachment 7 Page 677 of 986

Samoa Beach Academy Supporting Documentation

Samoa Beach Academy - Samoa Beach Academy				6/7/2021				
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27

Samoa Beach Academy - Samoa Beach Academy							6/7/2021							
	2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26	2026-27
PER-ADA FUNDING LEVELS														
Base, Supplemental and Concentration Rate per ADA														
Grades TK-3	\$ 8,503		8,503		8,934		9,155		10,232		10,595		10,595	
Grades 4-6	\$ 7,818	\$	7,818	\$	8,214	\$	8,418	\$	9,408	\$	9,741	\$	9,741	9,74
Grades 7-8	\$ 8,050	\$	8,050	\$	8,458	\$	8,668	\$	9,688	\$	10,030	\$	10,030	10,03
Grades 9-12	\$ 9,572	\$	9,572	\$	10,057	\$	10,306	\$	11,517	\$	11,926	\$	11,926	11,92
Base Grants														
Grades TK-3	\$ 7,702	\$	7,702	\$	8,092	\$	8,293	\$	8,551	\$	8,854	\$	8,854	8,85
Grades 4-6	\$ 7,818	\$	7,818	\$	8,214	\$	8,418	\$	8,680	\$	8,987	\$	8,987	8,98
Grades 7-8	\$ 8,050		8,050		8,458		8,668		8,938	\$	9,254	\$	9,254	
Grades 9-12	\$ 9,329		9,329		9,802		10,045		10,357		10,724		10,724	
Grade Span Adjustment														
Grades TK-3	\$ 801	\$	801	Ś	842	Ś	862	Ś	889	\$	921	Ś	921	92
Grades 9-12	\$	\$	243		255		261			\$		\$	279	
Prorated Base, Supplemental and Concentration Rate per ADA														
Grades TK-3	\$ 8,503	ć	8,503	ć	8,934	ė	9,155	ė	9,440	ć	9,775	ć	9,775	9,77
Grades 4-6	\$ 7,818		7,818		8,214		8,418		8,680		8,987		8,987	
Grades 7-8	\$ 8,050		8,050		8,458		8,668		8,938		9,254		9,254	
	\$													
Grades 9-12	\$ 9,572	>	9,572	>	10,057	>	10,306	Þ	10,626	Ş	11,003	>	11,003	11,00
Prorated Base Grants														
Grades TK-3	\$ 7,702		7,702		8,092		8,293		8,551		8,854		8,854	
Grades 4-6	\$ 7,818		7,818		8,214		8,418		8,680		8,987		8,987	
Grades 7-8	\$			\$	8,458		8,668		8,938		9,254		9,254	
Grades 9-12	\$ 9,329	\$	9,329	\$	9,802	\$	10,045	\$	10,357	\$	10,724	\$	10,724	10,72
Prorated Grade Span Adjustment														
Grades TK-3	\$ 801	\$	801	\$	842	\$	862	\$	889	\$	921	\$	921	92
Grades 9-12	\$ 243	\$	243	\$	255	\$	261	\$	269	\$	279	\$	279	27
Supplemental Grant	20%		20%		20%		20%		20%		20%		20%	20
Maximum - 1.00 ADA, 100% UPP														
Grades TK-3	\$ 1,701	\$	1,701	\$	1,787	\$	1,831	\$	1,888	\$	1,955	\$	1,955	1,95
Grades 4-6	\$ 1,564	\$	1,564	\$	1,643	\$	1,684	\$	1,736	\$	1,797	\$	1,797	1,79
Grades 7-8	\$ 1,610	\$	1,610	\$	1,692	\$	1,734	\$	1,788	\$	1,851	\$	1,851	1,85
Grades 9-12	\$ 1,914	\$	1,914	\$	2,011	\$	2,061	\$	2,125	\$	2,201	\$	2,201	2,20
Actual - 1.00 ADA, Local UPP as follows:	0.00%		0.00%		0.00%		0.00%		41.93%		41.93%		41.93%	41.93
Grades TK-3	\$ -	\$	-	\$	- :	\$	-	\$	792	\$	820	\$	820	82
Grades 4-6	\$ -	\$	-	\$		\$	-	\$	728	\$	754	\$	754	
Grades 7-8	\$ -	\$	-	\$	-	Ś		\$		\$	776		776	
Grades 9-12	\$ -	\$	-	\$		\$		\$	891	-	923		923	
Concentration Grant (>55% population)	50%		50%		50%		50%		50%		50%		50%	50
Maximum - 1.00 ADA, 100% UPP														
Grades TK-3	\$ 4,252		4,252		4,467		4,578		4,720		4,888		4,888	
Grades 4-6	\$ 3,909		3,909	\$	4,107	\$	4,209		4,340	\$	4,494		4,494	
Grades 7-8	\$ 4,025			\$		\$	4,334			\$	4,627		4,627	
Grades 9-12	\$ 4,786	\$	4,786	\$	5,029	\$	5,153	\$	5,313	\$	5,502	\$	5,502	5,50
Actual - 1.00 ADA, Local UPP >55% as follows:	0.0000%		0.0000%		0.0000%		0.0000%		0.0000%		0.0000%		0.0000%	0.0000
Grades TK-3	\$ -	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	-
Grades 4-6	\$ -	\$	-	\$	- :	\$		\$	-	\$	-	\$		-
Grades 7-8	\$ -	\$	-	\$	- :	\$		\$		\$	-	\$		-
Grades 9-12	\$ _	\$		\$		Ś	_	\$	_	Ś	_	\$		-

NSS Calculation Tab

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

ATES	2020-21								
			The elementary N	ISS allowance is b	ased on a com	bination of AD	A and the nun	nber of full-tin	ne teachers
ADA	Level / # FTE			ligh Schools, NSS v					
	Elementary		•	per of certificated			•		
1 - 24	1		•	nts shown in the t		•			
25 - 48	2	327,800							
49 - 72	3	491,700		COLA		0.00%			
73 - 96	4	655,600		Proration Factor	or	0.00%			
70 30	High School	055,000				0.0075			
1 - 19	1	133,045		LCFF Rates per	ADA				
1 - 19	2	266,090			Base	Gr Span	Supp	Concen	_
1 - 19	3	591,360		Grades TK-3	7,702	801		_	
20 - 38	4	724,405		Grades 4-6	7,818	-	-	_	
39 - 57	5	857,450		Grades 7-8	8,050	-	-	_	
58 - 71	6	990,495		Grades 9-12	9,329	243	-	_	
72 - 86	7	1,123,540			· · · · · · · · · · · · · · · · · · ·				_
87 - 100	8	1,256,585							
101 - 114	9	1,389,630							
115 - 129	10	1,522,675							
130 - 143	11	1,655,720							
144 - 171	12	1,788,765							
172 - 210	13	1,921,810							
211 - 248	14	2,054,855							
249 - 286	15	2,187,900							
ISS Add-on pei	r ADA	-							
ISS Add-on per		-			2020-2				NPS, CDS, &
DA & NSS FTE		-	DISTRICT	NSS 1	2020-2 2 NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & operate
DA & NSS FTE	A (net of charte	r shift)	DISTRICT	NSS 1			NSS 4	NSS 5	
DA & NSS FTE	A (net of charter Grades TK-3	r shift)	DISTRICT -	NSS 1			NSS 4	NSS 5	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6	r shift)	DISTRICT -	NSS 1			NSS 4 - -	NSS 5 - -	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8	r shift)	DISTRICT -	NSS 1			NSS 4 - -	NSS 5 - -	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12		- - - -	- - -	NSS 2 - - - -	NSS 3 - - - -	- - -	- - -	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI	DA .	- - - -	- - - -	NSS 2	NSS 3	- - - -	- - - -	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI	DA .	- - - -	- - -	NSS 2 - - - -	NSS 3 - - - -	- - -	- - -	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AU PRIOR YEAR NO	DA .	- - - -	- - - -	NSS 2	NSS 3	- - - -	- - - -	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NO ADA Grades TK-3	DA .	- - - -	- - - -	NSS 2	NSS 3	- - - -	- - - -	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI ADA Grades TK-3 Grades 4-6	DA .	- - - -	- - - -	NSS 2	NSS 3	- - - -	- - - -	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 7-8	DA .	- - - -	- - - -	NSS 2	NSS 3	- - - -	- - - -	
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR NO PRIOR YEAR NO ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12	DA UMBER OF FTE	- - - - - - - -	- - - - - - - - -	NSS 2	NSS 3	- - - - - - - - -	- - - - - - - -	operate
DA & NSS FTE	A (net of charter Grades TK-3 Grades 4-6 Grades 9-12 PRIOR YEAR NO ADA Grades TK-3 Grades TK-3 Grades 7-8 Grades 9-12 CURRENT YEAR	DA UMBER OF FTE	- - - - - - - -	- - - -	NSS 2	NSS 3	- - - -	- - - -	
RIOR YEAR AD	A (net of charter Grades TK-3 Grades 4-6 Grades 9-12 PRIOR YEAR NO ADA Grades TK-3 Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR	DA UMBER OF FTE	- - - - - - - -	- - - - - - - - - - -	NSS 2	NSS 3	- - - - - - - - - - - - - - - - - - -	- - - - - - - - - - - -	operate
RIOR YEAR AD CURRENT YEAR	A (net of charter Grades TK-3 Grades 4-6 Grades 9-12 PRIOR YEAR NO ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR CURTENT YEAR CALCULATIONS	DA UMBER OF FTE	- - - - - - - -	- - - - - - - - - NSS 1	NSS 2	NSS 3	- - - - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - - - -	operate
RIOR YEAR AD CURRENT YEAR SURRENT YEAR ISS FUNDING (Iligibility as a N	A (net of charter Grades TK-3 Grades 4-6 Grades 9-12 PRIOR YEAR NO ADA Grades TK-3 Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR CURRENT YEAR CALCULATIONS	DA UMBER OF FTE	- - - - - - - -		NSS 2	NSS 3	- - - - - - - - - - - - - - - - - - -	- - - - - - - - - - NSS 5 Eligible	operate
RIOR YEAR AD CURRENT YEAR SURRENT YEAR ISS FUNDING (Iligibility as a N Type of NSS sch	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR CURRENT YEAR COLLULATIONS ISS	DA UMBER OF FTE R ADA R NUMBER OF	- - - - - - - - - - -	- - - - - - - - - NSS 1	NSS 2	NSS 3	- - - - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - - - -	
RIOR YEAR AD URRENT YEAR ISS FUNDING (ligibility as a N ype of NSS sch	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR CURRENT YEAR CURLATIONS ISS nool if funded as NSS	DA UMBER OF FTE R ADA R NUMBER OF	- - - - - - - - - - -		NSS 2	NSS 3 NSS 3 Eligible Not NSS		- - - - - - - - - NSS 5 Eligible Not NSS	operate
RIOR YEAR AD URRENT YEAR ISS FUNDING (ligibility as a N ype of NSS sch	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 9-12 CURRENT YEAR CURRENT YEAR CURRENT YEAR CURRENT YEAR COLLATIONS ASS NOOI if funded as NSS NSS allowance	DA UMBER OF FTE R ADA R NUMBER OF	- - - - - - - - - - -		NSS 2	NSS 3	- - - - - - - - - - - - - - - - - - -	- - - - - - - - - - NSS 5 Eligible	operate
RIOR YEAR AD URRENT YEAR ISS FUNDING (ligibility as a N ype of NSS sch	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR CURRENT YEAR CURRENT YEAR COLLATIONS ISS NOOI if funded as NSS NSS allowance NSS Allowance	DA UMBER OF FTE R ADA R NUMBER OF 6 & on prior year elevel e using PY	- - - - - - - - - - -		NSS 2	NSS 3 NSS 3 Eligible Not NSS		- - - - - - - - - NSS 5 Eligible Not NSS	operate
RIOR YEAR AD URRENT YEAR ISS FUNDING (ligibility as a N ype of NSS sch	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAF CURRENT YEAF CURRENT YEAF CURRENT YEAF COUNTY EAF COUN	DA UMBER OF FTE R ADA R NUMBER OF 6 & on prior year elevel e using PY ing PY	- - - - - - - - - - - - -		NSS 2	NSS 3 NSS 3 Eligible Not NSS		- - - - - - - - - NSS 5 Eligible Not NSS	operate
RIOR YEAR AD RIOR YEAR AD	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR CURRENT YEAR CURENT	DA UMBER OF FTE R ADA R NUMBER OF Level Level Leving PY wance using PY	- - - - - - - - - - - - - - - - - - -		NSS 2	NSS 3 NSS 3 Eligible Not NSS		- - - - - - - - - NSS 5 Eligible Not NSS	operate
RIOR YEAR AD RIOR YEAR AD	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR CURRENT YEAR CURENT	DA UMBER OF FTE R ADA R NUMBER OF Level Level Leving PY wance using PY s & on current	- - - - - - - - - - - - - - - - - - -		NSS 2	NSS 3			operate
RIOR YEAR AD RIOR YEAR AD	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR CURRENT YEAR CURENT YEAR CURENT YEAR CURENT YEAR CURENT YEAR CURENT YEAR COLLATIONS ISS NOS Allowance NSS Allowance NSS Add-on us Total NSS Allowance If funded as NSS NSS Allowance NSS Adlowance NSS Adlowance NSS Adlowance NSS Adlowance	DA UMBER OF FTE R ADA R NUMBER OF Level Level	- - - - - - - - - - - - - - - - - - -		NSS 2	NSS 3 NSS 3 Eligible Not NSS		- - - - - - - - - NSS 5 Eligible Not NSS	operate
RIOR YEAR AD RIOR YEAR AD	A (net of charter Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI PRIOR YEAR NI ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR CURRENT YEAR CURENT	DA UMBER OF FTE R ADA R NUMBER OF E level E using PY wance using PY wance using PY & on current y E level E using CY	- - - - - - - - - - - - - - - - - - -		NSS 2	NSS 3			operate

accs-jun22item03 Attachment 7 Page 680 of 986

NSS Calculation Tab

— Calculation Tab						
Samoa Beach Academy - Samoa Beach Acad	emy					
NECESSARY SMALL SCHOOLS (NSS)						
The calculator is constructed to include all ADA for purposes of Concentration grants. The ADA funded under NSS is returned t funded ADA. Similarly, the base grant and grade span adjustm NSS Allowance replaces the base and grade span and is return affected by this calculation.	to the calculator as nent grants genera	s a negative nu Ited by NSS AD	mber to allow A are returned	display of total as negative nu	l LCFF- mbers. The	
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?	NO	NO	NO	NO	NO	

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy **NECESSARY SMALL SCHOOLS (NSS)** The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFFfunded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation. SECTION 1: DATA NEEDED TO CALCULATE FUNDING 2020-21 2020-21 **Funded P2 NSS ADA and NSS Allowances** NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 **TOTAL** Best funding option calculated is: LCFF LCFF LCFF LCFF LCFF Selected funding method: LCFF LCFF LCFF LCFF LCFF NSS Allowance **Prior Year** NSS ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances Current Year NSS ADA** Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances** Funding based on Current year **TOTAL Funded ADA Total NSS Allowance Exclude: LCFF Adjusted Base Funding for NSS ADA** NSS ADA Rates Amounts Total Base **Grade Span Grade Span** Grades TK-3 7,702 801 Grades 4-6 7,818 Grades 7-8 8,050 Grades 9-12 9,329 243 Total Exclusion: LCFF Adjusted Base Funding for NSS ADA Adjusted NSS Allowance (Deficited) for EPA NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 Funding at 12-13 levels (deficited) **NSS Allowances** NSS Add-on NSS Add-on per ADA Funded ADA

NSS Add-on

TOTAL Adjusted NSS Allowance (Deficited) for EPA

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DAT	A NEEDED TO C	ALCULATE FU	INDING						
RATES	2021-22								
ADA	Level / # FTE	Allowance	,	NSS allowance is bo High Schools, NSS v		,		,,	
	Elementary		only on the num	ber of certificated o	employees, wh	nichever provide	s the lesser a	mount (EC 42	284). The
1 - 24	1	172,200	allowance amou	nts shown in the to	bles reflect Co	OLA & Augment	ation.		
25 - 48	2	344,400							
49 - 72	3	516,600		COLA		5.07%			
73 - 96	4	688,800		Proration Facto	r	0.00%			
	High School								
1 - 19	1	139,785		LCFF Rates per	ADA				_
1 - 19	2	279,570			Base	Gr Span	Supp	Concen	_
1 - 19	3	621,180		Grades TK-3	8,092	842	-	-	
20 - 38	4	760,965		Grades 4-6	8,214	-	-	-	
39 - 57	5	900,750		Grades 7-8	8,458	-	-	-	
58 - 71	6	1,040,535		Grades 9-12	9,802	255	-	-	
72 - 86	7	1,180,320							
87 - 100	8	1,320,105							
101 - 114	9	1,459,890							
115 - 129	10	1,599,675							
130 - 143	11	1,739,460							
144 - 171	12	1,879,245							
172 - 210	13	2,019,030							
211 - 248	14	2,158,815							
249 - 286	15	2,298,600							
NSS Add-on per	ADA	-							
ADA & NSS FTE					2021-2	2			NPS, CDS, & C
			DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	operated
PRIOR YEAR ADA	(net of charter	shift)							
	Grades TK-3		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	-	-	
	Grades 7-8		-	-	-	-	-	-	
	Grades 9-12		-	-	-	-	-	-	
	PRIOR YEAR AD		_	-	-	-	_	_	

ADA & 1655 I I E							NPS, CDS, & CO
	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	
NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible	_
Type of NSS school		Not NSS					
NSS Allowance if funded as NSS & on prior year							
NSS allowance level		0	0	0	0		0
NSS Allowance using PY		-	-	-	-	-	
NSS Add-on using PY			-	-	-	-	_
Total NSS Allowance using PY		-	-	-	-	-	
NSS Allowance if funded as NSS & on current yea	nr						
NSS allowance level		0	0	0	0	(0
NSS Allowance using CY		-	-	-	-	-	
NSS Add-on using CY			-	-	-	-	_
Total NSS Allowance using CY		-	-	-	-	-	

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy **NECESSARY SMALL SCHOOLS (NSS)** The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFFfunded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation. **SECTION 1: DATA NEEDED TO CALCULATE FUNDING** NO NO NO NO NO NSS allowance level >0? Best funding option calculated is: LCFF LCFF LCFF LCFF LCFF LCFF LCFF Selected funding method: LCFF LCFF LCFF NSS Allowance **Prior Year NSS ADA** Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances Current Year** NSS ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances** Funding based on Current year **TOTAL Funded ADA Exclude: LCFF Adjusted Base Funding for NSS ADA** NSS ADA Rates **Amounts** Total Base **Grade Span** Base **Grade Span** Grades TK-3 8,092 842 Grades 4-6 8.214 Grades 7-8 8,458 Grades 9-12 9,802 255 Adjusted NSS Allowance (Deficited) for EPA NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 Funding at 12-13 levels (deficited) **NSS Allowances** NSS Add-on NSS Add-on per ADA Funded ADA NSS Add-on

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and

	replaces the bas						_		
affected by this	calculation. TA NEEDED TO C	CALCULATE FUR	IDINC						
RATES	2022-23	ALCULATE FUN	IDING						
TUTTES	2022 25	-	The elementary N	ISS allowance is bo	ased on a com	hingtion of AD	A and the num	her of full-tim	ne teachers
ADA	Level / # FTE	Allowance	•	ligh Schools, NSS w					
	Elementary			per of certificated e			-		
1 - 24	1			nts shown in the to					,
25 - 48	2	352,950			,	3			
49 - 72	3	529,425		COLA		2.48%			
73 - 96	4	705,900		Proration Facto	r	0.00%			
	High School	•							
1 - 19	1	143,250		LCFF Rates per	ADA				
1 - 19	2	286,500		-	Base	Gr Span	Supp	Concen	=
1 - 19	3	636,600		Grades TK-3	8,293	862	-	-	
20 - 38	4	779,850		Grades 4-6	8,418	-	-	-	
39 - 57	5	923,100		Grades 7-8	8,668	-	-	-	
58 - 71	6	1,066,350		Grades 9-12	10,045	261	-	-	
72 - 86	7	1,209,600							-
87 - 100	8	1,352,850							
101 - 114	9	1,496,100							
115 - 129	10	1,639,350							
130 - 143	11	1,782,600							
144 - 171	12	1,925,850							
172 - 210	13	2,069,100							
211 - 248	14	2,212,350							
249 - 286	15	2,355,600							
NSS Add-on per		-			2022.2				
ADA & NSS FTE	:		DISTRICT	NSS 1	2022-2 3 NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & O
DRIOR VEAR AD	A (net of charte	r shift)	DISTRICT	1033 1	N33 Z	1133 3	1133 4	1133 3	operateu
T KIOK TEAK AD	•	1 311111)							
	Grades TK-3		_	_	_	_	_	_	
	Grades TK-3 Grades 4-6		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	- - -	-	
	Grades 4-6 Grades 7-8		- - -	- - -	- - -	- - -	- - -	- - -	
	Grades 4-6 Grades 7-8 Grades 9-12	DA.	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	
PRIOR YEAR NU	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI	DA	- - - -	- - - - -	- - - -	- - - - -	- - - -	- - - -	
PRIOR YEAR NU	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI	DA	- - - -						
	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AUMBER OF FTE	DA .	-						
	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AUMBER OF FTE ADA Grades TK-3	DA .	-						
	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades TK-3 Grades 4-6	DA	-						-
	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8	DA	-						- - - - -
	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12								- - - - -
CURRENT YEAR	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR	R ADA	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	
CURRENT YEAR	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12	R ADA E	- - - -	- - - -	- - - - -	- - - - -	- - - -	- - - -	- - - - -
CURRENT YEAR CURRENT YEAR NSS FUNDING (Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AL MBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR NUMBER OF FTE CALCULATIONS	R ADA E	- - - -	- - - - - -	- - - - -	- - - - -	- - - - - -	- - - - - -	- - - -
CURRENT YEAR CURRENT YEAR NSS FUNDING (Eligibility as a N	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAF NUMBER OF FTI CALCULATIONS	R ADA E	- - - -	- - - - - - NSS 1	- - - - - - NSS 2	- - - - - - NSS 3	- - - - - - - NSS 4	- - - - - - - NSS 5	- - - -
CURRENT YEAR CURRENT YEAR NSS FUNDING (Eligibility as a N Type of NSS sch	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAF NUMBER OF FTI CALCULATIONS	R ADA E	- - - - -	- - - - - - NSS 1 Eligible	- - - - - - NSS 2 Eligible	- - - - - - NSS 3	- - - - - - NSS 4 Eligible	- - - - - - - NSS 5 Eligible	- - - -
CURRENT YEAR CURRENT YEAR NSS FUNDING (Eligibility as a N Type of NSS sch	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI UMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR NUMBER OF FTE CALCULATIONS ISS	R ADA E S & on prior yea	- - - - -	- - - - - - NSS 1 Eligible	- - - - - - NSS 2 Eligible	- - - - - - NSS 3	- - - - - - NSS 4 Eligible	- - - - - - - NSS 5 Eligible	-
CURRENT YEAR CURRENT YEAR NSS FUNDING (Eligibility as a N Type of NSS sch	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI UMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR NUMBER OF FTI CALCULATIONS ISS nool if funded as NSS	R ADA E S & on prior yea	- - - - -					- - - - - - NSS 5 Eligible Not NSS	-
CURRENT YEAR CURRENT YEAR NSS FUNDING (Eligibility as a N Type of NSS sch	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI UMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR NUMBER OF FTI CALCULATIONS ISS nool if funded as NSS NSS allowance	R ADA E 6 & on prior yea e level e using PY	- - - - -					- - - - - - NSS 5 Eligible Not NSS	-
CURRENT YEAR CURRENT YEAR NSS FUNDING (Eligibility as a N Type of NSS sch	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR NUMBER OF FTI CALCULATIONS ISS nool if funded as NSS NSS allowance NSS Add-on us	R ADA E 6 & on prior yea e level e using PY	- - - - -					- - - - - - NSS 5 Eligible Not NSS	-
CURRENT YEAR CURRENT YEAR NSS FUNDING (Eligibility as a N Type of NSS sch NSS Allowance	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR NUMBER OF FTI CALCULATIONS ISS nool if funded as NSS NSS allowance NSS Add-on us	R ADA E 6 & on prior yea e level e using PY ing PY wance using PY	- - - - -					- - - - - - NSS 5 Eligible Not NSS	-
CURRENT YEAR CURRENT YEAR NSS FUNDING (Eligibility as a N Type of NSS sch NSS Allowance	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades 7-8 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR NUMBER OF FTI CALCULATIONS ISS nool if funded as NSS NSS allowance NSS Allowance NSS Add-on us Total NSS Allow	R ADA E & on prior yea level e using PY ing PY wance using PY & on current y	- - - - -					- - - - - - NSS 5 Eligible Not NSS	-
CURRENT YEAR CURRENT YEAR NSS FUNDING (Eligibility as a N Type of NSS sch NSS Allowance	Grades 4-6 Grades 7-8 Grades 9-12 PRIOR YEAR AI IMBER OF FTE ADA Grades 7-8 Grades 4-6 Grades 7-8 Grades 9-12 CURRENT YEAR NUMBER OF FTI CALCULATIONS ISS nool if funded as NSS NSS allowance NSS Allowance NSS Add-on us Total NSS Allow if funded as NSS	R ADA E E level e using PY wance using PY & on current y level e using CY	- - - - -		NSS 2 Eligible Not NSS	NSS 3 Eligible Not NSS			-

Total NSS Allowance using CY

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy **NECESSARY SMALL SCHOOLS (NSS)** The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFFfunded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation. **SECTION 1: DATA NEEDED TO CALCULATE FUNDING** NO NO NO NO NO NSS allowance level >0? Best funding option calculated is: LCFF LCFF LCFF LCFF LCFF LCFF LCFF Selected funding method: LCFF LCFF LCFF NSS Allowance **Prior Year NSS ADA** Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances Current Year** NSS ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances** Funding based on Current year **TOTAL Funded ADA Exclude: LCFF Adjusted Base Funding for NSS ADA** NSS ADA Rates **Amounts** Total Base **Grade Span** Base **Grade Span** Grades TK-3 8,293 862 Grades 4-6 8,418 Grades 7-8 8,668 Grades 9-12 10,045 261 Adjusted NSS Allowance (Deficited) for EPA NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 Funding at 12-13 levels (deficited) **NSS Allowances** NSS Add-on NSS Add-on per ADA Funded ADA NSS Add-on

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

KATES	2023-24		
ADA	Level / # FTE	Allowance	7 (-
	Elementary		C
1 - 24	1	181,975	a
25 - 48	2	363,950	
49 - 72	3	545,925	
73 - 96	4	727,900	
	High School		
1 - 19	1	147,705	
1 - 19	2	295,410	
1 - 19	3	656,340	
20 - 38	4	804,045	
39 - 57	5	951,750	
58 - 71	6	1,099,455	
72 - 86	7	1,247,160	
87 - 100	8	1,394,865	
101 - 114	9	1,542,570	
115 - 129	10	1,690,275	
130 - 143	11	1,837,980	

12

13

14

1,985,685

2,133,390

2,281,095

2,428,800

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA 3.11% Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gi Spaii	Supp	Concen
Grades TK-3	8,551	889	792	-
Grades 4-6	8,680	-	728	-
Grades 7-8	8,938	-	750	-
Grades 9-12	10,357	269	891	-

NSS Add-on per ADA

144 - 171

172 - 210

211 - 248

249 - 286

ADA & NSS FTE			2023-2	-			NPS, CDS, & CO
	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	
NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible	_
Type of NSS school		Not NSS					
NSS Allowance if funded as NSS & on prior year							
NSS allowance level		0	0	0	0		0
NSS Allowance using PY		-	-	-	-	-	
NSS Add-on using PY		-	-	-	-	-	
Total NSS Allowance using PY		-	-	-	-	-	_
NSS Allowance if funded as NSS & on current yea	r						
NSS allowance level		0	0	0	0		0
NSS Allowance using CY		-	_	-	-	-	
NSS Add-on using CY		-	-	-	-	-	
Total NSS Allowance using CY		_	-	-	-	-	_

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy **NECESSARY SMALL SCHOOLS (NSS)** The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFFfunded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation. **SECTION 1: DATA NEEDED TO CALCULATE FUNDING** NO NO NO NO NO NSS allowance level >0? Best funding option calculated is: LCFF LCFF LCFF LCFF LCFF LCFF LCFF Selected funding method: LCFF LCFF LCFF NSS Allowance **Prior Year NSS ADA** Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances Current Year** NSS ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances** Funding based on Current year **TOTAL Funded ADA** 0 **Exclude: LCFF Adjusted Base Funding for NSS ADA** NSS ADA Total Rates **Amounts** Base **Grade Span** Base **Grade Span** Grades TK-3 8,551 889 Grades 4-6 8,680 Grades 7-8 8,938 Grades 9-12 10,357 269 Adjusted NSS Allowance (Deficited) for EPA NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 Funding at 12-13 levels (deficited) **NSS Allowances** NSS Add-on NSS Add-on per ADA Funded ADA NSS Add-on

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES	2024-25	
ADA	Level / # FTE	Allowance
	Elementary	
1 - 24	1	188,425
25 - 48	2	376,850
49 - 72	3	565,275
73 - 96	4	753,700
	High School	
1 - 19	1	152,935
1 - 19	2	305,870
1 - 19	3	679,680
20 - 38	4	832,615
39 - 57	5	985,550
58 - 71	6	1,138,485
72 - 86	7	1,291,420

9

10

11

12

13

14

15

1,444,355 1,597,290

1.750.225

1,903,160

2,056,095

2,209,030

2,361,965

2,514,900

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA 3.54% Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,854	921	820	-
Grades 4-6	8,987	-	754	-
Grades 7-8	9,254	-	776	-
Grades 9-12	10,724	279	923	

NSS Add-on per ADA

87 - 100

101 - 114

115 - 129

130 - 143

144 - 171

172 - 210

211 - 248

249 - 286

NSS Add-on per ADA - ADA & NSS FTE			2024-2	5			
ADA & NOO FIE	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & CO operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	
NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible	
Type of NSS school		Not NSS					
NSS Allowance if funded as NSS & on prior year							
NSS allowance level		0	0	0	0		0
NSS Allowance using PY		-	-	-	-	-	
NSS Add-on using PY			-	-	-	-	
Total NSS Allowance using PY		-	-	-	-	-	
NSS Allowance if funded as NSS & on current yea	ır						
NSS allowance level		0	0	0	0		0
NSS Allowance using CY		-	-	-	-	-	
NSS Add-on using CY			-	-	-	-	
Total NSS Allowance using CY		-	-	-	-	-	

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy **NECESSARY SMALL SCHOOLS (NSS)** The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFFfunded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation. **SECTION 1: DATA NEEDED TO CALCULATE FUNDING** NO NO NO NO NO NSS allowance level >0? Best funding option calculated is: LCFF LCFF LCFF LCFF LCFF LCFF LCFF Selected funding method: LCFF LCFF LCFF NSS Allowance **Prior Year NSS ADA** Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances Current Year** NSS ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances** Funding based on Current year **TOTAL Funded ADA Exclude: LCFF Adjusted Base Funding for NSS ADA** NSS ADA Rates **Amounts** Total Base **Grade Span** Base **Grade Span** Grades TK-3 8,854 921 Grades 4-6 8,987 Grades 7-8 9,254 Grades 9-12 10,724 279 Adjusted NSS Allowance (Deficited) for EPA NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 Funding at 12-13 levels (deficited) **NSS Allowances** NSS Add-on NSS Add-on per ADA Funded ADA NSS Add-on

NSS Calculation Tab

RATES

Samoa Beach Academy - Samoa Beach Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2025-26

ADA	Level / # FTE	Allowance	(
	Elementary		(
1 - 24	1	188,425	(
25 - 48	2	376,850	l
49 - 72	3	565,275	
73 - 96	4	753,700	
	High School		
1 - 19	1	152,935	
1 - 19	2	305,870	
1 - 19	3	679,680	
20 - 38	4	832,615	
39 - 57	5	985,550	
58 - 71	6	1,138,485	
72 - 86	7	1,291,420	
87 - 100	8	1,444,355	
101 - 114	9	1,597,290	

10

11

12

13

14

15

1,750,225

1,903,160

2,056,095

2,209,030

2,361,965

2,514,900

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA 0.00% Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,854	921	820	-
Grades 4-6	8,987	-	754	-
Grades 7-8	9,254	-	776	-
Grades 9-12	10,724	279	923	-

NSS Add-on per ADA

115 - 129

130 - 143

144 - 171

172 - 210

211 - 248

249 - 286

NSS Add-on per ADA -				_			
ADA & NSS FTE	DICTRICT	NCC 4	2025-2		NICC 4	NICC E	NPS, CDS, & CO
	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	
NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible	_
Type of NSS school		Not NSS					
NSS Allowance if funded as NSS & on prior year							
NSS allowance level		0	0	0	0		0
NSS Allowance using PY		-	-	-	-	-	
NSS Add-on using PY		-	-	-	-	_	
Total NSS Allowance using PY		_	-	-	-	_	_
NSS Allowance if funded as NSS & on current year	ar						
NSS allowance level		0	0	0	0		0
NSS Allowance using CY		-	-	_	-	_	
NSS Add-on using CY		_	_	_	_	_	
Total NSS Allowance using CY							_

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy **NECESSARY SMALL SCHOOLS (NSS)** The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFFfunded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation. **SECTION 1: DATA NEEDED TO CALCULATE FUNDING** NO NO NO NO NO NSS allowance level >0? Best funding option calculated is: LCFF LCFF LCFF LCFF LCFF LCFF LCFF Selected funding method: LCFF LCFF LCFF NSS Allowance **Prior Year NSS ADA** Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances Current Year** NSS ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances** Funding based on Current year **TOTAL Funded ADA Exclude: LCFF Adjusted Base Funding for NSS ADA** NSS ADA Rates **Amounts** Total Base **Grade Span** Base **Grade Span** Grades TK-3 8,854 921 Grades 4-6 8,987 Grades 7-8 9,254 Grades 9-12 10,724 279 Adjusted NSS Allowance (Deficited) for EPA NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 Funding at 12-13 levels (deficited) **NSS Allowances** NSS Add-on NSS Add-on per ADA Funded ADA NSS Add-on

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

		ATE FUNDING

RATES	2026-27	
ADA	Level / # FTE	Allowance
	Elementary	
1 - 24	1	188,425
25 - 48	2	376,850
49 - 72	3	565,275
73 - 96	4	753,700
	High School	
1 - 19	1	152,935
1 - 19	2	305,870
1 - 19	3	679,680
20 - 38	4	832,615
39 - 57	5	985,550
58 - 71	6	1,138,485
72 - 86	7	1,291,420
87 - 100	8	1,444,355

9

10

11

12

13

14

15

1,597,290

1.750.225

1,903,160

2,056,095

2,209,030

2,361,965

2,514,900

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA 0.00% Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gi Spaii	Supp	Concen
Grades TK-3	8,854	921	820	-
Grades 4-6	8,987	-	754	-
Grades 7-8	9,254	-	776	-
Grades 9-12	10,724	279	923	-

NSS Add-on per ADA

101 - 114 115 - 129

130 - 143

144 - 171

172 - 210

211 - 248

249 - 286

NSS Add-on per ADA -				_			
ADA & NSS FTE	DISTRICT	NGC 4	2026-2	-	NICC 4	NICC E	NPS, CDS, & CC
DDIOD VEAD ADA (DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	
NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible	_
Type of NSS school		Not NSS					
NSS Allowance if funded as NSS & on prior year							
NSS allowance level		0	0	0	0	()
NSS Allowance using PY		-	-	-	-	-	
NSS Add-on using PY		-	-	-	-	-	
Total NSS Allowance using PY			-	-	-	-	_
NSS Allowance if funded as NSS & on current year	ar						
NSS allowance level		0	0	0	0	()
NSS Allowance using CY		-	-	-	-	_	
NSS Add-on using CY		-	-	-	-	-	
Total NSS Allowance using CY			_	_	_	_	-

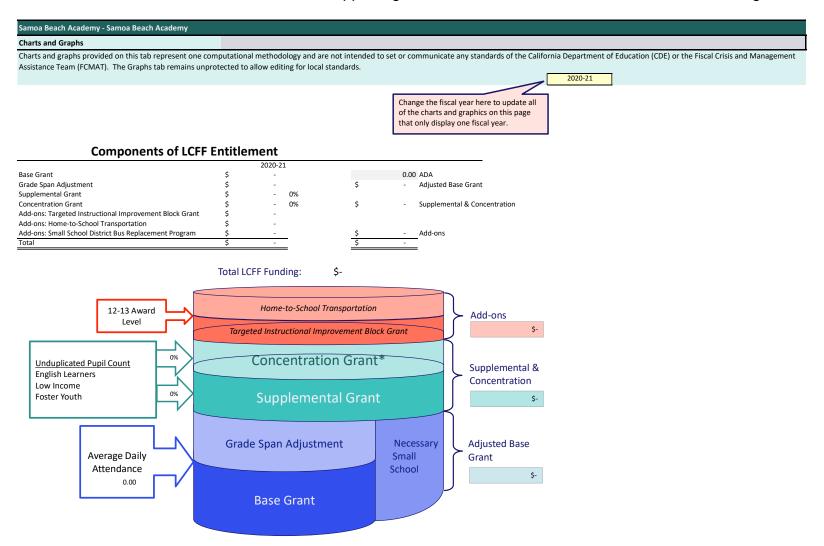
NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy **NECESSARY SMALL SCHOOLS (NSS)** The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFFfunded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation. **SECTION 1: DATA NEEDED TO CALCULATE FUNDING** NO NO NO NO NO NSS allowance level >0? Best funding option calculated is: LCFF LCFF LCFF LCFF LCFF LCFF LCFF Selected funding method: LCFF LCFF LCFF NSS Allowance **Prior Year NSS ADA** Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances Current Year** NSS ADA Grades TK-3 Grades 4-6 Grades 7-8 Grades 9-12 P2 NSS ADA **NSS Allowances** Funding based on Current year **TOTAL Funded ADA Exclude: LCFF Adjusted Base Funding for NSS ADA** NSS ADA Rates **Amounts** Total Base **Grade Span** Base **Grade Span** Grades TK-3 8,854 921 Grades 4-6 8,987 Grades 7-8 9,254 Grades 9-12 10,724 279 Adjusted NSS Allowance (Deficited) for EPA NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 Funding at 12-13 levels (deficited) **NSS Allowances** NSS Add-on NSS Add-on per ADA Funded ADA NSS Add-on

District In-Lieu Taxes Tab

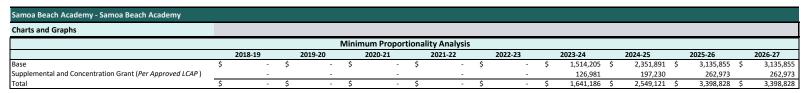
N-LIEU PROPERTY TAX TRANSFER																	
For an authorizing district, in-lieu of prope	rty tax is cal	culated on t	he lesser of p	roperty taxe	es per ADA	or the LCFF fundi	g per ADA										
1. Property Taxes per ADA																	
2a. Adjusted base revenue per ADA x cha	arter school	ADA															
For a district with students in county-oper in an SBE-approved charter school, in-lieu 1. Property taxes per ADA x District of Re	of property sidence ADA	tax is calcula A								prior year	annual with s	tudents					
2a. Adjusted base revenue per ADA x Dis																	
To enter your own calculation of In-Lieu u		iative Calcul 18-19	ation tool on 2019		itry tab 2020	-21	2021-22	20	22-23	20	23-24	202	4-25	20:	25-26	2026-2	27
ocal Property Taxes (w/out RDA)	\$	-	\$		\$	- \$	-	\$	-	\$	-	\$	-	\$		\$	-
District LCFF ADA		-		-		-	-		-		-		-		-		-
otal Charter LCFF ADA		-		-		-	-		-		-		-		-		-
Total LCFF ADA							-		-		-		-				-
roperty Taxes per ADA	\$	-	\$		\$	- \$	-	\$	-	\$	-	\$	-	\$		\$	-
unding Method:																_	
Property Taxes per ADA	\$	-	\$	-	\$	- \$	-	\$	-	\$	-	>	-	\$	-	\$	-
LCFF Funding per ADA		-		-		-	-		-		-		-		-		-
Alternative Calculation Certified In-Lieu Taxes		-		-		-	-		-		-		-		-		-
n-Lieu of Property Tax Transfer Total	\$	-	\$	-	\$	- \$	-	\$	-	\$	-	\$	-	\$	-	\$	-
ior Year Basic Aid Status				-		-	-		-		-		-		-		-
-	\$	-	\$	-										\$	-	\$	-
ADA		_		_		_	_		_		_		_		_		
In-Lieu at Property tax/ADA	Ś	_	\$	_	\$	- Ś	_	\$	_	\$	_	Ś	_	\$	_	\$	_
In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	- \$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	\$	-	Ś	-										Ś	-	Ś	-
	Ť		7											-		т	
ADA		-		-		-	-		-		-		-		-		-
In-Lieu at Property tax/ADA	\$	-	\$	-	\$	- \$	-	\$	-	\$	-	\$	-	\$		\$	-
In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	- \$	-	\$	-	\$	-	\$	-	\$	-	\$	-
-	\$	-	\$	-										\$	-	\$	-
ADA	<u> </u>	-	.	-	ć	-	-		-	ć	-	<u> </u>	-	ć	-	ć	-
In-Lieu at Property tax/ADA	\$ \$	-	\$ \$		\$ \$	- \$ - \$	-	\$ \$	-	\$ \$	-	\$ \$	-	\$ \$		\$	-
In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	>	- \$	-	>	-	\$	-	>	-	\$	-	\$	-
-	\$	-	\$	-										\$	-	\$	-
ADA									_				_				
ADA	\$	-	\$	-	\$	- - \$	-	\$	-	\$	-	\$	-	\$	-	ć	-
In-Lieu at Property tax/ADA In-Lieu at LCFF Adj Base grant/ADA	\$ \$	-	\$ \$	-	\$ \$	- \$ - \$	-	\$ \$	-	\$	-	\$ \$	-	\$ \$		\$ \$	-
-	\$		\$	-		Ť		7		, , , , , , , , , , , , , , , , , , ,				\$		\$	-
ADA	<u> </u>	-	ć	-	.	-	-	ć	-	ć	-		-	.	-	ć	-
In-Lieu at Property tax/ADA	\$	-	\$	-	\$	- \$	-	\$	-	\$	-	\$	-	\$	-	\$	-
In-Lieu at LCFF Adj Base grant/ADA	\$		\$		Ś	- \$		\$		Ś		Ś		Ś		\$	

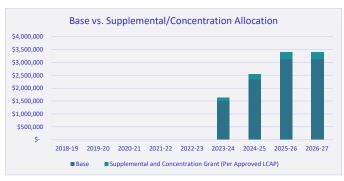
Graphs Tab



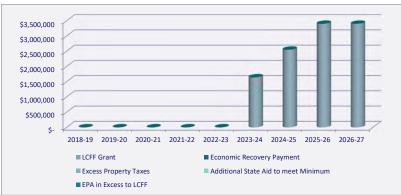
*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Graphs Tab





						Funding	Sour	ces										
	20	18-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27
Excess Property Taxes	\$	-	\$	-	\$	-	\$	-	\$	-	\$	- :	\$	-	\$	- \$;	-
Additional State Aid to meet Minimum	\$	-	\$	-	\$	-	\$	-	\$	-	\$	- :	\$	-	\$	- \$;	-
EPA in Excess to LCFF	\$	-	\$	-	\$	-	\$	-	\$	-	\$	- :	\$	-	\$	- \$,	-
Economic Recovery Payment	\$	-	\$	-	\$	-	\$	-	\$	-	\$	- :	\$	-	\$	- \$;	-
LCFF Grant	\$	-	\$	-	\$	-	\$	-	\$	-	\$	1,641,186	\$	2,549,121	\$	3,398,828 \$;	3,398,828
Total General Purpose Funding	\$	-	\$		\$	-	\$	-	\$	-	\$	1,641,186	\$	2,549,121	\$	3,398,828 \$,	3,398,828
Verification to Total LCFF Funding (Summary tab)	Ś	-	Ś		Ś	-	Ś	-	Ś	_	Ś	(0)	Ś	0	Ś	0 \$;	0

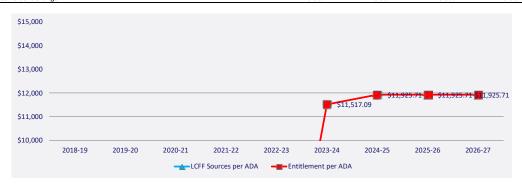


LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

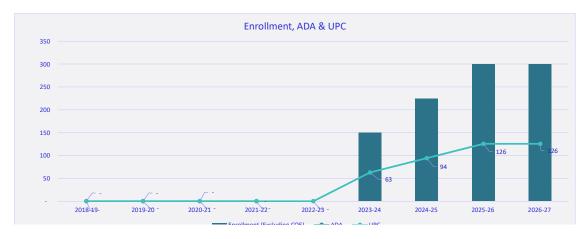
Graphs Tab

Samoa Beach Academy - Samoa Beach Academy	
Charts and Graphs	

			LCFF Entitleme	ent	per ADA					
	2018-19	2019-20	2020-21		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Funded ADA	-	-	-		-	-	142.50	213.75	285.00	285.00
LCFF Sources per ADA	\$ -	\$ -	\$ -	\$	-	\$ - \$	(0.00)	0.00	\$ 0.00	\$ 0.00
Net Change per ADA		\$ -	\$ -	\$	-	\$ - \$	(0.00)	0.00	\$ 0.00	\$ -
Net Percent Change		0.00%	0.00%		0.00%	0.00%	0.00%	-102.56%	2000.00%	0.00%
Estimated LCFF Entitlement per ADA	\$	\$ -	\$ -	\$	-	\$ - \$	11,517.09	11,925.71	\$ 11,925.71	\$ 11,925.71
Net Change per ADA		\$ -	\$ -	\$	-	\$ - \$	11,517.09	408.62	\$ -	\$ -
Net Percent Change		0.00%	0.00%		0.00%	0.00%	0.00%	3.55%	0.00%	0.00%



			Student S	ummary					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Enrollment (Excluding COE)	-	-	-	-	-	150	225	300	300
UPC	-	-	-	-	-	63	94	126	126
ADA	-	-	-	-	-	142.50	213.75	285.00	285.00

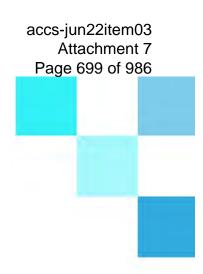


accs-jun22item03 Attachment 7 Page 698 of 986

Graphs Tab

Samoa Beach Academy - Samoa Beach Academy	
Charts and Graphs	
	Enformment (Excluding COE) — ADA — OPC





CAM Letter of Intent

June 15, 2021

Ms. Catherine Scott Executive Director Samoa Beach Academy 5251 Ericson Way, Arcata, CA 95521

To Ms. Scott and the Samoa Beach Academy Board of Directors:

Charter Asset Management (CAM) is the national leader in charter school lending. Since 2012, Charter Asset Management has provided over \$900 million in funding to charter schools and charter school networks nationwide. We are pleased to present this letter of intent for Samoa Beach Academy. This letter of intent is not a commitment on the part of CAM to provide funding and it is not an offer, nor a binding agreement on the parties. A legally binding obligation will only be made pursuant to definitive written agreements to be negotiated, executed and delivered by the parties.

