



Accrediting Commission for Schools Western Association of Schools and Colleges

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BARRY R. GROVES, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
EXECUTIVE VICE PRESIDENT

November 6, 2018

Mrs. Shari Lovett
Director
Northern United - Humboldt Charter
2120 Campton Rd. Ste. I
Eureka, CA 95503

Dear Mrs. Lovett:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces that the Executive Committee of the Accrediting Commission for Schools has approved Initial Accreditation for Northern United - Humboldt Charter (TK - 12), through June 30, 2022. The Commission will ratify this action at the Winter 2019 Commission Meeting.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the Initial Visit visiting committee. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. An ACS WASC visiting committee will conduct a site visit to review the school's self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school's programs and operations and the impact on student learning.

Accreditation status is conditioned upon Northern United - Humboldt Charter's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see attached).

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC portal at <https://webportal.acswasc.org>. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: "Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges," until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., "Fully Accredited for Grades (9–12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges."

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The Commission looks forward to Northern United - Humboldt Charter's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in black ink that reads "Barry R. Groves". The signature is written in a cursive style with a large, stylized "B" and "G".

Barry R. Groves
President

Enclosures: Initial Visit Visiting Committee Report
ACS WASC Substantive Change Policy and Procedures
ACS WASC Merchandise Order Form

INITIAL VISIT VISITING COMMITTEE REPORT — CALIFORNIA PUBLIC SCHOOLS

This form is to be used in conjunction with the *ACS WASC Initial Visit Procedures Manual for California Public Schools* and is to be used for all California Public and California Charter Schools. Note: Criterion A6 pertains only to California Charter Schools.

Part I

Name of School: Northern United - Humboldt Charter School

School Address: 2120 Campton Road Suite H Eureka, Ca 95503

Grades Reviewed: TK-12

School Type(s): Charter School
Comprehensive, Community Day School, Alternative Education/Continuation, Independent Study, Charter School, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

Initial Visit Chair:

<u>Margaret Smith</u>	<u>707 459-6455</u>	<u>msmithhistorygirl@comcast.net</u>
<small>Name</small>	<small>Phone</small>	<small>Email</small>

Initial Visit Team Member(s): Tim Warner

Date of Visit: 9/24-9/25/2018

Introduction

In order to fully understand it is necessary to discuss why and how Northern United-Humboldt Charter School was created. NUHC began as Mattole Valley Charter School (MVCS), a dependent charter school sponsored by Mattole Unified School District. Opening their doors on September 17, 1998, and maintaining an enrollment of 750 students, MVCS served students in four contiguous counties in northern California. Many of the students who attended MVCS lived in rural and lower income areas in which socioeconomic issues, combined with geographical difficulties, made homeschooling a way of life for many families. However, in order to come in to compliance with the Court of Appeal's decision in Anderson Union High School District v. Shasta Secondary Home School (2016) 4 Cal.App.5th 262, Mattole Valley Charter School had to close its doors and restructure as a new entity.

Northern United-Humboldt Charter School was developed to fill the niche that Mattole Valley Charter School had once filled. Northern United – Humboldt Charter School petitioned the Humboldt County Office Education to become a countywide benefit direct funded charter in Humboldt County. Northern United – Humboldt Charter School's petition was approved on February 14, 2018. Northern United - Humboldt Charter School is a TK-12 non-classroom based charter serving students through a standards-based comprehensive education. Students representing local demographics and academic levels will be enrolled.

The anticipated 2018-19 enrollment by grade level is Transitional Kindergarten-2, Kindergarten 18, First-37, Second-37, Third-29, Fourth-33, Fifth-34, Sixth-30, Seventh-16, Eighth-23, Ninth-18, Tenth-16, Eleventh-23, and Twelfth-32. Of the 348 currently enrolled students 83% are White, 11% American Indian, 2% Asian and 3% African American and 2% Hispanic. The gender breakdown of currently enrolled students is 52% female and 48% male. Other demographic breakdowns of the (anticipated or current) student population include: 2% of the anticipated student population have documented 504 accommodations, 2% are English Learners, 10% are designated Homeless, 3% are Foster youth and 10% receive Special Education Services.