CAM offers up to \$800,000.00 in working capital for Samoa Beach Academy for the 2023-2024 school year. Please refer to the Memorandum of Understanding accompanying this letter for details on the proposed financial terms.

CAM reviews all financial, governance, and all other relevant information for the schools we fund. The availability of funding for each draw request is subject to and conditioned upon CAM's prior approval, satisfactory completion of due diligence, and the parties agreeing upon and reducing to writing all terms and conditions necessary and incidental to the validity of a separate contract. CAM has no obligation to provide funding until the parties have executed a formal written agreement covering each specific transaction.

Sincerely,

8

Paul N. Im Managing Partner

DISCLAIMER: Nothing in this letter is intended to create nor does it constitute legally binding obligations of any party or an agreement by CAM of funding or the availability of funding. Neither party is relying on, or is entitled to rely on, this letter for any purpose. This letter is only for negotiation purposes and contains only proposed terms and/or other information to assist the parties in framing and negotiating the definitive terms of financing transactions through separate financing contracts. The availability of funding and any funding itself are subject to and conditioned upon satisfactory completion of due diligence and the parties agreeing upon and reducing to writing all terms and conditions necessary and incidental to the validity of separate financing contracts. Either party may, at any time prior to the execution of a definitive financing agreement, unilaterally terminate all negotiations pursuant to this letter, for any reason or for no reason, with the account of the other party.

SAMOA BEACH ACADEMY

2023-2028

Appendix K: Letter of Intent (Facility)

accs-jun22item03 Attachment 7 Page 701 of 986



Danco Builders
Danco Builders Northwest
Danco Communities
Danco Property Management
Danco Supportive Services
Western Living Concepts

5251 Ericson Way Arcata, CA 95521 Phone: (707) 822-9000 Fax: (707)8229596 www.danco-group.com Contractor's Licenses CA 899392, 500851, 986583

June 10, 2021

Samoa Beach Academy

Catherine Scott

RE: Proposal To Lease

Lot 267, Samoa, California

Dear Catherine Scott,

We are pleased to present the following proposal to lease the below referenced property on behalf of Samoa Beach Academy.

LOCATION AND SIZE OF PREMISES:

Approx. 18,800 sq. ft. building with approx. 2900 sq. ft. of class rooms(three class rooms), approx. 4800 sq. ft. of learning labs (three learning labs class rooms, storage and prep rooms) with roll up doors to utilize the outside for over flow space, approx. 3200 sq. ft. of common area (library-theater room, student club room, two meeting rooms and storage) approx. 2000 sq. ft. of administrative space(4 offices, reception, conf. room, staff lounge, restroom) two student restrooms, approx. 2800 sq. ft. of support services for the campus

The exterior will have a parking lot that has two handicap parking stalls and 24 other stalls, fire lane and back lot for learning lab over flow and projects. Total asphalt area approx. 21,000 sq. ft.

TENANT:	Samoa Beach Academy
LEASE TERM:	60 months, commencing July 1 ST , 2023
RENT PROVISIONS:	Annually at 2023-24: \$300,000, 2024-25: \$ 459,00, 2025-26: \$624,240, 2026-27: \$636,725, 2027-28: \$649,459 on a triple net basis
EARLY OCCUPANCY:	Tenant shall receive immediate occupancy upon notice of completion.

accs-jun22item03 Attachment 7 Page 702 of 986

RESOLUTION 4/2021-22 AND WRITTEN FINDINGS OF THE NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT TO <u>CONDITIONALLY APPROVE</u> THE PETITION FOR A PROPOSED CHARTER SCHOOL BY SAMOA BEACH ACADEMY

WHEREAS, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended and codified in Education Code section 47600 et seq., and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 et seq.); and

WHEREAS, Samoa Beach Academy ("SBA") submitted a charter petition ("Petition") to the Northern Humboldt Union High School District ("District") on or around November 6, 2020, which was subsequently withdrawn prior to any vote by the District's Governing Board; and

WHEREAS, Petitioners submitted a second petition ("Petition II") to the District on June 18, 2021; and

WHEREAS, the Governing Board heard Petitioners' presentation about the proposed charter school, SBA, at a public hearing held on August 10, 2021, within the requirements set forth in the Education Code; and

WHEREAS, the purpose of the August 10, 2021 public hearing was to consider the level of support for the Petition by teachers, other employees, the community, and families; and

WHEREAS, at the August 10, 2021 public hearing, representatives from SBA and the District addressed the Board, and the Board also provided the opportunity for public comment about the proposed charter school. The Board was provided the opportunity to ask questions of Petitioners, District staff, the District's partners in labor, and the public in attendance; and

WHEREAS, the District staff and its legal counsel ("District Staff") reviewed Petition II and published the District Staff Recommendations and Findings, on August 30, 2021 ("Recommendation and Findings"), 15 days before September 14, 2021; and

WHEREAS, the Governing Board of the District set the date of September 14, 2021, for the public hearing at which the Governing Board will either grant or deny Petition II; and

WHEREAS, on September 14, 2021, the Board held a public hearing to allow SBA "equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings," in accord with Education Code section 47605(b); and

WHEREAS, chartering authorities "shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools . . . if it is satisfied that granting the charter is consistent with sound educational practice." (Cal. Educ. Code § 47605(c)); and

WHEREAS, on September 14, 2021, the Board, at a Regular Board meeting, reviewed and considered Petition II and the presentation by SBA at this public hearing, and SBA's presentation on August 10, 2021

at a public hearing, information presented by the District Staff in their Recommendations and Findings, District Staff input at these two public hearings, public comment, and all other relevant information; and

WHEREAS, the Governing Board is guided by the Education Code's guidance in reviewing charter petitions that it "shall grant a charter for the operation of a school . . . if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the [bases for denial of a charter petition]."

NOW, THEREFORE, BE IT RESOLVED that the Governing Board hereby adopts the Findings and Recommendations set forth in the August 30, 2021 Recommendations and Findings, which is attached hereto, finding:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

BE IT FURTHER RESOLVED that the Board believes these problems may be corrected through a Memorandum of Understanding ("MOU") to address the District Staffs' concerns, and that it is reasonably likely that SBA may operate a charter school consistent with sound educational practices and in the interests of the community after correcting the matters identified in the Recommendations and Findings; and

BE IT FURTHER RESOLVED that the Board conditionally approves the Petition on the basis of the findings herein, subject to the Petitioners and the District entering into a MOU that addresses:

- The District Staffs' concerns related to SBA's special education budget;
- The availability of a continuum of services for special education students;
- The establishment of an operational relationship between the District and SBA;
- A commitment from SBA to work with Career and Technology Education ("CTE")
 local educational agency partners in Del Norte and Humboldt County to improve
 the quality of the proposed CTE program; and
- A revision to its budget to account for all unaccounted for expenditures noted in the Recommendations and Findings.

The MOU shall be reviewed by the Board no later than November 15, 2021. If the conditions for approval are not met, the Board shall rescind the conditional approval and the Petition will be denied effective this date of September 14, 2021.

accs-jun22item03 Attachment 7 Page 704 of 986

BE IT FURTHER RESOLVED that Board directs the Superintendent or his designee to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

I, Aristea Saulsbury, Clerk of the Northern Humboldt Union High School District, do hereby certify that the foregoing Resolution was duly passed, approved, and adopted by Governing Board of the Northern Humboldt Union High School District at a special meeting held on the 14th day of September, 2021, and that it was so adopted by the following vote:

	Aristea Saulsbury, Clerk
ABSTAIN:	
ABSENT:	
NOES:	
NOTE	
AYES:	

accs-jun22item03 Attachment 7 Page 705 of 986

RESOLUTION #5/2021-22 AND WRITTEN FINDINGS OF THE NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT TO <u>DENY</u> THE PETITION FOR A PROPOSED CHARTER SCHOOL BY SAMOA BEACH ACADEMY

WHEREAS, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended and codified in Education Code section 47600 et seq., and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 et seq.); and

WHEREAS, Samoa Beach Academy ("SBA") submitted a charter petition ("Petition") to the Northern Humboldt Union High School District ("District") on or around November 6, 2020, which was subsequently withdrawn prior to any vote by the District's Governing Board; and

WHEREAS, Petitioners submitted a second petition ("Petition II") to the District on June 18, 2021; and

WHEREAS, the Governing Board heard Petitioners' presentation about the proposed charter school, SBA, at a public hearing held on August 10, 2021, within the requirements set forth in the Education Code; and

WHEREAS, the purpose of the August 10, 2021 public hearing was to consider the level of support for the Petition by teachers, other employees, the community, and families; and

WHEREAS, at the August 10, 2021 public hearing, representatives from SBA and the District addressed the Board, and the Board also provided the opportunity for public comment about the proposed charter school. The Board was provided the opportunity to ask questions of Petitioners, District staff, the District's partners in labor, and the public in attendance; and

WHEREAS, the District staff and its legal counsel ("District Staff") reviewed Petition II and published the District Staff Recommendations and Findings, on August 30, 2021 ("Recommendation and Findings"), 15 days before September 14, 2021; and

WHEREAS, the Governing Board of the District set the date of September 14, 2021, for the public hearing at which the Governing Board will either grant or deny Petition II; and

WHEREAS, on September 14, 2021, the Board held a public hearing to allow SBA "equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings," in accord with Education Code section 47605(b); and

WHEREAS, chartering authorities "shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools . . . if it is satisfied that granting the charter is consistent with sound educational practice." (Cal. Educ. Code § 47605(c)); and

WHEREAS, on September 14, 2021, the Board, at a Regular Board meeting, reviewed and considered Petition II and the presentation by SBA at this public hearing, and SBA's presentation on August 10, 2021

at a public hearing, information presented by the District Staff in their Recommendations and Findings, District Staff input at these two public hearings, public comment, and all other relevant information; and

WHEREAS, the Governing Board is guided by the Education Code's guidance in reviewing charter petitions that it "shall grant a charter for the operation of a school . . . if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the [bases for denial of a charter petition]."

NOW, THEREFORE, BE IT RESOLVED that the Governing Board hereby adopts the Findings and Recommendations set forth in the August 30, 2021 Recommendations and Findings, which is attached hereto, finding:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

BE IT FURTHER RESOLVED that the Governing Board of Northern Humboldt Union High School District hereby denies SBA's Petition for the reasons set forth herein, incorporating the Staff Findings and Recommendations in their entirety.

BE IT FURTHER RESOLVED that Board directs the Superintendent or his designee to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

I, Aristea Saulsbury, Clerk of the Northern Humboldt Union High School District, do hereby certify that the foregoing Resolution was duly passed, approved, and adopted by Governing Board of the Northern Humboldt Union High School District at a special meeting held on the 14th day of September, 2021, and that it was so adopted by the following vote:

AYES:	
NOES:	
ABSENT:	
ABSTAIN:	-
	Aristea Saulsbury, Clerk



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 8.2

SUBJECT:

Discussion and possible action on the naming of the AHS Track

DEPARTMENT/PROGRAM:

District

ACTION REQUESTED:

Discussion and possible action on the naming of the AHS Track

PREVIOUS STAFF/BOARD ACTION:

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Board of Trustees reviewed BP 7310, Naming of Facility, at their meeting last month due to recent interest from community in naming district facilities after individuals.

FISCAL IMPLICATIONS:

CONTACT PERSON:

Roger Macdonald, Superintendent

accs-jun22item03 Attachment 7 Page 708 of 986 BP 7310

Facilities

NAMING OF FACILITY

The Board of Trustees shall name schools or individual buildings in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the

county or community

2. Individuals, living or deceased, who have made contributions of state, national or

worldwide significance

3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A citizen advisory committee shall be appointed to review name suggestions and submit

recommendations for the Board's consideration.

(cf. 1220 - Citizen Advisory Committees)

The renaming of existing schools or major facilities shall occur only under extraordinary

circumstances and after thorough study.

Memorials

Upon request, the Board shall consider naming buildings, parts of buildings or athletic fields in honor of the contributions of students, staff members and community members who have

been deceased for at least one year.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

Policy NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

adopted: February 9, 2010 McKinleyville, California



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 8.3

SUBJECT:

Approval of the MOU with CSEA

DEPARTMENT/PROGRAM:

Classified Personnel

ACTION REQUESTED:

Recommend approval of the MOU regarding Covid-19 testing requirements, with CSEA for the 2021-22 school year

PREVIOUS STAFF/BOARD ACTION:

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Governing Board is required to approve any changes affecting represented and non-represented employees.

FISCAL IMPLICATIONS:

CONTACT PERSON:

Cindy Vickers, Director of Fiscal Services Gayle Conway, Director of Student Services Memorandum of Understanding
Between
Northern Humboldt High School District
And
CSEA and its Northern Humboldt # 337

Northern Humboldt High School District (District) and CSEA and its Northern Humboldt # 337 (CSEA) agree to the following terms to satisfy any obligation to bargain the effects of a Covid-19 testing requirement during the 2021-22 school year only.

The parties agree as follows:

Weekly Testing

- I. Effective August 27, 2021, unit members who have not provided the District with proof of full vaccination against Covid-19 pursuant to the District's vaccination verification requirements in compliance with the CDPH Health Order shall be required to submit to weekly Covid-19 testing, which shall be implemented as follows:
 - a. District shall provide employees with weekly testing appointments indicating the day, time and location of the testing.
 - b. The district shall make available testing locations on the district's campus during working hours. Unit members will be provided reasonable release time in order to obtain testing. If a unit member is not scheduled to work during the hours the testing is available, the district will compensate the unit member for up to fifteen (15) minutes at their regular rate to obtain testing.
 - c. Testing shall be done at no cost to the employee.
 - d. Testing shall be done in a confidential and private setting.
 - e. To the extent possible, testing shall be self-administered at the testing site.
- II. Unit members who show proof of full vaccination status in accordance with the verification requirements shall be excluded from the weekly testing requirements described above. Full vaccination shall be defined by the U.S. Centers for Disease Control (CDC).
- III. Unit members who are fully vaccinated after the start of the 21-22 school year shall continue weekly testing described above for at least two (2) weeks following the completion of the vaccination series unless public health guidance dictates otherwise.
- IV. Verification of vaccination status shall be stored by the Human Resources Office in a medical file separate from the unit member's personnel file.

Positive Tests

- V. Employees who test positive for Covid-19 shall be subject to the provisions established by the Cal/OSHA Emergency Temporary Standards or any subsequent prevailing legal authority.
- VI. As of the date of signing, public health guidance from the Humboldt County Department of Public Health provides that an individual who tests positive for Covid-19 may continue to test positive for up to 90 days following the original test result. Unless/until applicable public health guidance changes, unit members who have tested positive for Covid-19, undergone mandatory quarantine, and been released to return to work who subsequently test positive for up to 90 days following their original positive test date shall not be excluded from work unless they are experiencing symptoms consistent with Covid-19.

Progressive Steps of Failure to Test

- VII. Unit members who decline to be vaccinated and/or decline to verify vaccination status are subject to weekly testing requirement described above and shall be subject to the following progressive actions.
 - a. One missed testing appointment shall result in a call from the HR Department to direct the unit member to schedule another testing appointment. The unit member may be excluded from work until the next scheduled appointment utilizing the unit member's leave banks including vacation (if applicable) personal necessity leave, any applicable Covid leave under state or federal law or taking unpaid leave, at the unit member's option. If a bargaining unit member misses a scheduled testing appointment the District and employee shall work to reschedule the testing within the same week, if possible, to avoid the bargaining unit member being excluded from work.
 - b. If the unit member fails to appear at the rescheduled testing appointment, or refuses to schedule a new appointment, the unit member shall meet with a District administrator on a date/time set by the District during the unit member's working hours. The unit member shall be entitled to union representation at this meeting. The purpose of this meeting shall be to discuss the District's COVID-19 testing policy and decide on the best option for that unit member employee.
 - 1. The unit member may choose to:
 - i. be vaccinated or.
 - ii. submit to District's mandated weekly testing or.
 - iii. resign in lieu of termination from their position with the District
 - iv. be subject to termination for cause for noncompliance with the District's COVID-19 testing policy.

- 2. The unit member may use their vacation or personal necessity leave balances, or up to two weeks of unpaid leave, after the meeting with the District to decide on an option.
- 3. If the unit member continues to refuse to provide proof of vaccination or submit to weekly testing, the unit member shall be subject to termination for cause, unless the unit member employee timely notifies the District that they choose to voluntarily resign in lieu of termination

Medical or Religious Accommodations

- VIII. The District will implement state and/or federal law, as applicable, with regard to requests for accommodation to the mandatory vaccine requirement for unit members with qualifying disabilities and/or sincerely held religious beliefs that preclude vaccination.
- IX. Unit members must submit such a request in writing to Human Resources on the attached form.

FOR DISTRICT

Cindy Vickers, District Negotiator

EK 8/25/2

FOR CSEA

Stephanie Hampton, Chapter Pres.

Holley Luia, CSEA LRR

REQUEST FOR ACCOMMODATION

I, request a meeting with the District to discuss reasonable accommodations in relation to the vaccination/testing mandate for school employees.
Check the purpose of your request below;
[] I request accommodations due to a verified medical condition or disability that will prevent me from being able to test or be vaccinated for Covid-19.
[] I request accommodations due to a sincerely held religious belief that prevents me from being tested or vaccinated for Covid-19.
Employee Signature
Date submitted to HR
Note: Employee should keep a copy for their records.
The employee may choose to have a union representative present to assist with discussing accommodation.



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 8.4

SUBJECT:

Elimination of Certain Positions in the Classified Service

DEPARTMENT/PROGRAM:

Human Resources/Personnel

ACTION REQUESTED:

Recommend approval of Resolution 1/2021-22, Matter of Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees

PREVIOUS STAFF/BOARD ACTION:

Board approves each year as necessary.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Position was created for a specific student's medical needs. The student is no longer with us and therefore the position is no longer needed.

FISCAL IMPLICATIONS:

CONTACT PERSON:

Roger Macdonald, Superintendent

accs-jun22item03 Attachment 7 Page 715 of 986

BEFORE THE BOARD OF TRUSTEES OF THE NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT HUMBOLDT COUNTY, CALIFORNIA

HOMBOLD I COUNTY CHEM OR WIT
In the Matter of the Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employees PRESOLUTION NO. 1/2021-2022
WHEREAS, on August 29, 2019, the California School Employee Association and Its Northern Chapter 337 ("CSEA") and the Northern Humboldt Union High School District ("District") entered into a Memorandum of Understanding ("MOU") to create the position of "Instructional Aide, Health Specialist," to serve a specific student's health-related needs; and
WHEREAS, that position was classified in accord with the MOU, placed at range 32, established as a 5.92 hour work day for five days a week, with a 180 day school year; and
WHEREAS, as set forth in the MOU, the Instructional Aide, Health Specialist position offered to an employee and the assignment was accepted; and
WHEREAS, the student who required these services no longer is enrolled in the District and no other students require this service; and
WHEREAS, due to lack of work and/or lack of funds, the Board of Trustees of the District hereby finds that it will be necessary to eliminate certain services to the following extent:
Instructional Aide – Health Specialist – 1 position
NOW, THEREFORE, BE IT RESOLVED that, effective November 14, 2021, or 60 days after service of notice, whichever is later, the classified positions of the District shall be eliminated to the extent hereinabove set forth; and
BE IT FURTHER RESOLVED that the Superintendent, or designee, of this District is hereby authorized and directed to give notice of the elimination of the foregoing services to the appropriate classified employees of the District in accordance with applicable law; and
BE IT FURTHER RESOLVED that the Superintendent, or designee, is hereby authorized and directed to inform each such employee of his/her displacement rights, if any, and his/her rehire rights and take such actions as necessary to effectuate this resolution.
The foregoing Resolution was passed and adopted by the Board of Trustees of the Northern Humboldt Union High School District on September 14, 2021, by the following vote:
AYES: NOES: ABSENT:
President, Board of Trustees
I, Aristea Saulsbury, Secretary/Clerk of the Board of Trustees, do hereby certify that the foregoing

1.

Resolution was regularly introduced, passed, and adopted by the Board of Trustees of the District at its meeting on September 14, 2021.



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 8.5

SUBJECT:

Sufficiency of Instructional Materials

DEPARTMENT/PROGRAM:

District

ACTION REQUESTED:

Recommend approval of Resolution 2/2021-22, Sufficiency of Instructional Materials

PREVIOUS STAFF/BOARD ACTION:

The Board is required to approve this Resolution every year which states that we provide sufficient textbooks and/or instructional materials to each student.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

FISCAL IMPLICATIONS:

None

CONTACT PERSON:

Roger Macdonald, Superintendent

accs-jun22item03 Attachment 7 Page 717 of 986

Resolution 2/2021-22 Sufficiency of Textbooks or Instructional Materials

Whereas, the Governing Board of the Northern Humboldt Union High School District in order to comply with the requirements of Education Code 60119, held a public hearing on <u>September 14, 2021</u> at <u>6</u> o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Northern Humboldt Union High School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas between the 2008-09 through the 2021-22 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Northern Humboldt Union High School District. have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Finding of Sufficient Instructional Materials

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

• Therefore, it is resolved that for the 2021-2022 school year, the Northern Humboldt Union High School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED	AND AD	OPTED THIS	14th day of Septe	ember, 2021	at a meeting,	by the follow	ing vote:
AYES:		NOES:		ABSENT:			

Clerk President



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 8.6

SUBJECT:

Resolution 3/2021-22 GANN Limit Appropriation

DEPARTMENT/PROGRAM:

Fiscal Services

ACTION REQUESTED:

Recommend approval of Resolution 3/2021-22, GANN Limit Appropriation

PREVIOUS STAFF/BOARD ACTION:

This is an annual requirement of the Board.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

In 1979, Proposition 4 was passed creating the Gann Limit. The intent of Prop. 4 is to restrict expenditures tied to excess tax revenues collected. Simply put, government agencies cannot increase the size of their programs as a result of excess tax collection. In fact, in 1987 the state was forced to refund \$1.1 billion to taxpayers because it exceeded the Gann Limit. In 1988, The Gann limit was revised to allow for half of the funds exceeding the Gann limit to be refunded to tax-payers and the other half to schools. In addition, the Gann Limit must now be exceeded for two consecutive years to warrant a refund of tax dollars.

FISCAL IMPLICATIONS:

The District has no fiscal implications as we have not exceeded our appropriations limit.

CONTACT PERSON:

Cindy Vickers, Director of Fiscal Services

accs-jun22item03 Attachment 7 Page 719 of 986

Samoa Beach Academy Supporting Documentation RESOLUTION #3/2021-22 TO ADOPT GANN LIMIT

2021-2022

	the California electorate did adopt Proposition 4, Gann Amendment, which added Article XIII-B to tution; and				
	that Article establish maximum appropriation ally called "Gann Limits," for public agencies, ricts; and				
WHEREAS, The	ldt Union High School District must establish a				
Limit for the 2021-20	for the 2020-2021 fiscal year and a projected Gann 022 fiscal year in accordance with the provisions of oplicable statutory law;				
NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice, that the attached calculations and documentation of the Gann Limits for the 2020-2021 and 2021-2022 fiscal years are made in accordance with applicable constitutional and statutory law;					
	hat this Board does hereby declare that the appropriations in 2022 fiscal years do not exceed the limitations imposed by				
AND BE IT FURTHER RESOLVED the with appropriate attachments to interested	nat the Superintendent provide copies of this resolution along l citizens of this district.				
PASSED AND ADOPTED this	14 nd day of September, 2021				
Board President	District Superintendent				



NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

AGENDA ITEM: 8.7

SUBJECT:

2020-2021 Unaudited Actuals

DEPARTMENT/PROGRAM:

Fiscal Services

ACTION REQUESTED:

Recommend Approval of 2020-2021 Unaudited Actuals.

PREVIOUS STAFF/BOARD ACTION:

This is an annual requirement of the Board.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Ed. Code 42100 requires the Governing Board of a school district approve the unaudited actuals report for the previous fiscal year. The report must be approved and filed with the County Superintendent of Schools by September 15, 2021. The 2020-2021 Unaudited Actuals are a very detailed look at the district's financial activities for the fiscal year. Our independent auditor's will review the unaudited actuals and prepare the final financial statements to be approved at the January Board meeting.

FISCAL IMPLICATIONS:

None

CONTACT PERSON:

Cindy Vickers, Director of Fiscal Services

accs-jun22item03 Attachment 7 Page 721 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals FINANCIAL REPORTS 2020-21 Unaudited Actuals School District Certification

12 62687 0000000 Form CA

Printed: 9/8/2021 4:36 PM

UNAUDITED ACTUAL FINANCIAL REPORT:	
To the County Superintendent of Schools:	
2020-21 UNAUDITED ACTUAL FINANCIAL REPO with Education Code Section 41010 and is hereby a the school district pursuant to Education Code Sect	approved and filed by the governing board of
Signed:	Date of Meeting:
Clerk/Secretary of the Governing Board (Original signature required)	
To the Superintendent of Public Instruction:	
2020-21 UNAUDITED ACTUAL FINANCIAL REPO by the County Superintendent of Schools pursuant	
Signed:	Date:
County Superintendent/Designee (Original signature required)	
For additional information on the unaudited actual re	eports, please contact:
For County Office of Education:	For School District:
Corey Weber	Roger Macdonald
Name	Name
Assistant Superintendent of Business	Superintendent
Title	Title
707-445-7066	707-839-6481
Telephone	Telephone
cweber@hcoe.org	
E-mail Address	E-mail Address

accs-jun22item03 Attachment 7 Page 722 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
FINANCIAL REPORTS
2020-21 Unaudited Actuals
Summary of Unaudited Actual Data Submission

12 62687 0000000 Form CA

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation	54.63%
	Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school	
	districts or future apportionments may be affected. (EC 41372)	
	CEA Deficiency Amount	\$0.00
	Applicable to districts not exempt from the requirement and not meeting the minimum classroom	
	compensation percentage - see Form CEA for further details.	
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination	MOE Met
	If MOE Not Met, the 2022-23 apportionment may be reduced by the lesser of the following two percentages:	
	MOE Deficiency Percentage - Based on Total Expenditures	
	MOE Deficiency Percentage - Based on Expenditures Per ADA	
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1	\$0.00
	If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of	
	Finance must be notified of increases within 45 days of budget adoption.	
	Adjusted Appropriations Limit	\$14,007,030.92
	Appropriations Subject to Limit	\$14,007,030.92
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to	Ψ11,001,000.02
	Limit pursuant to Government Code Section 7906 and EC 42132.	
	Elinit pursuant to dovernment dode dection 7500 and EO 42152.	
ICR	Preliminary Proposed Indirect Cost Rate	6.36%
	Fixed-with-carry-forward indirect cost rate for use in 2022-23, subject to CDE approval.	
		II

1/15/2021

Printed: 9/8/2021 4:36 PM

accs-jun22item03 Attachment 7 Page 723 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
TABLE OF CONTENTS

12 62687 0000000 Form TC

Printed: 9/8/2021 4:31 PM

G = General Ledger Data; S = Supplemental Data

	G = General Ledger Data; S = Supplemental Data		
Form	Description	Data Supp 2020-21 Unaudited Actuals	lied For: 2021-22 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund	G	G
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	-	
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund	G	G
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund	G	G
66	Warehouse Revolving Fund	<u> </u>	
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
95 A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	3
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals	J	
CEA	Current Expense Formula/Minimum Classroom Comp Actuals	GS	
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE		GS	
	Every Student Succeeds Act Maintenance of Effort Appropriations Limit Calculations		
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L DODAE	Lottery Report	GS GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	

Unaudited Actuals
TABLE OF CONTENTS

accs-jun22item03 Attachment 7 Page 724 of 986

> 12 62687 0000000 Form TC

Printed: 9/8/2021 4:31 PM

Northern Humboldt Union High Humboldt County

G = General Ledger Data; S = Supplemental Data

		Data Supplied For:
Form	Description	2020-21 2021-22
		Unaudited Budget Actuals
SEA	Special Education Revenue Allocations	
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)	
SIAA	Summary of Interfund Activities - Actuals	G

accs-jun22item03 Attachment 7 Page 725 of 986

Northern Humboldt Union High Humboldt County

		20	20-21 Unaudited Actu	ials		2021-22 Budget	·	
Description	Obje Resource Codes Code		Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES								
1) LCFF Sources	8010-8	15,074,067.04	0.00	15,074,067.04	15,840,800.00	0.00	15,840,800.00	5.1%
2) Federal Revenue	8100-8	9,396.84	2,710,069.44	2,719,466.28	632.00	1,680,598.00	1,681,230.00	-38.2%
3) Other State Revenue	8300-8	599 402,176.15	2,895,257.79	3,297,433.94	365,813.00	1,744,277.00	2,110,090.00	-36.0%
4) Other Local Revenue	8600-8	799 1,654,678.92	1,819,689.40	3,474,368.32	1,312,169.00	1,606,573.00	2,918,742.00	-16.0%
5) TOTAL, REVENUES		17,140,318.95	7,425,016.63	24,565,335.58	17,519,414.00	5,031,448.00	22,550,862.00	-8.2%
B. EXPENDITURES								
Certificated Salaries	1000-1	999 6,290,369.67	2,402,396.19	8,692,765.86	6,392,372.00	2,137,281.00	8,529,653.00	-1.9%
Classified Salaries	2000-2		1,131,780.43	3,221,577.59	2,258,193.00	1,142,881.00	3,401,074.00	5.6%
3) Employee Benefits	3000-3		2,616,560.34	6,832,039.23	4,507,688.00	2,730,321.00	7,238,009.00	5.9%
4) Books and Supplies	4000-4			1,791,849.93	528,831.00	513,060.00	1,041,891.00	-41.9%
5) Services and Other Operating Expenditures	5000-5	999 1,081,256.98	1,042,386.72	2,123,643.70	1,239,009.00	868,697.00	2,107,706.00	-0.8%
6) Capital Outlay	6000-6	999 5,239.52	5,821.51	11,061.03	6,000.00	0.00	6,000.00	-45.8%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7 7400-7		171,836.65	180,208.65	0.00	166,711.00	166,711.00	-7.5%
Other Outgo - Transfers of Indirect Costs	7300-7	399 (177,465.53)	177,465.53	0.00	(276,649.00)	276,649.00	0.00	0.0%
9) TOTAL, EXPENDITURES		13,853,620.57	8,999,525.42	22,853,145.99	14,655,444.00	7,835,600.00	22,491,044.00	-1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)		3,286,698.38	(1,574,508.79)	1,712,189.59	2,863,970.00	(2,804,152.00)	59,818.00	-96.5%
D. OTHER FINANCING SOURCES/USES								
Interfund Transfers a) Transfers In	8900-8	029 109,458.16	0.00	109,458.16	28.053.00	0.00	28,053.00	-74.4%
b) Transfers Out	7600-7		0.00	390,000.00	115,691.00	0.00	115,691.00	-70.3%
2) Other Sources/Uses a) Sources	8930-8		0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7		0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8		2,874,820.29	0.00	(2,890,015.00)	2,890,015.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USE	:S	(3,155,362.13)	2,874,820.29	(280,541.84)	(2,977,653.00)	2,890,015.00	(87,638.00)	-68.8%