Northern United – Humboldt Charter School students will be educated through personalized learning programs. Within that context, students may participate in cooperative classes, learning centers, supplemental learning projects, distance learning via current technology and community based education. Parents who enroll their children in the Charter School are co-facilitators of

their child's education. The Charter School will work with its students and parent facilitators by providing them with educational resources, an assigned independent study teacher, and access to a team of educational staff. Parents/guardians and their children may collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning. The type of program parents select determines the degree to which the teacher is involved. This involvement may vary from an advisory and assessment capacity to one of complete administration of the student learning process. Professional learning and parent education will be available and encouraged.

Category A: Organization

A1. Vision and Purpose Criterion

The Core Beliefs

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

The Vision

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

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

The Mission

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

Strategic Goals of the Mission:

Goal 1

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

Goal 2

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

Goal 3

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

Goal 4

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

NU-HCS values the WASC and LCAP planning process of soliciting stakeholder feedback. In the spirit of collaboration we have looked at the data provided by stakeholders during our LCAP process and have included the following three goals as we anticipate them aligning with our WASC action plan. We are committed to improving student performance, creating opportunities for authentic 21st century learning experiences, and providing an emotionally and physically safe learning environment for all.

Aligned with Goals 1 and 2 and 3 of the NU-HCS LCAP -

- 1. Northern United-Humboldt Charter School will improve student performance outcomes in the core academic areas.**

- 2. Northern United - Humboldt Charter School will ensure that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning.**

- 3. Northern United-Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive and safe environment for all.**

Schoolwide Learner Outcomes (SLOs)

A Northern United - Humboldt Charter School graduate reads and writes effectively.

A Northern United - Humboldt Charter School graduate sufficiently understands and functions in the world.

A Northern United - Humboldt Charter School graduate appreciates the history of mankind in all its diversity, and understands the political process.

A Northern United – Humboldt Charter School graduate applies math principles and operations to solve problems.

A Northern United - Humboldt Charter School graduate applies scientific concepts and skills to explain the world and find solutions to its problems.

A Northern United - Humboldt Charter School graduate realizes personal special interests, talents and abilities.

Northern United- Humboldt Charter School’s Vision, Mission and Schoolwide Learner Outcomes reflect that of the 21st century skills developed as part of a movement to ensure all learners are prepared to be successful employees, learners and global citizens. Northern United – Humboldt Charter School identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own special talents, whether it be in the arts, sciences, or other areas. It is the goal of this Charter School to help a student become an educated individual, one who possesses a self-motivated ability to learn, a diverse yet well-developed set of interests, and the desire to master academic skills to the best of his or her ability.

It is the goal of the Charter School to enable students to become self-motivated, competent, lifelong learners who display the following attributes:

Learners, Critical Thinkers, Problem Solvers and School Community Members who:

Analyze and evaluate information and points of view

Synthesize and make connections between information and arguments

Question and use reason effectively

Solve problems in conventional and innovative ways

Apply acquired knowledge to effectively resolve current problems

Demonstrate proficiency through reading, listening, speaking, writing, viewing and presenting

Acquire, interpret, analyze, and respond to information from various sources, including technology

Take initiative for the continuing acquisition of knowledge beyond high school

Follow through with plans and goals

Are productive and accountable

Are self-directed and are persistent

Have been prepared to make informed lifestyle choices that enhance and maintain a state of well-being

Participate in a balanced program of intellectual, physical, social and aesthetic activities

Demonstrate empathy toward peers and have a stake in the positive culture of the school