accs-jun22item03 Attachment 7 Page 726 of 986

Northern Humboldt Union High Humboldt County

				2020	-21 Unaudited Actu	ials		2021-22 Budget		
BALANCE (C - Dd 131 338 25 1,000 311 50 1,431 647.75 113,683.00 85,883.00 (27,820.00)	Description	Resource Codes				col. A + B			col. D + E	% Diff Column C & F
1) Beginning Fund Balance a) Act July 1 - Unacidated 9791 1,550,748,85 923,733,60 0,00 0,00 0,00 0,00 0,00 0,00 0,00				131,336.25	1,300,311.50	1,431,647.75	(113,683.00)	85,863.00	(27,820.00)	-101.9%
a) A of July 1 - Unauditied b) Audit Adjustments c) As of July 1 - Unauditied c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 1 - Valided (Fit a F f to) c) As of July 2 - Valided (Fit a F f to)	F. FUND BALANCE, RESERVES									
Day Audit Adjustments										
c) As of July 1 - Audited (F1s + F1b) d) Other Restatements e) 798 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.										70.6%
d) Other Restatements 9785	b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d) 2) Ending Balance, June 30 (E + F1e) 1,503,748.85 1,633,688.510 1,824,045.10 3,459,130.20 1,521,402.10 1,909,908.10 3,431,310.20 2,500.00 2,500.00 2,500.00 2,500.00 2,500.00 0,00 0,00 0,00 0,00 0,00 0,00 0,	c) As of July 1 - Audited (F1a + F1b)			1,503,748.85	523,733.60	2,027,482.45	1,635,085.10	1,824,045.10	3,459,130.20	70.6%
2) Ending Bilaince, June 30 (E + F1e) 1,835,085.10	d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Components of Ending Fund Balance a) Nonspendable Revolving Cassh Stores 9712 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	e) Adjusted Beginning Balance (F1c + F1d)			1,503,748.85	523,733.60	2,027,482.45	1,635,085.10	1,824,045.10	3,459,130.20	70.6%
a) Nonspendable Revolving (Sash 9711 2,500.00 0,00 2,500.00 2,500.00 0,00 2,500.00				1,635,085.10	1,824,045.10	3,459,130.20		1,909,908.10	3,431,310.20	-0.8%
Revolving Cash										
Prepaid Items 9713 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.			9711	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	0.0%
All Others 9719 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others 9719 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted 9740 0.00 1,824,045,10 0.00 1,909,098.10 1,909,098.10 0.00 0.00 0.00 0.00 0.00 0.00 0.00						i				0.0%
c) Committed Stabilization Arrangements Other Commitments 9760 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0										4.7%
Stabilization Arrangements			9740	0.00	1,624,045.10	1,624,045.10	0.00	1,909,906.10	1,909,906.10	4.770
Other Assignments			9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Assignments 9780 1,523,187.74 0.00 1,523,187.74 865,195.10 0.00 865,195.10 Medi-Cal Unrestricted 0000 9780 167,446.56	Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Medi-Cal Unrestricted 0000 9780 167.446.56 167.446.56 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4.209.57 4	d) Assigned									
Donations	Other Assignments		9780	1,523,187.74	0.00	1,523,187.74	865,195.10	0.00	865,195.10	-43.2%
Pacific Coast Continuation										
AHS Site Budget 0000 9780 80.078.91 80.078.91 80.078.91 80.078.91 81.075.00 81.0517.00 8										
Site Grant 0000 9780 418,141.85 418,141.85 418,141.85 Mad River Continuation 0000 9780 10,517.00 10,517.00 10,517.00 MHS Site Budget 0000 9780 39,068.62 39,068.62 9 Professional Development 0000 9780 30,000.00 30,000.00 Arcata Arts Institute 0000 9780 41,214.87 41,214.87 Technology 0000 9780 30,000.00 30,000.00 Deferred Maintenance 0000 9780 30,000.00 90,000.00 State Lottery 1100 9780 34,481.35 34,481.35 34,481.35 Medi-Cal Unrestricted 0000 9780 7,366.00 7,366.00 7,366.00 ArS Site Budget 000 9780 493.00 493.00 493.00 Site Grant 000 9780 7,366.00 7,366.00 7,366.00 Arcata Art Institute 000 9780 9,072.00 9,072.00 9,072.00 Porfessional										
Mad River Continuation 0000 9780 10,517.00 10,517.00 10,517.00 MHS Site Budget 0000 9780 39,088.62 39,088.62 39,088.62 Professional Development 0000 9780 30,000.00 30,000.00 Arcata Arts Institute 0000 9780 41,214.87 41,214.87 Technology 0000 9780 30,000.00 30,000.00 Deferred Maintenance 0000 9780 659,467.75 659,467.75 State Lottery 1100 9780 34,481.35 151,653.00 Medi-Cal Unrestricted 0000 9780 151,653.00 151,653.00 Pacific Coast Continuation 0000 9780 7,366.00 7,366.00 AHS Site Budget 0000 9780 493.00 493.00 Site Grant 0000 9780 17,066.00 77,066.00 Mad River Continuation 0000 9780 9,072.00 9,072.00 Professional Development 0000 9780 30,000.00 30,000.00 <td></td>										
MHS Site Budget 0000 9780 39,068.62 39,068.62 9,000.00 Professional Development 0000 9780 30,000.00 30,000.00 9,000.00 Arcata Arts Institute 0000 9780 41,214.87 9,000.00 9,000.00 Deferred Maintenance 0000 9780 659,467.75 <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>										
Professional Development										
Arcata Arts Institute 0000 9780 41,214.87 41,214.87 41,214.87 Technology 0000 9780 30,000.00 30,000.00 Deferred Maintenance 0000 9780 659,467.75 659,467.75 659,467.75 State Lottery 1100 9780 34,481.35 34,481.35 5 34,481										
Technology										
Deferred Maintenance										
State Lottery										
Medi-Cal Unrestricted 0000 9780 151,653.00 151,653.00 7,366.00 7,366.00 7,366.00 7,366.00 7,366.00 7,366.00 7,366.00 7,366.00 7,366.00 7,366.00 7,366.00 493.00										
Pacific Coast Continuation 0000 9780 7,366.00 7,366.00 7,366.00 AHS Site Budget 0000 9780 493.00 493.00 493.00 Site Grant 0000 9780 17,766.00 17,066.00 17,066.00 Mad River Continuation 0000 9780 9,072.00 9,072.00 Professional Development 0000 9780 30,000.00 30,000.00 Arcata Art Institute 0000 9780 27,451.00 27,451.00 Acorn 0000 9780 95,162.00 95,162.00 Deferred Maintenance 0000 9780 404,314.00 404,314.00 Beginning Balance Adjustment 0000 9780 92,739.75 92,739.75 State Lottery Revenue 1100 9780 92,739.75 92,739.75 Beginning Balance Adjustment 1100 9780 24,606.33 24,606.33 e) Unassigned/Unappropriated 9780 24,606.33 24,606.33	•			34,481.35		34,481.35				
AHS Site Budget 0000 9780 493.00 493.00 317,066.00 17,066.00 17,066.00 17,066.00 17,066.00 9780 9,072.00 9,072.00 9,072.00 9,072.00 9,072.00 9,072.00 9,072.00 9,072.00 9,072.00 9,072.00 9,072.00 9780 9,072.00 9780 9,072.00 9780 9,072.00 9780 9,072.00 9780 95,182.00 9780 95,182.00 9780 95,182.00 9780 95,182.00 9780 95,182.00 9780 95,182.00 9780 95,182.00 9780 96,182.00 9780 92,739.75										
Site Grant 0000 9780 17,066.00 17,066.00 17,066.00 Mad River Continuation 0000 9780 9,072.00 9,072.00 9,072.00 Professional Development 0000 9780 30,000.00 30,000.00 30,000.00 Arcata Art Institute 0000 9780 27,451.00 27,451.00 27,451.00 Acorn 0000 9780 95,182.00 95,182.00 95,182.00 Deferred Maintenance 0000 9780 404,314.00 404,314.00 404,314.00 Beginning Balance Adjustment 0000 9780 92,739.75 92,739.75 92,739.75 State Lottery Revenue 1100 9780 5,252.02 5,252.02 Beginning Balance Adjustment 1100 9780 24,606.33 24,606.33 e) Unassigned/Unappropriated 9780 40,606.33 24,606.33 24,606.33										ļ.
Mad River Continuation 0000 9780 9,072.00 9,072.00 Professional Development 0000 9780 30,000.00 30,000.00 Arcata Art Institute 000 9780 27,451.00 27,451.00 Acorn 0000 9780 95,182.00 95,182.00 Deferred Maintenance 0000 9780 404,314.00 404,314.00 Beginning Balance Adjustment 0000 9780 92,739.75 92,739.75 State Lottery Revenue 1100 9780 5,252.02 5,252.02 Beginning Balance Adjustment 1100 9780 24,606.33 24,606.33 e) Unassigned/Unappropriated 9780 24,606.33 24,606.33 24,606.33										-
Professional Development 0000 9780 30,000.00 30,000.00 30,000.00 Arcata Art Institute 0000 9780 27,451.00 27,451.00 95,182.00 95,182.00 95,182.00 95,182.00 95,182.00 95,182.00 96,182.00 96,182.00 96,182.00 96,182.00 96,182.00 96,182.00 96,182.00 96,182.00 96,182.00 96,182.00 97,182.00 96,182.00 96,182.00 96,182.00 96,182.00 97,182.00 96,182.00 97,182.00 96,182.00 97,182.00 96,182.00 96,182.00 97,182.00 96,182.00 97,182.00 96,182.00 96,182.00 96,182.00 97,182.00 97,182.00 96,182.00 97,182.00										
Arcata Art Institute 0000 9780 27,451.00 27,451.00 27,451.00 Acom 0000 9780 95,182.00 95,182.00 95,182.00 Deferred Maintenance 0000 9780 404,314.00 404,314.00 404,314.00 Beginning Balance Adjustment 0000 9780 92,739.75										
Acom 0000 9780 95,182.00 95,182.00 Deferred Maintenance 0000 9780 404,314.00 404,314.00 Beginning Balance Adjustment 0000 9780 92,739.75 92,739.75 State Lottery Revenue 1100 9780 5,252.02 5,252.02 Beginning Balance Adjustment 1100 9780 24,606.33 24,606.33 e) Unassigned/Unappropriated 9780 9780 9780 9780	·									
Deferred Maintenance 0000 9780 404,314.00 404,314.00 Beginning Balance Adjustment 0000 9780 92,739.75 92,739.75 State Lottery Revenue 1100 9780 9780 5,252.02 5,252.02 Beginning Balance Adjustment 1100 9780 24,606.33 24,606.33 e) Unassigned/Unappropriated										
Beginning Balance Adjustment 0000 9780 92,739.75 92,739.75										
State Lottery Revenue 1100 9780 5,252.02 5,252.02 Beginning Balance Adjustment 1100 9780 24,606.33 24,606.33 e) Unassigned/Unappropriated										
Beginning Balance Adjustment 1100 9780 24,606.33 24,606.33 24,606.33	,									
e) Unassigned/Unappropriated										
		1100	9700				24,000.33		27,000.33	
100,007.00 0.00 100,007.00 0.00 000,707.00	· · · ·		9789	109 397 36	0.00	109 397 36	653 707 00	0.00	653 707 00	497.6%
Unassigned/Unappropriated Amount 9790 0.00 0.00 0.00 0.00 0.00 0.00 0.00										0.0%

accs-jun22item03 Attachment 7 Page 727 of 986

Northern Humboldt Union High Humboldt County

			202	0-21 Unaudited Actu	als		2021-22 Budget		
Description Re:	source Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
Cash a) in County Treasury		9110	(190,089.21)	738,679.28	548,590.07				
The state of	sury	9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	2,500.00	0.00	2,500.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	1,919,318.45	1,644,584.86	3,563,903.31				
Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			1,731,729.24	2,383,264.14	4,114,993.38				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	96,644.14	83,723.17	180,367.31				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	475,495.87	475,495.87				
6) TOTAL, LIABILITIES			96,644.14	559,219.04	655,863.18				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			1,635,085.10	1,824,045.10	3,459,130.20				

accs-jun22item03 Attachment 7 Page 728 of 986

Northern Humboldt Union High Humboldt County

Description LCFF SOURCES Principal Apportionment State Aid - Current Year Education Protection Account State Aid - Current Year State Aid - Prior Years Tax Relief Subventions Homeowners' Exemptions Timber Yield Tax Other Subventions/In-Lieu Taxes County & District Taxes Secured Roll Taxes Unsecured Roll Taxes Unsecured Roll Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/689/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year Outon All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Fiood Control Funds Wildlife Reserve Funds Field I, Part A, Basic John John John John John John John John		2020	-21 Unaudited Actu	als		2021-22 Budget		
LCFF SOURCES Principal Apportionment State Aid - Current Year Education Protection Account State Aid - Current Year State Aid - Prior Years Tax Relief Subventions Homeowners' Exemptions Timber Yield Tax Other Subventions/In-Lieu Taxes County & District Taxes Secured Roll Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year Unrestricted LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFFRevenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Filod Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Principal Apportionment State Aid - Current Year Education Protection Account State Aid - Current Year State Aid - Prior Years Tax Relief Subventions Homeowners' Exemptions Timber Yield Tax Other Subventions/In-Lieu Taxes County & District Taxes Secured Roll Taxes Prior Years' Taxes Supplemental Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	Coues	(A)	(6)	(0)	(5)	(L)	(1)	Cai
State Aid - Current Year Education Protection Account State Aid - Current Year State Aid - Prior Years Tax Relief Subventions Homeowners' Exemptions Timber Yield Tax Other Subventions/In-Lieu Taxes County & District Taxes Secured Roll Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources								
State Aid - Prior Years Tax Relief Subventions Homeowners' Exemptions Timber Yield Tax Other Subventions/In-Lieu Taxes County & District Taxes Secured Roll Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (S8 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Fiood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8011	6,310,017.00	0.00	6,310,017.00	7,077,099.00	0.00	7,077,099.00	12.2%
Tax Relief Subventions Homeowners' Exemptions Timber Yield Tax Other Subventions/In-Lieu Taxes County & District Taxes Secured Roll Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (S8 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8012	2,093,513.00	0.00	2,093,513.00	2,093,356.00	0.00	2,093,356.00	0.0%
Homeowners' Exemptions Timber Yield Tax Other Subventions/In-Lieu Taxes County & District Taxes Secured Roll Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8019	(2,420.00)	0.00	(2,420.00)	0.00	0.00	0.00	-100.0%
Timber Yield Tax Other Subventions/In-Lieu Taxes County & District Taxes Secured Roll Taxes Unsecured Roll Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources								
Other Subventions/In-Lieu Taxes County & District Taxes Secured Roll Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8021	81,787.20	0.00	81,787.20	81,787.00	0.00	81,787.00	0.0%
County & District Taxes Secured Roll Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8022	150,233.89	0.00	150,233.89	219,700.00	0.00	219,700.00	46.2%
Secured Roll Taxes Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year Unrestricted LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Fiood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll Taxes Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8041	6.562.277.01	0.00	6,562,277.01	6,610,093.00	0.00	6,610,093.00	0.7%
Prior Years' Taxes Supplemental Taxes Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8042	312,958.39	0.00	312,958.39	289,682.00	0.00	289,682.00	-7.4%
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAS Pass-Through Revenues from Federal Sources	8043	3,724.61	0.00	3,724.61	3,022.00	0.00	3,022.00	-18.9%
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8044	93,976.48	0.00	93,976.48	48,592.00	0.00	48,592.00	-48.3%
Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAS Pass-Through Revenues from Federal Sources					·		-	
Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8045	331,098.10	0.00	331,098.10	342,770.00	0.00	342,770.00	3.5%
Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year O000 All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Fiood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8047	884,942.81	0.00	884,942.81	841.143.00	0.00	841,143.00	-4.9%
Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year O000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	0047	004,942.01	0.00	664,942.61	841,143.00	0.00	641,143.00	-4.970
Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAS Pass-Through Revenues from Federal Sources	8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources								
Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(50%) Adjustment Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8082	1,279.11	0.00	1,279.11	1,264.00	0.00	1,264.00	-1.2%
Subtotal, LCFF Sources LCFF Transfers Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8089	(639.56)	0.00	(639.56)	(632.00)	0.00	(632.00)	-1.2%
Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources		(555.55)		(/	(=====/		(******)	
Unrestricted LCFF Transfers - Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources		16,822,748.04	0.00	16,822,748.04	17,607,876.00	0.00	17,607,876.00	4.7%
Current Year 0000 All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources								
All Other LCFF Transfers - Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources								
Current Year All Other Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8091	0.00		0.00	0.00		0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8096	(1,748,681.00)	0.00	(1,748,681.00)	(1,767,076.00)	0.00	(1,767,076.00)	1.1%
LCFF/Revenue Limit Transfers - Prior Years TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE Maintenance and Operations Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources		15,074,067.04	0.00	15,074,067.04	15,840,800.00	0.00	15,840,800.00	5.1%
Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources		.,.		-,- ,	.,,		-,,	
Special Education Entitlement Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources								
Special Education Discretionary Grants Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8181	0.00	281,724.00	281,724.00	0.00	281,918.00	281,918.00	0.1%
Donated Food Commodities Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8260	8,757.28	0.00	8,757.28	0.00	0.00	0.00	-100.0%
FEMA Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs Pass-Through Revenues from Federal Sources	8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources	8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Federal Sources	8285	0.00	96,725.93	96,725.93	0.00	111,157.00	111,157.00	14.9%
	8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	8290	0.00	290,106.50	290,106.50	0.30	321,917.00	321,917.00	11.0%
Title I, Part D, Local Delinquent	0290		290,100.50	∠90,106.50		321,917.00	321,917.00	11.0%
Programs 3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction 4035	8290		53,031.00	53,031.00		53,031.00	53,031.00	0.0%
Title III, Part A, Immigrant Student Program 4201	8290		0.00	0.00		0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 729 of 986

Northern Humboldt Union High Humboldt County

			2020	0-21 Unaudited Actu	als		2021-22 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Title III, Part A, English Learner									
Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant									
Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		22,197.00	22,197.00		21,732.00	21,732.00	-2.1%
Career and Technical									
Education	3500-3599	8290		41,934.00	41,934.00		51,492.00	51,492.00	22.8%
All Other Federal Revenue	All Other	8290	639.56	1,924,351.01	1,924,990.57	632.00	839,351.00	839,983.00	-56.4%
TOTAL, FEDERAL REVENUE			9,396.84	2,710,069.44	2,719,466.28	632.00	1,680,598.00	1,681,230.00	-38.2%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	88,424.00	0.00	88,424.00	88,424.00	0.00	88,424.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	248,279.67	106,401.34	354,681.01	218,100.00	71,246.00	289,346.00	-18.4%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		17,970.17	17,970.17		106,945.00	106,945.00	495.1%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	65,472.48	2,770,886.28	2,836,358.76	59,289.00	1,566,086.00	1,625,375.00	-42.7%
TOTAL, OTHER STATE REVENUE			402,176.15	2,895,257.79	3,297,433.94	365,813.00	1,744,277.00	2,110,090.00	-36.0%

accs-jun22item03 Attachment 7 Page 730 of 986

Northern Humboldt Union High Humboldt County

			2020	-21 Unaudited Actua	als		2021-22 Budget		1
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE		55455	(7.5)	(2)	(5)	(2)	(-)	(- /	
Other Local Revenue County and District Taxes									
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									ĺ
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales		0029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	28,388.25	0.00	28,388.25	21,500.00	0.00	21,500.00	-24.3%
Interest		8660	30,698.43	0.00	30,698.43	25,000.00	0.00	25,000.00	-18.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts Adult Education Fees		8671	2,435.76	0.00	2,435.76	0.00	0.00	0.00	-100.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	897,821.62	146,750.61	1,044,572.23	803,025.00	68,380.00	871,405.00	-16.6%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	684,592.51	862,466.79	1,547,059.30	352,966.00	746,190.00	1,099,156.00	-29.0%
Tuition		8710	10,742.35	0.00	10,742.35	109,678.00	0.00	109,678.00	921.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00 810,472.00	0.00		0.00	702.002.00	0.0%
From County Offices From JPAs	6500 6500	8792 8793		0.00	810,472.00 0.00		792,003.00 0.00	792,003.00	-2.3% 0.0%
ROC/P Transfers From Districts or Charter Schools	6260	0704		0.00	0.00		0.00	0.00	0.00/
From County Offices	6360 6360	8791 8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	3300	0,00		0.00	0.00		0.00	0.00	0.0%
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,654,678.92	1,819,689.40	3,474,368.32	1,312,169.00	1,606,573.00	2,918,742.00	-16.0%
TOTAL, REVENUES			17,140,318.95	7,425,016.63	24,565,335.58	17,519,414.00	5,031,448.00	22,550,862.00	-8.2%

accs-jun22item03 Attachment 7 Page 731 of 986

Northern Humboldt Union High Humboldt County

		2020	0-21 Unaudited Actu	als		2021-22 Budget		
Description Resource Code	Object es Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES		, ,	` ,	, ,	` ,	, ,	, ,	
Certificated Teachers' Salaries	1100	4,737,878.54	1,855,190.37	6,593,068.91	4,711,303.00	1,699,155.00	6,410,458.00	-2.8%
Certificated Pupil Support Salaries	1200	771,920.56	299,995.38	1,071,915.94	874,731.00	208,301.00	1,083,032.00	1.0%
Certificated Supervisors' and Administrators' Salaries	1300	763,751.37	247,210.44	1,010,961.81	740,733.00	229,825.00	970,558.00	-4.0%
Other Certificated Salaries	1900	16,819.20	0.00	16,819.20	65,605.00	0.00	65,605.00	290.1%
TOTAL, CERTIFICATED SALARIES		6,290,369.67	2,402,396.19	8,692,765.86	6,392,372.00	2,137,281.00	8,529,653.00	-1.9%
CLASSIFIED SALARIES								
Classified Instructional Salaries	2100	133,452.94	601,719.56	735,172.50	215,184.00	624,413.00	839,597.00	14.2%
Classified Support Salaries	2200	456,997.18	218,720.50	675,717.68	550,181.00	198,673.00	748,854.00	10.8%
Classified Supervisors' and Administrators' Salaries	2300	124,021.77	70,491.66	194,513.43	129,866.00	76,376.00	206,242.00	6.0%
Clerical, Technical and Office Salaries	2400	1,099,562.76	67,629.98	1,167,192.74	1,080,399.00	57,054.00	1,137,453.00	-2.5%
Other Classified Salaries	2900	275,762.51	173,218.73	448,981.24	282,563.00	186,365.00	468,928.00	4.4%
TOTAL, CLASSIFIED SALARIES		2,089,797.16	1,131,780.43	3,221,577.59	2,258,193.00	1,142,881.00	3,401,074.00	5.6%
EMPLOYEE BENEFITS								İ
STRS	3101-3102	966,744.41	1,246,449.16	2,213,193.57	1,029,033.00	1,381,540.00	2,410,573.00	8.9%
PERS	3201-3202	414,395.26	220,243.76	634,639.02	484,286.00	245,911.00	730,197.00	15.1%
OASDI/Medicare/Alternative	3301-3302	257,946.65	120,747.03	378,693.68	270,649.00	116,162.00	386,811.00	2.1%
Health and Welfare Benefits	3401-3402	2,257,357.26	943,078.59	3,200,435.85	2,312,781.00	866,498.00	3,179,279.00	-0.7%
Unemployment Insurance	3501-3502	2,848.37	1,809.39	4,657.76	103,721.00	39,961.00	143,682.00	2984.8%
Workers' Compensation	3601-3602	194,520.64	84,232.41	278,753.05	208,867.00	80,249.00	289,116.00	3.7%
OPEB, Allocated	3701-3702	121,666.30	0.00	121,666.30	98,351.00	0.00	98,351.00	-19.2%
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits	3901-3902	4,215,478.89	2,616,560.34	6,832,039.23	4,507,688.00	2,730,321.00	7,238,009.00	5.9%
TOTAL, EMPLOYEE BENEFITS BOOKS AND SUPPLIES		4,215,476.69	2,010,300.34	0,032,039.23	4,507,088.00	2,730,321.00	7,236,009.00	3.9%
BOOKS AND SUFFEILS								
Approved Textbooks and Core Curricula Materials	4100	0.00	64,387.90	64,387.90	500.00	53,242.00	53,742.00	-16.5%
Books and Other Reference Materials	4200	131.31	12,661.81	12,793.12	0.00	16,892.00	16,892.00	32.0%
Materials and Supplies	4300	306,928.02	764,671.54	1,071,599.56	494,001.00	358,111.00	852,112.00	-20.5%
Noncapitalized Equipment	4400	33,512.55	609,556.80	643,069.35	34,330.00	84,815.00	119,145.00	-81.5%
Food	4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES		340,571.88	1,451,278.05	1,791,849.93	528,831.00	513,060.00	1,041,891.00	-41.9%
SERVICES AND OTHER OPERATING EXPENDITURES								İ
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences	5200	45,114.09	20,436.85	65,550.94	95,992.00	88,121.00	184,113.00	180.9%
Dues and Memberships	5300	19,980.27	2,160.00	22,140.27	22,647.00	575.00	23,222.00	4.9%
Insurance	5400 - 5450	228,985.42	0.00	228,985.42	261,025.00	0.00	261,025.00	14.0%
Operations and Housekeeping Services	5500	271,385.15	0.00	271,385.15	296,252.00	0.00	296,252.00	9.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	59.775.58	15.637.18	75.412.76	141,408.00	42,580.00	183,988.00	144.0%
Transfers of Direct Costs	5710	(140,455.19)	140,455.19	0.00	(59,554.00)	59,554.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750	(6,889.00)	(225,000.00)	(231,889.00)	(10,597.00)	(270,000.00)	(280,597.00)	21.0%
Professional/Consulting Services and	3/30	(0,009.00)	(223,000.00)	(231,009.00)	(10,597.00)	(210,000.00)	(200,097.00)	21.0%
Operating Expenditures	5800	471,974.02	1,061,753.11	1,533,727.13	380,709.00	947,017.00	1,327,726.00	-13.4%
Communications	5900	131,386.64	26,944.39	158,331.03	111,127.00	850.00	111,977.00	-29.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES		1,081,256.98	1,042,386.72	2,123,643.70	1,239,009.00	868,697.00	2,107,706.00	-0.8%

accs-jun22item03 Attachment 7 Page 732 of 986

Northern Humboldt Union High Humboldt County

			2020)-21 Unaudited Actu	als		2021-22 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY				•					
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.09
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.09
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	5,239.52	5,821.51	11,061.03	6,000.00	0.00	6,000.00	-45.89
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.09
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.09
TOTAL, CAPITAL OUTLAY			5,239.52	5,821.51	11,061.03	6,000.00	0.00	6,000.00	-45.89
OTHER OUTGO (excluding Transfers of Indir	ect Costs)								
Tuition Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	8,372.00	0.00	8,372.00	0.00	0.00	0.00	-100.09
Tuition, Excess Costs, and/or Deficit Payment Payments to Districts or Charter Schools	s	7141	0.00	0.00	0.00	0.00	0.00	0.00	0.09
Payments to County Offices		7142	0.00	171,836.65	171,836.65	0.00	166,711.00	166,711.00	-3.09
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.09
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.09
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.09
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.09
Special Education SELPA Transfers of Apport To Districts or Charter Schools	ionments 6500	7221		0.00	0.00		0.00	0.00	0.09
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.09
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.09
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.09
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.09
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.09
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.09
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.09
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.09
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.09
TOTAL, OTHER OUTGO (excluding Transfers	of Indirect Costs)		8,372.00	171,836.65	180,208.65	0.00	166,711.00	166,711.00	-7.59
OTHER OUTGO - TRANSFERS OF INDIRECT	COSTS								
Transfers of Indirect Costs		7310	(177,465.53)	177,465.53	0.00	(276,649.00)	276,649.00	0.00	0.09
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.09
TOTAL, OTHER OUTGO - TRANSFERS OF IN	IDIRECT COSTS		(177,465.53)	177,465.53	0.00	(276,649.00)	276,649.00	0.00	0.09
TOTAL, EXPENDITURES			13,853,620.57	8,999,525.42	22,853,145.99	14,655,444.00	7,835,600.00	22,491,044.00	-1.69

accs-jun22item03 Attachment 7 Page 733 of 986

Northern Humboldt Union High Humboldt County

			202	2020-21 Unaudited Actuals			2021-22 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F	
INTERFUND TRANSFERS										
INTERFUND TRANSFERS IN										
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Other Authorized Interfund Transfers In		8919	109,458.16	0.00	109,458.16	28,053.00	0.00	28,053.00	-74.4%	
(a) TOTAL, INTERFUND TRANSFERS IN			109,458.16	0.00	109,458.16	28,053.00	0.00	28,053.00	-74.4%	
INTERFUND TRANSFERS OUT										
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
To: Special Reserve Fund		7612	300,000.00	0.00	300,000.00	0.00	0.00	0.00	-100.0%	
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
To: Cafeteria Fund		7616	90,000.00	0.00	90,000.00	115,691.00	0.00	115,691.00	28.5%	
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
(b) TOTAL, INTERFUND TRANSFERS OUT			390,000.00	0.00	390,000.00	115,691.00	0.00	115,691.00	-70.3%	
OTHER SOURCES/USES										
SOURCES										
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Proceeds										
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Other Sources										
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Long-Term Debt Proceeds Proceeds from Certificates										
of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
USES										
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
CONTRIBUTIONS										
Contributions from Unrestricted Revenues		8980	(2,874,820.29)	2,874,820.29	0.00	(2,890,015.00)	2,890,015.00	0.00	0.0%	
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
(e) TOTAL, CONTRIBUTIONS			(2,874,820.29)	2,874,820.29	0.00	(2,890,015.00)	2,890,015.00	0.00	0.0%	
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(3,155,362.13)	2,874,820.29	(280,541.84)	(2,977,653.00)	2,890,015.00	(87,638.00)	-68.8%	

accs-jun22item03 Attachment 7 Page 734 of 986

Northern Humboldt Union High Humboldt County

			2020	-21 Unaudited Actua	als	2021-22 Budget			
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	15,074,067.04	0.00	15,074,067.04	15,840,800.00	0.00	15,840,800.00	5.1%
2) Federal Revenue		8100-8299	9,396.84	2,710,069.44	2,719,466.28	632.00	1,680,598.00	1,681,230.00	-38.2%
3) Other State Revenue		8300-8599	402,176.15	2,895,257.79	3,297,433.94	365,813.00	1,744,277.00	2,110,090.00	-36.0%
4) Other Local Revenue		8600-8799	1,654,678.92	1,819,689.40	3,474,368.32	1,312,169.00	1,606,573.00	2,918,742.00	-16.0%
5) TOTAL, REVENUES			17,140,318.95	7,425,016.63	24,565,335.58	17,519,414.00	5,031,448.00	22,550,862.00	-8.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		7,526,161.22	6,006,678.25	13,532,839.47	7,593,866.00	4,983,942.00	12,577,808.00	-7.1%
2) Instruction - Related Services	2000-2999		1,964,970.59	1,133,409.74	3,098,380.33	2,077,860.00	1,033,889.00	3,111,749.00	0.4%
3) Pupil Services	3000-3999		1,877,154.26	803,193.35	2,680,347.61	2,278,799.00	734,839.00	3,013,638.00	12.4%
4) Ancillary Services	4000-4999		167,544.43	1,707.00	169,251.43	354,472.00	0.00	354,472.00	109.4%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,565,079.81	210,359.45	1,775,439.26	1,393,826.00	296,219.00	1,690,045.00	-4.8%
8) Plant Services	8000-8999		744,338.26	672,340.98	1,416,679.24	956,621.00	620,000.00	1,576,621.00	11.3%
9) Other Outgo	9000-9999	Except 7600-7699	8,372.00	171,836.65	180,208.65	0.00	166,711.00	166,711.00	-7.5%
10) TOTAL, EXPENDITURES			13,853,620.57	8,999,525.42	22,853,145.99	14,655,444.00	7,835,600.00	22,491,044.00	-1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,286,698.38	(1,574,508.79)	1,712,189.59	2,863,970.00	(2,804,152.00)	59,818.00	-96.5%
D. OTHER FINANCING SOURCES/USES									
Interfund Transfers a) Transfers In		8900-8929	109,458.16	0.00	109,458.16	28,053.00	0.00	28,053.00	-74.4%
b) Transfers Out		7600-7629	390,000.00	0.00	390,000.00	115,691.00	0.00	115,691.00	-70.3%
2) Other Sources/Uses						,			
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,874,820.29)	2,874,820.29	0.00	(2,890,015.00)	2,890,015.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USE	S		(3,155,362.13)	2,874,820.29	(280,541.84)	(2,977,653.00)	2,890,015.00	(87,638.00)	-68.8%

accs-jun22item03 Attachment 7 Page 735 of 986

Northern Humboldt Union High Humboldt County

			2020	-21 Unaudited Actu	ials		2021-22 Budget		
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			131,336.25	1,300,311.50	1,431,647.75	(113,683.00)	85,863.00	(27,820.00)	-101.99
F. FUND BALANCE, RESERVES				,,	, , , ,	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Beginning Fund Balance As of July 1 - Unaudited		9791	1,503,748.85	523,733.60	2,027,482.45	1,635,085.10	1,824,045.10	3,459,130.20	70.69
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.09
c) As of July 1 - Audited (F1a + F1b)			1,503,748.85	523,733.60	2,027,482.45	1,635,085.10	1,824,045.10	3,459,130.20	70.6
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)		3735	1,503,748.85	523,733.60	2,027,482.45	1,635,085.10	1,824,045.10	3,459,130.20	70.6
2) Ending Balance, June 30 (E + F1e)			1,635,085.10	1,824,045.10	3,459,130.20	1,521,402.10	1,909,908.10	3,431,310.20	-0.8
Components of Ending Fund Balance a) Nonspendable			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,- ,	.,,	, , , , ,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	., . ,	
Revolving Cash		9711	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	0.0
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.09
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0
b) Restricted		9740	0.00	1,824,045.10	1,824,045.10	0.00	1,909,908.10	1,909,908.10	4.7
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0
d) Assigned									
Other Assignments (by Resource/Object)		9780	1,523,187.74	0.00	1,523,187.74	865,195.10	0.00	865,195.10	-43.2
Medi-Cal Unrestricted	0000	9780	167,446.56	0.00	167,446.56	003,193.10	0.00	000, 190.10	-40.2
Donations	0000	9780	4,209.57		4,209.57				
Pacific Coast Continuation	0000	9780	8,561.26		8,561.26				1
AHS Site Budget	0000	9780	80,078.91		80,078.91				
Site Grant	0000	9780	418,141.85		418,141.85				
Mad River Continuation	0000	9780	10,517.00		10,517.00				i
MHS Site Budget	0000	9780	39,068.62		39,068.62				ł
Professional Development	0000	9780	30,000.00		30,000.00				ł
Arcata Arts Institute	0000	9780	41,214.87		41,214.87				
Technology	0000	9780	30,000.00		30,000.00				
Deferred Maintenance	0000	9780	659,467.75		659,467.75				
State Lottery	1100	9780	34,481.35		34,481.35				ŀ
Medi-Cal Unrestricted	0000	9780				151,653.00		151,653.00	
Pacific Coast Continuation	0000	9780				7,366.00		7,366.00	
AHS Site Budget	0000	9780				493.00		493.00	
Site Grant	0000	9780				17,066.00		17,066.00	
Mad River Continuation	0000	9780				9,072.00		9,072.00	
Professional Development	0000	9780				30,000.00		30,000.00	
Arcata Art Institute	0000	9780				27,451.00		27,451.00	
Acorn	0000	9780				95,182.00		95,182.00	
Deferred Maintenance	0000	9780				404,314.00		404,314.00	
Beginning Balance Adjustment	0000	9780				92,739.75		92,739.75	
State Lottery Revenue	1100	9780				5,252.02		5,252.02	
Beginning Balance Adjustment	1100	9780				24,606.33		24,606.33	
	1100	5,00				,000.00		_ ,,000.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	109,397.36	0.00	109,397.36	653,707.00	0.00	653,707.00	497.6
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0

accs-jun22item03 Attachment 7 Page 736 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals General Fund Exhibit: Restricted Balance Detail

12 62687 0000000 Form 01

Printed: 9/8/2021 4:32 PM

		2020-21	2021-22	
Resource	Description	Unaudited Actuals	Budget	
5810	Other Restricted Federal	980.50	980.50	
6300	Lottery: Instructional Materials	243,309.24	234,991.24	
6387	Career Technical Education Incentive Grant Program	0.00	129,864.00	
7085	Learning Communities for School Success Program	102,872.33	101,105.33	
7425	Expanded Learning Opportunities (ELO) Grant	995,269.00	995,269.00	
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta	104,363.00	104,363.00	
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti	5.80	5.80	
9010	Other Restricted Local	377,245.23	343,329.23	
Total, Restric	oted Balance	1,824,045.10	1,909,908.10	

accs-jun22item03 Attachment 7 Page 737 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Charter Schools Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,065,829.00	1,126,678.00	5.7%
2) Federal Revenue		8100-8299	101,537.99	40,096.00	-60.5%
3) Other State Revenue		8300-8599	371,712.37	296,305.00	-20.3%
4) Other Local Revenue		8600-8799	48,441.65	47,254.00	-2.5%
5) TOTAL, REVENUES			1,587,521.01	1,510,333.00	-4.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	514,900.40	520,751.00	1.1%
2) Classified Salaries		2000-2999	74,263.19	67,273.00	-9.4%
3) Employee Benefits		3000-3999	328,114.66	269,759.00	-17.8%
4) Books and Supplies		4000-4999	84,060.50	34,132.00	-59.4%
5) Services and Other Operating Expenditures		5000-5999	256,525.08	319,740.00	24.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,257,863.83	1,211,655.00	-3.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			329,657.18	298,678.00	-9.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	90,709.63	7,500.00	-91.7%
Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(90,709.63)	(7,500.00)	-91.7%

accs-jun22item03 Attachment 7 Page 738 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals
Charter Schools Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND		•			
BALANCE (C + D4)			238,947.55	291,178.00	21.99
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	445,046.57	683,994.12	53.79
b) Audit Adjustments		9793	0.00	0.00	0.0
c) As of July 1 - Audited (F1a + F1b)			445,046.57	683,994.12	53.7
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)			445,046.57	683,994.12	53.7
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance			683,994.12	975,172.12	42.6
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0
Stores		9712	0.00	0.00	0.0
Prepaid Items		9713	0.00	0.00	0.0
All Others		9719	0.00	0.00	0.0
b) Restricted		9740	105,736.87	105,785.87	0.0
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0
Other Commitments		9760	0.00	0.00	0.0
d) Assigned					
Other Assignments		9780	578,257.25	869,386.25	50.3
Facility Reserve	0000	9780	39,897.30		
SRCHS Development Plan	0000	9780	218,515.46		
Technology	0000	9780	20,000.00		
Charter School	0000	9780	249,020.75		
State Lottery	1100	9780	50,823.74		
Charter School	0000	9780		525,801.00	
Facility Reserve	0000	9780		39,897.00	
SRCHS Development Plan	0000	9780		218,515.00	
Technology	0000	9780		20,000.00	
Beginning Balance Adjustment	0000	9780		11,991.51	
State Lottery	1100	9780		35,225.72	
Beginning Balance Adjustment	1100	9780		17,956.02	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0

accs-jun22item03 Attachment 7 Page 739 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Charter Schools Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS		1			
1) Cash a) in County Treasury		9110	806,224.98		
The country Treasury The country Treasury The country Treasury The country Treasury The country Treasury The country Treasury	n/	9111	0.00		
	ıy	9120	0.00		
b) in Banks					
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	161,114.82		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			967,339.80		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	17,443.73		
Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	265,901.95		
6) TOTAL, LIABILITIES			283,345.68		
J. DEFERRED INFLOWS OF RESOURCES			111,11100		
Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS		0330	0.00		
K. FUND EQUITY			0.00		
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			683,994.12		

accs-jun22item03 Attachment 7 Page 740 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals
Charter Schools Special Revenue Fund
Expenditures by Object

<u>Description</u>	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	433,698.00	486,963.00	12.3%
Education Protection Account State Aid - Current Yea	ar	8012	216,832.00	221,460.00	2.1%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxe	es	8096	415,299.00	418,255.00	0.7%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,065,829.00	1,126,678.00	5.7%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	22,998.00	22,804.00	-0.8%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	16,751.99	17,292.00	3.2%
Title I, Part D, Local Delinquent					
Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner					
Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	61,788.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			101,537.99	40,096.00	-60.5%

accs-jun22item03 Attachment 7 Page 741 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Charter Schools Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	4,813.00	4,813.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	25,636.41	21,492.00	-16.2%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	(15,653.04)	0.00	-100.0%
Career Technical Education Incentive Grant Program	6387	8590	225,000.00	270,000.00	20.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	131,916.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			371,712.37	296,305.00	-20.3%

accs-jun22item03 Attachment 7 Page 742 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Charter Schools Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales		8631	0.00	0.00	0.0%
Sale of Equipment/Supplies					
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	6,089.65	6,000.00	-1.5%
Net Increase (Decrease) in the Fair Value of Investments	3	8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	42,352.00	41,254.00	-2.6%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			48,441.65	47,254.00	-2.5%
TOTAL, REVENUES			1,587,521.01	1,510,333.00	-4.9%

accs-jun22item03 Attachment 7 Page 743 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals
Charter Schools Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES		•			
Certificated Teachers' Salaries		1100	453,011.20	460,080.00	1.6%
Certificated Pupil Support Salaries		1200	30,769.90	30,489.00	-0.9%
Certificated Supervisors' and Administrators' Salaries		1300	31,119.30	30,182.00	-3.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			514,900.40	520,751.00	1.1%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	22,701.81	25,695.00	13.2%
Classified Support Salaries		2200	3,938.40	3,938.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	37,722.98	37,640.00	-0.2%
Other Classified Salaries		2900	9,900.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			74,263.19	67,273.00	-9.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	125,812.83	81,470.00	-35.2%
PERS		3201-3202	10,191.94	11,947.00	17.2%
OASDI/Medicare/Alternative		3301-3302	12,454.08	12,615.00	1.3%
Health and Welfare Benefits		3401-3402	165,642.06	142,185.00	-14.2%
Unemployment Insurance		3501-3502	296.88	7,162.00	2312.4%
Workers' Compensation		3601-3602	13,716.87	14,380.00	4.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			328,114.66	269,759.00	-17.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	3,478.18	3,117.00	-10.4%
Books and Other Reference Materials		4200	1,656.88	1,073.00	-35.2%
Materials and Supplies		4300	28,838.56	25,864.00	-10.3%
Noncapitalized Equipment		4400	50,086.88	4,078.00	-91.9%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES		7100	84,060.50	34,132.00	-59.4%

accs-jun22item03 Attachment 7 Page 744 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Charter Schools Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	305.00	5,500.00	1703.3%
Dues and Memberships		5300	1,070.00	3,975.00	271.5%
Insurance		5400-5450	6,551.10	6,460.00	-1.4%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvement	ts	5600	5,523.00	6,500.00	17.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	231,889.00	280,597.00	21.0%
Professional/Consulting Services and Operating Expenditures		5800	10,218.72	12,762.00	24.9%
Communications		5900	968.26	3,946.00	307.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDI	TURES		256,525.08	319,740.00	24.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 745 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Charter Schools Special Revenue Fund
Expenditures by Object

Description	Deservine Codes	Object Codes	2020-21	2021-22 Pudant	Percent
Description OTHER OUTGO (excluding Transfers of Indirect Costs)	Resource Codes	Object Codes	Unaudited Actuals	Budget	Difference
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect C	Costs)		0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT C	OSTS		0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,257,863.83	1,211,655.00	-3.7%

accs-jun22item03 Attachment 7 Page 746 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Charter Schools Special Revenue Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	90,709.63	7,500.00	-91.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			90,709.63	7,500.00	- 91.7%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
		1099	0.00	0.00	
(d) TOTAL, USES CONTRIBUTIONS			0.00	0.00	0.0%
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES			(00.700.63)	(7.500.00)	04.70/
(a - b + c - d + e)			(90,709.63)	(7,500.00)	-91.7%

accs-jun22item03 Attachment 7 Page 747 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Charter Schools Special Revenue Fund Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,065,829.00	1,126,678.00	5.7%
2) Federal Revenue		8100-8299	101,537.99	40,096.00	-60.5%
3) Other State Revenue		8300-8599	371,712.37	296,305.00	-20.3%
4) Other Local Revenue		8600-8799	48,441.65	47,254.00	-2.5%
5) TOTAL, REVENUES			1,587,521.01	1,510,333.00	-4.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,056,025.16	1,044,447.00	-1.1%
2) Instruction - Related Services	2000-2999		144,611.21	113,902.00	-21.2%
3) Pupil Services	3000-3999		36,600.19	34,412.00	-6.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		11,355.10	8,893.00	-21.7%
8) Plant Services	8000-8999		9,272.17	10,001.00	7.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,257,863.83	1,211,655.00	-3.7%
C. EXCESS (DEFICIENCY) OF REVENUES					
OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			329,657.18	298,678.00	-9.4%
D. OTHER FINANCING SOURCES/USES					
Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	90,709.63	7,500.00	-91.7%
2) Other Sources/Uses			, ,	,	
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(90,709.63)	(7,500.00)	-91.7%

accs-jun22item03 Attachment 7 Page 748 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Charter Schools Special Revenue Fund Expenditures by Function

Parantusta u	Francisco Ocador	01:4.04	2020-21	2021-22	Percent
<u>Description</u>	Function Codes	Object Codes	Unaudited Actuals	Budget	Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			238,947.55	291,178.00	21.9%
F. FUND BALANCE, RESERVES			230,341.33	291,170.00	21.970
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	445,046.57	683,994.12	53.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			445,046.57	683,994.12	53.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			445,046.57	683,994.12	53.7%
2) Ending Balance, June 30 (E + F1e)			683,994.12	975,172.12	42.6%
Components of Ending Fund Balance a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	105,736.87	105,785.87	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	578,257.25	869,386.25	50.3%
Facility Reserve	0000	9780	39,897.30		
SRCHS Development Plan	0000	9780	218,515.46		
Technology	0000	9780	20,000.00		
Charter School	0000	9780	249,020.75		
State Lottery	1100	9780	50,823.74		
Charter School	0000	9780		525,801.00	
Facility Reserve	0000	9780		39,897.00	
SRCHS Development Plan	0000	9780		218,515.00	
Technology	0000	9780		20,000.00	
Beginning Balance Adjustment	0000	9780		11,991.51	
State Lottery	1100	9780		35,225.72	
Beginning Balance Adjustment	1100	9780		17,956.02	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 749 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Charter Schools Special Revenue Fund Exhibit: Restricted Balance Detail

12 62687 0000000 Form 09

Printed: 9/8/2021 4:33 PM

_		2020-21	2021-22
Resource	Description	Unaudited Actuals	Budget
6300	Lottery: Instructional Materials	29,752.87	29,801.87
7388	SB 117 COVID-19 LEA Response Funds	1,791.00	1,791.00
7425	Expanded Learning Opportunities (ELO) Grant	66,774.00	66,774.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessio	7,419.00	7,419.00
Total, Restr	icted Balance	105,736.87	105,785.87

accs-jun22item03 Attachment 7 Page 750 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	83,550.03	140,000.00	67.6%
3) Other State Revenue		8300-8599	7,289.80	11,000.00	50.9%
4) Other Local Revenue		8600-8799	(11,455.02)	23,173.00	-302.3%
5) TOTAL, REVENUES			79,384.81	174,173.00	119.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	47,377.82	54,827.00	15.7%
3) Employee Benefits		3000-3999	19,119.44	23,356.00	22.2%
4) Books and Supplies		4000-4999	61,666.88	150,300.00	143.7%
5) Services and Other Operating Expenditures		5000-5999	13,527.51	12,705.00	-6.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			141,691.65	241,188.00	70.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(62,306.84)	(67,015.00)	7.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	90,000.00	115,691.00	28.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			90,000.00	115,691.00	28.5%

accs-jun22item03 Attachment 7 Page 751 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Object

<u>Description</u>	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			27,693.16	48,676.00	75.8%
F. FUND BALANCE, RESERVES					
Beginning Fund Balance As of July 1 - Unaudited		9791	45,254.36	72,947.52	61.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			45,254.36	72,947.52	61.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			45,254.36	72,947.52	61.2%
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance			72,947.52	121,623.52	66.7%
a) Nonspendable Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	4,210.71	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	68,736.81	121,623.52	76.9%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 752 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS		-		<u> </u>	
1) Cash a) in County Treasury		9110	41,746.90		
The county Treasury The county Treasury The county Treasury The county Treasury The county Treasury	7/	9111	0.00		
	у		0.00		
b) in Banks		9120			
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	27,783.74		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	4,210.71		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			73,741.35		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	793.83		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			793.83		
J. DEFERRED INFLOWS OF RESOURCES					
Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			72,947.52		

accs-jun22item03 Attachment 7 Page 753 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	83,550.03	140,000.00	67.6%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			83,550.03	140,000.00	67.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	7,289.80	11,000.00	50.9%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			7,289.80	11,000.00	50.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	(11,544.54)	22,973.00	-299.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	89.52	100.00	11.7%
Net Increase (Decrease) in the Fair Value of Investments	i	8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	100.00	New
TOTAL, OTHER LOCAL REVENUE			(11,455.02)	23,173.00	-302.3%
TOTAL, REVENUES			79,384.81	174,173.00	119.4%

accs-jun22item03 Attachment 7 Page 754 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Object

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Unaudited Actuals	Budget	Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	47,377.82	54,827.00	15.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			47,377.82	54,827.00	15.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	9,766.89	12,561.00	28.6%
OASDI/Medicare/Alternative		3301-3302	3,595.64	4,158.00	15.6%
Health and Welfare Benefits		3401-3402	4,626.24	4,626.00	0.0%
Unemployment Insurance		3501-3502	26.12	668.00	2457.4%
Workers' Compensation		3601-3602	1,104.55	1,343.00	21.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			19,119.44	23,356.00	22.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	5,284.84	14,300.00	170.6%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	56,382.04	136,000.00	141.2%
TOTAL, BOOKS AND SUPPLIES			61,666.88	150,300.00	143.7%

accs-jun22item03 Attachment 7 Page 755 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Object

		2020-21	2021-22	Percent
Description	Resource Codes Object Code	S Unaudited Actuals	Budget	Difference
SERVICES AND OTHER OPERATING EXPENDITURES				
Subagreements for Services	5100	0.00	0.00	0.0%
Travel and Conferences	5200	639.23	2,105.00	229.3%
Dues and Memberships	5300	320.00	0.00	-100.0%
Insurance	5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services	5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvement	ts 5600	0.00	500.00	New
Transfers of Direct Costs	5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures	5800	12,568.28	10,100.00	-19.6%
Communications	5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDI	TURES	13,527.51	12,705.00	-6.1%
CAPITAL OUTLAY				
Buildings and Improvements of Buildings	6200	0.00	0.00	0.0%
Equipment	6400	0.00	0.00	0.0%
Equipment Replacement	6500	0.00	0.00	0.0%
Lease Assets	6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY		0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)				
Debt Service				
Debt Service - Interest	7438	0.00	0.00	0.0%
Other Debt Service - Principal	7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect C	Costs)	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS				
Transfers of Indirect Costs - Interfund	7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT C	OSTS	0.00	0.00	0.0%
TOTAL, EXPENDITURES		141,691.65	241,188.00	70.2%

accs-jun22item03 Attachment 7 Page 756 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	90,000.00	115,691.00	28.5%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			90,000.00	115,691.00	28.5%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
, and the second		1099			
(d) TOTAL, USES CONTRIBUTIONS			0.00	0.00	0.0%
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			90,000.00	115,691.00	28.5%

accs-jun22item03 Attachment 7 Page 757 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	83,550.03	140,000.00	67.6%
3) Other State Revenue		8300-8599	7,289.80	11,000.00	50.9%
4) Other Local Revenue		8600-8799	(11,455.02)	23,173.00	-302.3%
5) TOTAL, REVENUES			79,384.81	174,173.00	119.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		141,691.65	241,188.00	70.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			141,691.65	241,188.00	70.2%
C. EXCESS (DEFICIENCY) OF REVENUES					
OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(62,306.84)	(67,015.00)	7.6%
D. OTHER FINANCING SOURCES/USES					
Interfund Transfers a) Transfers In		8900-8929	90,000.00	115,691.00	28.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			90,000.00	115,691.00	28.5%

accs-jun22item03 Attachment 7 Page 758 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			27,693.16	48,676.00	75.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	45,254.36	72,947.52	61.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			45,254.36	72,947.52	61.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			45,254.36	72,947.52	61.2%
2) Ending Balance, June 30 (E + F1e)			72,947.52	121,623.52	66.7%
Components of Ending Fund Balance a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	4,210.71	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	68,736.81	121,623.52	76.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 759 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Cafeteria Special Revenue Fund Exhibit: Restricted Balance Detail

12 62687 0000000 Form 13

Printed: 9/8/2021 4:33 PM

		2020-21	2021-22
Resource	Description	Unaudited Actuals	Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	68,736.81	121,623.52
Total, Restri	cted Balance	68,736.81	121,623.52

accs-jun22item03 Attachment 7 Page 760 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,210.08	12,000.00	30.3%
5) TOTAL, REVENUES			9,210.08	12,000.00	30.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			9,210.08	12,000.00	30.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	300,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			300,000.00	0.00	-100.0%

accs-jun22item03 Attachment 7 Page 761 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			309,210.08	12,000.00	-96.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	922,836.39	1,232,046.47	33.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			922,836.39	1,232,046.47	33.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			922,836.39	1,232,046.47	33.5%
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance			1,232,046.47	1,244,046.47	1.0%
a) Nonspendable Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	1,232,046.47	1,244,046.47	1.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 762 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Unaudited Actuals	Budget	Difference
G. ASSETS 1) Cash					
a) in County Treasury		9110	1,222,825.92		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	9,220.55		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,232,046.47		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(must agree with line F2) (G9 + H2) - (I6 + J2)			1,232,046.47		

accs-jun22item03 Attachment 7 Page 763 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	9,210.08	12,000.00	30.3%
Net Increase (Decrease) in the Fair Value of Investments	6	8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,210.08	12,000.00	30.3%
TOTAL. REVENUES			9,210.08	12,000.00	30.3%

accs-jun22item03 Attachment 7 Page 764 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	300,000.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			300,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			300,000.00	0.00	-100.0%

accs-jun22item03 Attachment 7 Page 765 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Special Reserve Fund for Other Than Capital Outlay Projects Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES	T undudit Godoo	Object Godeo	Onduditod Notadio	Baagot	Billorolloo
A. REVERGEO					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,210.08	12,000.00	30.3%
5) TOTAL, REVENUES			9,210.08	12,000.00	30.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES					
OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			9,210.08	12,000.00	30.3%
D. OTHER FINANCING SOURCES/USES				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
1) Interfund Transfers					
a) Transfers In		8900-8929	300,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		2223 0000	300,000.00	0.00	-100.0%

accs-jun22item03 Attachment 7 Page 766 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			309,210.08	12,000.00	-96.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	922,836.39	1,232,046.47	33.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			922,836.39	1,232,046.47	33.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			922,836.39	1,232,046.47	33.5%
2) Ending Balance, June 30 (E + F1e)			1,232,046.47	1,244,046.47	1.0%
Components of Ending Fund Balance a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	1,232,046.47	1,244,046.47	1.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 767 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals

Special Reserve Fund for Other Than Capital Outlay Projects
Exhibit: Restricted Balance Detail

12 62687 0000000 Form 17

Printed: 9/8/2021 4:33 PM

	2020-21	2021-22	
Resource Description	Unaudited Actuals	Budget	
Total, Restricted Balance	0.00	0.00	

accs-jun22item03 Attachment 7 Page 768 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

Description	Resource Codes O	bject Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,268.42	11,820.00	124.4%
5) TOTAL, REVENUES			5,268.42	11,820.00	124.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,268.42	11,820.00	124.4%
D. OTHER FINANCING SOURCES/USES			5,200.42	11,020.00	124.470
Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 769 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,268.42	11,820.00	124.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance a) As of July 1 - Unaudited		9791	618,907.77	624,176.19	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			618,907.77	624,176.19	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			618,907.77	624,176.19	0.9%
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance a) Nonspendable			624,176.19	635,996.19	1.9%
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned Other Assignments		9780	624,176.19	635,996.19	1.9%
Retiree Benefit	0000	9780	624,176.19		
Retiree Benefit	0000	9780		635,996.19	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 770 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS				<u> </u>	
1) Cash a) in County Treasury		9110	618,909.33		
The county Treasury The county Treasury The county Treasury The county Treasury The county Treasury	7/	9111	0.00		
	у				
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	5,266.86		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			624,176.19		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			624,176.19		

accs-jun22item03 Attachment 7 Page 771 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	5,268.42	11,820.00	124.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,268.42	11,820.00	124.4%
TOTAL, REVENUES			5,268.42	11,820.00	124.4%

accs-jun22item03 Attachment 7 Page 772 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS		-			
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES			3.00	5.55	
SOURCES					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES		7031	0.00	0.00	0.0%
CONTRIBUTIONS			0.00	0.00	0.070
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 773 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Special Reserve Fund for Postemployment Benefits Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,268.42	11,820.00	124.4%
5) TOTAL, REVENUES			5,268.42	11,820.00	124.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES					
OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,268.42	11,820.00	124.4%
D. OTHER FINANCING SOURCES/USES					
Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 774 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Special Reserve Fund for Postemployment Benefits Expenditures by Function

<u>Description</u>	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,268.42	11,820.00	124.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	618,907.77	624,176.19	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			618,907.77	624,176.19	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			618,907.77	624,176.19	0.9%
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance a) Nonspendable			624,176.19	635,996.19	1.9%
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned Other Assignments (by Resource/Object) Retiree Benefit	0000	9780 9780	624,176.19 624,176.19	635,996.19	1.9%
Retiree Benefit	0000	9780		635,996.19	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 775 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Postemployment Benefits
Exhibit: Restricted Balance Detail

12 62687 0000000 Form 20

Printed: 9/8/2021 4:34 PM

	2020-21	2021-22 Budget	
Resource Description	Unaudited Actuals		
Total, Restricted Balance	0.00	0.00	
Total, Nestricted Dalarice	0.00	0.00	

accs-jun22item03 Attachment 7 Page 776 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Building Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES		-		_	
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	63,176.69	139,250.00	120.4%
5) TOTAL, REVENUES			63,176.69	139,250.00	120.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	3,472.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	33,322.22	0.00	-100.0%
6) Capital Outlay		6000-6999	3,937,549.12	0.00	-100.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,974,343.34	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES					
OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,911,166.65)	139,250.00	-103.6%
D. OTHER FINANCING SOURCES/USES					
Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 777 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Building Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,911,166.65)	139,250.00	-103.6%
F. FUND BALANCE, RESERVES					
Beginning Fund Balance As of July 1 - Unaudited		9791	10,453,062.98	6,541,896.33	-37.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,453,062.98	6,541,896.33	-37.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,453,062.98	6,541,896.33	-37.4%
2) Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance a) Nonspendable			6,541,896.33	6,681,146.33	2.1%
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,541,896.33	6,681,146.33	2.1%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 778 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Building Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS		22,000 00000	Picturio		25701100
Cash a) in County Treasury		9110	6,929,106.96		
	m.,				
The Parks Section 1) Fair Value Adjustment to Cash in County Treasu	гу	9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	72,061.87		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			7,001,168.83		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	459,272.50		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			459,272.50		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			6,541,896.33		

accs-jun22item03 Attachment 7 Page 779 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Building Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE		,			
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE		320	0.00	0.00	0.0%
OTHER STATE REVENUE			3133		
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	63,176.69	139,250.00	120.4%
Net Increase (Decrease) in the Fair Value of Investmen	ts	8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			63,176.69	139,250.00	120.4%
TOTAL, REVENUES			63,176.69	139,250.00	120.4%

accs-jun22item03 Attachment 7 Page 780 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Building Fund Expenditures by Object

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Unaudited Actuals	Budget	Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	3,472.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			3,472.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvemen	nts	5600	19,245.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 781 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Building Fund Expenditures by Object

<u>Description</u> F	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and					
Operating Expenditures		5800	14,077.22	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDIT	URES		33,322.22	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	3,248,137.95	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	689,411.17	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,937,549.12	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Co	osts)		0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,974,343.34	0.00	-100.0%

accs-jun22item03 Attachment 7 Page 782 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Building Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/		7640	0.00	0.00	0.00/
County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 783 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Building Fund Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES USES			0.00	0.00	0.0%
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 784 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Building Fund
Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	63,176.69	139,250.00	120.4%
5) TOTAL, REVENUES			63,176.69	139,250.00	120.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,974,343.34	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,974,343.34	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES					
OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(3,911,166.65)	139,250.00	-103.6%
D. OTHER FINANCING SOURCES/USES			(5,5 - 1, ,		
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES		0300-0333	0.00	0.00	0.0%
T) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 785 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Building Fund
Expenditures by Function

					_ ,
Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,911,166.65)	139,250.00	-103.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,453,062.98	6,541,896.33	-37.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,453,062.98	6,541,896.33	-37.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,453,062.98	6,541,896.33	-37.4%
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance			6,541,896.33	6,681,146.33	2.1%
a) Nonspendable Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,541,896.33	6,681,146.33	2.1%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Samoa Beach Academy Supporting Documentation Unaudited Actuals

accs-jun22item03 Attachment 7 Page 786 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Building Fund
Exhibit: Restricted Balance Detail

		2020-21	2021-22
Resource	Description	Unaudited Actuals	Budget
9010	Other Restricted Local	6,541,896.33	6,681,146.33
Total, Restric	cted Balance	6,541,896.33	6,681,146.33

accs-jun22item03 Attachment 7 Page 787 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	869.60	1,350.00	55.2%
5) TOTAL, REVENUES			869.60	1,350.00	55.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			869.60	1,350.00	55.2%
D. OTHER FINANCING SOURCES/USES					
Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 788 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			869.60	1,350.00	55.2%
F. FUND BALANCE, RESERVES					
Beginning Fund Balance a) As of July 1 - Unaudited		9791	102,033.62	102,903.22	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			102,033.62	102,903.22	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			102,033.62	102,903.22	0.9%
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance December 1998			102,903.22	104,253.22	1.3%
a) Nonspendable Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned Other Assignments		9780	102,903.22	104,253.22	1.3%
Capital Outlay	0000	9780	102,903.22		
Capital Outlay	0000	9780		104,253.22	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 789 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

			2020 24	2024.22	Doroset
Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash a) in County Treasury		9110	102,033.93		
1) Fair Value Adjustment to Cash in County Treasu	ry	9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	869.29		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			102,903.22		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			102,903.22		

accs-jun22item03 Attachment 7 Page 790 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	869.60	1,350.00	55.2%
Net Increase (Decrease) in the Fair Value of Investm	ients	8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			869.60	1,350.00	55.2%
TOTAL, REVENUES			869.60	1,350.00	55.2%

accs-jun22item03 Attachment 7 Page 791 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

			2020-21	2021-22	Percent
<u>Description</u>	Resource Codes	Object Codes	Unaudited Actuals	Budget	Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 792 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

Description	Dogguego Cadas	Object Code	2020-21 Unaudited Actuals	2021-22 Budget	Percent
-	Resource Codes	Object Codes	Unaudited Actuals	Budget	Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvement	S	5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDIT	TURES		0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.070
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service		. 200	5.55	5.55	2.070
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect C	`ooto)	1400			
TOTAL, OTHER COTOC (excluding Transfers of Indirect C	,usts)		0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 793 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/					
County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 794 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
	8953	0.00	0.00	0.0%
	8965	0.00	0.00	0.0%
	8971	0.00	0.00	0.0%
	8972	0.00	0.00	0.0%
	8973	0.00	0.00	0.0%
	8979	0.00	0.00	0.0%
		0.00	0.00	0.0%
	7651	0.00	0.00	0.0%
	7699	0.00	0.00	0.0%
		0.00	0.00	0.0%
	8980	0.00	0.00	0.0%
	8990	0.00	0.00	0.0%
		0.00	0.00	0.0%
		0.00	0.00	0.0%
	Resource Codes	8953 8965 8971 8972 8973 8979 7651 7699	Resource Codes Object Codes Unaudited Actuals 8953 0.00 8965 0.00 8972 0.00 8973 0.00 8979 0.00 7651 0.00 7699 0.00 8980 0.00 8990 0.00	Resource Codes

accs-jun22item03 Attachment 7 Page 795 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	869.60	1,350.00	55.2%
5) TOTAL, REVENUES			869.60	1,350.00	55.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES					
OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			869.60	1,350.00	55.2%
D. OTHER FINANCING SOURCES/USES					
Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses			3.30	5.50	3.070
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 796 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Function

<u>Description</u>	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			869.60	1,350.00	55.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	102,033.62	102,903.22	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			102,033.62	102,903.22	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			102,033.62	102,903.22	0.9%
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance a) Nonspendable			102,903.22	104,253.22	1.3%
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned Other Assignments (by Resource/Object) Capital Outlay Capital Outlay	0000 0000	9780 9780 9780	102,903.22 102,903.22	104,253.22	1.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties	3000	9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Samoa Beach Academy

accs-jun22item03 Attachment 7 Page 797 of 986

Northern Humboldt Union High **Humboldt County**

Supporting Documentation
Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Exhibit: Restricted Balance Detail

Resource Descrip	tion	2020-21 Unaudited Actuals	2021-22 Budget
Total, Restricted Balanc	e	0.00	0.00

accs-jun22item03 Attachment 7 Page 798 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals
Bond Interest and Redemption Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,692,980.90	1,334,149.00	-50.5%
5) TOTAL, REVENUES			2,692,980.90	1,334,149.00	-50.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,273,122.85	2,053,408.00	-9.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,273,122.85	2,053,408.00	-9.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			419,858.05	(719,259.00)	-271.3%
D. OTHER FINANCING SOURCES/USES					
Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
Other Sources/Uses a) Sources		8930-8979	8,647.90	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			8,647.90	0.00	-100.0%

accs-jun22item03 Attachment 7 Page 799 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Bond Interest and Redemption Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			428,505.95	(719,259.00)	-267.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,432,210.73	1,860,716.68	29.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,432,210.73	1,860,716.68	29.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,432,210.73	1,860,716.68	29.9%
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance			1,860,716.68	1,141,457.68	-38.7%
a) Nonspendable Revolving Cash		9711	0.00	0.00	0.0%
		-			
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	1,860,716.68	1,141,457.68	-38.7%
d) Assigned Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 800 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals
Bond Interest and Redemption Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash		9110	1,860,716.68		
a) in County Treasury					
Sair Value Adjustment to Cash in County Treasu	ry	9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,860,716.68		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			1,860,716.68		

accs-jun22item03 Attachment 7 Page 801 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Bond Interest and Redemption Fund
Expenditures by Object

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Unaudited Actuals	Budget	Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	2,543,818.43	1,215,065.00	-52.2%
Unsecured Roll		8612	66,250.61	66,251.00	0.0%
Prior Years' Taxes		8613	43,833.61	43,834.00	0.0%
Supplemental Taxes		8614	30,079.31	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	8,998.94	8,999.00	0.0%
Net Increase (Decrease) in the Fair Value of Investment	ts.	8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,692,980.90	1,334,149.00	-50.5%
TOTAL, REVENUES			2,692,980.90	1,334,149.00	-50.5%

accs-jun22item03 Attachment 7 Page 802 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Bond Interest and Redemption Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	1,163,122.85	1,103,408.00	-5.1%
Other Debt Service - Principal		7439	1,110,000.00	950,000.00	-14.4%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect C	Costs)		2,273,122.85	2,053,408.00	-9.7%
TOTAL, EXPENDITURES			2,273,122.85	2,053,408.00	-9.7%

accs-jun22item03 Attachment 7 Page 803 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals
Bond Interest and Redemption Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS	Resource oodes	Object oddes	Olladalica Actaals	Budget	Billetenee
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	8,647.90	0.00	-100.0%
(c) TOTAL, SOURCES			8,647.90	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS			0.00	0.00	0.07
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL OTHER EINANGING SOURCES/LISES					
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			8,647.90	0.00	-100.0%

accs-jun22item03 Attachment 7 Page 804 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Bond Interest and Redemption Fund Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,692,980.90	1,334,149.00	-50.5%
5) TOTAL, REVENUES			2,692,980.90	1,334,149.00	-50.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	2,273,122.85	2,053,408.00	-9.7%
10) TOTAL, EXPENDITURES			2,273,122.85	2,053,408.00	-9.7%
C. EXCESS (DEFICIENCY) OF REVENUES					
OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			419,858.05	(719,259.00)	-271.3%
D. OTHER FINANCING SOURCES/USES			413,030.00	(719,239.00)	-271.570
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses		9030 9070	0.647.00	0.00	400.00/
a) Sources		8930-8979	8,647.90	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			8,647.90	0.00	-100.0%

accs-jun22item03 Attachment 7 Page 805 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Bond Interest and Redemption Fund Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			428,505.95	(719,259.00)	-267.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,432,210.73	1,860,716.68	29.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,432,210.73	1,860,716.68	29.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,432,210.73	1,860,716.68	29.9%
Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance a) Nonspendable			1,860,716.68	1,141,457.68	-38.7%
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	1,860,716.68	1,141,457.68	-38.7%
d) Assigned Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Samoa Beach Academy

accs-jun22item03 Attachment 7 Page 806 of 986

Northern Humboldt Union High **Humboldt County**

Supporting Documentation

Unaudited Actuals

Bond Interest and Redemption Fund
Exhibit: Restricted Balance Detail

12 62687 0000000 Form 51

Printed: 9/8/2021 4:35 PM

Resource	Description	2020-21 Unaudited Actuals	2021-22 Budget
Total, Restric	eted Balance	0.00	0.00

accs-jun22item03 Attachment 7 Page 807 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Other Enterprise Fund Expenses by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES				3	
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	396,503.99	462,095.00	16.5%
5) TOTAL, REVENUES			396,503.99	462,095.00	16.5%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	262,969.86	224,642.00	-14.6%
3) Employee Benefits		3000-3999	86,320.75	100,093.00	16.0%
4) Books and Supplies		4000-4999	6,371.37	13,292.00	108.6%
5) Services and Other Operating Expenses		5000-5999	20,330.41	30,645.00	50.7%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			375,992.39	368,672.00	-1.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER					
FINANCING SOURCES AND USES (A5 - B9)			20,511.60	93,423.00	355.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	18,748.53	20,553.00	9.6%
Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(18,748.53)	(20,553.00)	9.6%

accs-jun22item03 Attachment 7 Page 808 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Other Enterprise Fund Expenses by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN			4 700 07	70.070.00	4000 484
NET POSITION (C + D4) F. NET POSITION			1,763.07	72,870.00	4033.1%
Beginning Net Position					
a) As of July 1 - Unaudited		9791	138,651.17	140,414.24	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			138,651.17	140,414.24	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			138,651.17	140,414.24	1.3%
2) Ending Net Position, June 30 (E + F1e)			140,414.24	213,284.24	51.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	140,414.24	213,284.24	51.9%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

accs-jun22item03 Attachment 7 Page 809 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Other Enterprise Fund Expenses by Object

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes		Budget	Difference
G. ASSETS					
1) Cash a) in County Treasury		9110	94,164.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	34,607.83		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	19,688.67		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			148,461.16		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

accs-jun22item03 Attachment 7 Page 810 of 986

Northern Humboldt Union High Humboldt County Unaudited Actuals Other Enterprise Fund Expenses by Object

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes		Budget	Difference
I. LIABILITIES					
1) Accounts Payable		9500	8,046.92		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			8,046.92		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (must agree with line F2) (G10 + H2) - (I7 + J2)			140,414.24		

accs-jun22item03 Attachment 7 Page 811 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Other Enterprise Fund Expenses by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	802.20	1,000.00	24.7%
Net Increase (Decrease) in the Fair Value of Investmen	nts	8662	0.00	0.00	0.0%
Fees and Contracts					
All Other Fees and Contracts		8689	348,527.96	410,713.00	17.8%
Other Local Revenue					
All Other Local Revenue		8699	47,173.83	50,382.00	6.8%
TOTAL, OTHER LOCAL REVENUE			396,503.99	462,095.00	16.5%
TOTAL, REVENUES			396,503.99	462,095.00	16.5%

accs-jun22item03 Attachment 7 Page 812 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Other Enterprise Fund Expenses by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES	Academic Godes	Object Codes	Olladdied Actuals	Duaget	Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	56,051.64	56,052.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	206,918.22	168,590.00	-18.5%
TOTAL, CLASSIFIED SALARIES			262,969.86	224,642.00	-14.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	36,728.94	51,465.00	40.1%
OASDI/Medicare/Alternative		3301-3302	20,117.30	17,185.00	-14.6%
Health and Welfare Benefits		3401-3402	23,131.32	23,131.00	0.0%
Unemployment Insurance		3501-3502	163.29	2,763.00	1592.1%
Workers' Compensation		3601-3602	6,179.90	5,549.00	-10.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			86,320.75	100,093.00	16.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	6,371.37	13,292.00	108.6%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			6,371.37	13,292.00	108.6%

accs-jun22item03 Attachment 7 Page 813 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Other Enterprise Fund Expenses by Object

<u>Description</u> Res	source Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	30,645.00	New
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,474.21	0.00	-100.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	15,402.20	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	448.50	0.00	-100.0%
Communications		5900	3,005.50	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			20,330.41	30,645.00	50.7%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Cost	s)		0.00	0.00	0.0%
TOTAL, EXPENSES			375,992.39	368,672.00	-1.9%

accs-jun22item03 Attachment 7 Page 814 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Other Enterprise Fund Expenses by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	18,748.53	20,553.00	9.6%
(b) TOTAL, INTERFUND TRANSFERS OUT			18,748.53	20,553.00	9.6%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES		7001	0.00	0.00	0.0%
CONTRIBUTIONS			0.00	0.00	0.0 %
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990			
		0990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(18,748.53)	(20,553.00)	9.6%

accs-jun22item03 Attachment 7 Page 815 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Other Enterprise Fund Expenses by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	396,503.99	462,095.00	16.5%
5) TOTAL, REVENUES			396,503.99	462,095.00	16.5%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		375,992.39	368,672.00	-1.9%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			375,992.39	368,672.00	-1.9%
C. EXCESS (DEFICIENCY) OF REVENUES					
OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			20,511.60	93,423.00	355.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers		0000 0000	0.00	2.22	0.004
a) Transfers In b) Transfers Out		8900-8929 7600-7629	0.00	20 553 00	0.0%
2) Other Sources/Uses		1000-1020	18,748.53	20,553.00	9.6%
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(18,748.53)	(20,553.00)	9.6%

accs-jun22item03 Attachment 7 Page 816 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Other Enterprise Fund Expenses by Function

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			1,763.07	72,870.00	4033.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	138,651.17	140,414.24	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			138,651.17	140,414.24	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			138,651.17	140,414.24	1.3%
2) Ending Net Position, June 30 (E + F1e)			140,414.24	213,284.24	51.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	140,414.24	213,284.24	51.9%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Samoa Beach Academy Supporting Documentation Unaudited Actuals

accs-jun22item03 Attachment 7 Page 817 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals Other Enterprise Fund Exhibit: Restricted Net Position Detail

	2020-21	2021-22
Resource Description	Unaudited Actuals	Budget
Total, Restricted Net Position	0.00	0.00

Samoa Beach Academy Supporting Documentation 2020-21 Unaudited Actuals AVERAGE DAILY ATTENDANCE

accs-jun22item03 Attachment 7 Page 818 of 986

Northern Humboldt Union High Humboldt County

12 62687 0000000 Form A

Printed: 9/9/2021 9:19 AM

difficult County	2020-	21 Unaudited	Actuals	2	021-22 Budge	et
Description	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
Bosonption	I ZADA	AilliaalADA	T dilada ABA	ADA	Amaaraa	T dilada ABA
A. DISTRICT						
Total District Regular ADA						
Includes Opportunity Classes, Home &						
Hospital, Special Day Class, Continuation						
Education, Special Education NPS/LCI						
and Extended Year, and Community Day						
School (includes Necessary Small School						
ADA)	1,427.58	1,427.58	1,427.58	1,402.38	1,395.00	1,430.89
2. Total Basic Aid Choice/Court Ordered						
Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home &						
Hospital, Special Day Class, Continuation						
Education, Special Education NPS/LCI						
and Extended Year, and Community Day						
School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home &						
Hospital, Special Day Class, Continuation						
Education, Special Education NPS/LCI						
and Extended Year, and Community Day						
School (ADA not included in Line A1 above) 4. Total, District Regular ADA						
(Sum of Lines A1 through A3)	1.427.58	1,427.58	1.427.58	1.402.38	1,395.00	1.430.89
5. District Funded County Program ADA	1,427.30	1,427.30	1,427.30	1,402.30	1,393.00	1,430.09
a. County Community Schools						
b. Special Education-Special Day Class	3.12	3.12	3.12			
c. Special Education-NPS/LCI	5.12	0.12	0.12			
d. Special Education Extended Year	0.19	0.19	0.19			
e. Other County Operated Programs:	0.19	0.13	0.13			
Opportunity Schools and Full Day						
Opportunity Classes, Specialized Secondary						
Schools						
f. County School Tuition Fund						
(Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA						
(Sum of Lines A5a through A5f)	3.31	3.31	3.31	0.00	0.00	0.00
6. TOTAL DISTRICT ADA	5.01	0.01	0.01	3.00	0.00	5.00
(Sum of Line A4 and Line A5q)	1,430.89	1,430.89	1,430.89	1,402.38	1,395.00	1,430.89
7. Adults in Correctional Facilities	.,	.,	.,	.,	.,	1,123.00
8. Charter School ADA						
(Enter Charter School ADA using						
Tab C. Charter School ADA)						

accs-jun22item03 Attachment 7 Page 819 of 986

Northern Humboldt Union High Humboldt County

2020-21 Unaudited Actuals AVERAGE DAILY ATTENDANCE

12 62687 0000000 Form A

Printed: 9/9/2021 9:19 AM

	2020-	21 Unaudited	Actuals	2	021-22 Budge	et
				Estimated P-2	Estimated	Estimated
Description	P-2 ADA	Annual ADA	Funded ADA	ADA	Annual ADA	Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education						
Grant ADA						
County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole,						
Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education						
ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs:						
Opportunity Schools and Full Day						
Opportunity Classes, Specialized Secondary						
Schools						
f. County School Tuition Fund						
(Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA						
(Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA						
(Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA						
(Enter Charter School ADA using						
Tab C. Charter School ADA)						

Samoa Beach Academy Supporting Documentation 2020-21 Unaudited Actuals

accs-jun22item03 Attachment 7 Page 820 of 986

Northern Humboldt Union High Humboldt County		naudited Actuals				2 62687 000000 Form
	2020-	21 Unaudited	Actuals	2	021-22 Budge	et
Description	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA	I -Z ADA	Alliuai ADA	Tullueu ADA	ADA	Allilual ADA	T dilded ADA
Authorizing LEAs reporting charter school SACS financial	l data in their Fun	d 01, 09, or 62 u	se this workshee	t to report ADA fo	or those charter s	chools.
Charter schools reporting SACS financial data separately	from their author	izing LEAs in Fu	nd 01 or Fund 62	use this workshe	eet to report their	ADA.
FUND 01: Charter School ADA corresponding to SA	CS financial dat	a reported in Fu	ind 01			
, -	CS Illianciai dat	a reported in Ft	1110 01.			
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils				I		
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole,						
Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program						
Alternative Education ADA						
(Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
 b. Special Education-Special Day Class 						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs:						
Opportunity Schools and Full Day						
Opportunity Classes, Specialized Secondary						
Schools						
f. Total, Charter School Funded County						
Program ADA	0.00	0.00	0.00	0.00	0.00	0.00
(Sum of Lines C3a through C3e) 4. TOTAL CHARTER SCHOOL ADA	0.00	0.00	0.00	0.00	0.00	0.00
(Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding	to SACS financi	ial data reported	d in Fund 09 or	Fund 62.		
5. Total Charter School Regular ADA	102.68	102.68	103.43	103.43	103.00	103.43
6. Charter School County Program Alternative	102.00	102.00	100.40	100.40	103.00	100.40
Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole,						
Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program						
Alternative Education ADA						
(Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA			ı			
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
Other County Operated Programs: Opportunity Schools and Full Day						
Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary						
Schools						
f. Total, Charter School Funded County						
Program ADA						
(Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA	5.50	3.30	5.50	3.30	3.30	2.50
(Sum of Lines C5, C6d, and C7f)	102.68	102.68	103.43	103.43	103.00	103.43
9. TOTAL CHARTER SCHOOL ADA						
Reported in Fund 01, 09, or 62						
(Sum of Lines C4 and C8)	102.68	102.68	103.43	103.43	103.00	103.43

Northern Humboldt Union High Humboldt County Printed: 9/9/2021 9:19 AM

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities: Capital assets not being depreciated:	200		2000			2000
Work in Progress	6 592 027 19		6 592 027 19	3 949 343 00		10.541.370.19
Total capital assets not being depreciated	6,951,843.19	00:00	6,951,843.19	3,949,343.00	00.00	10,901,186.19
Capital assets being depreciated:						
Land Improvements	4,061,562.00		4,061,562.00			4,061,562.00
Buildings	33,366,349.00		33,366,349.00			33,366,349.00
Equipment	3,813,558.00		3,813,558.00	11,061.00		3,824,619.00
Total capital assets being depreciated	41,241,469.00	00.00	41,241,469.00	11,061.00	00.00	41,252,530.00
Accumulated Depreciation for:						
Land Improvements	(1,971,616.00)		(1,971,616.00)	(142,741.00)		(2,114,357.00)
Buildings	(15,860,905.00)		(15,860,905.00)	(543,798.00)		(16,404,703.00)
Equipment	(2,904,810.00)		(2,904,810.00)	(160,954.00)		(3,065,764.00)
Total accumulated depreciation	(20,737,331.00)	00.00	(20,737,331.00)	(847,493.00)	0.00	(21,584,824.00)
Total capital assets being depreciated, net	20,504,138.00	00.00	20,504,138.00	(836,432.00)	0.00	19,667,706.00
Governmental activity capital assets, net	27,455,981.19	00:00	27,455,981.19	3,112,911.00	0.00	30,568,892.19
Business-Type Activities:						
Capital assets not being depreciated:						
Land			00:0			00:00
Work in Progress			00.00			0.00
Total capital assets not being depreciated	0.00	00.00	00:00	00.00	00.00	0.00
Capital assets being depreciated:						
Land Improvements			00:0			00:00
Buildings			00:00			0.00
Equipment	19,689.00		19,689.00			19,689.00
Total capital assets being depreciated	19,689.00	00.00	19,689.00	00.00	00:00	19,689.00
Accumulated Depreciation for:						
Land Improvements			00:00			0.00
Buildings			0.00			0.00
Equipment	(4,922.00)	(2,461.00)	(7,383.00)	(2,461.00)		(9,844.00)
Total accumulated depreciation	(4,922.00)	(2,461.00)	(7,383.00)	(2,461.00)	00:00	(9,844.00)
Total capital assets being depreciated, net	14,767.00	(2,461.00)	12,306.00	(2,461.00)	0.00	9,845.00
Business-type activity capital assets, net	14,767.00	(2,461.00)	12,306.00	(2,461.00)	0.00	9,845.00

accs-jun22item03 Attachment 7 Page 822 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals 2020-21 Unaudited Actuals GENERAL FUND Current Expense Formula/Minimum Classroom Compensation

12 62687 0000000 Form CEA

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	8.692.765.86	301	178.985.47	303	8.513.780.39	305	311.811.88		307	8.201.968.51	309
Salaries	0,092,705.00	301	170,900.47	303	0,313,760.39	303	311,011.00		307	6,201,906.51	309
2000 - Classified Salaries	3,221,577.59	311	92,587.82	313	3,128,989.77	315	406,179.05		317	2,722,810.72	319
3000 - Employee Benefits	6,832,039.23	321	281,323.54	323	6,550,715.69	325	459,154.03		327	6,091,561.66	329
4000 - Books, Supplies Equip Replace. (6500)	1,791,849.93	331	6,145.41	333	1,785,704.52	335	218,607.86		337	1,567,096.66	339
5000 - Services & 7300 - Indirect Costs	2,123,643.70	341	326,256.52	343	1.797.387.18	345	319,943.05		347	1.477.444.13	349
. 000	2,.20,040.70	011		JATC				Т	OTAL	20,060,881.68	_

- Note 1 In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).
- Note 2 In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.
- * If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

				EDP
PAF	T II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		No.
1.	Teacher Salaries as Per EC 41011.	1100	6,589,184.49	375
2.	Salaries of Instructional Aides Per EC 41011.	2100	656,040.50	380
3.	STRS.	3101 & 3102	1,705,659.29	382
4.	PERS.	3201 & 3202	162,216.08	383
5.	OASDI - Regular, Medicare and Alternative.	3301 & 3302	159,716.36	384
6.	Health & Welfare Benefits (EC 41372)			
	(Include Health, Dental, Vision, Pharmaceutical, and			
	Annuity Plans)	3401 & 3402	1,893,453.78	385
7.	Unemployment Insurance.	3501 & 3502	2,348.36	390
8.	Workers' Compensation Insurance.	3601 & 3602	174,187.23	392
9.	OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10.	Other Benefits (EC 22310)	3901 & 3902	0.00	393
11.	SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		11,342,806.09	395
12.	Less: Teacher and Instructional Aide Salaries and			
	Benefits deducted in Column 2.		278,984.66	
13a	Less: Teacher and Instructional Aide Salaries and			
	Benefits (other than Lottery) deducted in Column 4a (Extracted).		104,647.08	396
b	Less: Teacher and Instructional Aide Salaries and			
	Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14.	TOTAL SALARIES AND BENEFITS		10,959,174.35	397
15.	Percent of Current Cost of Education Expended for Classroom			
	Compensation (EDP 397 divided by EDP 369) Line 15 must			
	equal or exceed 60% for elementary, 55% for unified and 50%			
	for high school districts to avoid penalty under provisions of EC 41372		54.63%	
16.	District is exempt from EC 41372 because it meets the provisions			
	of EC 41374. (If exempt, enter 'X')			

PAF	RT III: DEFICIENCY AMOUNT	
	eficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exercisons of EC 41374.	empt under the
1.	Minimum percentage required (60% elementary, 55% unified, 50% high).	50.00%
2.	Percentage spent by this district (Part II, Line 15)	54.63%
3.	Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4.	District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	20,060,881.68
5.	Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

12 62687 0000000 Form DEBT

Unaudited Actuals 2020-21 Unaudited Actuals Schedule of Long-Term Liabilities

Northern Humboldt Union High Humboldt County

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	30,485,244.00	39,099.00	30,524,343.00		1,110,000.00	29,414,343.00	820,000.00
State School Building Loans Payable			00:00			0.00	
Certificates of Participation Payable			00:00			0.00	
Capital Leases Payable			00:00			0.00	
Lease Revenue Bonds Payable			00:00			0.00	
Other General Long-Term Debt			00.00			0.00	
Net Pension Liability	19,767,846.00	1,237,576.00	21,005,422.00			21,005,422.00	
Total/Net OPEB Liability	3,950,129.00	1,109,194.00	5,059,323.00			5,059,323.00	
Compensated Absences Payable	64,577.00		64,577.00	26,316.00		90,893.00	90,893.00
Governmental activities long-term liabilities	54,267,796.00	2,385,869.00	56,653,665.00	26,316.00	1,110,000.00	55,569,981.00	910,893.00
R							
Business-Type Activities:							
			C				
State School Building Loops Davable			00.0			00:0	
Certificates of Participation Payable			00.0			0.00	
Capital Leases Payable			00:00			0.00	
Lease Revenue Bonds Payable			00:00			0.00	
Other General Long-Term Debt			00:00			0.00	
Net Pension Liability	412,010.00	26,776.00	438,786.00			438,786.00	
Total/Net OPEB Liability			00:00			0.00	
Compensated Absences Payable	5,453.00		5,453.00		1,204.00	4,249.00	4,249.00
Business-tvpe activities long-term liabilities	417.463.00	26 776 00	444 239 00	00.0	1 204 00	443 035 00	4 249 00