The Core Beliefs, Vision, Mission and Schoolwide Learner Outcomes (SLOs) of Northern United- Humboldt Charter School (NU-HCS), a Countywide Benefit Charter, clearly define the

beliefs and precepts of the school. There is an intentional focus on the needs of the student population, which mirror the demographics of Humboldt County; primarily Caucasian and low socio-economic. In addition, there is heightened awareness and serious schoolwide planning around the fact Humboldt County is at the top of the list of the counties in California as having alarmingly high Adverse Childhood Experience (ACE) Scores. NU-HCS serves some of the most rural students in this rural county through the Independent Study model of a teacher meeting the student in their home and additionally serves students in a classroom setting in the more populated areas of the county. State of the art methodologies are used to support students in both settings in their learning, regardless of the model they choose. Due to the fact that NU-HCS is a “school of choice” parents/guardians have a sense of purpose when enrolling their student(s). NU-HCS employs a full-time K-12 Counselor who oversees the processes through which the social-emotional (K-12) and academic (9-12) critical learner needs are met. The Counselor works closely with administration, staff and the school psychologist to ensure that the whole student is tended to.

A continuous cycle of improvement is utilized by NU-HCS in every aspect of its functioning from academics to the inner-workings of the business office. The staff takes part in using data to inform decisions that are made to support student learning, ensure there is a positive school climate and to bring about a college and career focus. Charter-wide initiatives such as onboarding Advancement Via Individual Determination (AVID) serve to strengthen pedagogy and to create a college and career culture. The use of research based common assessments, such as STAR Math and STAR Reading through Renaissance Learning provides a platform for the Student Study Team (SST) process and informs Response to Intervention (RTI) through data collection and analysis. NU-HCS has a strong Special Education program complete with a full time licensed School Psychologist, a Program Coordinator and a staff of highly trained Resource Teachers. The SST process and Tier II program help to determine the need for special education services. Within our RTI Model there is a dynamic path for all students that allows them to move organically through the tiers with support and constant monitoring. We believe that all students can achieve at high academic levels and strive for that outcome in every aspect of designing, implementing and monitoring services at all levels.

The belief that all stakeholders have a part to play in the education of our students is held charter-wide. Staff, students, families and the greater educational community all work together to ensure that all students are well served. The old adage “It takes a village” is one that is alive and well at NU-HCS. The LCAP reflects the Core Beliefs, Vision and Mission. All stakeholders are encouraged to be a part of the decision making process through input at stakeholder meetings and through paper and electronic surveys. The WASC and the LCAP are aligned tightly so all efforts are directed toward the student learning outcomes. The stakeholders have helped to create the Student Learning Outcomes (SLOs) through their input and are informed on progress through a well designed and implemented plan utilizing paper and electronic modalities and physical signage in school buildings.

A number of learning centers have developed models for parent involvement. Examples are monthly parent engagement meetings aimed at providing parents with resources on how to be effective partners in their child’s education. These meeting also allow collaboration among parents of Independent Study students and a venue for parents to express ideas and concerns with staff.

The WASC Team is headed by a Director of Special Programs and consists of Administrators, staff, students and parents. The Team has oversight over ensuring that all stakeholders have a voice in the process. There will be a bi-annual gathering of the team during which the school purpose and SLOs are looked at and modified as dictated by the determined needs of the school. The Team seeks out input from the larger group of stakeholders for input through meetings and electronic surveys. The Action Plan will be monitored by the Team using the same methods.

Visiting Committee comments:

The school makes great efforts to remind everyone, including staff, teachers, administrators, parents, and especially students of the vision and purpose of the school. Posters are placed in each site and within each class clearly stating the core beliefs, the vision, and the mission of the school. These statements are closely aligned with Goals 1-3 of the LCAP, and the connection is clear.