Printed: 9/9/2021 9:20 AM

accs-jun22item03 Attachment 7 Page 824 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals 2020-21 Unaudited Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

12 62687 0000000 Form ESMOE

		Fur	ıds 01, 09, an	d 62	2020-21
Section I - Ex	cpenditures	Goals	Functions	Objects	Expenditures
A. Total state	, federal, and local expenditures (all resources)	All	All	1000-7999	24,591,719.45
	deral expenditures not allowed for MOE s 3000-5999, except 3385)	All	All	1000-7999	2,932,077.85
(All resour	and local expenditures not allowed for MOE: ces, except federal as identified in Line B) nunity Services		5000 5000	4000 7000	0.00
	al Outlay	All except 7100-7199	5000-5999 All except 5000-5999	1000-7999 6000-6999	5,239.52
	Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other	Transfers Out	All	9200	7200-7299	0.00
5. Interfu	and Transfers Out	All	9300	7600-7629	480,709.63
6. All Oth	ner Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonag	J	7100-7199	All except 5000-5999, 9000-9999	1000-7999	722,890.82
	of services for which tuition is received)	All	All	8710	10,742.35
	emental expenditures made as a result of a lentially declared disaster		entered. Must s in lines B, C D2.		
allowe	state and local expenditures not d for MOE calculation lines C1 through C9)				1,219,582.32
1. Expen	onal MOE expenditures: ditures to cover deficits for food services s 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	62,306.84
2. Expen	ditures to cover deficits for student body activities		entered. Must itures in lines		
	nditures subject to MOE nus lines B and C10, plus lines D1 and D2)				20,502,366.12

accs-jun22item03 Attachment 7 Page 825 of 986

12 62687 0000000

Form ESMOE

Northern Humboldt Union High Humboldt County

Unaudited Actuals 2020-21 Unaudited Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

Section II - Expenditures Per ADA	2020-21 Annual ADA/ Exps. Per ADA		
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)			
B. Expenditures per ADA (Line I.E divided by Line II.A)		1,430.89 14,328.40	
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA	
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)		40.405	
Adjustment to base expenditure and expenditure per ADA amounts to LEAs failing prior year MOE calculation (From Section IV)	20,610,842.04 For 0.00	13,439.78	
Total adjusted base expenditure amounts (Line A plus Line A.1)	20,610,842.04	13,439.78	
B. Required effort (Line A.2 times 90%)	18,549,757.84	12,095.80	
C. Current year expenditures (Line I.E and Line II.B)	20,502,366.12	14,328.40	
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00	
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met		
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2022-23 may be reduced by the lower of the two percentages)	0.00%	0.00%	

accs-jun22item03 Attachment 7 Page 826 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals 2020-21 Unaudited Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

12 62687 0000000 Form ESMOE

Description of Adjustments	Total Expenditures	Expenditures Per ADA
escription of Adjustments	Experiultures	I EI ADA
	-	
,		
otal adjustments to base expenditures	0.00	0.0

Samoa Beach Academy

accs-jun22item03 Attachment 7 Page 827 of 986

Northern Humboldt Union High Humboldt County

Supporting Documentation

Unaudited Actuals
Fiscal Year 2020-21
School District Appropriations Limit Calculations

12 62687 0000000 Form GANN

	2020-21 Calculations			2021-22 Calculations			
	Extracted		Entered Data/	Extracted	1	Entered Data/	
	Data	Data	Adjustments*	Totals	Data	Adjustments*	Totals
A. PRIOR YEAR DATA		2019-20 Actual			2020-21 Actual		
(2019-20 Actual Appropriations Limit and Gann ADA							
are from district's prior year Gann data reported to the CDE)							
4 5044 5505 7545 4555555747							
FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	14,473,050.11		14,473,050.11			14,007,030.92	
PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	1,533.57		1,533.57			1,430.89	
- Trior Territ Grant Next (Freeday Line 20, 1 Freedamin)	1,000.01		1,000.01			1,100100	
ADJUSTMENTS TO PRIOR YEAR LIMIT	Ac	ljustments to 2019-	20	Adjustments to 2020-21			
District Lapses, Reorganizations and Other Transfers							
Temporary Voter Approved Increases							
Less: Lapses of Voter Approved Increases TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT							
(Lines A3 plus A4 minus A5)			0.00			0.00	
(Ellico / to place / 4 millios / to)							
7. ADJUSTMENTS TO PRIOR YEAR ADA							
(Only for district lapses, reorganizations and							
other transfers, and only if adjustments to the							
appropriations limit are entered in Line A3 above)							
B. CURRENT YEAR GANN ADA		2020-21 P2 Report		2021-22 P2 Estimate			
(2020-21 data should tie to Principal Apportionment							
Software Attendance reports and include ADA for charter schools							
reporting with the district)							
1. Total K-12 ADA (Form A, Line A6)	1,430.89		1,430.89	1,402.38		1,402.38	
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00	
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			1,430.89			1,402.38	
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE		2020-21 Actual		2021-22 Budget			
AID RECEIVED							
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)							
Homeowners' Exemption (Object 8021)	81,787.20		81,787.20	81,787.00		81,787.00	
2. Timber Yield Tax (Object 8022)	150,233.89		150,233.89 0.00	219,700.00		219,700.00	
Other Subventions/In-Lieu Taxes (Object 8029) Secured Roll Taxes (Object 8041)	6,562,277.01		6,562,277.01	6,610,093.00		6,610,093.00	
Secured Roll Taxes (Object 8041) Unsecured Roll Taxes (Object 8042)	312,958.39		312,958.39	289,682.00		289,682.00	
6. Prior Years' Taxes (Object 8043)	3,724.61		3,724.61	3,022.00		3,022.00	
7. Supplemental Taxes (Object 8044)	93,976.48		93,976.48	48,592.00		48,592.00	
Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	331,098.10		331,098.10	342,770.00		342,770.00	
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00	
10. Other In-Lieu Taxes (Object 8082)	1,279.11		1,279.11	1,264.00		1,264.00	
11. Comm. Redevelopment Funds (objects 8047 & 8625)	884,942.81		884,942.81	841,143.00		841,143.00	
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00	
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00	
14. Penalties and Int. from Delinquent Non-LCFF							
Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00	
15. Transfers to Charter Schools							
in Lieu of Property Taxes (Object 8096)							
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	8,422,277.60	0.00	8,422,277.60	8,438,053.00	0.00	8,438,053.00	
(Enres of unough ors)	5, .22,211.00	5.50	5, .22,277.50	5, .50,000.00	0.00	3, .30,000.00	
OTHER LOCAL REVENUES (Funds 01, 09, and 62)							
17. To General Fund from Bond Interest and Redemption							
Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00	
18. TOTAL LOCAL PROCEEDS OF TAXES	0.400.077.55	2.55	0.400.077.65	0.400.050.55	0.55	0.400.050.55	
(Lines C16 plus C17)	8,422,277.60	0.00	8,422,277.60	8,438,053.00	0.00	8,438,053.00	

Samoa Beach Academy

accs-jun22item03 Attachment 7 Page 828 of 986

Northern Humboldt Union High Humboldt County

Supporting Documentation

Unaudited Actuals
Fiscal Year 2020-21
School District Appropriations Limit Calculations

12 62687 0000000 Form GANN

		2020-21 Calculations			2021-22 Calculations	
	Extracted		Entered Data/	Extracted		Entered Data/
	Data	Adjustments*	Totals	Data	Adjustments*	Totals
EXCLUDED APPROPRIATIONS						
 Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts) 			179,535.82			177,877.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
Other Unfunded Court-ordered or Federal Mandates TOTAL EXCLUSIONS (Lines C19 through C22)			179,535.82			177,877.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	9,054,060.00		9,054,060.00	9,878,878.00		9,878,878.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	(2,420.00)		(2,420.00)	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	9,051,640.00	0.00	9,051,640.00	9,878,878.00	0.00	9,878,878.00
(Lines G24 plus G25)	9,031,040.00	0.00	3,031,040.00	3,070,070.00	0.00	3,070,070.00
DATA FOR INTEREST CALCULATION	00 450 050 50		00 450 050 50	04 004 405 00		04 004 405 00
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799) 28. Total Interest and Return on Investments	26,152,856.59		26,152,856.59	24,061,195.00		24,061,195.00
(Funds 01, 09, and 62; objects 8660 and 8662)	36,788.08		36,788.08	31,000.00		31,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS PRELIMINARY APPROPRIATIONS LIMIT		2020-21 Actual			2021-22 Budget	
Revised Prior Year Program Limit (Lines A1 plus A6)			14,473,050.11			14,007,030.92
Inflation Adjustment			1.0373			1.0573
Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.9330			0.9801
PRELIMINARY APPROPRIATIONS LIMIT			0.9330			0.3001
(Lines D1 times D2 times D3)			14,007,030.92			14,514,922.08
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			8,422,277.60			8,438,053.00
Preliminary State Aid Calculation						
Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater						
than Line C26 or less than zero)			171,706.80			168,285.60
b. Maximum State Aid in Local Limit						
(Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			5,764,289.14			6,254,746.08
c. Preliminary State Aid in Local Limit			0,7 0 1,200.1 1			-, -, -
(Greater of Lines D6a or D6b)			5,764,289.14			6,254,746.08
Local Revenues in Proceeds of Taxes a. Interest Counting in Local Limit (Line C28 divided by						
[Lines C27 minus C28] times [Lines D5 plus D6c])			19,983.73			18,954.35
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			8,442,261.33			8,457,007.35
State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater						
than Line C26 or less than zero)			5,744,305.41			6,235,791.73
Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			8,442,261.33			
b. State Subventions (Line D8)c. Less: Excluded Appropriations (Line C23)			5,744,305.41 179,535.82			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT						
(Lines D9a plus D9b minus D9c)			14,007,030.92			

Samoa Beach Academy

accs-jun22item03 Attachment 7 Page 829 of 986

Northern Humboldt Union High Humboldt County

Supporting Documentation

Unaudited Actuals
Fiscal Year 2020-21
School District Appropriations Limit Calculations

12 62687 0000000 Form GANN

		2020-21 Calculations			2021-22 Calculations	
	Extracted		Entered Data/	Extracted		Entered Data/
	Data	Adjustments*	Totals	Data	Adjustments*	Totals
10. Adjustments to the Limit Per						
Government Code Section 7902.1 (Line D9d minus D4; if negative, then zero)			0.00			
If not zero report amount to: Keely Bosler, Director						
State Department of Finance						
Attention: School Gann Limits State Capitol, Room 1145						
Sacramento, CA 95814						
SUMMARY		2020-21 Actual			2021-22 Budget	
11. Adjusted Appropriations Limit						
(Lines D4 plus D10) 12. Appropriations Subject to the Limit			14,007,030.92			14,514,922.08
(Line D9d)			14,007,030.92			
* Please provide below an explanation for each entry in the adjustments	column.					
Rachel Damme		707-445-7059				
Gann Contact Person		Contact Phone Num	ber			

accs-jun22item03 Attachment 7 Page 830 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals 2020-21 Unaudited Actuals Indirect Cost Rate Worksheet

12 62687 0000000 Form ICR

Calif costs calcu	I - General Administrative Share of Plant Services Costs fornia's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of some (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative officulation of the plant services costs attributed to general administration and included in the pool is standardized and autographic general administration as proxy for the percentage of square footal pied by general administration.	ices. The omated
Α.	 Salaries and Benefits - Other General Administration and Centralized Data Processing Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000) Contracted general administrative positions not paid through payroll Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit. 	991,730.09
В.	Salaries and Benefits - All Other Activities 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000)	18,550,264.54
C.	Percentage of Plant Services Costs Attributable to General Administration (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6)	5.35%
When to the or many police may costs	II - Adjustments for Employment Separation Costs en an employee separates from service, the local educational agency (LEA) may incur costs associated with the separate employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "norma ass" separation costs. In all separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by any incur costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. Shave similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's norm is to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify the costs on Line A for inclusion in the indirect cost pool.	I" or "abnormal governing board tate programs aal separation
emp Hand prog	ormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to term loyment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such dshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be chargerams as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of posit inistrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusions.	as a Golden ed to federal ions in general
A.	Normal Separation Costs (optional) Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-840 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.	0
В.	Abnormal or Mass Separation Costs (required) Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.	

accs-jun22item03 Attachment 7 Page 831 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals 2020-21 Unaudited Actuals Indirect Cost Rate Worksheet

12 62687 0000000 Form ICR

Pa	rt III -	- Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)	
A.		direct Costs	
	1.	Other General Administration, less portion charged to restricted resources or specific goals	
		(Functions 7200-7600, objects 1000-5999, minus Line B9)	1,258,940.89
	2.	Centralized Data Processing, less portion charged to restricted resources or specific goals	
		(Function 7700, objects 1000-5999, minus Line B10)	81,110.00
	3.	External Financial Audit - Single Audit (Function 7190, resources 0000-1999,	
		goals 0000 and 9000, objects 5000-5999)	0.00
	4.	Staff Relations and Negotiations (Function 7120, resources 0000-1999,	
		goals 0000 and 9000, objects 1000-5999)	0.00
	5.	Plant Maintenance and Operations (portion relating to general administrative offices only)	_
		(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	76,288.40
	6.	Facilities Rents and Leases (portion relating to general administrative offices only)	
	_	(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
	7.	Adjustment for Employment Separation Costs	0.00
		a. Plus: Normal Separation Costs (Part II, Line A)	0.00
	8.	b. Less: Abnormal or Mass Separation Costs (Part II, Line B) Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	0.00 1,416,339.29
	o. 9.	Carry-Forward Adjustment (Part IV, Line F)	20,918.93
	10.	Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,437,258.22
В.		se Costs	, , ,
	1.	Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	14,583,043.12
	2.	Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	3,242,991.54
	3.	Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,711,708.28
	4.	Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	169,251.43
	5.	Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
	6.	Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
	7.	Board and Superintendent (Functions 7100-7180, objects 1000-5999,	
		minus Part III, Line A4)	389,400.05
	8.	External Financial Audit - Single Audit and Other (Functions 7190-7191,	
	0	objects 5000-5999, minus Part III, Line A3)	41,171.50
	9.	Other General Administration (portion charged to restricted resources or specific goals only)	
		(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	16,171.92
	10.	Centralized Data Processing (portion charged to restricted resources or specific goals only)	10,171.02
	10.	(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals	
		except 0000 and 9000, objects 1000-5999)	0.00
	11.	Plant Maintenance and Operations (all except portion relating to general administrative offices)	
		(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,349,663.01
	12.	Facilities Rents and Leases (all except portion relating to general administrative offices)	
		(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
	13.	Adjustment for Employment Separation Costs	_
		a. Less: Normal Separation Costs (Part II, Line A)	0.00
	1.4	b. Plus: Abnormal or Mass Separation Costs (Part II, Line B) Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
	14. 15.	Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
	15. 16.	Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 3100)	0.00
	17.	Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	85,309.61
	18.	Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
	19.	Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	22,588,710.46
C.		aight Indirect Cost Percentage Before Carry-Forward Adjustment	22,000,110.70
٠.		or information only - not for use when claiming/recovering indirect costs)	
	•	ne A8 divided by Line B19)	6.27%
D.	Pre	eliminary Proposed Indirect Cost Rate	
		or final approved fixed-with-carry-forward rate for use in 2022-23 see www.cde.ca.gov/fg/ac/ic)	
	(Lir	ne A10 divided by Line B19)	6.36%

accs-jun22item03 Attachment 7 Page 832 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals 2020-21 Unaudited Actuals Indirect Cost Rate Worksheet

12 62687 0000000 Form ICR

Printed: 9/8/2021 4:37 PM

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Pages used to recover costs from programs are displayed in Exhibit A.

	_	ate actually used to recover costs from any program times current year base costs, if the nignest rate used ate. Rates used to recover costs from programs are displayed in Exhibit A.	was less than
A.	Indirect	costs incurred in the current year (Part III, Line A8)	1,416,339.29
В.	Carry-fo	ward adjustment from prior year(s)	
	1. Carr	y-forward adjustment from the second prior year	(191,442.09)
	2. Carr	y-forward adjustment amount deferred from prior year(s), if any	0.00
C.	Carry-fo	ward adjustment for under- or over-recovery in the current year	
		er-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect rate (5.33%) times Part III, Line B19); zero if negative	20,918.93
	(app	recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of roved indirect cost rate (5.33%) times Part III, Line B19) or (the highest rate used to ver costs from any program (5.33%) times Part III, Line B19); zero if positive	0.00
D.	Prelimin	ary carry-forward adjustment (Line C1 or C2)	20,918.93
E.	Optional	allocation of negative carry-forward adjustment over more than one year	
	the LEA	negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA metroward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjusted over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish	ay request that ustment over more
	Option 1.	Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
	Option 2.	Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
	Option 3.	Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
	LEA requ	est for Option 1, Option 2, or Option 3	
			1
F.	•	ward adjustment used in Part III, Line A9 (Line D minus amount deferred if or Option 3 is selected)	20,918.93

accs-jun22item03 Attachment 7 Page 833 of 986

Printed: 9/8/2021 4:37 PM

Northern Humboldt Union High Humboldt County

Unaudited Actuals 2020-21 Unaudited Actuals Exhibit A: Indirect Cost Rates Charged to Programs

12 62687 0000000 Form ICR

Approved indirect cost rate: 5.33%
Highest rate used in any program: 5.33%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	296,500.05	15,803.45	5.33%
01	3310	267,467.96	14,256.04	5.33%
01	3550	34,290.49	1,822.00	5.31%
01	4035	50,347.48	2,683.52	5.33%
01	4510	84,159.45	4,167.20	4.95%
01	5810	674,393.67	1,795.84	0.27%
01	6385	20,887.00	1,113.00	5.33%
01	6500	2,573,083.76	135,824.48	5.28%
09	3010	15,904.29	847.70	5.33%
	01 01 01 01 01 01 01	01 3010 01 3310 01 3550 01 4035 01 4510 01 5810 01 6385 01 6500	Fund Resource (Objects 1000-5999 except Object 5100) 01 3010 296,500.05 01 3310 267,467.96 01 3550 34,290.49 01 4035 50,347.48 01 4510 84,159.45 01 5810 674,393.67 01 6385 20,887.00 01 6500 2,573,083.76	Fund Resource (Objects 1000-5999 except Object 5100) Indirect Costs Charged (Objects 7310 and 7350) 01 3010 296,500.05 15,803.45 01 3310 267,467.96 14,256.04 01 3550 34,290.49 1,822.00 01 4035 50,347.48 2,683.52 01 4510 84,159.45 4,167.20 01 5810 674,393.67 1,795.84 01 6385 20,887.00 1,113.00 01 6500 2,573,083.76 135,824.48

accs-jun22item03 Attachment 7 Page 834 of 986

Northern Humboldt Union High Humboldt County

Unaudited Actuals 2020-21 Unaudited Actuals LOTTERY REPORT Revenues, Expenditures and Ending Balances - All Funds

12 62687 0000000 Form L

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCA	L YEAR				
Adjusted Beginning Fund Balance	9791-9795	42,742.74		240,316.05	283,058.79
2. State Lottery Revenue	8560	266,235.69		114,081.73	380,317.42
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		308,978.43	0.00	354,397.78	663,376.21
B. EXPENDITURES AND OTHER FINANC	ING USES				
Certificated Salaries	1000-1999	148,417.80			148,417.80
Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	71,255.54			71,255.54
Books and Supplies	4000-4999	4,000.00		81,335.67	85,335.67
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
Interagency Transfers Out a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221,	0.00			0.00
b. To JPAs and All Others	7222,7281,7282 7213,7223, 7283,7299	0.00			0.00
Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financir (Sum Lines B1 through B11)	ng Uses	223,673.34	0.00	81,335.67	305,009.01
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979 <i>Z</i>	85,305.09	0.00	273,062.11	358,367.20
D. COMMENTS:	0102	30,000.09	0.00	210,002.11	000,007.20
D. COMMENTO.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

^{*}Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

12 62687 0000000 Form PCRAF

Unaudited Actuals 2020-21
Ceneral Fund and Charter Schools Funds Program Cost Report Schedule of Allocation Factors (AF) for Support Costs

Northern Humboldt Union High Humboldt County

			Teacher Full-Time Equivalents	uivalents		Classroom Units	m Units	Pupils Transported
		Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilties Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount Goals 00.	A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)	0.00	0.00	0.00	0:00	0.00	0.00	0.00
B. Enter All	B. Enter Allocation Factor(s) by Goal:	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
ž	(Note: Allocation factors are only needed for a column if							
the	there are undistributed expenditures in line A.)							
Instruction	Instructional Goals Description							
0001	1 Pre-Kindergarten							
1110	0 Regular Education, K-12							
3100	0 Alternative Schools							
3200	0 Continuation Schools							
3300	0 Independent Study Centers							
3400	0 Opportunity Schools							
3550	0 Community Day Schools							
00LE R	0 Specialized Secondary Programs							
3800	0 Career Technical Education							
4110	0 Regular Education, Adult							
4610	0 Adult Independent Study Centers							
4620	0 Adult Correctional Education							
4630	0 Adult Career Technical Education							
4760	0 Bilingual							
4850	0 Migrant Education							
5000-5999	Special Education (allocated to 5001)							
0009	0 ROC/P							
Other Goals	s Description							
7110	0 Nonagency - Educational							
7150	0 Nonagency - Other							
8100	0 Community Services							
8500	0 Child Care and Development Services							
Other Funds	s Description							
:	Adult Education (Fund 11)							
:	Child Development (Fund 12)							
:	Cafeteria (Funds 13 & 61)							
C. Total Alle	C. Total Allocation Factors	0.00	0.00	0.00	0.00	0.00	0.00	0.00

12 62687 0000000 Form PCR

Unaudited Actuals 2020-21 General Fund and Charter Schools Funds Program Cost Report

Northern Humboldt Union High Humboldt County

			Direct Costs		Central Admin		Total Costs by
		Direct Charged	Allocated	Subtotal	Costs	Other Costs	Program
		(Schedule DCC)	(Schedule AC)	(col. 1 + 2)	(col. 3 x Sch. CAC line E	(Schedule OC)	(col. 3 + 4 + 5)
Goal	Program/Activity	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Instructional	lal						
Goals 0001	Pre-Kindergarten	0.00	0.00	0.00	00:00		0.00
11110	Regular Education, K-12	15,425,901.81	0.00	15,425,901.81	1,236,798.32	_	16,662,700.13
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3200	Continuation Schools	483,025.03	00.0	483,025.03	38,727.37		521,752.40
3300	Independent Study Centers	431,514.32	0.00	431,514.32	34,597.41		466,111.73
3400	Opportunity Schools	0.00	00:0	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	00.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	1,424,696.64	0.00	1,424,696.64	114,227.51		1,538,924.15
4110	Regular Education, Adult	13,318.05	0.00	13,318.05	1,067.80		14,385.85
4610	Adult Independent Study Centers	0.00	0.00	0.00	00.00		0.00
0794 R	Adult Correctional Education	0.00	0.00	0.00	00.00		00.00
4630	Adult Career Technical Education	0.00	0.00	0.00	00.00		0.00
4760	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	00.00		0.00
5000-5999		3,601,918.50	0.00	3,601,918.50	288,790.04		3,890,708.54
0009	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	00.00		0.00
Other Goals	slt						
7110	Nonagency - Educational	755,540.59	0.00	755,540.59	60,576.77		816,117.36
7150	Nonagency - Other	8,091.87	0.00	8,091.87	648.78		8,740.65
8100	Community Services	0.00	0.00	0.00	0.00		0.00
8500	Child Care and Development Services	0.00	0.00	0.00	00:00		0.00
Other Costs							
	Food Services					0.00	0.00
-	Enterprise					0.00	0.00
-	Facilities Acquisition & Construction					0.00	0.00
-	Other Outgo					660,918.28	660,918.28
Other	Adult Education, Child Development,						
Spill I	CAC, line C5] times CAC, line E)		0.00	0.00	11,360.37		11,360.37
	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				00.0		00.0
	Total General Fund and Charter	22 144 006 81	000	22 144 006 81	1 786 704 37	86 018 28	24 501 710 46
	SCHOOLS Fullus Expellululus	1 10.000,111	0.00	10.000, TT1, 777	1,7.471,001,1	UUU,710.4U	OT:011,110:TO

California Dept of Education SACS Financial Reporting Software - 2021.2.0 File: pcr (Rev 05/05/2016)

Page 1

12 62687 0000000 Form PCR

Unaudited Actuals 2020-21 General Fund and Charter Schools Funds Program Cost Report Schedule of Direct Charged Costs (DCC)

> Northern Humboldt Union High Humboldt County

Facilities Rents and Leases	(Function 8700) Total		0.00 0.00	0.00 15,425,901.81	0.00 0.00	0.00 483,025.03	0.00 431,514.32	0.00 0.00	0.00 0.00	0.00 0.00	0.00 1,424,696.64	0.00	0.00 0.00	0.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00 3,601,918.50	0.00 0.00		0.00 755,540.59	0.00 8,091.87	0.00	0.00 0.00	0.00 22,144,006.81
Plant Maintenance Faci and Operations	(Functions 8100- 8400) (Fu		0.00	1,425,951.41	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	1,425,951,41
General Administration	(Functions 7000-7999, except 7210)*			,		,	,														0.00	0.00	0.00	0.00	0.00
Community Services	(Functions 5000- 7																				00.00	0.00	0.00	0.00	00:00
Ancillary Services	(Functions 4000- 4999)		0.00	161,159.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	8,091.87			169.251.43
Pupil Transportation	(Function 3600)		0.00	582,896.77	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	182,984.08	0.00		0.00	0.00	0.00	0.00	765.880.85
Pupil Support Services P	(Functions 3110-3160 and 3900)		0.00	1,470,536.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	327,580.48	0.00		152,950.39	0.00	0.00	0.00	1.951.066.95
School Administration	(Function 2700)		0.00	2,522,345.23	0.00	131,318.81	0.00	0.00	0.00	0.00	0.00	11,512.73	0.00	0.00	0.00	0.00	0.00	57,321.85	0.00		174,140.90	0.00	0.00	0.00	2.896.639.52
Library, Media, Technology and Other Instructional Resources	(Functions 2420- 2495)		0.00	334,511.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	334.511.83
Instructional Supervision and Administration	(Functions 2100- 2200)		0.00	11,840.19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	11.840.19
Instruction	(Functions 1000- 1999)		0.00	8,916,660.74	0.00	351,706.22	431,514.32	0.00	0.00	00:0	1,424,696.64	1,805.32	00:0	0.00	00:0	0.00	0.00	3,034,032.09	0.00		428,449.30	0.00		0.00	14.588.864.63
	Type of Program		Pre-Kindergarten	Regular Education, K–12	Altemative Schools	Continuation Schools	Independent Study Centers	Opportunity Schools	Community Day Schools	Specialized Secondary Programs	Career Technical Education	Regular Education, Adult	Adult Independent Study Centers	Adult Correctional Education	Adult Career Technical Education	Bilingual	Migrant Education	Special Education	ROC/P		Nonagency - Educational	Nonagency - Other	Community Services	Child Care and Development Services	Total Direct Charged Costs
	Goal	Instructional Goals	0001	1110	3100	3200	3300	3400	3550	3700	3800	4110	4610	4620	4630	4760	4850	5000-5999	0009	Other Goals	7110	7150	8100	8500	Total Direct

12 62687 0000000 Form PCR

Unaudited Actuals 2020-21 General Fund and Charter Schools Funds Program Cost Report Schedule of Allocated Support Costs (AC)

> Northern Humboldt Union High Humboldt County

Type of Program Full-Time Equivalents Classroom Units Pupils Transpon garten 0.00 0.00 0.00 lucation, K-12 0.00 0.00 0.00 s Schools 0.00 0.00 0.00 st Study Centers 0.00 0.00 0.00 y Schools 0.00 0.00 0.00 y Day Schools 0.00 0.00 0.00 huication, Adult 0.00 0.00 0.00 huication, Adult 0.00 0.00 0.00 bendent Study Centers 0.00 0.00 0.00 cetional Education 0.00 0.00 0.00 huication 0.00 0.00 0.00 ucation (allocated to 5001) 0.00 0.00 0.00 r- Educational 0.00 0.00 0.00 r- Chher 0.00 0.00 0.00 r- Chher 0.00 0.00 0.00 ration (Fund 11) 0.00 0.00 extion (Fund 12) <th></th> <th></th> <th>Allocated Support Cos</th> <th>Allocated Support Costs (Based on factors input on Form PCRAF)</th> <th>put on Form PCRAF)</th> <th></th>			Allocated Support Cos	Allocated Support Costs (Based on factors input on Form PCRAF)	put on Form PCRAF)	
Type of Program Full-Time Equivalents Classroom Units Pupils Transpor garten 0.00 0.00 0.00 lucation, K-12 0.00 0.00 0.00 s Schools 0.00 0.00 0.00 at Study Centers 0.00 0.00 0.00 y Schools 0.00 0.00 0.00 y Day Schools 0.00 0.00 0.00 y Day Schools 0.00 0.00 0.00 hnical Education 0.00 0.00 0.00 hucation, Adult 0.00 0.00 0.00 bendent Study Centers 0.00 0.00 0.00 certional Education 0.00 0.00 0.00 hucation 0.00 0.00 0.00 ucation (allocated to 5001) 0.00 0.00 0.00 v- Educational 0.00 0.00 0.00 v- Chher 0.00 0.00 0.00 v- Chher 0.00 0.00 0.00 y						
garten 0.00 0.00 Incation, K-12 0.00 0.00 Schools 0.00 0.00 on Schools 0.00 0.00 at Study Centers 0.00 0.00 y Schools 0.00 0.00 y Schools 0.00 0.00 y Schools 0.00 0.00 y Schools 0.00 0.00 y Day Schools 0.00 0.00 y Day Schools 0.00 0.00 huical Education 0.00 0.00 huraction, Adult 0.00 0.00 bendent Study Centers 0.00 0.00 ectional Education 0.00 0.00 ectional Education 0.00 0.00 restricted 0.00 0.00 rectional Education	Goal	Type of Program	Full-Time Equivalents	Classroom Units	Pupils Transported	Total
rectain (Fund 11) sgraten 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 on Schools 1 Study Centers 0.00 y Schools 1 Schools 1 Schools 1 Schools 1 Schools 1 Study Centers 0.00 0.00 on Schools 1 Schools 2 Schools 1	Instructional Goal	×				
hucation, K-12 0.00 0.00 Schools 0.00 0.00 on Schools 0.00 0.00 at Study Centers 0.00 0.00 y Schools 0.00 0.00 y Day Schools 0.00 0.00 hireful Education 0.00 0.00 bendent Study Centers 0.00 0.00 cettional Education 0.00 0.00 hearting Education 0.00 0.00 hearting Education 0.00 0.00 ucation (allocated to 5001) 0.00 0.00 reducational Educational 0.00 0.00 reducational Education 0.00 0.00 reducation (allocated to 5001) 0.00 0.00 reducational Educational 0.00 0.00	0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
Schools 0.00 0.00 on Schools 0.00 0.00 at Study Centers 0.00 0.00 y Schools 0.00 0.00 y Day Schools 0.00 0.00 y Day Schools 0.00 0.00 s Scoondary Programs 0.00 0.00 I Secondary Programs 0.00 0.00 Incation, Adult 0.00 0.00 pendent Study Centers 0.00 0.00 pendent Study Centers 0.00 0.00 cetional Education 0.00 0.00 incation (allocated to 5001) 0.00 0.00 ucation (allocated to 5001) 0.00 0.00 ucation (allocated to 5001) 0.00 0.00 y Services 0.00 0.00 0.00 y Services 0.00 0.00 0.00 and Development Svcs. 0.00 0.00 0.00 cation (Fund 12) 0.00 0.00 cation (Fund 12) 0.00 0.00 <th< th=""><td>1110</td><td></td><td>00:0</td><td>0.00</td><td>00:0</td><td>0.00</td></th<>	1110		00:0	0.00	00:0	0.00
on Schools at Study Centers 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	3100	Alternative Schools	0.00	0.00	00:0	0.00
at Study Centers 0.00 0.00 y Schools 0.00 0.00 y Day Schools 0.00 0.00 1 Secondary Programs 0.00 0.00 2 Secondary Programs 0.00 0.00 3 Services 0.00 0.00 3 and Development (Fund 11) 0.00 0.00 4 Funds 13 and 61) 0.00 0.00 6 Ord 0.00 0.00 6 Ord 0.00	3200	Continuation Schools	0.00	0.00	00:0	0.00
y Schools y Day Schools y Day Schools y Day Schools 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	3300	Independent Study Centers	00:0	0.00	00'0	0.00
y Day Schools 0.00 0.00 0.00 1.000 1.000 0	3400	Opportunity Schools	00:00	0.00	00:0	0.00
Secondary Programs	3550	Community Day Schools	0.00	0.00	00.0	0.00
hinical Education 0.00 0.00 0.00 horical Education, Adult 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	3700	Specialized Secondary Programs	0.00	0.00	00:0	0.00
hucation, Adult 0.00 0.00 pendent Study Centers 0.00 0.00 pendent Study Centers 0.00 0.00 ectional Education 0.00 0.00 bectional Education 0.00 0.00 ucation (allocated to 5001) 0.00 0.00 ucation (allocated to 5001) 0.00 0.00 v - Educational 0.00 0.00 v - Other 0.00 0.00 v - Other 0.00 0.00 and Development Svcs. 0.00 0.00 cation (Fund 11) 0.00 0.00 clopment (Fund 12) 0.00 0.00 Funds 13 and 61) 0.00 0.00	3800	Career Technical Education	0.00	0.00	00:0	0.00
pendent Study Centers 0.00 0.00 ectional Education 0.00 0.00 ectional Education 0.00 0.00 lucation 0.00 0.00 v- Education (allocated to 5001) 0.00 0.00 v- Educational 0.00 0.00 v- Other 0.00 0.00 y Services 0.00 0.00 and Development Sves. 0.00 0.00 cation (Fund 11) 0.00 0.00 Ediopment (Fund 12) 0.00 0.00 Funds 13 and 61) 0.00 0.00	4110	Regular Education, Adult	0.00	0.00	00:0	0.00
ectional Education 0.00 0.00 0.00 er Technical Education 0.00 0.00 0.00 lucation (allocated to 5001) 0.00 0.00 0.00 - Educational 0.00 0.00 0.00 - Other 0.00 0.00 0.00 - Other 0.00 0.00 0.00 - Services 0.00 0.00 0.00 - and Development Svcs. 0.00 0.00 - cation (Fund 11) 0.00 0.00 - Cher 0.00 0	4610	Adult Independent Study Centers	00:00	0.00	00:0	0.00
ter Technical Education 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	4620	Adult Correctional Education	0.00	0.00	0.00	0.00
ducation 0.00 0.00 ucation (allocated to 5001) 0.00 0.00 v - Educational 0.00 0.00 v - Other 0.00 0.00 v - Other 0.00 0.00 v - Other 0.00 0.00 cation (Fund 11) 0.00 0.00 clopment (Fund 12) 0.00 0.00 Funds 13 and 61) 0.00 0.00	4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
ducation 0.00 0.00 ucation (allocated to 5001) 0.00 0.00 v - Educational 0.00 0.00 v - Other 0.00 0.00 y Services 0.00 0.00 and Development Svcs. 0.00 0.00 cation (Fund 11) 0.00 0.00 Funds 13 and 61) 0.00 0.00 Funds 13 and 61) 0.00 0.00	4760	Bilingual	0.00	0.00	0.00	0.00
ucation (allocated to 5001) 0.00 0.00 - Educational 0.00 0.00 Other 0.00 0.00 y Services 0.00 0.00 and Development Svcs. 0.00 0.00 cation (Fund 11) 0.00 0.00 Funds 13 and 61) 0.00 0.00 Funds 13 and 61) 0.00 0.00	4850	Migrant Education	0.00	0.00	0.00	0.00
7 - Educational 0.00 0.00 7 - Other 0.00 0.00 9 Services 0.00 0.00 and Development Svcs. 0.00 0.00 cation (Fund 11) 0.00 0.00 Funds 13 and 61) 0.00 0.00	5000-5999	Special Education (allocated to 5001)	0.00	0.00	0.00	0.00
y Services 0.00 0.00 0.00 v. Other 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	0009	ROC/P	0.00	0.00	00:0	0.00
7 - Educational 0.00 0.00 0.00 7 - Educational 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	Other Goals	-				
y Services 0.00 0.00 y Services 0.00 0.00 and Development Svcs. 0.00 0.00 cation (Fund 11) 0.00 0.00 Funds 13 and 61) 0.00 0.00	7110	Nonagency - Educational	0.00	0.00	0.00	0.00
y Services 0.00 0.00 0.00 and Development Svcs. 0.00 0.00 0.00 0.00 cation (Fund 11) 0.00 0.00 0.00 0.00 clopment (Funds 13 and 61) 0.00 0.00 0.00	7150	Nonagency - Other	00.00	0.00	0.00	0.00
and Development Svcs. 0.00 0.00 cation (Fund 11) 0.00 0.00 Funds 13 and 61) 0.00 0.00	8100	Community Services	00.00	0.00	0.00	0.00
cation (Fund 11) 0.00 clopment (Fund 12) 0.00 chuds 13 and 61) 0.00	8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
cation (Fund 11) 0.00 clopment (Fund 12) 0.00 Funds 13 and 61) 0.00	Other Funds	-				
clopment (Fund 12) 0.00 0.00 Funds 13 and 61) 0.00 0.00	:	Adult Education (Fund 11)		0.00		0.00
Funds 13 and 61) 0.00	-	Child Development (Fund 12)	0.00	0.00	0.00	0.00
000	:	Cafeteria (Funds 13 and 61)		0.00		0.00
0.00	Total Allocated Support Costs	pport Costs	0.00	0.00	0.00	0.00

California Dept of Education SACS Financial Reporting Software - 2021.2.0 File: pcr (Rev 05/05/2016)

12 62687 0000000 Form PCR

Unaudited Actuals 2020-21 Program Cost Report Schedule of Central Administration Costs (CAC)

> Northern Humboldt Union High Humboldt County

A	Central Administration Costs in General Fund and Charter Schools Funds Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000. Objects 1000-7999)	389,400.05
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)	41,171.50
æ	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	1,275,112.81
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	81,110.00
S	Total Central Administration Costs in General Fund and Charter Schools Funds	1,786,794.36
B	Direct Charged and Allocated Costs in General Fund and Charter Schools Funds Total Direct Charged Costs (from Form PCR, Column 1, Total)	22,144,006.81
2	Total Allocated Costs (from Form PCR, Column 2, Total)	0.00
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	22,144,006.81
C -	Direct Charged Costs in Other Funds Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	141,691.65
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	141,691.65
D.	Total Direct Charged and Allocated Costs (B3 + C5)	22,285,698.46
됸	Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)	8.02%

California Dept of Education SACS Financial Reporting Software - 2021.2.0 File: pcr (Rev 05/24/2011)

12 62687 0000000 Form PCR

Unaudited Actuals 2020-21 General Fund and Charter Schools Funds Program Cost Report Schedule of Other Costs (OC)

> Northern Humboldt Union High Humboldt County

660.918.28	660.918.28	0.00	0.00	0.00	Total Other Costs
660,918.28	660,918.28				Other Outgo (Objects 1000-7999)
0.00		0.00			Facilities Acquisition & Construction (Objects 1000-6500)
0.00			0.00		Enterprise (Objects 1000-5999, 6400, and 6500)
0.00				0.00	Food Services (Objects 1000-5999, 6400, and 6500)
Total	(Functions 9000-9999)	(Function 8500)	(Function 6000)	(Function 3700)	Type of Activity
	Other Outgo	Facilities Acquisition & Construction	Enterprise	Food Services	

Page 1

Samoa Beach Academy

accs-jun22item03 Attachment 7 Page 841 of 986

Northern Humboldt Union High Humboldt County

Supporting Documentation

Unaudited Actuals
2020-21 Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

12 62687 0000000 Form SIAA

	Direct Costs	- Interfund	Indirect Costs	s - Interfund	Interfund	Interfund	Due From	Due To
Description	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
01 GENERAL FUND								
Expenditure Detail Other Sources/Uses Detail	0.00	(231,889.00)	0.00	0.00	109,458.16	390,000.00		
Fund Reconciliation				1	100,100.10	000,000.00	0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation 09 CHARTER SCHOOLS SPECIAL REVENUE FUND							0.00	0.00
Expenditure Detail	231,889.00	0.00	0.00	0.00				
Other Sources/Uses Detail Fund Reconciliation					0.00	90,709.63	0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND							0.00	0.00
Expenditure Detail Other Sources/Uses Detail								
Fund Reconciliation				ľ			0.00	0.00
11 ADULT EDUCATION FUND Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail	0.00	0.00	0.00	0.00	0.00	0.00		
Fund Reconciliation 12 CHILD DEVELOPMENT FUND							0.00	0.00
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail Fund Reconciliation					0.00	0.00	0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND							0.00	0.00
Expenditure Detail	0.00	0.00	0.00	0.00	90.000.00	0.00		
Other Sources/Uses Detail Fund Reconciliation					90,000.00	0.00	0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail Other Sources/Uses Detail	0.00	0.00			0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail	0.00	0.00			0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY Expenditure Detail								
Other Sources/Uses Detail Fund Reconciliation					300,000.00	0.00	0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND							0.00	0.00
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail Fund Reconciliation				ŀ	0.00	0.00	0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail Other Sources/Uses Detail	0.00	0.00	0.00	0.00		0.00		
Fund Reconciliation				Ī			0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation 21 BUILDING FUND							0.00	0.00
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail Fund Reconciliation					0.00	0.00	0.00	0.00
25 CAPITAL FACILITIES FUND							0.00	0.00
Expenditure Detail	0.00	0.00			0.00	0.00		
Other Sources/Uses Detail Fund Reconciliation			1		0.00	0.00	0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail Other Sources/Uses Detail	0.00	0.00			0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation 40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS							0.00	0.00
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail Fund Reconciliation					0.00	0.00	0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS							0.00	0.00
Expenditure Detail	0.00	0.00			0.00	0.00		
Other Sources/Uses Detail Fund Reconciliation					0.00	0.00	0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation 53 TAX OVERRIDE FUND							0.00	0.00
Expenditure Detail								
Other Sources/Uses Detail Fund Reconciliation					0.00	0.00	0.00	0.00
56 DEBT SERVICE FUND							0.00	0.00
Expenditure Detail								
Other Sources/Uses Detail Fund Reconciliation				ŀ	0.00	0.00	0.00	0.00
57 FOUNDATION PERMANENT FUND	_						2.30	2.00
Expenditure Detail Other Sources/Uses Detail	0.00	0.00	0.00	0.00		0.00		
Fund Reconciliation						0.00	0.00	0.00

Samoa Beach Academy Supporting Documentation Unaudited Actuals 2020-21 Unaudited Actuals SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

accs-jun22item03 Attachment 7 Page 842 of 986

Northern Humboldt Union High Humboldt County

12 62687 0000000 Form SIAA

Description	Direct Costs Transfers In 5750	- Interfund Transfers Out 5750	Indirect Cos Transfers In 7350	ts - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
61 CAFETERIA ENTERPRISE FUND	ì							
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	18,748.53		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00		1				
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	231,889.00	(231,889.00)	0.00	0.00	499,458.16	499,458.16	0.00	0.00

accs-jun22item03 Attachment 7 Page 843 of 986

Page 1

SACS2021ALL Financial Reporting Software - 2021.2.0 9/9/2021 9:18:32 AM

12-62687-0000000

Unaudited Actuals 2020-21 Unaudited Actuals Technical Review Checks

Northern Humboldt Union High

Humboldt County

Following is a chart of the various types of technical review checks and related requirements:

- F Fatal (Data must be corrected; an explanation is not allowed)
 W/WC Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F	') - All	FUND codes	must be valid.	PASSED

CHECKRESOURCE - (W) - All RESOURCE codes must be valid. PASSED

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. PASSED

CHECKGOAL - (F) - All GOAL codes must be valid. PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid. PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid. PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. PASSED

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.

PASSED

CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid. PASSED

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED

CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.

PASSED

CHK-RESOURCExOBJECTB - (0) - The following combinations for RESOURCE and OBJECT (objects 9791, 9793, and 9795) are invalid: EXCEPTION

ACCOUNT

accs-jun22item03 Attachment 7 Page 844 of 986

VALUE

Page 2

SACS2021ALL Financial Reporting Software - 2021.2.0 12-62687-0000000-Northern Humboldt Union High-Unaudited Actuals 2020-21 Unaudited Actuals 9/9/2021 9:18:32 AM

FD - RS - PY - GO - FN - OB

01-7010-0-0000-0000-9791	7010	9791	4,940.64
Explanation: Per CDE, grant	period was extended	in 2020-21 due t	co COVID-19

RESOURCE

OBJECT

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years).

PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC.

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332.

PASSED

BALANCE-FDxRS - (F) - Adjusted Beginning Fund Balance plus Revenues minus Expenditures minus Assets minus Deferred Outflows of Resources plus Liabilities plus Deferred Inflows of Resources, must total zero by fund and resource. PASSED

PY-EFB=CY-BFB - (F) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791).

PASSED

PY-EFB=CY-BFB-RES - (F) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource.

PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750)
must net to zero for all funds.
PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds.

PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

accs-jun22item03 Attachment 7 Page 845 of 986

Page 3

SACS2021ALL Financial Reporting Software - 2021.2.0 12-62687-0000000-Northern Humboldt Union High-Unaudited Actuals 2020-21 Unaudited Actuals 9/9/2021 9:18:32 AM

DUE-FROM=DUE-TO - (F) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). $\underline{ PASSED}$

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

 ${\tt INTRAFD-DIR-COST}$ - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. ${\tt PASSED}$

INTRAFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).

PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource.

PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.

PASSED

CEFB=FD-EQUITY - (F) - Components of Ending Fund Balance/Net Position (objects 9710-9790, 9796, and 9797) must agree with Fund Equity (Assets [objects 9100-9489] plus Deferred Outflows of Resources [objects 9490-9499] minus Liabilities [objects 9500-9689] minus Deferred Inflows of Resources [objects 9690-9699]).

PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95).

PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.

PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.

PASSET

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.

PASSED

accs-jun22item03 Attachment 7 Page 846 of 986

Page 4

SACS2021ALL Financial Reporting Software - 2021.2.0 12-62687-0000000-Northern Humboldt Union High-Unaudited Actuals 2020-21 Unaudited Actuals 9/9/2021 9:18:32 AM

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund:

FUND	RESOURCE	OBJECT	VALUE	
01	7010	8699	-2,217.13	
Explanation:	:Prior year	receivable w	as higher than actual	revenue received
09 Explanation:	6230 :Unspent fun	8590 ds to be ret	-15,653.04 urned to CDE	
13 Explanation:	5310 :Prior year	8634 receivable w	-11,544.54 as higher than actual	revenue received

REV-POSITIVE - (W) - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund: EXCEPTION

FUND	RESOURCE	E			v	ALUE
09	6230				-15 , 65	3.04
Explanation:	Unspent	funds	to	be	returned	to CDE

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

AR-AP-POSITIVE - (F) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund.

PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.

PASSED

CONSOLIDATED-ADM-BAL - (F) - Net expenditures and assets minus liabilities must equal zero for Resource 3155, ESEA (ESSA): Consolidated Administrative Funds.

PASSED

NET-INV-CAP-ASSETS - (W) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. PASSED

SUPPLEMENTAL CHECKS

ESMOE-ADA - (F) - If Form ESMOE is completed, ADA must be reported in Section II, Line A.

PASSED

ASSET-IMPORT - (F) - If capital asset amounts are imported/keyed (Function 8500, Facilities Acquisition and Construction, or objects 6XXX, Capital Outlay; or objects 9400-9489, Capital Assets, in funds 61-67), then capital asset supplemental data (Form ASSET) must be provided.

PASSED

DEBT-IMPORT - (F) - If long-term debt amounts are imported/keyed, the long-term debt supplemental data (Form DEBT) must be provided.

PASSED

accs-jun22item03 Attachment 7 Page 847 of 986

Page 5

SACS2021ALL Financial Reporting Software - 2021.2.0 12-62687-0000000-Northern Humboldt Union High-Unaudited Actuals 2020-21 Unaudited Actuals 9/9/2021 9:18:32 AM

LOT-IMPORT - (F) - If lottery amounts are imported in resources 1100 and/or 6300, then the Lottery Report, Form L, must be completed and saved. PASSED

LOT-CONTRIB-IMPORT-A - (F) - If State Lottery revenue (Resource 1100) is contributed to other resources (Object 8980), supplemental data for those contributions must be entered in Form L. PASSED

LOT-CONTRIB-IMPORT-B - (W) - If State Lottery revenue (Resource 1100) is contributed to other resources (Object 8980), supplemental expenditure data for those contributions should be entered in Form L. PASSED

ESMOE-IMPORT - (F) - If Every Student Succeeds Act amounts are imported, then the Every Student Succeeds Act Maintenance of Effort form, Form ESMOE, must be provided.

PASSED

CURRENT-CALC-EXP - (O) - The Percent of Current Cost of Education Expended for Classroom Compensation (Line 15 in Form CEA) must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts under EC Section 41372, unless the district is exempt pursuant to EC Section 41374. PASSED

IC-ADMIN-PLANT-SVCS - (W) - Percentage of plant services costs attributable to general administration should not be zero or exceed 25%. PASSED

IC-PCT - (W) - The straight indirect cost percentage before the carry-forward adjustment (Form ICR, Part III, Line C) is between 2% and 9%. PASSED

IC-POSITIVE - (W) - The indirect cost rate after the carry-forward adjustment (Form ICR, Part III, Line D) should be positive. PASSED

IC-ADMIN-NOT-ZERO - (F) - Other General Administration costs (Part III, Line A1) in Form ICR should not be zero. PASSED

IC-BD-SUPT-NOT-ZERO - (W) - Board and Superintendent costs (Part III, Line B7)
in Form ICR should not be zero.
PASSED

IC-BD-SUPT-VS-ADMIN - (W) - In Form ICR, the ratio of Board and Superintendent costs (Part III, Line B7) to Other General Administration costs (Part III, Line A1) should not be less than 5%.

PASSED

IC-EXCEEDS-LEA-RATE - (W) - The indirect cost rate used in one or more programs (Form ICR, Exhibit A - Rate Used) should not exceed the LEA's approved indirect cost rate.

PASSED

PCRAF-UNDISTRIBUTED - (F) - Allocation factors must be entered in Form PCRAF for support functions with costs in undistributed goals (goals 0000 and 9000).

PCR-ALLOC-NO-DIRECT - (W) - In forms PCR/PCRAF, costs should normally only be allocated to goals that have direct costs. \underline{PASSED}

PCR-GF-EXPENDITURES - (F) - Total Costs by Program in Form PCR, Column 6 should agree with total expenditures (objects 1000-7999) in funds 01, 09, and 62.

PASSED

ASSET-ACCUM-DEPR-NEG - (F) - In Form ASSET, accumulated depreciation for governmental and business-type activities must be zero or negative. PASSED

ASSET-PY-BAL - (F) - If capital asset ending balances were included in the

accs-jun22item03 Attachment 7 Page 848 of 986

Page 6

SACS2021ALL Financial Reporting Software - 2021.2.0 12-62687-0000000-Northern Humboldt Union High-Unaudited Actuals 2020-21 Unaudited Actuals 9/9/2021 9:18:32 AM

prior year unaudited actuals, the Schedule of Capital Assets (Form ASSET) must be provided. $\underline{ PASSED}$

DEBT-ACTIVITY - (0) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt.

PASSED

DEBT-POSITIVE - (F) - In Form DEBT, long-term liability ending balances must be positive. PASSED

DEBT-PY-BAL - (F) - If long-term liability ending balances were included in the prior year unaudited actuals data, the Schedule of Long-Term Liabilities (Form DEBT) must be provided.

PASSED

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 011) must be opened and saved. PASS:

UNAUDIT-CERT-PROVIDE - (F) - Unaudited Actual Certification (Form CA) must be provided. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided.

PASSED

CEA-PROVIDE - (F) - Current Expense Formula/Minimum Classroom Compensation data (Form CEA) must be provided. PASSED

GANN-PROVIDE - (F) - Appropriations Limit Calculations supplemental data (Form GANN) must be provided. PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

AGENDA ITEM: 8.8

SUBJECT:

2021-22 NHUHSD Local Control Accountability Plan Updates

DEPARTMENT/PROGRAM:

District

ACTION REQUESTED:

Recommend approval of the 2021-22 NHUHSD Local Control Accountability Plan Updates

PREVIOUS STAFF/BOARD ACTION:

Board approved previous LCAP's at their June 17, 2021, Special Board Meeting

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The following updates were made after consultation with HCOE:

- Page 1-3 LCFF Budget Overview for Parents in included
- Page 12 7000-7439: Other Outgo LCFF Supplemental Concentration 11,132.00 (dollar amount was missing)
- Page 17-18 Special Ed was removed from Supplemental Concentration affecting salary and benefit dollars
- Page 29-30 Provided more details in the Analysis of Distance Learning Program
- Page 31 Actions Related to the Pupil Learning Loss added detailed expenditures
- Page 50-51 Provided more details in the Reflections: Successes and Identified Need
- Page 55-56 California Science Test (CAST) added to SBAC Metric
- Page 56 Number of CTE Pathway Completer metric added. Attendance Rate (ADA) metric added. Note that Chronic Absenteeism was in Goal 2 already
- Page 57 CCSS Implementation metric baseline reworded, Properly Credentialed Teacher metric was 100%
- Page 63 Added School Climate metric
- Page 67 Site Council Meetings added to the metrics
- Pages 70-71 More details added to the descriptions
- LCAP Metrics throughout no longer say "maintain or improve" but rather an actual value for the Desired Outcome

FISCAL IMPLICATIONS:

None

CONTACT PERSON:

Suzie McCray, Director of Accountability and Programs

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Northern Humboldt Union High School District (CDS: 1262687000000)		
CDS Code:	12 62687 0000000		
LEA Contact Information:	Name: Roger Macdonald		
	Position: Superintendent		
	Phone: (707) 839-6481		
Coming School Year:	2021-22		
Current School Year:	2020-21		

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$15,840,800
LCFF Supplemental & Concentration Grants	\$1,201,316
All Other State Funds	\$2,110,090
All Local Funds	\$2,918,742
All federal funds	\$1,681,230
Total Projected Revenue	\$22,550,862

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$22,606,735
Total Budgeted Expenditures in the LCAP	\$19,683,802
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,049,173
Expenditures not in the LCAP	\$2,922,933

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,049,173
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,049,071.21

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-152,143
2020-21 Difference in Budgeted and Actual Expenditures	\$- 101.79,000,000,003,725

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The expenditures not included in the plan are; Fiscal Office, Retiree Benefits, Driver's Education, contribution to the cafeteria program, and services provided to outside agencies.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants	The difference between the LCFF revenue and budgeted expenditures (\$7,749) correlates with Six Rivers Charter School's contribution to the Independent Study program.

Samoa Beach Academy
Supporting Documentation

accs-jun22item03 Attachment 7 Page 851 of 986

for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	Difference in funds were reallocated towards 2021-22 COVID response.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern Humboldt Union High School District (CDS:

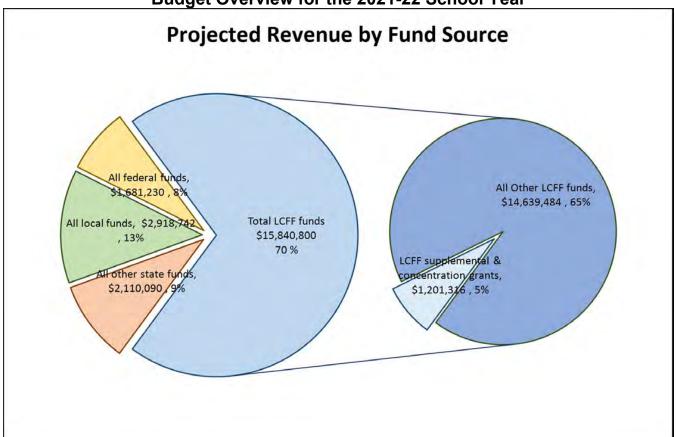
12626870000000)

CDS Code: 12 62687 0000000

School Year: 2021-22
LEA contact information:
Roger Macdonald
Superintendent
(707) 839-6481

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year



This chart shows the total general purpose revenue Northern Humboldt Union High School District (CDS: 12626870000000) expects to receive in the coming year from all sources.

The total revenue projected for Northern Humboldt Union High School District (CDS: 12626870000000) is \$22,550,862, of which \$15,840,800 is Local Control Funding Formula (LCFF), \$2,110,090 is other state funds, \$2,918,742 is local funds, and \$1,681,230 is federal funds. Of the \$15,840,800 in LCFF Funds,

accs-jun22item03 Attachment 7 Page 853 of 986

\$1,201,316 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

	Budgeted Expenditures	in the LCAP
\$ 23,000,000 \$ 22,500,000 \$ 22,000,000 \$ 21,500,000 \$ 21,000,000	Total Budgeted General Fund Expenditures, \$22,606,735	
\$ 20,500,000 \$ 20,000,000 \$ 19,500,000 \$ 19,000,000		Total Budgeted Expenditures in
\$ 18,500,000 \$ 18,000,000		the LCAP \$19,683,802

This chart provides a quick summary of how much Northern Humboldt Union High School District (CDS: 1262687000000) plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Northern Humboldt Union High School District (CDS: 12626870000000) plans to spend \$22,606,735 for the 2021-22 school year. Of that amount, \$19,683,802 is tied to actions/services in the LCAP and \$2,922,933 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures not included in the plan are; Fiscal Office, Retiree Benefits, Driver's Education, contribution to the cafeteria program, and services provided to outside agencies.

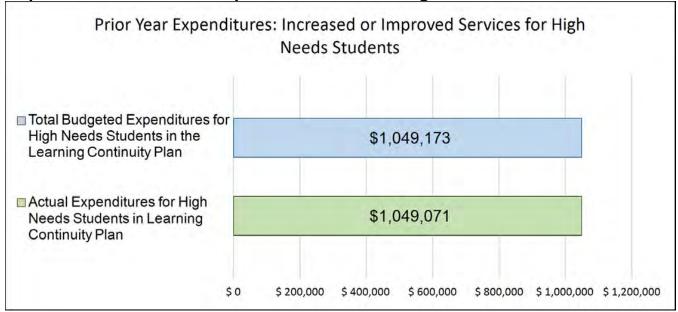
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Northern Humboldt Union High School District (CDS: 12626870000000) is projecting it will receive \$1,201,316 based on the enrollment of foster youth, English learner, and low-income students. Northern Humboldt Union High School District (CDS: 12626870000000) must describe how it intends to increase or improve services for high needs students in the LCAP. Northern Humboldt Union High School District (CDS: 12626870000000) plans to spend \$1,049,173 towards meeting this requirement, as described in the LCAP.

The difference between the LCFF revenue and budgeted expenditures (\$7,749) correlates with Six Rivers Charter School's contribution to the Independent Study program.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Northern Humboldt Union High School District (CDS: 12626870000000) budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Northern Humboldt Union High School District (CDS: 1262687000000) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Northern Humboldt Union High School District (CDS: 12626870000000)'s Learning Continuity Plan budgeted \$1,049,173 for planned actions to increase or improve services for high needs students. Northern Humboldt Union High School District (CDS: 12626870000000) actually spent \$1,049,071.21 for actions to increase or improve services for high needs students in 2020-21.

Difference in funds were reallocated towards 2021-22 COVID response.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Northern Humboldt Union High School District (CDS: 12626870000000)	Roger Macdonald Superintendent	rmacdonald@nohum.k12.ca.us (707) 839-6481

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Inclusive, effective, engaging and rigorous academic instruction and support for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Interim assessments

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rates	2018-19: increased from 95.2% to 93.6% 2019-20: increased from 93.6% to 95.2%
19-20 Maintain or improve	Not Met
Baseline 2016-17: 98.8%	
Metric/Indicator Drop Out Rates	2018-19: increased from 0.84% to 1.33% 2019-20: decrease from 1.33% to 1.31% Not Met
19-20 Maintain or improve from prior year	Not wet
Baseline 2016-17: 1.20%	
Metric/Indicator Interim assessments participants, as of March 30th	March 13, 2020: 66 (school moved to an online environment on March 16th)
19-20 Maintain or improve from prior year	March 30, 2019: 101 April 30, 2019: increased from 475 to 1274 June 11, 2020: 75
Baseline For 2016-17, as of March 30, 2017: 50 participants	Not Met
Metric/Indicator	March 13, 2020: 68.18% (school moved to an online environment on March 16th)

Capporting Decamentation 1 age 656 of		
Expected	Actual	
Interim assessments\ students near or above standard, as of March 30th 19-20 Maintain or improve from prior year	March 30, 2019: 83.16% April 30, 2019: 60.20% June 11, 2020: 24% Not Met	
Baseline 2016-17, as of March 30, 2017: 92.0%		
Metric/Indicator A. The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores B. Students will meet or exceed standards in the ELA SBAC test and the Math SBAC test. 19-20 Maintain or improve from prior year Baseline A. 2015-16: ELA = +23.6 points 2015-16: Math = -34.5 points 2016-17: ELA = +28.9 points 2016-17: Math = -41.8 points B. 2015-16: ELA = 56% 2015-16: Math = 37% 2016-17: ELA = 60% 2016-17: Math = 35%	2019-20: SBAC and CAST tests were not administered due to the COVID-19 Crisis 2018-19: ELA increased from +13.9 pts to +31.1 pts Math decreased from 48.4 to -63.0 Met in ELA Not Met in Math 2018-19: ELA increased from 58% to 65% Math decreased from 36% to 33% Science baseline established at 41% Met in ELA Not Met in Math	
Metric/Indicator Students will meet or exceed standards EAP Scores 19-20 Maintain or improve from prior year	2019-20: EAP tests, which are embedded in the SBAC tests, were not administered due to the COVID-19 Crisis 2018-19: ELA increased from 58% to 65% 2018-19: Math decreased from 36% to 33%	
Baseline 2015-16: ELA = 57% 2015-16: Math = 37%	Met in ELA Not Met in Math	

Expected	Actual
2016-17: ELA = 60% 2016-17: Math = 35%	
Metric/Indicator UC/CSU eligible graduates 19-20 Maintain or improve from prior year Baseline	2018-19: Decreased from 46.24% to 38.83% 2019-20: Increased from 38.83% to 45.49% Not Met
2016-17: 46.05% Metric/Indicator D/F List Semester 2 grades 19-20 Maintain or decrease from prior year Baseline Spring 2017: 35.63%	2018-19: Increased from 26.32% to 30.91% 2019-20: Increased from 30.91% to 46.70% Not Met
Metric/Indicator AP test participants 19-20 Maintain or improve from prior year Baseline 2016-17: 255 or 15%	2018-19: Participants increased from 316 students (or 24.29% of the 10th - 12th grade population) to 319 students (or 24.96% of the 10-12 graders) 2019-20: Participants increased from 319 students (or 24.96% of the 10-12 graders) to 203 students (or 18.35% of the 10-12 graders) Met
Metric/Indicator IB test participants 19-20 Maintain or improve from prior year Baseline 2016-17: 25 participants	2018-19: Increased from 31 (or 8.24% of the 11th-12th grade MHS students) to 59 (or 23.98% of the 11th-12th grade MHS students) 2019-20: IB program has been retired Met
Metric/Indicator Dual Enrollment pass rate	2018-19: Stayed the same at 0% due to no students enrolled in dual enrollment courses 2019-20: Increased from 0% to 54.85%

Expected	Actual
19-20 Maintain or improve from prior year	Met
Baseline 97.01%	
Metric/Indicator Reclassification rate of English Language Learners	2018-19: Decreased from 5 to 3 students (18.75%) 2019-20: Decreased from 3 to 0 students (0.0%)
19-20 Maintain or improve from prior year	Not met
Baseline 2016-17: 31.25% (5 students)	
Metric/Indicator Overall average percent of students improving on the CELDT	This test is retired
19-20 NA - CELDT is being retired. ELPAC will replace the CELDT test	
Baseline 2016-17: 2.46%	
Metric/Indicator Overall average percent of students improving on the ELPAC	2018-19: Baseline is set at 45.5% 2019-20: Summative ELPAC tests were not administered due to
19-20 Maintain or improve from prior year	the COVID-19 Crisis
Baseline NA - first ELPAC administration was Spring 2018	
Metric/Indicator Number of students participating in College & Career Center Activities, as of March 14th	2018-19: 1892 students 2019-20: 0 students were recorded Not Met
19-20 Maintain or improve from prior year	
Baseline As of March 14, 2017: 698 students	

Expected	Actual
Metric/Indicator Properly credentialed teachers 19-20 100% Baseline	2019-20: Stayed the same at 100% Met
Metric/Indicator CCSS Implementation Survey 19-20 2017-18 Professional Development Survey Results for CCSS: ELA - Full Implementation and Sustainability	Fall 2019-20 Professional Development Survey Results for CCSS: ELA - Full Implementation Math - Full Implementation and Sustainability Science - Full Implementation
Math - Full Implementation and Sustainability Science - Initial Implementation Instruction Materials for CCSS Survey Results: ELA - Full Implementation and Sustainability Math - Full Implementation and Sustainability Science - Initial Implementation Baseline	Instructional Materials for CCSS Survey Results: ELA - Full Implementation Math - Full Implementation Science - Full Implementation
2017-18: baseline obtained Metric/Indicator Provide a broad course of study that includes all the state required subject areas for all students, including unduplicated and exceptional needs students.	2019-20: Yes the district provides a broad course of study
19-20 Maintain or improve from prior year Baseline Yes	
Metric/Indicator Local level Annual Performance Report (APR)	Unavailable for 2019-20 due to COVID-19 Crisis

Expected	Actual
Indicator 12: Post- School Outcomes - A. Higher Education	
19-20 53.3% (PIR Target)	
Baseline 207-18: 40.91%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Evidence of CCSS to be reflected in lesson plans and courses of study (see 1b).	1000-1999: Certificated Personnel Salaries LCFF 5,089,850.00	1000-1999: Certificated Personnel Salaries LCFF 4,966,316.56
Identify and implement effective instructional strategies and practices to be utilized by teachers to ensure CCSS are being adhered.	2000-2999: Classified Personnel Salaries MAA/LEA 811,417.00	2000-2999: Classified Personnel Salaries MAA/LEA 683,769.28
Provide tutoring and academic counseling to students in need.	3000-3999: Employee Benefits Block Site 2,453,019.00	3000-3999: Employee Benefits Block Site 2,662,910.27
	4000-4999: Books And Supplies Site Grants 166,314.00	4000-4999: Books And Supplies Site Grants 96,334.52
	5000-5999: Services And Other Operating Expenditures Alt Ed Block Grant 128,177.00	5000-5999: Services And Other Operating Expenditures Alt Ed Block Grant 87,001.86
	6000-6999: Capital Outlay MHS Block Grant 0.00	6000-6999: Capital Outlay MHS Block Grant 0.00
	7000-7439: Other Outgo IB 624,197.00	7000-7439: Other Outgo IB 472,453.66
This action is folded into Goal 1, Action 1.	NA	NA
This action has been folded into Goal 1, Action 6.	NA	NA
This action is folded into Goal 1, Action 6 and Action 7	NA	NA
Continue to provide PD and support for teaching staff in regards to DI/UDL:	See Action 1	See Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
 Expand common language and deepen understanding around DI to include UDL for all teaching staff. Share best practices regarding DI, UDL & inclusion with colleagues to develop strategies that work most effectively within their content area. Instructional Coaches & Administrators develop a protocol based on improvement science for departments to collaboratively examine collective data to determine content patterns with respect to DI/UDL. 		
In Semester 1, continue to integrate DI/UDL into lesson plans: 1. Analyze an existing lesson plan for use of DI/UDL. (Using DI Rubric) 2. Departments collaboratively examine collective data to determine content patterns with respect to DI/UDL. (Using DI Protocol) 3. By the end of the first semester departments will identify four strategies that reflect best practices in DI/UDL for their content area. In Semester 2, 4. Each department (per site) will produce or revise one course of study, which emphasizes the four strategies that reflect the best practices in their content area.	See Action 1	See Action 1
Provide professional development with respect to the components of formative and summative assessment (related to Goal 1, Action 6) to be evidenced in Lesson Plans and/or Courses of Study.	See Action 1	See Action 1
When applicable, support special education students in the general education classroom by implementing a co-teaching model. Provide training for all co-teaching staff.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 380,946.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 294,736.63
Analyze data to determine the effectiveness of the co-teaching support system.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 114,466.00	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 97,285.00
Develop and implement a tracking system to determine why low income, foster youth and English Learnering students are falling off the AG track.	3000-3999: Employee Benefits LCFF Supplemental and Concentration 181,136.00	3000-3999: Employee Benefits LCFF Supplemental and Concentration 153,722.49

Cupporting E	o o di i i o i i di i o i i	1 agc 00+ 01 300
Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF Supplemental and Concentration 14,775.00	4000-4999: Books And Supplies LCFF Supplemental and Concentration 139.00
	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration (16,168.00)	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 146,019.00
	6000-6999: Capital Outlay LCFF Supplemental and Concentration 0	6000-6999: Capital Outlay LCFF Supplemental and Concentration 0
	7000-7439: Other Outgo LCFF Supplemental and Concentration 11,132.00	7000-7439: Other Outgo LCFF Supplemental and Concentration 0
Implement test taking strategies including the use of interim assessments. Provide training for staff in regards to interim assessment data analysis & utilization.	1000-1999: Certificated Personnel Salaries LCFF 44,410.00	1000-1999: Certificated Personnel Salaries LCFF 16,377.56
Students' current teachers of the test subject they are taking will proctor	2000-2999: Classified Personnel Salaries LCFF 0	2000-2999: Classified Personnel Salaries LCFF 0
the exam.	3000-3999: Employee Benefits LCFF 16,500.00	3000-3999: Employee Benefits LCFF 7,995.54
Special Education teachers will collaborate with General Education teachers of students on their caseloads regarding information gained from administering interim assessments.	4000-4999: Books And Supplies LCFF 2,450.00	4000-4999: Books And Supplies LCFF 0
Special Education teachers will teach test taking strategies in the Core	5000-5999: Services And Other Operating Expenditures LCFF 0	5000-5999: Services And Other Operating Expenditures LCFF 0
Support classes.	6000-6999: Capital Outlay LCFF 0	6000-6999: Capital Outlay LCFF 0
Provide professional development for all staff regarding the importance of statewide assessment in order to support ELA and Math teachers and students.	7000-7439: Other Outgo LCFF 0	7000-7439: Other Outgo LCFF 0
Improve participation rates	See Action 9	See Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
 Maintain flexibility in testing practices & determining testing schedules. Continue to follow up with the parents of students opting out of testing. 		
Increase the number of career technical education pathway options for students Teachers explore how their curriculum can help students increase CTE pathway options - Students and staff check in monthly	1000-1999: Certificated Personnel Salaries LCFF 836,424.00	1000-1999: Certificated Personnel Salaries LCFF 836,776.40
regarding student direction/plan	2000-2999: Classified Personnel Salaries Tobacco-Use Prevention Education 224,410.00	2000-2999: Classified Personnel Salaries Tobacco-Use Prevention Education 173,814.04
	3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education 459,625,00	3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education 507,481.62
	4000-4999: Books And Supplies California Career Pathways Trust 65,825.00	4000-4999: Books And Supplies California Career Pathways Trust 56,077.09
	5000-5999: Services And Other Operating Expenditures Other (74,363)	5000-5999: Services And Other Operating Expenditures Other (115,240.66)
	6000-6999: Capital Outlay California Career Pathways Trust 0.00	6000-6999: Capital Outlay California Career Pathways Trust 0
	7000-7439: Other Outgo Other 15,727.00	7000-7439: Other Outgo Other 12,898.56
Training will be provided for Special Education teachers and Academic Counselors in order to align students transition plans with four year plans.	See Action 5	See Action 5

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Projected transportation costs were much less than the budgeted costs due the the pandemic. The budgeted expenses that were not incurred from Goal 1 were transferred into the Independent Study program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes of Goal 1 include professional development supports for staff on DI/UDL, which included data analysis to determine content patterns. UDL/DI strategies that reflect bests practices were a focus of the training provided by Dr. Martha Merchant throughout the year with an introduction to implicit biases. The CTE departments across the district reviewed their standards to identify proper CTE pathways which were then appropriately identified in Synergy and CALPADS. Instructional Coaches provided professional development with respect to the components of formative and summative assessment in anticipation of departments updating courses of study. Tutoring and academic counseling continues to be provided through the Title 1 program, Indian Education, Talent Search, and peer tutoring. Key staff members were trained and began planning for successful administration of the CAASPP testing which included the academic teacher proctoring tests in their subject areas for their students. Interim assessments were given more value as the participants in the California Assessment Conference conducted more robust proctor trainings for all ELA, Math, and Special Education teachers in the district. The Special Education department spent time learning and implementing test taking strategies including using interim assessments to properly identify appropriate accommodations and supports for testing.

The challenges of Goal 1 included expanding co-teaching. A workshop was offered in August prior to the start of school, but was cancelled due to lack of sign-ups. The number of courses that are co-taught has not declined, but also not expanded. No analysis of the effectiveness of co-teaching occurred either. The training for counselors and Special Education teacher to align transition IEPs to 4 year plans did no occur. Teachers continued to implement effective instructional strategies and practices to ensure Common Core State Standards are being adhered, but the district was not able to measure the results of this action due to state tests being canceled during the pandemic. Thus improving the CAASPP participation rates did not occur. There was not much work completed on integrating UDL/DI into lesson plans as the sites focused more on courses of study. The actual writing of the courses of study was planned to occur in the Spring, but was delayed due to the pandemic. Beginning plans for the tracking system to determine why students are falling off the A-G track occurred in the Spring, but then did not develop further due to the pandemic.

Goal 2

Inclusive social, emotional, and behavior instruction for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: Attendance rates for excused, unexcused, cut and uncleared absences.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension rate for unduplicated students 19-20 Maintain or improve from prior year	2018-19: Increased from 5.9% to 6.1% 2019-20: Decrease from 6.1% to 5.79% Met
Baseline 2016-17: 8.9%	
Metric/Indicator Expulsion Rates	2018-19: Decreased from 0.22% to 0% 2019-20: Continued at 0% Met
19-20 Maintain at 0%	Met
Baseline 0%	
Metric/Indicator Attendance rates for excused, unexcused, cut and uncleared	2018-19: Increased from 92.43% to 92.78% 2019-20: Decreased from 92.78% to 90.31%
19-20 Maintain or improve from prior year	Not Met
Baseline 2016-17: 90.42%	
Metric/Indicator Chronic Absenteeism	2018-19: Decreased from 21.3% to 20.3% 2019-20: Decreased from 20.3% to 10.02%

Expected	Actual
19-20 Maintain or improve from prior year	Met
Baseline 2016-17: 24.10%	
Metric/Indicator Student perception of "feeling safe or very safe at school"	2018-19: Decreased from 59.24% to 30.02% Note that this survey was completed shortly after a suicide on
19-20 Maintain or improve from prior year	campus. 2019-20: The survey was not administered Not Met
Baseline 2016-17: 62.35%	THE THE
Metric/Indicator Overall school connectedness rating	2018-19: Decreased from 91.78% to 90.56% Note that this survey was completed shortly after a suicide on
19-20 Maintain or improve from prior year	campus. 2019-20: The survey was not administered Not Met
Baseline 2016-17: 92.71%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been folded into Goal 2, Action 6 Goal 2, Action 9 Goal 3, Action 4	NA	NA
This action has folded into Goal 3, Action 7.	NA	NA
This action was folded into Goal 2, Action 6, Goal 2, Action 9, and Goal 3, Action 6.	NA	NA
NA	NA	NA

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action was folded into Goal 3, Action 4.	NA	NA
Teachers and administrators will continue to engage in professional development regarding trauma informed strategies and Tier 1 supports. 1. Staff will demonstrate understanding via a survey tool to be	1000-1999: Certificated Personnel Salaries LCFF 532,712.00	1000-1999: Certificated Personnel Salaries LCFF 613,328.66
implemented pre and post school year. A. Use of student surveys (pre and post) will be analyzed to determine	2000-2999: Classified Personnel Salaries MAA/LEA 179,451.00	2000-2999: Classified Personnel Salaries MAA/LEA 179,148.26
progress	3000-3999: Employee Benefits Site Budget 247,186.00	3000-3999: Employee Benefits Site Budget 314,084.94
	4000-4999: Books And Supplies Site Grants 34,235.00	4000-4999: Books And Supplies Site Grants 8,536.51
	5000-5999: Services And Other Operating Expenditures Title I 217,402.00	5000-5999: Services And Other Operating Expenditures Title I 76,922.15
	6000-6999: Capital Outlay Special Education 0	6000-6999: Capital Outlay Special Education 0
	7000-7439: Other Outgo Indian Education 252.00	7000-7439: Other Outgo Indian Education 0
Evaluate attendance techniques.	See Action 6	See Action 6
Implement lesson plans for teaching the school wide norms in the classroom. 1. Faculties will continue to develop, teach and implement.	See Action 6	See Action 6
Build staff capacity in teachers and administrators as they engage in professional development regarding "Restorative Mindset" providing staff with classroom management strategies that will be used to implement Tier 1 social, emotional, behavioral discipline practices. 1. Demonstrate understanding via a survey tool to be implemented pre and post school year. A. Use of student surveys (pre and post) will be analyzed to determine progress	See Action 6	See Action 6

11 0		<u> </u>
Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
RETIRED: Reduntant with Action 7	NA	NA
Continue to build and implement staff capacity for universal social/emotional supports and interventions including professional development opportunities 1. Explore up to date research on best practices for interacting with	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 332,134.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 230,744.20
students who have experienced trauma. 2. Providing staff with professional development that will be used to implement Tier 1 social, emotional, behavioral practices.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0.00	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0.00
	3000-3999: Employee Benefits LCFF Supplemental and Concentration 118,485.00	3000-3999: Employee Benefits LCFF Supplemental and Concentration 101,640.21
	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00
	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00
	6000-6999: Capital Outlay LCFF Supplemental and Concentration 0.00	6000-6999: Capital Outlay LCFF Supplemental and Concentration 0.00
	7000-7439: Other Outgo LCFF Supplemental and Concentration 0.00	7000-7439: Other Outgo LCFF Supplemental and Concentration 0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Late Spring is the time of year that field trips are taken historically. These did not occur due to the pandemic which decreased Goal 2 expenses. Counseling expenses increased as staff supported students, families and staff navigating through the school closures and the move to distance learning.

accs-jun22item03 Attachment 7 Page 871 of 986

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were many successes in Goal 2! The Attendance Committee reviewed, revised and implemented techniques to improve student attendance based on data and staff collaboration to minimize truancy. Staff participated in the Attendance Conference and gained some resources through the Attendance Works program. Both Arcata High and McKinleyville High faculties worked to build relational capacity. They participated in an activity to identify students who did not have a strong adult relationship on campus. This resulted in specific faculty members reaching out to these students to build individual relationships. Dr. Martha Merchant guided focus groups to help understand implicit bias and how that effects the campus culture. Instructional Coaches and Administration completed journey maps with students from a variety of backgrounds to get a stronger understanding their educational experience since they entered the school system. Staff attended a Positive Behavior Intervention Support (PBIS) conference in October, participated in Crisis Prevention Intervention (CPI) and Suicide Prevention trainings. Faculty meetings were used to screen staff on their understanding of Tier 1 supports. Administration agreed to a set of norms for communication early in the school year including the use of SchoolMessenger, the software used to broadcast phone and emails. The ability to text was added to the SchoolMessenger system, which the district implemented.

The major challenge of Goal 2 is the lack of reliable data to measure all the successes. Since the students left campus starting March 16, 2020 due to COVID-19 all the metrics are skewed and are not comparable to other years. School wide norms were developed and communicated, but not yet taught in the classroom. The intent is that teaching of the norms will become part of the courses of study.