In discussion with admin, teachers, staff, parents, and students, it was clear that the team was united in supporting this vision. For example, Goal 1 of the vision discusses the implementation of “dynamic learning experiences to ensure that all students are future-ready learners.” Some examples discussed with everyone present and observed by the WASC team were:

- Students are offered a broad course of study utilizing a wide variety of methods including direct instruction, online learning, concurrent enrollment in community college, and independent study.
- The school is working to increase PSAT, SAT, EAP, and AP participation in a myriad of ways, including paying for the enrollment in each, test prep, and education on the benefits of each.
- All high school students will take a-g approved coursework, which is mandated for graduation, so that students are exposed to a rigorous and college prep education. The counselor and other staff are working to reinstate the lengthy a-g coursework catalog so that ALL high school students can take these courses.
- 53% of the teachers are AVID trained, and evidence of AVID education was prevalent, with references to Cornell notes in class, frequent study skills practice, and college preparation and exposure in all high school-based locations.
- In most locations, students are provided with 2-1 up to 1-1 devices (like Chromebooks or laptops) to complete research assignments, take online courses, and type papers.

In discussion with parents, students, teachers, board members, and staff, it was apparent that the school cares about student performance, provides ways for students to experience 21st century learning, and provides an emotionally and physically safe learning environment for all. Students seemed engaged and challenged in each class, there was enough support for a variety of learning styles and levels, work seemed appropriate for grades represented, and the students knew that the expectation was that they would be safe, respectful, and responsible at all locations.

A2. Governance Criterion:

Selected statements from the school application (optional):

The Nonprofit Board of Directors is the governing body of two schools, Northern United-Humboldt Charter School and Northern United-Siskiyou Charter School. The School Director has direct and constant communication with the Board. All Board Policies are in alignment with Education Code and serve to protect and support staff and students, including conflict and resolution procedures. Nonprofit Board bylaws, as well as all school policies, were developed with guidance from School Director and legal counsel and have been adopted by the sitting Nonprofit Board.

The Board participates, whether it be through action or information, in decisions that affect the school, the staff, the students and other stakeholders. The Board approves the Schoolwide Action Plan and the LCAP and ensures that the two are aligned.

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

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

- Ensure the Charter School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter School Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School

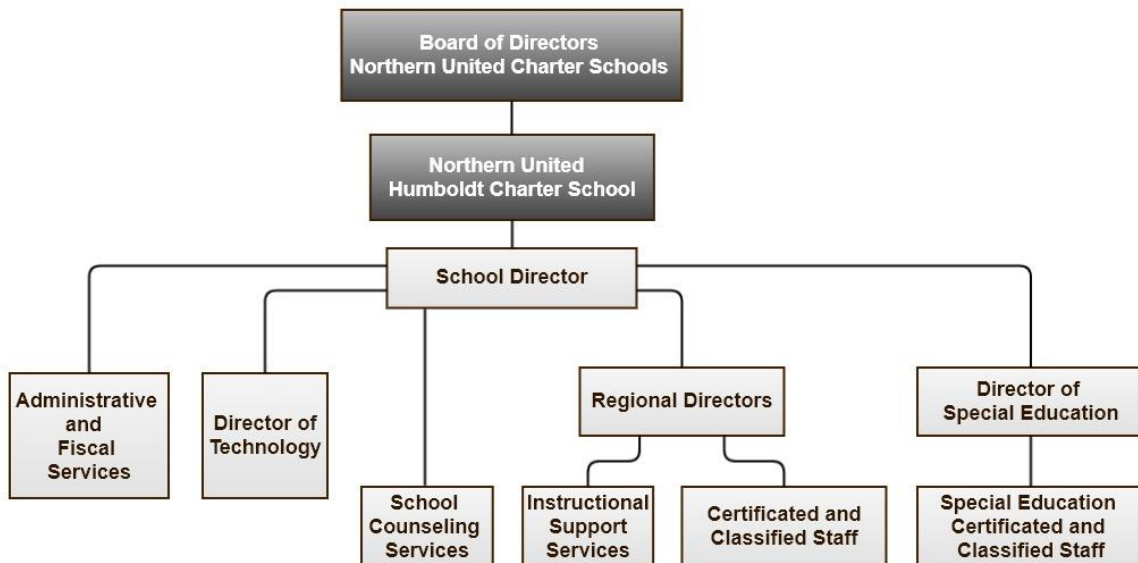
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps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

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

The School Director has developed an Administration Team that is comprised of the Regional Directors, learning center Administration and the Coordinator of Special Education that meets monthly to discuss pertinent issues brought forth by the School Director or any member of the Team. The Team is apprised of items that are of concern to the school at large creating a “one voice” method of communication to the school community at large. The results of decisions made by the Team are monitored at ensuing Team meetings to ensure positive and supportive outcomes.