Goal 3

Integrated educational framework that features inclusive policy and practice and fosters family and community engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: SWIFT-FIA Assessment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards.	2018-19: Remained the same at 100% 2019-20: Remained the same at 100% Met
19-20 100%	
Baseline 100%	
Metric/Indicator SWIFT -FIA Assessment (Fidelity Integrated Assessment)	2018-19: Increased from 42% to 63% 2019-20: Remained at 63% Met
19-20 Maintain or improve from prior year	WEL
Baseline NA	
Metric/Indicator LEA Assessment	2018-19: Increased from 33.33% to 45.33% 2019-20: Decreased from 45.33% to 29.33%
19-20 Maintain or improve from prior year	Not Met
Baseline NA	

Expected	Actual
Metric/Indicator The Facilities Inspection Tool (FIT) will have a "Good" rating 19-20 Maintain or improve	2018-19: Increases from 94.1% to 95.35% 2019-20: Increased from 95.35% to 96.5% Met
Baseline 2016-17: 94% at Arcata High School. No FIT was completed from the McKinleyville High School Campus	
Metric/Indicator Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings)	2018-19: Increased from 2 to 4 2019-20: Decreased from 4 to 3 Met
19-20 3	
Baseline 2016-17: 2 presentations	
Metric/Indicator SWIFT- FIT Assessment (Fidelity of Impelmentation Tool)	2019-20: Not participating due to COVID-19 school closure.
19-20 Establish a baseline	
Baseline NA	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop and implement an effective system 1. Staff will use data-based decision making including using PDSA cycles to improve instructional strategies, student learning outcomes, improve attendance and decrease suspension. 2. Sites will complete FIA at the beginning and the end of the school year 3. LEA Assessment will be used for administrative self reflection. 4. Review and discuss student data in department meetings.	1000-1999: Certificated Personnel Salaries LCFF 683,419.00 2000-2999: Classified Personnel Salaries Site Budget 532,435.00 3000-3999: Employee Benefits Classified Staff Dev 570,330.00	1000-1999: Certificated Personnel Salaries LCFF 677,600.66 2000-2999: Classified Personnel Salaries Site Budget 514,086.25 3000-3999: Employee Benefits Classified Staff Dev 606,957.55

- 6	200amentation	1 agc 01 + 01 300
Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Share results of data analysis with school community	4000-4999: Books And Supplies Other 75,950.00	4000-4999: Books And Supplies Other 61,647.02
	5000-5999: Services And Other Operating Expenditures Title I 259,749.00	5000-5999: Services And Other Operating Expenditures Title I 320,263.49
	6000-6999: Capital Outlay Special Education 6,000.00	6000-6999: Capital Outlay Special Education 0.00
	7000-7439: Other Outgo (266,116.00)	7000-7439: Other Outgo (218,716.28)
Complete development and implementation of district level staff recognition systems.	See Action 1	See Action 1
Evaluate and refine recognition/reward systems at the site for students and staff.	See Action 1	See Action 1
Protocols to access interventions and supports:	See Action 1	See Action 1
 Pursue intervention and support for at-risk 9th and 10th grade students Explore and expand formalized steps necessary for referral for students in need of Tier 2 and Tier 3 social/emotional/ behavioral supports 		
Share professional reading and best practices and provide individualized and/or small group instruction regarding grade norming.	See Action 1	See Action 1
Family and community engagement: 1. Build staff capacity for usage of website features and communication with families and community. 2. Explore other options for social media communications; preferred methods by students, parents and staff. 3. Establish guidelines for internal and external communications; including updating ParentVUE, responding to emails and phone calls.	See Action 1	See Action 1

11 3		
Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Evaluate the revise the school safety and positive climate plans.	1000-1999: Certificated Personnel Salaries LCFF 0.00	1000-1999: Certificated Personnel Salaries LCFF 0.00
	2000-2999: Classified Personnel Salaries Site Budget 966,544.00	2000-2999: Classified Personnel Salaries Site Budget 937,576.81
	3000-3999: Employee Benefits Other 530,038.00	3000-3999: Employee Benefits Other 605,213.63
	4000-4999: Books And Supplies Site Budget 371,767.00	4000-4999: Books And Supplies Site Budget 234,198.74
	5000-5999: Services And Other Operating Expenditures 879,505.00	5000-5999: Services And Other Operating Expenditures 598,308.06
	6000-6999: Capital Outlay 25,000.00	6000-6999: Capital Outlay 697.02
	7000-7439: Other Outgo 0.00	7000-7439: Other Outgo 0.00
Board Policies and district practices and procedures that are inclusive	See Action 1	
for all stakeholders, with a racial equity, gender and LGBTQ+ lens: 1. Review Board Policy for incomplete and/or missing policy.	See Action 1	
Review language utilized in current policies and procedures.	See Action 1	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Computer technology support exceeded the adopted budget projection in Goal 3. Yet, travel and conference dollars that were allocated were not spent. Updating the campus with the required safety requirements for the time was implemented to support students, families and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success of Goal 3 include the uses of data based decision making in the Attendance Committee, faculty identifying students lacking adult relationships on campus, and departments tracking student progress disaggregated by subgroup at each grading period to identify struggling students. The Safety Plan was revised to include the COVID procedures at the time of adoption in May 2020.

accs-jun22item03 Attachment 7 Page 876 of 986

Emergency Response Teams met regularly throughout the year. Communications to families, students and staff were improved including phone calls, emails, texting, and websites. Administration implemented following all broadcasted phone calls with an email for those who may not have heard all of the message. "Tech Time With Tim" was established to assist staff with all technology needs including use of the website features. It was determined that social media such as FaceBook and Instagram are methods of communication desired by families. Surveys were given frequently as the schools and district were trying to stay current with the needs of the students through the pandemic. All sites completed both of the Fidelity Integrity Assessments (FIA). The LEA Assessment was completed as well. Both of these assessments are planned to be integrated more with the Multi-Tiered System of Support (MTSS)/LCAP. The Governing Team responded to recent hate crime with a letter to the community stating six actions the district will take to raise awareness of implicit bias and improve racial equity across the district including making racial equity a standing board agenda item. Dr. Martha Merchant and Administration trained staff on interventions and supports for 9th and 10th grade students.

Challenges included not sharing results of data analysis with the school community from Plan Do Study Act (PDSA) cycles due to the pandemic. Staff recognition systems was not addressed, but there are plans moving forward with a coordinator assigned to this task. Site recognition systems remain the same, but were challenging to implement for the students with the same level of excitement due to the pandemic. Some professional reading around grade norming occurred, but in a small group of faculty and not district wide. A referral process for students in need of Tier 2 and Tier 3 social/emotional behavior supports was not expanded.

Goal 4

RETIRED: NHUHSD will improve academic performance for high needs populations. This goal is principally directed toward unduplicated students.

GOAL IS RETIRED IN 2017-18. ACTIONS FOLDED INTO GOALS 1-3 STARTING IN 2018-19.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: NA

Annual Measurable Outcomes

Annual moderator Catechine		
Expected	Actual	
Metric/Indicator NA	NA	
19-20 NA		
Baseline NA		

Actions / Services

Planned	Budgeted	Actual
Actions/Services	Expenditures	Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

accs-jun22item03 Attachment 7 Page 878 of 986

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

realistic relation to in a crossi method dronon and single			
Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID Funding	\$1,049,173		Yes
Personal Protection Equipment and supplies were made available in each classroom and office space to keep students and staff safe.		142,034.59	Yes
Additional Personal Protection Equipment was used when school reopened such as pop up tents and tables.		1,510.32	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The difference in the budgeted funds verse the actual expenditures is because \$760,806.62 was spent on Distance Learning actions and \$144,719.68 was spent in the Pupil Learning Loss sections of this report. The three sections added together equal the budgeted amount of \$1,049,173.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person instructional offerings had some successes. Administration used term disaggregated data to determine students with learning loss. They were able to identify some of the students' barriers, such as technology needs, through this analysis. Students were brought to campus in small groups that needed specialized services and a study hall environment. The Acorn program targeted as struggling 9th grade students was developed and implemented in the Spring of 2021. Students come to campus five days a week in the same cohort to receive face-to-face instruction. This program successfully engaged students to help them pass their classes. As per a Distance Learning student survey administered in September of 2020, 58.7% of the 623 respondents said that synchronous learning was working for them. 50.9% responded that asynchronous learning was working. The survey also showed 81.9% of the students who participated were using Wednesdays to check in with teachers.

accs-jun22item03 Attachment 7 Page 880 of 986

Challenges for in-person instructional offerings. The biggest challenge has been waiting for the pandemic to become safe enough for students and staff to be on campus. There have been times that it has been challenging to find highly qualified teachers willing to work in a face-to-face environment. Communicating the tracking systems so that all the entities on campus are aware of which students and staff are present has been challenging. During the Distance Learning student survey in September 2020, 39.8% of the 623 respondents stated that their biggest challenge was not having time to interact with their peers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID Funding - same as In-Person Instructional Offerings section			Yes
Technology was purchased to provide each student a device who needed one and each teacher a working laptop with full teleconferencing capabilities.		760,806.62	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The estimated actuals are more than the budget funds due to actual expenses being spread out between In Person, Distance Learning and Pupil Learning Loss.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance Learning has been a program that has had much improvement as the year progressed. There was much anxiety at the start of the year as students and staff learned new ways to deliver and receive instruction. Three days of professional development at the start of the school year allowed teachers to learn new protocols and procedures around distance learning as well as instructional strategies. The Instructional Coaches provide a menu of weekly coaching supports for faculty and staff to support distance learning. The Technology Department has been busy providing regular open office hours for students, staff or parents to drop in and get assistance. Wednesdays have been asynchronous days allowing students to meet with their teachers during office hours to get assistance with their assignments. This also allows students to meet with clubs and teachers to collaborate with colleagues. Administration reviewed the D/F Lists at the end of each term to find patterns in the data around students that were failing. In addition, 9th - 11th grade students who are behind in three or more classes at the semester to identified for additional supports such as moving them to packet work or bringing them to campus if possible. Small pods of students were targeted to come back to campus via the data analysis. There were groups of pupils with unique needs who came to campus in small pods to receive in person support. The number of 9th graders who were failing was concerning, so the district developed and implemented the Acorn program to bring failing 9th graders back to campus for in-person instruction.

accs-jun22item03 Attachment 7 Page 882 of 986

Distance Learning started with many challenges as the staff and students learned a new system. The first challenge was getting devices and hot spots out to all the students in need. There were ever changing protocols and procedures such as safety protocols, attendance, Weekly Engagement Reports, etc. As teachers were settled into delivering curriculum online with a reduced amount of time to teach the content, they also had to manage online behavior. Mid-year we changed policies regarding students having their cameras on for example. If students were not successful working on a computer for whatever reason, they were moved to packet work where they would pickup a new packet at the school site each week and drop off their completed packet. This required a schedule change with a new teacher. In addition, the Independent Study program grew from about 100 at the start of the school year to approximately 250 students at the end of March 2021. There have been many schedule changes throughout the year with students moving to new programs and a break in their curriculum.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

tonono i tonato a to uno i apin =oanimig =ooo			
Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID Funding - same as In-Person Instructional Offerings section			Yes
Instructional software, materials and supplies were updated to accommodate distance and hybrid learning.		143,647.51	Yes
Staff attendend online training ensure Special Education students were served as required.		407.00	Yes
Extra stipends were provided to staff to adjust their classrooms and curriculum to better serve the students.		665.17	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The estimated actuals are more than the budget funds due to actual expenses being spread out between In Person, Distance Learning and Pupil Learning Loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes around pupil learning loss include the amount of monitoring the D/F list with disaggregated data to target supports for students. Administration reviewed the D/F Lists at the end of each term to find patterns in the data around students that were failing. In addition, 9th - 11th grade students who are behind in three or more classes at the semester to identified for supports such as moving them to packet work or bringing them to campus if possible. Small pods of students were targeted to come back to campus via the data analysis. The number of 9th graders who were failing was concerning, so the district developed and implemented the Acorn program to bring failing 9th graders back to campus for in-person instruction. Administration is planning for a much more robust summer school program to assist students in making up their credits lost due to the pandemic.

The biggest challenge was the ever changing requirements and routines. These included safety protocols, taking attendance, weekly engagement reports, CA Safe Schools reporting and all the additional compliance reporting that occurred. State and federal agencies were communicating expectations for reporting which would change throughout the year. Students were changing educational

accs-jun22item03 Attachment 7 Page 884 of 986

programs within the district often throughout the year. This break in curriculum was challenging for students as well as the change in their routine.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The district had a successful "soft opening" where students were grouped by grade level at each site to receive various instruction and activities for assist with the transition to online learning and an online social environment. A 15 minute check in period at the beginning of each day was built into the bell schedule four days a week to help teachers determine what is working and what is not for their students. This was also time for the teachers to intentionally build relationships with students. The bell schedule also allows time on Wednesdays for students to meet with the counseling staff without missing class time or they can schedule an appointment throughout the week. Humboldt Bridges to Success and Humboldt Open Door Clinic have been offering off-site clinician services for students and staff. Protocols were created in the Fall for Crisis Counselors to be able to meet with students in person. The sites created Google Forms that students could use to schedule appointments with student support staff. Student Assistance Teams continued to meet at the site level to case manage and discuss interventions for students of concern. Students and staff were offered free suicide prevention training through LivingWorks/HCOE. Site admininstration and the Director of Student Services continue to monitor concerning Google searches through Securly and connecting students in need to the crisis counselor or school psych. The District Safety Committee tightened the Securly protocols to ensure all searches of concern are addressed in a timely manner. The Therapeutic Learning Classroom for students with the highest mental health needs came back to campus to work with students in person shortly after school started in the Fall.

The challenge is lack of motivation and engagement during distance learning. Students are missing their social opportunities and struggling because of the lack of personal contact and structure. Screen fatigue has been a challenge for many students and staff as well.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The district has found success in improving communication to students and families. The robo calling system, social media, websites and improved use of StudentVUE and ParentVUE has become instrumental throughout the year. Administration and the Student Services Department has been reaching out to individual students and families to learn specific barriers to engagement. Once sports teams were allowed to practice and play, the schools have opened all teams simultaneously. Sites conducted listening sessions for students, alumni and community members to share their stories.

Engaging families who do not speak English has been challenging as well as those families who do not check their email or have a working phone number. Providing a physical location for students and families to socialize has been challenging.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes in the Food Service Program include the ability to adapt to the ever changing requirements. Serving the community in a drive-thru model has been going well with the grab and go meals.

The change in staffing has been challenging for the Food Service Program. Receiving food in a timely manner due to the pandemic has also been challenging. With the grab and go meals, the quantities of food having to be stored at particular times during the week has been challenging, especially with milk.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	COVID Funding - same as In-Person Instructional Offerings section			Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There are no differences.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The district has learned the importance of social/emotional side of the MTSS model. Collecting data about the mental health of students to inform supports needed will take place in 2021-22 through universal screening. In addition, the implementation of the SWIS database will help inform administration as they find patterns of need and target supports to address those needs. School wide norms is another area that will be enhanced as the school climate is rebuilt during the reopening.

The equity gap was made very apparent during the pandemic. The district is working to close this gap by providing implicit bias training for staff, holding listening sessions, and updating policies and systems with an equity lens.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The revision of courses of study to include student learning outcomes, school norms, Universal Design for Learning, social emotional learning standards, vertical and horizontal alignment, common assessments, CCSS and grading policies will address the pupil learning loss. In addition, increasing the number of students enrolled in A-G courses and CTE pathway options will improve student learning loss. For students with unique needs, the process of aligning the four year plans with Individual Transition Plans and Individualized Education Plans will address pupil learning loss. These plans will be revisited and refined annually.

accs-jun22item03 Attachment 7 Page 888 of 986

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The district implemented a program to provide a single classroom setting for at-risk 9th grade students called the Acorn Program. This was not written in the actions or services, but was put into place as of the Spring of 2021. In addition, staff were all trained this school year on who to identify students who qualify as McKinney Vento.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Reflecting back on 2019-20 and 2020-21 the 2021-22 LCAP includes much more emphasis on Universal Design for Learning and Courses of Study to determine and address learning loss. Tier 1 supports are emphasized through implementation of school wide norms. Tier 2 and 3 levels of support will be identified via SWIS data, Universal Screening, attendance and grades. Enhancing student and family participation and involvement in decision making will be emphasized along with building health and wellness supports for all staff.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

• If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

• Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe
 the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following
 areas, as applicable:
 - o Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning
 loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe
 the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the
 extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who
 are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness,
 as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

• Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe
the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing
tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to
pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in
instruction, as applicable.

Analysis of School Nutrition

• Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has
 informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance
 learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for
 pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full
 continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the
 increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the
 actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has
 provided a description of substantive differences to actions and/or services identified as contributing towards meeting the
 increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or
 Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

• Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

accs-jun22item03 Attachment 7 Page 894 of 986

California Department of Education January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source			
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	
All Funding Sources	63,706,269.00	17,353,063.24	
	904,505.00	599,005.08	
Alt Ed Block Grant	128,177.00	87,001.86	
Block Site	2,453,019.00	2,662,910.27	
California Career Pathways Trust	65,825.00	56,077.09	
Carl D. Perkins Career and Technical Education	45,962,500.00	507,481.62	
Classified Staff Dev	570,330.00	606,957.55	
IB	624,197.00	472,453.66	
Indian Education	252.00	0.00	
LCFF	7,205,765.00	7,118,395.38	
LCFF Supplemental and Concentration	1,153,074.00	1,024,286.53	
MAA/LEA	990,868.00	862,917.54	
MHS Block Grant	0.00	0.00	
Other	621,715.00	679,759.21	
Site Budget	2,117,932.00	1,999,946.74	
Site Grants	200,549.00	104,871.03	
Special Education	6,000.00	0.00	
Title I	477,151.00	397,185.64	
Tobacco-Use Prevention Education	224,410.00	173,814.04	
		6,000.00	
		477,151.00	
		224,410.00	

^{*} Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type			
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	
All Expenditure Types	63,706,269.00	17,353,063.24	
1000-1999: Certificated Personnel Salaries	7,899,895.00	7,635,880.67	
2000-2999: Classified Personnel Salaries	2,828,723.00	2,585,679.64	
3000-3999: Employee Benefits	50,079,194.00	4,960,006.25	
4000-4999: Books And Supplies	731,316.00	456,932.88	
5000-5999: Services And Other Operating Expenditures	1,484,833.00	1,228,514.56	
6000-6999: Capital Outlay	31,000.00	697.02	
7000-7439: Other Outgo	651,308.00	485,352.22	
	640,176.00	627,450.00	

^{*} Totals based on expenditure amounts in goal and annual update sections.

Object Type Funding Source 2019-20 Annual Upda Budgeted All Expenditure Types All Funding Sources 63,706,269.0 1000-1999: Certificated Personnel Salaries LCFF 7,186,815.00 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 713,080.00 2000-2999: Classified Personnel Salaries LCFF 0.00 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 114,466.00 2000-2999: Classified Personnel Salaries MAA/LEA 990,868.00 2000-2999: Classified Personnel Salaries Site Budget 1,498,979.00 2000-2999: Classified Personnel Salaries Tobacco-Use Prevention Education 224,410.00 3000-3999: Employee Benefits Block Site 2,453,019.00 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education 45,962,500.0 3000-3999: Employee Benefits Classified Staff Dev 570,330.00 3000-3999: Employee Benefits LCFF 16,500.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 299,621.00	0040.00
1000-1999: Certificated Personnel SalariesLCFF7,186,815.001000-1999: Certificated Personnel SalariesLCFF Supplemental and Concentration713,080.002000-2999: Classified Personnel SalariesLCFF0.002000-2999: Classified Personnel SalariesLCFF Supplemental and Concentration114,466.002000-2999: Classified Personnel SalariesMAA/LEA990,868.002000-2999: Classified Personnel SalariesSite Budget1,498,979.002000-2999: Classified Personnel SalariesTobacco-Use Prevention Education224,410.003000-3999: Employee BenefitsBlock Site2,453,019.003000-3999: Employee BenefitsCarl D. Perkins Career and Technical Education45,962,500.03000-3999: Employee BenefitsClassified Staff Dev570,330.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF299,621.00	
1000-1999: Certificated Personnel SalariesLCFF Supplemental and Concentration713,080.002000-2999: Classified Personnel SalariesLCFF0.002000-2999: Classified Personnel SalariesLCFF Supplemental and Concentration114,466.002000-2999: Classified Personnel SalariesMAA/LEA990,868.002000-2999: Classified Personnel SalariesSite Budget1,498,979.002000-2999: Classified Personnel SalariesTobacco-Use Prevention Education224,410.003000-3999: Employee BenefitsBlock Site2,453,019.003000-3999: Employee BenefitsCarl D. Perkins Career and Technical Education45,962,500.03000-3999: Employee BenefitsClassified Staff Dev570,330.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF299,621.00	00 17,353,063.24
2000-2999: Classified Personnel SalariesLCFF0.002000-2999: Classified Personnel SalariesLCFF Supplemental and Concentration114,466.002000-2999: Classified Personnel SalariesMAA/LEA990,868.002000-2999: Classified Personnel SalariesSite Budget1,498,979.002000-2999: Classified Personnel SalariesTobacco-Use Prevention Education224,410.003000-3999: Employee BenefitsBlock Site2,453,019.003000-3999: Employee BenefitsCarl D. Perkins Career and Technical Education45,962,500.03000-3999: Employee BenefitsClassified Staff Dev570,330.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF Supplemental and Concentration299,621.00	7,110,399.84
2000-2999: Classified Personnel SalariesLCFF Supplemental and Concentration114,466.002000-2999: Classified Personnel SalariesMAA/LEA990,868.002000-2999: Classified Personnel SalariesSite Budget1,498,979.002000-2999: Classified Personnel SalariesTobacco-Use Prevention Education224,410.003000-3999: Employee BenefitsBlock Site2,453,019.003000-3999: Employee BenefitsCarl D. Perkins Career and Technical Education45,962,500.03000-3999: Employee BenefitsClassified Staff Dev570,330.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF Supplemental and Concentration299,621.00	525,480.83
2000-2999: Classified Personnel SalariesMAA/LEA990,868.002000-2999: Classified Personnel SalariesSite Budget1,498,979.002000-2999: Classified Personnel SalariesTobacco-Use Prevention Education224,410.003000-3999: Employee BenefitsBlock Site2,453,019.003000-3999: Employee BenefitsCarl D. Perkins Career and Technical Education45,962,500.03000-3999: Employee BenefitsClassified Staff Dev570,330.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF Supplemental and Concentration299,621.00	0.00
2000-2999: Classified Personnel SalariesSite Budget1,498,979.002000-2999: Classified Personnel SalariesTobacco-Use Prevention Education224,410.003000-3999: Employee BenefitsBlock Site2,453,019.003000-3999: Employee BenefitsCarl D. Perkins Career and Technical Education45,962,500.03000-3999: Employee BenefitsClassified Staff Dev570,330.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF Supplemental and Concentration299,621.00	97,285.00
2000-2999: Classified Personnel SalariesTobacco-Use Prevention Education224,410.003000-3999: Employee BenefitsBlock Site2,453,019.003000-3999: Employee BenefitsCarl D. Perkins Career and Technical Education45,962,500.03000-3999: Employee BenefitsClassified Staff Dev570,330.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF Supplemental and Concentration299,621.00	862,917.54
3000-3999: Employee Benefits Block Site 2,453,019.00 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education 45,962,500.0 3000-3999: Employee Benefits Classified Staff Dev 570,330.00 3000-3999: Employee Benefits LCFF 16,500.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 299,621.00	0 1,451,663.06
3000-3999: Employee BenefitsCarl D. Perkins Career and Technical Education45,962,500.03000-3999: Employee BenefitsClassified Staff Dev570,330.003000-3999: Employee BenefitsLCFF16,500.003000-3999: Employee BenefitsLCFF Supplemental and Concentration299,621.00	173,814.04
3000-3999: Employee Benefits Classified Staff Dev 570,330.00 3000-3999: Employee Benefits LCFF 16,500.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 299,621.00	0 2,662,910.27
3000-3999: Employee Benefits LCFF 16,500.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 299,621.00	507,481.62
3000-3999: Employee Benefits LCFF Supplemental and Concentration 299,621.00	606,957.55
	7,995.54
	255,362.70
3000-3999: Employee Benefits Other 530,038.00	605,213.63
3000-3999: Employee Benefits Site Budget 247,186.00	314,084.94
4000-4999: Books And Supplies California Career Pathways Trust 65,825.00	56,077.09
4000-4999: Books And Supplies LCFF 2,450.00	0.00
4000-4999: Books And Supplies LCFF Supplemental and Concentration 14,775.00	139.00
4000-4999: Books And Supplies Other 75,950.00	61,647.02
4000-4999: Books And Supplies Site Budget 371,767.00	234,198.74
4000-4999: Books And Supplies Site Grants 200,549.00	104,871.03
5000-5999: Services And Other Operating 879,505.00 Expenditures	598,308.06
5000-5999: Services And Other Operating Expenditures Alt Ed Block Grant 128,177.00	87,001.86
5000-5999: Services And Other Operating Expenditures LCFF 0.00	0.00
5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00	146,019.00
5000-5999: Services And Other Operating Expenditures Title I 477,151.00	397,185.64
6000-6999: Capital Outlay 25,000.00	
6000-6999: Capital Outlay California Career Pathways Trust 0.00	697.02

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
6000-6999: Capital Outlay	LCFF	0.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	0.00
6000-6999: Capital Outlay	MHS Block Grant	0.00	0.00
6000-6999: Capital Outlay	Special Education	6,000.00	0.00
7000-7439: Other Outgo		0.00	0.00
7000-7439: Other Outgo	IB	624,197.00	472,453.66
7000-7439: Other Outgo	Indian Education	252.00	0.00
7000-7439: Other Outgo	LCFF	0.00	0.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	11,132.00	0.00
7000-7439: Other Outgo	Other	15,727.00	12,898.56
		15,727.00	12,898.56
		15,727.00	15,727.00

^{*} Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	57,143,675.00	11,272,109.08
Goal 2	1,661,857.00	1,524,404.93
Goal 3	4,900,737.00	4,556,549.23

^{*} Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program				
Offering/Program 2020-21 Budgeted 2020-21 Actual				
In-Person Instructional Offerings	\$1,049,173.00	\$143,544.91		
Distance Learning Program		\$760,806.62		
Pupil Learning Loss		\$144,719.68		
Additional Actions and Plan Requirements				
All Expenditures in Learning Continuity and Attendance Plan	\$1,049,173.00	\$1,049,071.21		

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)				
Offering/Program 2020-21 Budgeted 2020-21 Actua				
In-Person Instructional Offerings				
Distance Learning Program				
Pupil Learning Loss				
Additional Actions and Plan Requirements				
All Expenditures in Learning Continuity and Attendance Plan				

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)				
Offering/Program 2020-21 Budgeted 2020-21 Actual				
In-Person Instructional Offerings	\$1,049,173.00	\$143,544.91		
Distance Learning Program		\$760,806.62		
Pupil Learning Loss		\$144,719.68		
Additional Actions and Plan Requirements				
All Expenditures in Learning Continuity and Attendance Plan	\$1,049,173.00	\$1,049,071.21		



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern Humboldt Union High School District (CDS: 12626870000000)		rmacdonald@nohum.k12.ca.us (707) 839-6481

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Northern Humboldt Union High School District is comprised of two four year high schools, Arcata High and McKinleyville High; two small continuation high schools, Pacific Coast High and Mad River High; one charter school, Six Rivers Charter High; and a Theraputic Learning Classroom, Eagle Point Education Program. The District has an enrollment of 1,619 in grades 9-12. The ethnic break down and the subgroups of interest are listed as follows.

Ethnic Breakdown:

- African American 0.86%
- Asian 1.54%
- Hispanic 13.53%
- Native American 5.25%
- Nat Hawaiin/Pac Islander 0.49%
- White 66.77%
- Missing 2.22%
- Multiple 9.33%

Other Subgroups:

- English Language Learners 1.23%
- Foster 0.92%
- Homeless 3.07%
- Socio-economically Disadvantaged 41.60%

Northern Humboldt has a variety of programs and course offerings to provide students a well rounded education. From the Advanced Placement and Honors, the Career Technical Education courses to full time Independent Study and credit recovery programs, the district provides a wide variety to ensure students graduate high school. Social and emotional needs are met through an array of services including multiple counseling options, Diversion Program, and programs such as Sources of Strength and Peer Counseling.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

2019-20 and 2020-21 were a unique years in that much of the usual data used for accountability was not available due to the COVID pandemic. The graduating class of 2020 had an improved graduation rate over prior years, but it should be noted that the grading system was adjusted so that students could opt into a credit/no credit scale. 47.4% of the graduates in 2020 were prepared for College and/or Careers. This is an increase of 6% over prior year. Chronic absenteeism was down when comparing 2018-19 and 2019-20 despite the pandemic. Suspension was also down, but students were not on campus to be suspended for a third of the year. Communication was improved with additional surveys, social media posts and added mass emails, phone calls and texts due to keeping in contact with students and families during distance learning. Now that staff, students and families are used to the various means of communication, the district will continue to use all these varieties to reach as many people as possible. In addition, the school site offices and district office are keeping paper copies on hand of notifications and surveys should families struggle with digital communication.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Dashboard for 2019-20 is not a useful tool to determine low performance and significant performance gaps because so much data is missing. Looking back to 2018-19 the areas that need improvement include SBAC scores, chronic absenteeism rates and family involvement in decision making.

The 2019-20 data showed the district was in the orange for SBAC scores in Mathematics. The Students with Disabilities subgroup was in the Red for Mathematics. Suspension rate was in the Orange in 2019-20 at 6.1%. Humboldt County was 4.3% and the State of California was

2.5%. Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities and Two or More Races were all in the Red for Suspensions.

The Federal Program Monitoring review showed improvement that should be made in parent and family engagement. The Attendance Committee continues to track chronic absenteeism, though the focus was more on engagement in distance learning for 2020-21 and will shift back to chronic absenteeism as the sites move from hybrid learning to in person learning. The district has been awarded a School Climate grant which has been providing planning time and professional development in Tier 1 supports and the implementation of school wide norms. Tier 2 and 3 supports will be identified while working on attendance and grades moving forward.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Reflecting back on 2019-20 and 2020-21 made this LCAP include much more emphasis on Universal Design for Learning and Course Curriculum and Instruction Plan (a.k.a. Courses of Study) to determine and address learning loss. Tier 1 supports are emphasized through implementation of school wide norms. Tier 2 and 3 levels of support will be identified via SWIS data, Universal Screening, attendance and grades. Enhancing student and family participation and involvement in decision making will be emphasized along with building health and wellness supports for all staff.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

This is not applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

This is not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

This is not applicable.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

August 12, 2020: Summer 2020 Survey (958 responses)

August 17, 2020: Learning Continuity and Attendance Plan Stakeholder Meeting

September 18, 2020: NHUHSD Certificated Staff - Distance Learning Survey (56 responses)

September 2020: Parent - Distance Learning Survey (513 responses) and Student - Distance Learning Survey (623 responses)

November 5, 2020: Reopening Meeting January 15, 2021: AHS Student Focus Group

January 19. 2021: AHS Site Council January 26, 2021: MHS Site Council

February 2021: Return to Face to Face Instruction Survey (932 participants) February 3, 2021: Site Stakeholder Meetings at AHS, MHS and SRCHS February 8-9, 2021: LCAP Writing Day with MTSS District Leadership Team

March 2021: Learning Model Options Survey for students, families and staff (1515 participants)

March 3, 2021: MHS Racial Equity Team

April 15, 2021: District Stakeholder Meeting (35 attended, 3 students, 8 parents, 2 board members, 5 teachers, 4 non-certificated staff, 9 administrators (including the Director of Student Services), 2 sign language interpreters, 2 unidentified with CSEA and CTA represented

May 2021: Expanded Learning Opportunities Survey (166 participants)

May 5, 2021: Two Expanded Learning Opportunities Stakeholder Meetings (19 attendees total)

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups primary concern is for the learning loss due to the pandemic. There were concerns expressed regarding academics for low achieving students and not challenging high achieving students. The mental health of our students, families and staff was also an area of focus. Groups wanted to see more instructional time provided. They expressed interest in identifying students with social/emotional needs and making sure those were addressed effectively. Many conversations were around providing students extra opportunities to reengage with school.

The district and the sites have done a significant amount of work with raising equity awareness. In this process feedback was received of how to improve practices in the classroom and the school, including systemic changes to improve policies.

accs-jun22item03 Attachment 7 Page 905 of 986

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Universal Design for Learning (UDL) continues to be an important focus of the academic portion (Goal 1) of the LCAP with staff training on providing multiple means of engagement. Using Course Curriculum and Instruction Plans as a tool to infuse school norms and culture relevance.

To address the social/emotional concerns, Community Circles were written into the LCAP (Goal 2) to help students have facilitated genuine constructive conversations with peers. Universal screenings of students was embedded in the plan to help identify students with social/emotional needs.

Reviewing policies for equity bias was written into the systemic goal (Goal 3). District-wide staff community building is an action in Goal 3 as well to help support health and wellness for the staff.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Inclusive, effective, engaging and rigorous academic instruction and support for all students

An explanation of why the LEA has developed this goal.

The district has married the LCAP to the Multi-Tiered System of Support (MTSS) plan. Academics is one of the three major areas of MTSS. The 2019 Graduation Rate was 93.6%, down 1.4%. College and Career Indicator was 47.4%, up 6%. The SBAC scores in Mathematics were down 14.4 points or 63 points below standard. Students with Disabilities, Hispanic, Homeless, and Socioeconomically Disadvantaged students were all in the red or orange on the CA School Dashboard. 45.4% of English Language Learners were making progress toward proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates (Priority 5)	Spring 2020: 95.2% (4 year adjusted cohort)				Not below 95.2%
Drop Out Rates (Priority 5)	Spring 2020: 1.31%				Not above 1.31%
The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores (Priority 4)	Spring 2019: +31.1 pts - ELA (above standard) • 63.0 pts - Math (below standard)				Not below 31.1 pts in ELA Not below -63.0 pts in Math
Students will meet or exceed standards on SBAC Tests, which	Spring 2019 at or above standard: 65.10% - ELA 32.64% - Math				Not below the following at or above standard 65.10% - ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
include EAP tests. (Priority 4)	40.77% - CAST				32.64% - Math 40.77% - CAST
Attendance Rate (ADA) (Priority 5)	2019-20 P2: 92.16%				Not less than 92.16% at P2
Percent of 9th - 11th grade students who are down 3 classes cumulative or more at Fall Semester	Fall 2020: 10.3%				Not above 10.3% in the Fall semester
AP test participants (Priority 8)	Spring 2020: 204 or 17.17% of the 10-12 graders				Not below 204 10-12 graders
% of AP test participants who pass with a 3 or better	Spring 2020: 69%				Not below 69%
College and Career Indicator (Priority 8)	Spring 2019: 47.4%				Not below 47.4%
Number of CTE Pathway Completers	Spring 2019: 29 or 7.16%				Not below 7.16%
UC/CSU eligible graduates (Priority 8)	Spring 2020: 52.71%				Not below 52.71%
UC/CSU graduates who also completed a CTE pathway	2019-20: incorrect due to a reporting error				Not below 75
Dual Enrollment pass rate (Priority 8)	Spring 2020: 54.85%				Not below 54.85%
Reclassification rate of English Language Learners (Priority 4)	2019-20: 0 students (0%)				Not below than 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall average percent of students improving on the ELPAC (Priority 4)	2018-19: 3 students (45.5%)				Not below 45.5%
Properly credentialed teachers (Priority 1)	2019-20: 96.37%				Not below 96.37%
CCSS Implementation Survey (Priority 2 & Local Indicator)	2018-19: Professional Development Survey Results for CCSS: ELA - Full Implementation ELD - Full Implementation Math - Full Implementation and Sustainability Science - Full Implementation Social Science - Full Implementation Instructional Materials for CCSS Survey Results: ELA - Full Implementation ELD - Full Implementation Math - Full Implementation Science - Full Implementation Science - Full Implementation				Not below "Full Implemenation" in any category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Social Science - Full Implementation Implementation of academic standards CTE - Full Implementation Health - Full Implementation & Sustainable PE - Full Implementation & Sustainable Visual & Performing Arts - Full Implementation World Languages - Full Implementation & Sustainable				
Provide a broad course of study that includes all the state required subject areas for all students, including unduplicated and exceptional needs students. (Priority 7)	2020-21: All students are offered a broad course of study				All students are offered a broad course of study
School Climate Transformation Grant Observation Data	Baseline to be established in 2021-22				maintain or improve over baseline
Universal Design for Learning Checklist	Baseline to be established in 2021-22				maintain or improve over baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	A. Universal Design for Learning -Train Staff on Providing Multiple Means of Engagement - The "why" of learning. Helps students become purposeful & motivated expert learners.	2022-23: Universal Design For Learning - Representation - Train staff on providing multiple means of presenting information and content in different ways. The "what" of learning. Helps students become resourceful & knowledgeable expert learners. 2023-24: Universal Design for Learning - Action and Expression - Train staff on providing multiple means of differentiating the ways that students can express what they know. The "how" of learning. Helps students become strategic and goal-oriented expert learners.	\$688,658.00	Yes
2	B. Develop Course Curriculum and Instruction Plans: Every teacher will develop, analyze & refine one Course Curriculum and Instruction Plan to provide evidence that NHUHSD courses are infused with all of the following:	 School Norms & Student Learning Outcomes Cultural Relevance Common Core State Standards: (or appropriate standards) Summative & Formative Assessment (common) UDL (all components) Grading Policies SEL Standards/Trauma Informed Vertical and Horizontal Alignment Certificated Non-Teaching staff will develop Implementation Plans that bridge the work being done at the district and site levels and support their staff in implementation processes. 	\$9,338,569.00	No
3	C. Improve Pathways to Post- Secondary Student Success	Increase the number of students enrolled in A-G courses • Utilize UDL to promote academic equity Increase the number of CTE pathway options for students • Make CTE classes A-G compliant wherever possible Align 4 year plans for ALL students (ITP* for IEPs) • Revisit & refine 4 year plans at least once every year. *ITP = Individual Transition Plan	\$1,637,302.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Inclusive social, emotional, and behavior instruction for all students

An explanation of why the LEA has developed this goal.

The district has married the LCAP to the Multi-Tiered System of Support (MTSS) plan. Social, emotional and behavior is one of the three major areas of MTSS. The 2019 data showed Suspension 6.1% of the students were suspended at least once. American Indian, Foster Youth, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities were all in the red on the CA School Dashboard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate of unduplicated students (Priority 6)	2019-20: 5.79%				Not more than 5.79%
Expulsion Rates (Priority 6)	2019-20: 0%				Maintain 0%
Chronic Absenteeism (Priority 5)	2019-20: 10.02%				Not above 10.02%
Student perception of "feeling safe or very safe at school" (Priority 6)	2018-19: 30.02%				Not below 30.02%
Overall school connectedness rating of high or moderate (Priority 6)	2018-19: 90.56%				Not below 90.56%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Risk Screening Scale (SRSS)	Establish baseline in 2021-22				Maintain or improve from baseline
School Climate is Average or Above Average	2020-21: All Groups Averaged 43.90% Students 41.90% Staff 82.35% Community, including parents 54.68%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	A. Tier 1 Systems	Build systems at all levels of the district that create a safe, equitable and supportive community for every student and staff member utilizing Tier 1 supports.	\$2,430,085.00	No
2	B. School Wide Norms and Expectations	Teachers/Staff will teach, implement and reinforce School Wide Norms and Expectations	\$306,331.00	No
3	C. Universal Screening Tool	Freshman and Sophomores in the district will be screened using a Universal Screen tool in the Fall, Winter and Spring	\$581,469.00	No
4	D. Community Circles	District Teachers/Staff will all be trained in Community Circles; MTSS DLT will work with the trainer on how to create a sustainable system of using Circles moving forward (including use for restorative practices and alternatives to traditional discipline)	\$198,474.00	No

Action #	Title	Description	Total Funds	Contributing
5	E. Data-based decision making for social-emotional learning	SWIS Data, Grades, Attendance and the Universal Screening tool will be gathered, analyzed, and shared with district and site staff to measure and determine: • Effectiveness of our Systems • Measure of our School/District Community • Identifying students who need Tier 2 and 3 levels of support	\$566,106.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Goal 3: Integrated educational framework that features inclusive policy and practice and fosters family and community engagement.

An explanation of why the LEA has developed this goal.

The district has married the LCAP to the Multi-Tiered System of Support (MTSS) plan. A system of support is the base of MTSS and thus one of the three major areas of focus. The district is in initial implementation of parent and family engagement practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards. (Priority 1)	2019-20: 100%				Not below than 100%
SWIFT-FIA Assessment (Fidelity Integrated Assessment)	2019-20: 62.67%				Not belowthan 62.67%
LEA Assessment (measures the components of an effective district system)	2019-20: 29.33%				Not below than 29.33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Facilities Inspection Tool (FIT) will have a "Good" rating (Priority 1)	2020-21: 97.55%				Not below than 97.55%
Maintain the number of meetings to get stakeholder input including unduplicated student representation and individuals with exceptional needs. (Priority 3)					At least 2 LCAP Stakeholder Meetings 1 Monthly Site Council Meeting per comprehensive site

Actions

ction #	Title	Description	Total Funds	Contributing
1	A. Community building	District-wide staff community building including health and wellness support for the staff	\$355,988.00	No
2	B. Protocols to access interventions and supports	Develop and communicate protocols to access interventions and supports for all students and staff.	\$504,909.00	Yes
3	C. Enhance participation in school decisions among and between students and families	Consistent and regular communication and community building to enhance participation in school decisions among and between students and families including targeted outreach to under represented groups.	\$398,680.00	No
4	D. School Safety and Positive Climate Plans	Administration will work with staff to revise, implement and publish in multiple languages the school safety and positive climate plans including professional development for classified and certificated staff.	\$2,598,581.00	No

Action #	Title	Description	Total Funds	Contributing
5	E. Inclusion of all stakeholders	Formalize systems of change to include all stakeholders with a lens of racial equity, gender, LGBTQ+ and communicate progress.	\$4,500.00	No
6	F. Advisory Committees	Advisory Committees consisting of parents, students, business community members and staff will meet regularly to help direct CTE programs including enhancing student work-based learning opportunities.	\$74,150.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to increase or improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.35%	\$1,201,316

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After the pandemic and reviewing the D/F list at Fall Semester 2020 compared to prior years, it is clear that the English Learners, Foster Youth and low-income students are at a more significant disadvantage than the remainder of the population. Action A of the first goal provides additional resources to Universal Design for Learning which will train teachers to further meet students where they are in their learning. This will provide multiple means of student engagement into the curriculum to assist with mastery. This action is expected to reduce the learning loss for the English Learners, Foster Youth and low-income students as shown by a reduction in the number of students in these populations that are behind 15 or more credits, which equates to 3 or more semesters of a course.

In addition, the third goal, Action B will address access to interventions and supports. The district does not have consistent protocols to access the ever increasing support services and means of intervention. This gap for access is even larger for English Learners, Foster Youth and low-income students. Improving communication of the protocols to include access points in Spanish as well as options for those who do not have easy access to technology will be put into place. This will have a direct impact on the students accessing the supports they need to close the learning gap.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Northern Humboldt Union High School District is required to increase or improve services for EL, Foster Youth, and Low Income students by 8.35% which is equal to \$1,201,316 as shown above. This increased percentage is met by actions and services included in the Local Control and Accountability Plan. The following actions described below are increased or improved to meet and/or exceed the totality of

accs-jun22item03 Attachment 7 Page 919 of 986

the required percentage increase s compared to services for all students.

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage. . .

Goal 1 Action 1 - Addressing Universal Design for Learning for English Learners, Foster Youth and Low Income

Goal 3 Action 2 - Addressing protocols to access interventions for English Learners, Foster Youth and Low Income

The two main themes in the LCAP are refining the Course Curriculum and Instruction Plans to include all the academic components and the social emotional learning behavior to re-engage students, which is Goal 1, Action 2. Universal Design for Learning will target foster youth, English learners and low-income students to meet them where they are and provide equitable academic support. The Course Curriculum and Instruction Plans will embed cultural relevance, school wide norms while aligning curriculum vertically and horizontally. These steps will make the curriculum more accessible for foster youth, English learners and low-income students.

Systemic changes will be made to specifically target foster youth, English learners, and low-income students as the district looks improving the protocols to access interventions and supports. This will not only include improving communication by providing more documents in Spanish but using multiple means of identifying students who need interventions. Engaging parents and families of under represented youth in district and school site decision making is an action in Goal 3. This action will include community building and increasing cultural awareness while bringing families into the school system.

We are implementing an organic Multi-Tiered System of Support (MTSS) that incorporates components of Response to Intervention (RTI) and Positive Behavior Intervention Strategies (PBIS) which is incorporated throughout the LCAP. This intervention system will help students throughout the district. There is much research on MTSS, PBIS and RTI as shown in the links below.

- •California Department of Education Multi-Tiered System of Support (http://www.cde.ca.gov/ci/cr/ri/index.asp)
- •Florida Department of Education Bureau of Exceptional Education and Student Services

(http://www.fldoe.org/academics/exceptionalstudentedu/)

- •PBIS World (http://www.pbisworld.com/)
- •RTI Action Network (http://www.rtinetwork.org/)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$11,924,392.00	\$1,027,888.00	\$4,968,725.00	\$1,762,797.00	\$19,683,802.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$16,530,589.00	\$3,153,213.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	A. Universal Design for Learning - Train Staff on Providing Multiple Means of Engagement - The "why" of learning. Helps students become purposeful & motivated expert learners.	\$544,264.00		\$144,394.00		\$688,658.00
1	2	All	B. Develop Course Curriculum and Instruction Plans: Every teacher will develop, analyze & refine one Course Curriculum and Instruction Plan to provide evidence that NHUHSD courses are infused with all of the following:	\$5,129,846.00	\$359,672.00	\$2,994,562.00	\$854,489.00	\$9,338,569.00
1	3	All	C. Improve Pathways to Post- Secondary Student Success	\$1,022,649.00	\$302,596.00	\$151,860.00	\$160,197.00	\$1,637,302.00
2	1	All	A. Tier 1 Systems	\$1,962,445.00		\$288,764.00	\$178,876.00	\$2,430,085.00
2	2	All	B. School Wide Norms and Expectations		\$306,331.00			\$306,331.00
2	3	All	C. Universal Screening Tool	\$522,180.00	\$59,289.00			\$581,469.00
2	4	All	D. Community Circles	\$47,019.00		\$148,326.00	\$3,129.00	\$198,474.00
2	5	All	E. Data-based decision making for social-emotional learning				\$566,106.00	\$566,106.00
3	1	All	A. Community building	\$318,988.00		\$37,000.00		\$355,988.00
3	2	English Learners Foster Youth Low Income	B. Protocols to access interventions and supports	\$504,909.00				\$504,909.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	C. Enhance participation in school decisions among and between students and families	\$398,680.00				\$398,680.00
3	4	All	D. School Safety and Positive Climate Plans	\$1,394,762.00		\$1,203,819.00		\$2,598,581.00
3	5	All	E. Inclusion of all stakeholders	\$4,500.00				\$4,500.00
3	6	All	F. Advisory Committees	\$74,150.00				\$74,150.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds	
Total:	\$1,049,173.00	\$1,193,567.00	
LEA-wide Total:	\$1,049,173.00	\$1,193,567.00	
Limited Total:	\$0.00	\$0.00	
Schoolwide Total:	\$0.00	\$0.00	

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	A. Universal Design for Learning -Train Staff on Providing Multiple Means of Engagement - The "why" of learning. Helps students become purposeful & motivated expert learners.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$544,264.00	\$688,658.00
3	2	B. Protocols to access interventions and supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$504,909.00	\$504,909.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- Accountability and Compliance: The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

accs-jun22item03 Attachment 7 Page 925 of 986

Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights - Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- Schools Identified: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- Monitoring and Evaluating Effectiveness: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

accs-jun22item03 Attachment 7 Page 930 of 986

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- Metric: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- Year 2 Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- Year 3 Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- Desired Outcome for 2023-24: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

accs-jun22item03 Attachment 7 Page 934 of 986

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

accs-jun22item03 Attachment 7 Page 935 of 986

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- Goal #: Enter the LCAP Goal number for the action.
- Action #: Enter the action's number as indicated in the LCAP Goal.
- Action Title: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- Scope: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- Unduplicated Student Group(s): Regardless of scope, contributing actions serve one or more unduplicated student groups.
 Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- Location: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
 - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
 - o **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- Other State Funds: Enter the total amount of Other State Funds utilized to implement this action, if any.
- Local Funds: Enter the total amount of Local Funds utilized to implement this action, if any.
- Federal Funds: Enter the total amount of Federal Funds utilized to implement this action, if any.
- Total Funds: This amount is automatically calculated based on amounts entered in the previous four columns.

AGENDA ITEM: 8.9

SUBJECT:

AP European History Trip

DEPARTMENT/PROGRAM:

Social Science Department

ACTION REQUESTED:

Recommend approval of AP European History students traveling to England, France and Italy April 9-18, 2022

PREVIOUS STAFF/BOARD ACTION:

Board approves all out of state travel.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

FISCAL IMPLICATIONS:

Attached

CONTACT PERSON:

Jennifer Coriell, AHS Social Science Teacher

9/8/21

To the members of the NOHUM School Board,

This letter is in regard to the proposed AP European History trip planned for Spring Break 2022. Explorica travel company has put together an intensive ten day trip itinerary that will include highlights and tourist attractions from three countries including England, France, and Italy.

Approximate dates will be April 9th through April 18th, 2022with time on either end to travel to and from the San Francisco airport.

Many students from each school site have expressed interest. Explorica and EF Travel grants a free chaperone spot for every five student travelers. So far interested chaperones will be myself and Tim Clewell from Arcata High and Tiffany Bullman, Drew Riddle from MHS. Jack Barellies has offered to serve as our Administrator support but Shanna McCracken has also expressed interest.

The trip cost is approx. \$3,850 and will include flights and all attractions as well as breakfast and dinner each day. We have plans for fundraising opportunities to help offset the cost for some travelers as well as for the transportation to and from the San Francisco airport. Early bird special bird signs bring the cost down a bit. Other bids are still coming in.

All students who are enrolled in AP European History as well as students who have previously been enrolled in AP Euro will be invited. All students will sign waivers adhering to the new NOHUM international travel guidelines and will be expected to refrain from behavioral referrals before the trip and will be expected to maintain good academic standing prior to departure. Students understand that any breach of contract could result in the student being sent home from the trip. Covid restrictions can be discussed and will be adhered to as our district covid policies continue to evolve.

This trip will require time outside of class to further plan and to help prepare these students for the sites they will see in accordance with the AP European History curriculum. We are thrilled at the interest of students this year and very much hope for official approval of this trip as it will be an incredible opportunity for our students.

Sincerely,

Jennifer Coriell

ole physics of marks of marks





London, Paris & Italy

explorica.com/Coriell-7278 April 09 - April 18, 2022

Day 1 Start tour

Day 2 Hello London

Meet your tour director and check into hotel London city walk: Thames River, Trafalgar Square, National Gallery visit, Piccadilly Circus, Covent Garden, Leicester Square, Soho Classic fish & chips dinner

Day 3 London landmarks

London guided sightseeing tour: Buckingham Palace, Big Ben, Houses of Parliament, Westminster Abbey, Tower Bridge, Hyde Park, St. Paul's Cathedral

Optional Windsor Castle guided excursion

Day 4 London--Paris

Eurostar Chunnel crossing

Paris city walk: Île de la Cité, Notre-Dame Cathedral , Île St. Louis, Latin Quarter visit

Dinner in Latin Quarter

Île de la Cité treasure hunt

Day 5 Paris landmarks

Paris guided sightseeing tour: Arc de Triomphe, Champs Élysées, Eiffel Tower, Champ de Mars, École Militaire, Les Invalides, Conciergerie, Tuileries Garden visit, Place Vendôme, Opera House

Seine River cruise

 ${\it Optional Versailles guided excursion:} State Apartments, Hall of Mirrors, Gardens of Versailles$

Day 6 Paris--Florence

Louvre visit

Overnight train to Milan

Day 7 Florence landmarks

Travel to Florence from Milan

Florence guided walking sightseeing tour with Whisper headsets: Palazzo Vecchio, Piazza della Signoria, Chiesa di Santa Croce, Ponte Vecchio, Duomo visit, Leather Workshop, Gates of Paradise, Giotto's Bell Tower, Dante's House

Traditional Italian pizza dinner

Day 8 Florence--Rome

Travel to Rome

St. Francis of Assisi Basilica visit

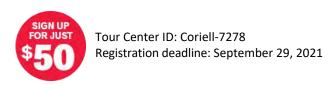
Rome city walk: Spanish Steps, Trevi Fountain, Pantheon, Piazza Navona

Day 9 Rome landmarks

Rome guided walking sightseeing tour with Whisper headsets: Vatican Museums & Sistine Chapel visit, St. Peter's Basilica visit, Colosseum visit, Piazza Venezia, Forum Romanum visit Authentic trattoria dinner

Day 10 End tour

Reserve your Spot!



What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare
- 7 overnight stays (9 with extension) in hotels with private bathrooms
- 1 overnight stay in couchette sleeping berths on train
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional tour director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- High-speed Eurostar Chunnel crossing
- Guided sightseeing tours with high-tech headset as per itinerary
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.

Tour investment

Students (travelers under the age of 23): \$3,855 Adults (age 23 and over): \$4,295

Automatic monthly payment plan

Pay just \$50 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of September 08, 2021, your monthly payment would be just \$761.00. (Manual plan also available; learn more on explorica.com/paymentplans.)

Travel protection

Most Explorica travelers protect their investment with one of our trusted plans, starting from just \$12 per day. To learn more, visit explorica.com/cfar.

Enroll online, by phone, or by mail



explorica.com/Coriell-7278



1.888.310.7121



Download and complete a paper application on explorica.com/resources



PO Box 9033 Charlottesville, VA 22906-9033

AGENDA ITEM: 8.10

SUBJECT:

Board Policy 1312.1

DEPARTMENT/PROGRAM:

Board of Trustees

ACTION REQUESTED:

Recommend approval of Board Policy and Administrative Regulation 1312.1, Complaints Concerning District Employees

PREVIOUS STAFF/BOARD ACTION:

Board reviewed policy on August 10, 2021.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Policy updated to reflect a court decision which held that a district cannot bar criticism of employees at public board meetings, and to add referral of complainants to the appropriate complaint procedures when concerns are expressed at a board meeting or to an individual board member outside a board meeting. Policy includes material formerly in AR regarding reports against employees for child abuse or neglect, and adds circumstances under which complaints should be addressed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures or AR 4030 - Nondiscrimination in Employment. Policy also adds material related to the investigation of a complaint, including an anonymous complaint, and includes material formerly in AR regarding appeals to the board. Regulation reorganized and updated to require that complaints be made in writing and to add steps regarding the investigation of the complaint and the notification of the complainant and employee regarding the final decision.

FISCAL IMPLICATIONS:

None

CONTACT PERSON:

Roger Macdonald, Superintendent

accs-jun22item03 Attachment 7 Page 943 of 986

REVISED POLICY

Community Relations

BP 1312.1 (a)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Governing Board recognizes its accountability to the public for the quality of the district's educational program and the performance of district employees. The district shall provide a process by which a complaint submitted by any person regarding an employee can be resolved impartially, expeditiously, and with minimal disruption to district operations and the educational program.

When a concern regarding an employee is presented during a Board meeting or to an individual Board member or employee outside of a Board meeting, the complainant shall be informed of the appropriate complaint procedure.

Any complaint regarding the Superintendent shall be initially filed in writing with the Board. The Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.

The Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

Any complaint subject to this policy and the accompanying administrative regulation shall be investigated by the principal, the employee's immediate supervisor, the Superintendent or designee, legal counsel, agent of the Board, and/or other appropriate person who is not the subject of the complaint or subordinate to the employee charged in the complaint. The complainant and the employee shall have an opportunity to present information relevant to the complaint.

A complaint that is filed anonymously may be investigated by the Superintendent or designee depending on the specificity and reliability of the information.

If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the district's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

The Board prohibits retaliation against complainants.

accs-jun22item03 Attachment 7 Page 944 of 986 BP 1312.1 (b)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

Appeals

If either the complainant or the employee submits an appeal of the Superintendent's decision to the Board, the Board shall determine whether to uphold the Superintendent's decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.

If the Board decides to hear the complaint, the matter shall be addressed in closed session in accordance with Government Code 54957 unless the employee requests that it be heard in open session. The Board shall review the original complaint and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.

The Board's decision shall be final.

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

COURT DECISIONS

Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719

Policy NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

McKinleyville, California

adopted: December 8, 2008

reviewed: February 9, 2010

accs-jun22item03 Attachment 7 Page 945 of 986

CURRENT POLICY

Community Relations

BP 1312.1

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Board of Trustees places trust in its employees and desires to support their actions in such manner that employees are freed from unwarranted, spiteful or negative criticism and complaints.

Upon request, parents/guardians shall receive procedures, written in their primary language, for filing a child abuse complaint with the appropriate child protective agencies or any other compliant. If any parent/guardian complains of child abuse occurring at a school, the Superintendent or designee shall provide him/her with these procedures and shall also provide an interpreter as needed for oral communication. (Statutes other than Code, CH 1102, Statutes of 1991)

Providing the above procedures to parents/guardians does not relieve mandated reporters from their duty to report suspected child abuse in accordance with law.

The Board shall annually review district policies and regulations regarding complaints against school personnel. (Education Code 35150.5)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

Management Resources:

CDE LEGAL ADVISORIES

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site (LO:4-93)

Policy NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

adopted: December 8, 2008 McKinleyville, California

reviewed: February 9, 2010

accs-jun22item03 Attachment 7 Page 946 of 986

REVISED POLICY

Community Relations

AR 1312.1(a)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

Every effort should be made to resolve complaints regarding district employees at the earliest possible stage. Any person who complains about a district employee shall be encouraged to resolve the matter informally through direct communication with the employee whenever possible.

If a complainant is unable or unwilling to resolve the complaint directly with the employee, the complainant may submit a written complaint to the principal or other immediate supervisor of the employee. Complaints related to a principal or district administrator shall be initially filed in writing with the Superintendent or designee. If the complainant is unable to prepare the complaint in writing, administrative staff shall provide assistance in the preparation of the complaint.

A written complaint shall include the full name of the employee involved, a brief but specific summary of the complaint and the facts surrounding it, and a description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

- 1. When a written complaint is received, the employee who is the subject of the complaint shall be notified within five days or in accordance with the collective bargaining agreement.
- 2. The principal or other immediate supervisor of the employee shall investigate and attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. A complaint against a school or district administrator shall be investigated by the Superintendent or designee. The investigation may include interviews of the employee, complainant, or witnesses as necessary and/or a review any documentation relevant to the complaint.
- 3. Both the complainant and employee shall be notified in writing of the final decision regarding the resolution of the complaint.
- 4. Either the complainant or the employee against whom the complaint was made may appeal the decision. A decision by the principal or immediate supervisor may be appealed to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. Either the complainant or the employee may appeal the Superintendent's decision to the Governing Board.
- 5. If the decision is appealed to the Board, the Superintendent or designee shall submit to the Board the following information:
 - a. The full name of each employee involved

accs-jun22item03 Attachment 7 Page 947 of 986 AR 1312.1(b)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

- b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
- c. A copy of the signed original complaint
- d. A summary of the action taken by the Superintendent or designee and the reasons that the problem has not been resolved

accs-jun22item03 Attachment 7 Page 948 of 986

CURRENT POLICY

Community Relations

AR 1312.1(a)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures.

(cf. 1312.2 - Complaints Concerning Instructional Materials) (cf. 1312.3 - Uniform Complaint Procedures) (cf. 4144/4244/4344 - Complaints)

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

- 1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
- 2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
- 3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.
- 4. When a written complaint is received, the employee shall be notified within 10 days or in accordance with collective bargaining agreements.
- 5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
- 6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

- 7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.
- 8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 - c. A copy of the signed original complaint
 - d. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons
- 9. The Board may uphold the Superintendent's decision without hearing the complaint.
- 10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
- 11. A closed session may be held to hear the complaint in accordance with law.

```
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9323 - Meeting Conduct)
```

12. The decision of the Board shall be final.

Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Legal Reference: (see next page)

accs-jun22item03 Attachment 7 Page 950 of 986 AR 1312.1(c)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

Management Resources:

CDE LEGAL ADVISORIES

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site (LO:4-93)

Regulation NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT approved: February 9, 2010 McKinleyville, California

POLICY ELIMINATED

Community Relations

E(1) 1312.1(a)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

Information for Parents on Reporting Child Abuse

What is Child Abuse and What is not Child Abuse

The following information, taken from Penal Code 273a, 273d, and 1165.6, will assist parents/guardians in reaching the decision whether to file a complaint of suspected child abuse.

Child Abuse is a physical injury which is inflicted by other than accidental means on a child by another person.

It also means the sexual abuse of a child.

It also means willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.

It also means unlawful corporal punishment or injury resulting in a traumatic condition.

Child abuse also mean neglect of a child or abuse in out-of-home care. (Out-of-home care is defined in Penal Code 11165.5 as a situation where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children, or an administrator or employee of a public or private school or other institution or agency.)

Child abuse does not mean a mutual affray or fight between minors.

It also does not include an injury caused by the actions of a peace officer using reasonable and necessary force:

- 1. To quell a disturbance threatening physical injury to person or damage to property;
- 2. To prevent physical injury to person or damage to property;
- 3. For purposes of self-defense;
- 4. To obtain possession of weapons or other dangerous objects within the control of a child; or
- 5. To apprehend an escapee.

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

In addition, child abuse does not include injury caused by any force that is reasonable and necessary for person employed by or engaged in a public school:

- 1. To stop a disturbance threatening physical injury to people or damage to property;
- 2. For purposes of self-defense; or
- 3. To obtain possession of weapons or other dangerous objects within control of a pupil (Education Code 44807, 49001)

Pursuant to Penal Code 11165.12, child protective agencies may find complaints from parents/guardians or the public to be either false or improbably, or the complained-of actions may be found to be accidental or not within the definition of child abuse.

How to File a Complaint of Child Abuse by School District Employees or Others at School Sites

The parent/guardian of a student has the right to file a complaint against a school district employee or other person that they suspect has engaged in abuse of a child at a school site. In addition, if the child is also disable and enrolled in special education, a separate complaint may be filed with the California Department of Education (CDE) under Title 5 of the California Code of Regulations, Section 4650(a)(viii)(C). This state regulation requires the CDE to investigate allegations that the child may be in immediate physical danger or that the health, safety, or welfare of the child is threatened.

To ensure that an appropriate investigation takes place, the parent/guardian must file a verbal or written complaint with the local child protective agency, school district, or county office of education.

As defined in the Child Abuse and Neglect Reporting Act of 1987, a child protective agency is:

- 1. A police or sheriff's department;
- 2. A county probation department; or
- 3. A county welfare department/child protective services.

These agencies are listed in local telephone directories under government listings. Police will be found under city government listings; sheriffs, probation, welfare departments and child protective services will be found under county government listings.

accs-jun22item03 Attachment 7 Page 953 of 986 E(1) 1312.1(c)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

The local child protective agency shall investigate the complaint. (Penal Code 11165.14) If the complaint is substantiated, the local child protective agency is required to forward a copy of the investigation report to the Board of Trustees of the local school district or county office of education. (Penal Code 11165.14)

Child protective agencies are also required to report every known or suspected instance of child abuse to the law enforcement agency having jurisdiction over the case and to the district attorney. (Penal Code 11166(g))

Pursuant to Penal Code 11172, persons who are not mandated by law to report child abuse are liable for any damages caused when they make a report of child abuse known to be false or with reckless disregard for truth or falsity.

accs-jun22item03 Attachment 7 Page 954 of 986 E(2) 1312.1

Community Relations

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Board of Trustees of a school district or county office of education shall upon request disseminate the guidelines adopted by the State Department of Education pursuant to Section 33308.1 of the Education Code to parents or guardians in the primary language of the parent or guardian that desires to file a complaint against a school employee or other person that commits an act of child abuse as defined in Section 11165.6 of the Penal Code against a student at a school site of the procedures for filing that complaint with the local child protective agencies pursuant to the Child Abuse and Neglect Reporting Act, established pursuant to Chapter 1444 of the Statutes of 1987. In the case of oral communications with the parent or guardian whose primary language is other than English, concerning that guideline or the procedures for filing child abuse complaints, the Board shall provide an interpreter for that parent or guardian.

AGENDA ITEM: 8.11

SUBJECT:

Board Policy 6158

DEPARTMENT/PROGRAM:

Board of Trustees

ACTION REQUESTED:

Recommend approval of Board Policy, Administrative Regulation, and Exhibit (3) 6158, Independent Study

PREVIOUS STAFF/BOARD ACTION:

Board reviewed policy on August 10, 2021.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Policy updated to reflect new law which requires all districts, for the 2021-22 school year, to offer independent study to meet the educational needs of students unless a waiver is obtained and to adopt policy with specified components in order to generate apportionment for independent study. Policy updates the minimum period of time permitted for independent study to be three consecutive school days, requires an evaluation to determine if the student should continue in independent study if the student fails to make satisfactory educational progress, and requires that content be aligned to grade level standards including the requirement for high schools to offer access to all courses offered by the district for graduation and approved as creditable for A-G admission criteria. Policy also updated to include the requirement for live interaction and/or synchronous instruction based on grade level, tiered reengagement strategies for students not generating attendance for a specified period of time, expeditious transition for students whose families wish to return to in-person instruction, notice to parents/guardians of specified information, the provision of a student-parent-educator conference, upon request, prior to enrollment and/or disenrollment, and the keeping of additional records including documentation of each student's participation in live interaction and synchronous instruction on each school day, as applicable. Policy updated to include material formerly in the AR regarding requirements for independent study and written agreements as well as new requirements regarding the same, including that written agreements must include a detailed statement of academic and other supports that will be provided to address the needs of particular students, that the agreement may be signed electronically as specified, and that, for the 2021-22 school year, the written agreement must be signed no later than 30 days after the first day of instruction. Policy updated to include material formerly in the AR regarding course-based independent study and to generally align the requirements of course-based independent study with the requirements for general independent study.

Regulation updated to reflect new law which includes, adding definitions for "live interaction," "student-parent-educator conference" and "synchronous instruction," the requirement for all districts for the 2021-22

AGENDA ITEM: 8.11 continued

school year to offer independent study to meet the educational needs of students unless the district has obtained a waiver, that independent study may be offered to students whose health would be put at risk by inperson instruction as determined by the parent/guardian, the assurance of access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work, and the documentation of each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable. Material regarding requirements for independent study, written agreements and course-based independent study moved to BP.

FISCAL IMPLICATIONS:

None

CONTACT PERSON:

Roger Macdonald, Superintendent

accs-jun22item03 Attachment 7 Page 957 of 986 BP 6158(a)

Instruction

REVISED POLICY

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

accs-jun22item03 Attachment 7 Page 958 of 986 BP 6158(b)

Instruction

INDEPENDENT STUDY

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

- 1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
- 2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
- 3. Learning required concepts, as determined by the supervising teacher
- 4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive at least weekly synchronous instruction. (Education Code 51747)

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

- 1. Verification of current contact information for each enrolled student
- 2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
- 3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
- 4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

accs-jun22item03 Attachment 7 Page 959 of 986 BP 6158(c)

Instruction

INDEPENDENT STUDY

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent- educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021–22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

- 1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
- 2. The objectives and methods of study for the student's work and the methods used to evaluate that work
- 3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
- 4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
- 5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
- 6. A statement of the number of course credits to be earned by the student upon completion.

accs-jun22item03 Attachment 7 Page 960 of 986 BP 6158(d)

Instruction

INDEPENDENT STUDY

- 7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
- 8. A statement that independent study is an optional educational alternative in which no student may be required to participate
- 9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
- 10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

- 1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
- 2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.
- 3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to inperson, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and

accs-jun22item03 Attachment 7 Page 961 of 986 BP 6158(e)

Instruction

INDEPENDENT STUDY

number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students to receive at least weekly synchronous instruction.

- 4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
- 5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

- 6. Examinations shall be administered by a proctor.
- 7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
- 8. A student shall not be required to enroll in courses included in the course-based independent study program.
- 9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

accs-jun22item03 Attachment 7 Page 962 of 986 BP 6158(f)

Instruction

INDEPENDENT STUDY

- 10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.
- 11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
- 12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.
- 13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.
- 14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
- 15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
- 16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

- 1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
- 2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
- 3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
- 4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
- 5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
- 6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
- 7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is

Instruction

INDEPENDENT STUDY

referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.

- 8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
- 9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- 10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
- 11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
- 12. Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

However, for the 2021–22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

accs-jun22item03 Attachment 7 Page 964 of 986 BP 6158(h)

Instruction

INDEPENDENT STUDY

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

- 1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
- 2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
- 3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
- 4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
- 5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
- 6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

accs-jun22item03 Attachment 7 Page 965 of 986 BP 6158(i)

Instruction

INDEPENDENT STUDY

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Samoa Beach Academy Supporting Documentation CURRENT POLICY

accs-jun22item03 Attachment 7 Page 966 of 986

Instruction BP 6158(a)

INDEPENDENT STUDY

The Board of Trustees authorizes independent study as an optional alternative instructional strategy for students, including adult education students, whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

```
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6200 - Adult Education)
```

The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The minimum period of time for any independent study option shall be five school days.

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

To foster each participating student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the date an assignment is made and the date by which the student must complete the assigned work:

Three weeks for students in grades 9-12, continuation or adult education

When circumstances justify a longer time, the Superintendent or designee may extend the maximum length of an assignment to a period not to exceed eight weeks, pursuant to a written request with justification.

When any participating student fails to complete three consecutive independent study assignments in a period of 15 school days, or misses two appointments with his/her supervising teacher without valid reasons, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study.

The Superintendent or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance (ADA) generated for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study.

Legal Reference: (see next page)

accs-jun22item03 Attachment 7 Page 967 of 986 BP 6158(b)

INDEPENDENT STUDY (continued)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

42238 Revenue limits

44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment

46300-46300.6 Methods of computing ADA

47612.5 Independent study in charter schools

48204 Residency based on parent employment

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

51225.3 Requirements for high school graduation

51745-51749.3 Independent study programs

56026 Individuals with exceptional needs

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources:

CDE PUBLICATIONS

Independent Study Operations Manual, 2000 edition

WEB SITES

California Consortium for Independent Study: http://www.ccis.org

California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is

accs-jun22item03 Attachment 7 Page 968 of 986

Instruction

REVISED POLICY

AR 6158(a)

INDEPENDENT STUDY

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

- 1. Special assignments extending the content of regular courses of instruction
- 2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
- 3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
- 4. Continuing and special study during travel
- 5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
- 6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

accs-jun22item03 Attachment 7 Page 969 of 986 AR 6158(b)

Instruction

INDEPENDENT STUDY

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction.

A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

accs-jun22item03 Attachment 7 Page 970 of 986 AR 6158(c)

Instruction

INDEPENDENT STUDY

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

- 1. A letter to the student and/or parent/guardian
- 2. A meeting between the student and the teacher and/or counselor
- 3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
- 4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

- 1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
- 2. Approving or denying the participation of students requesting independent study
- 3. Facilitating the completion of written independent study agreements
- 4. Ensuring a smooth transition for students into and out of the independent study mode of instruction 5. Approving all credits earned through independent study
- 6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

accs-jun22item03 Attachment 7 Page 971 of 986 AR 6158(d)

Instruction

INDEPENDENT STUDY

The responsibilities of the supervising teacher shall include, but are not limited to:

- 1. Completing designated portions of the written independent study agreement and signing the master agreement
- 2. Supervising and approving coursework and assignments
- 3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
- 4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
- 5. Providing direct instruction and counsel as necessary for individual student success
- 6. Regularly meeting with the student to discuss the student's progress
- 7. Determining the time value of assigned work or work products completed and submitted by the student 8. Assessing student work and assigning grades or other approved measures of achievement
- 9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

approved: February 9, 2010 McKinleyville, California

reviewed: June 22, 2015

Samoa Beach Academy Supporting Documentation CURRENT POLICY

accs-jun22item03 Attachment 7 Page 972 of 986

Instruction AR 6158(a)

INDEPENDENT STUDY

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

- 2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
- 3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum
- 4. Continuing and special study during travel
- 5. Volunteer community service activities that support and strengthen student achievement

(cf. 6142.4 - Service Learning/Community Service Classes)

In addition, when requested by the parent/guardian due to emergencies, vacation or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in independent study to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school. (5 CCR 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

accs-jun22item03 Attachment 7 Page 973 of 986 AR 6158(b)

INDEPENDENT STUDY (continued)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Parents/guardians of students who are interested in independent study should contact the principal or designee. Approval for participation shall be based on the following criteria:

- 1. Evidence that the student will work independently to complete the program
- 2. Availability of experienced certificated staff with adequate time to effectively supervise the student

A student's participation in independent study shall be voluntary. (Education Code 51747)

Students participating in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)

Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 51747.3)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless his/her individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, shall be in independent study at any given time. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6184 - Continuation Education)

accs-jun22item03 Attachment 7 Page 974 of 986 AR 6158(c)

INDEPENDENT STUDY (continued)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or by the Board of Trustees. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

Written Agreements

A written agreement shall be developed for each student participating in independent study for five or more school days. (Education Code 46300, 51747)

The written independent study agreement for each participating student shall include, but not be limited to, all of the following: (Education Code 51747)

- 1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress
- 2. The objectives and methods of study for the student's work, and the methods used to evaluate that work
- 3. The specific resources, including materials and personnel, that will be made available to the student
- 4. The Board's independent study policy describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
- 5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, are to be for one year: July 1 June 30
- 6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
- 7. A statement that independent study is an optional educational alternative in which no student may be required to participate

accs-jun22item03 Attachment 7 Page 975 of 986 AR 6158(d)

INDEPENDENT STUDY (continued)

8. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.

The curriculum and methods of study specified in the written agreement shall be consistent with Board policy, administrative regulations and procedures for curriculum and instruction. (5 CCR 11702)

(cf. 6143 - Courses of Study)

Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student if the student is under age 18, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747)

The agreement shall state that the parent/guardian's signature confirms his/her permission for the student's independent study as specified in the agreement.

Student Rights and Responsibilities

Students participating in independent study shall have the right, continuously, to enter or return to the regular classroom mode of instruction, including upon termination of the agreement.

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

- 1. A letter to the student and/or parent/guardian
- 2. A meeting between the student and the teacher and/or counselor
- 3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate

INDEPENDENT STUDY (continued)

4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in Board policy and the written independent study agreement as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation which may result in termination of the independent study agreement and the student's return to a regular classroom or alternative instructional program.

Administration of Independent Study

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

The responsibilities of the independent study administrator shall be to:

- 1. Ensure that the district's independent study option is operated in accordance with law, Board policy and administrative regulation
- 2. Approve the participation of students requesting independent study
- 3. Facilitate the completion of written independent study agreements
- 4. Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record
- 5. Authorize the selection of staff to be assigned to supervise independent study
- 6. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator
- 7. Complete or coordinate the preparation of all necessary records and reports
- 8. Establish and maintain in a systematic manner all records required by law, Board policy and administrative regulation
- 9. Monitor student participation in independent study so that the district stays within prescribed limits and income to the district is maximized
- 10. Develop and manage the budget for independent study
- 11. Obtain and maintain current information and skills required for the operation of an independent study strategy that meets established standards for the district's educational programs

INDEPENDENT STUDY (continued)

- 12. Assure a smooth transition into and out of the independent study mode of instruction
- 13. Prepare and submit reports as required by the Board or Superintendent

Supervising Teachers

The principal may recommend and the independent study administrator shall approve the assignment of teachers to directly supervise independent study. The teacher may be the student's regular classroom teacher, particularly for elementary students.

The ratio of students to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district.

The teacher supervising independent study shall:

- 1. Complete designated portions of the written independent study agreement and add additional information to the written agreement when appropriate
- 2. Supervise and approve coursework
- 3. Design all lesson plans and assignments
- 4. Assess all student work and determine and assign grades or other approved measures of achievement
- 5. Personally judge the time value of assigned work or work products completed and submitted by the student
- 6. Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly.
- 7. Sign and complete the agreement when the student has reached his/her objectives or the agreement is terminated
- 8. Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
- 9. Maintain any other required records and files on a current basis

accs-jun22item03 Attachment 7 Page 978 of 986 AR 6158(g)

INDEPENDENT STUDY (continued)

Records

For audit purposes, the Superintendent or designee shall maintain the following records: (Education Code 51748; 5 CCR 11703)

- 1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
- 2. A separate listing of the students and adult education students, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and identifying course credits attempted by and awarded to students in grades 9-12 and in adult education, as specified in their written agreements
- 3. A file of all agreements, with representative samples of each student's or adult education student's work on not less than a monthly basis, preferably biweekly.
- 4. A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student or adult education work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

Each school shall maintain records for the students at that school.

A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

(cf. 5125 - Student Records)

Regulation NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT

approved: February 9, 2010 McKinleyville, California

reviewed: June 22, 2015

accs-jun22item03 Attachment 7 Page 979 of 986

Instruction

REVISED POLICY

E6158 (3)

INDEPENDENT STUDY

Independent Study - Master Agreement Northern Humboldt Union High School District

1,020,000 2,0		
Student Name:	Grade:	Birth date:
Address:	City/Zip:	School:
Address:	City/Zip:	School:
Home Phone:	Cell phone:	Email:
Duration:	Beginning date:	Ending date
Duration.	Deginning date.	Linding date
• FULL TIME I.S (minimum of 15 days)		
SHORT TERM IS (3 weeks or less complete master agreement 5 days in advance)		

SHORT TERM I.S. (3 weeks or less, complete master agreement 5 days in advance)

SUPPORTS (circle one): EL IEP 504 None

Objectives, Methods of Study, Methods of Evaluation, and Resources: The student is to complete the courses listed below. Course objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards, as outlined in the districts' course descriptions. The specific objectives, methods of study, and resources for each assignment covered by this agreement will be described in the course folders. Methods of evaluation of student assignments are as follows: assignment review, student demonstrates skill/competency, written/online tests, written reports/essays, oral/written/online quizzes, discussion and computer activities. Curriculum will be delivered online when possible, otherwise textbooks and written assignments and quizzes will be provided.

Box Below is Not Applicable for Short Term

Course and ID #	Units	Units	Course and ID #	Units	Units
	Attempt	Earned		Attempt	Earned
Reporting: Students are required to report to their teacher weekly.					
Day Time:		Loc	ration		

Assignments: According to the district policy, students not completing work or participating in tasks for 3 school days or misses any two appointments without valid reasons, an evaluation shall be conducted to determine whether the student should be allowed to continue in independent study. Assignments/quizzes shall be completed no more than one week after assigned.

Voluntary Statement: Independent study is an optional educational alternative that students voluntarily select. All students who choose independent study must be offered alternative classroom instruction, and they must have the continuing option of returning to the classroom.

Equitable Provision of Resources and Services: Independent study option is to be substantially equivalent in quality to classroom instruction, and that students who choose to engage in independent study are to have equality of rights and privileges with students in the regular school program.

Signatures and Dates: I have read and understand the terms of this agreement, and agree to all the provisions set forth.		
Student:	Date:	
Parent/Guardian	Date:	
Supervising Teacher:	Date:	
Principal or designee	Date:	

CURRENT POLICY

E6158 (3) Instruction

INDEPENDENT STUDY

Student Name:	udent Name: Grade:			Birth date:		
Address:		City:		Zip Code:		
Home Phone:		Cell phone:		Email:		
Duration:		Beginning date:	; date:		Ending date	
CIRCLE ONE: FULL? Objectives, Methods of S Course objectives reflect the outlined in the districts' couth this agreement will be descreview, student demonstration discussion/oral/review, consumptions. Box Below is Not Application.	tudy, Methods of the curriculum adopted reservations. The cribed in the course rates skill/competer activities, and	Evaluation, and ed by the district specific objective folders. Method acy, written/onli portfolio.	Resources: The student's governing board a es, methods of study, a of evaluation of students.	dent is to complete nd are consistent v and resources for ea- dent assignments ar	the courses listed belowith district standards, ch assignment covered re as follows: assignment	
Course and ID #	Units Attempt	Units Earned	Course and ID #	Units Attempt	Units Earned	
Reporting: Students are req	quired to report to the	eir teacher weekly	Location			
Assignments: According to independent study assignment assignment as a subject of the conducted	ents during any period to determine whet	od of 15 school of her the student sh	days or misses any two	o appointments wintinue in independe	thout valid reasons, ar nt study.	
Voluntary Statement: Indechoose independent study a returning to the classroom.	ependent study is an must be offered the	optional educational alternative classr	onal alternative that st oom instruction, and	udents voluntarily s they must have th	select. All students who e continuing option o	
Equitable Provision of Relassroom instruction, and to with students in the regular s	hat students who ch	vices: Independe noose to engage in	nt study option is to n independent study a	be substantially e re to have equality	quivalent in quality to of rights and privileges	
Signatures and Dates: I ha	ve read and understa	and the terms of the	his agreement, and agr	ee to all the provisio	ons set forth.	
tudent:		Date	Date:			
Parent/Guardian :			Date	Date:		
Supervising Teacher:			Date	Date:		
Principal or designed			D			

AGENDA ITEM: 8.12

SUBJECT:

Board of Trustees Meetings

DEPARTMENT/PROGRAM:

District

ACTION REQUESTED:

Discussion and possible action on in-person Board of Trustees meetings.

PREVIOUS STAFF/BOARD ACTION:

Board discussed at their regular Board meeting in April and August.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Board meetings have been using the Zoom format. The current Brown Act flexibility expires on September 30, 2021.

FISCAL IMPLICATIONS:

None

CONTACT PERSON:

Roger Macdonald, Superintendent

Subject: RE: Documentary Record

On Mon, Feb 14, 2022 at 10:05 AM Pires, Tammy tpires@nohum.k12.ca.us> wrote:

Per your request,

Cal. Educ. Code § 47605 (k)(2) states that a "transcript" can be defined as, "an exact copy or reproduction, especially one having an official status." Therefore, I'm including the Zoom meeting recording from 09/14/21 where the NHUHSD Board of Trustees denied the SBA petition. I've also attached the Board minutes from the meeting as well.

Please let me know if you have any questions.



091421 minutes.mp4

TAMMY PIRES Superintendent's Secretary Northern Humboldt Union High School District 2755 McKinleyville Avenue McKinleyville, CA 95519

Phone: 707-839-6481 Fax: 707-839-6457

On Mon, Feb 14, 2022 at 9:17 AM Double D <sfdoubled@gmail.com> wrote:

Tammy,

I sent this to Roger last week and I have not received a response. Would you please see that he receives it and verify with me? Thanks.

DLonn

----- Forwarded message -----

From: Double D < sfdoubled@gmail.com > Date: Thu, Feb 10, 2022 at 5:16 PM Subject: Documentary Record

To: Roger MacDonald < macdonald@nohum.k12.ca.us>

Cc: pattibcam <PattiBCam@aol.com>, Troy Nicolini <troy.nicolini@gmail.com>, Efren Del Rio <edelrio@danco-

group.com>, Chuck Petrusha <chuck@advancedsecurity.us>

Roger,

We are exploring our options and request the following:

accs-jun22item03 Attachment 7 Page 983 of 986

TΛ	NH	IIHS	D.

"Pursuant to Education Code Section 47605(k)(2), Samoa Beach Academy hereby requests that the Northern Humboldt Union High School District prepare the documentary record, including transcripts of the public hearing at which the governing board of the school district denied the SBA charter. This record must be provided in ten business days from the date of this request, which is February 26, 2022. We look forward to receiving the documentary record and transcript on that date."

I look forward to hearing from you.

David Lonn

This email has been scanned for spam and viruses by Proofpoint Essentials. Click here to report this email as spam.

To: Subject:	RE: Documentary Record
From: Double D Date: Fri, Feb 11, Subject: Re: Docu To: Colby Smart 	ed message < <u>sfdoubled@gmail.com</u> > 2022 at 9:03 AM umentary Record < <u>csmart@hcoe.org</u> > attiBCam@aol.com>, Troy Nicolini < <u>troy.nicolini@gmail.com</u> >, Efren Del Rio < <u>edelrio@danco-</u> ick Petrusha < <u>chuck@advancedsecurity.us</u> >
Thank you so mu	ch.
On Fri, Feb 11, 20	022, 8:30 AM Colby Smart < csmart@hcoe.org > wrote:
Good morning D	Dave,
Thank you for su	ubmitting this request. We will begin preparing the documentation.
Have a great Fri	day and I will be in touch,
Colby	
Colby Smart, Assistant Super	, <i>Ed.D.</i> intendent, Educational Services
Administration	
Humboldt Coun	ty Office of Education 901 Myrtle Avenue Eureka, CA 95501
csmart@hcoe.o	rg (707) 445-7030
Still need the Co	ovid-19 Vaccine? <u>Learn More Here</u>

accs-jun22item03 Attachment 7 Page 985 of 986

This email has been scanned for spam and viruses by Proofpoint Essentials. Click <u>here</u> to report this email as spam.

Subject: RE: Documentary Record - Samoa Beach Academy Charter Petition

On Fri, Feb 18, 2022 at 3:44 PM Natalie Carrigan < NCarrigan@hcoe.org > wrote:

Good afternoon Dave,

Linked <u>here</u>, please find a Google Folder containing the Documentary Record for the Samoa Beach Academy Charter Petition. Please note, our Board meetings have not been recorded so transcripts from meetings are not available.

Sincerely,

Natalie Carrigan

Administrative Assistant to the Superintendent
Office of the Superintendent
Humboldt County Office of Education | 901 Myrtle Avenue | Eureka, CA 95501
ncarrigan@hcoe.org | (707) 445-7000 | (707) 445-7143 Fax

This email has been scanned for spam and viruses by Proofpoint Essentials. Click <u>here</u> to report this email as spam.