Parents are encouraged to attend and participate in Board meetings as viable sources of input to the Board.

Below is the Organizational Chart:



Visiting Committee comments:

The Visiting Committee met with members of the board, the director, regional directors, special education staff, teaching and other staff, and members of the school counseling department. The

board members, who had vast experience in many areas of education, discussed their commitment to the vision and mission of the school, and also discussed details of governance. The school has bylaws and policies that are aligned to the school's vision and mission, and supports all aspects of student learning and preparation for the future. Board members discussed the use of data in decision-making, and gave examples of utilizing test scores and the LCAP to drive decision-making. The director and other members of the organization are clearly delegated the power to implement policies and provide oversight and input as needed.

The delegation of decision-making is clear, as you can see in the above chart, with no sign of confusion about the responsibilities of each position.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Selected statements from the school application (optional):

Through a carefully designed process, the School Director leads the staff in diving deeply into the school purpose, student accomplishments of the SLOs and academic standards. The School Director, through the Administrative Team, guides the process, empowering the members of the Team to interface with the staff over which they serve with a focus on maintaining a shared responsibility for student success. Strategic discussions take place at weekly staff meetings at learning centers and with the Independent Study Teachers (ISTs). The outcomes of those discussions are brought back to the Team and is used to inform the continuous cycle of inquiry. Through this method, all staff has a voice and those voices are evident in decisions that are made in instructional practices, professional development, and data driven decision making.

The Board adopted policies guide the actions of the school and are utilized by staff as the cornerstone of their work. There is an electronic staff handbook complete with school policies and procedures as well as other resources. Many staff resources are housed on the school website as well. The culture of the flow of information is represented on the Organizational Chart on the previous page.

Leadership works with staff on the implementation of curriculum and pedagogical methods that support student achievement. Staff is consulted about topics for professional development that will serve to support them in designing delivery of the standards. A follow-up survey is sent to all staff in regard to the school-side professional development opportunities. The data gathered is used as part of the continuous cycle of inquiry.

Staff is encouraged to attend Board meetings and to speak freely and openly on any topic that stands to support student learning and the success of the school in meeting the students' critical learner needs. In addition Northern United-Humboldt Charter School will conduct monthly, voluntary, "Coffee with Colleagues" meetings aimed at disseminating information. This would be a venue for staff to voice their ideas and to collaborate with administration in developing recommendations to inform Northern United Charter Schools' Board policies. The purpose of

the monthly meetings is to bring us closer together as a school and to increase opportunities for internal communication. These meetings provide an opportunity to update staff on what's going well at centers, clarify information, resolve differences, share new ideas in curriculum, instruction and online resources so we are all continually moving toward improving student outcomes and promoting a positive and safe learning environment.

Visiting Committee comments:

The School Director leads the staff in regular meetings with the Administrative Team, to create a continuous cycle of inquiry. Student need, as evidenced by assessment, the results of instruction, and even surveys of stakeholders, drives instruction. Teachers are offered professional development in areas of need, and are surveyed for additional areas of additional areas of development. The surveys, assessment, and other methods are then used to inform more reflection, brain-storming, and training.

Staff is well-trained, from a staff handbook, all the way to trainings in programs like AVID, PBIS, and more specific curriculum and methods. Administration is open to feedback in all areas, and staff is encouraged to attend board meetings and meet with administration to speak openly about concerns, successes, or areas of improvement.

A4. Staff: Qualified and Professional Development Criterion

Selected statements from the school application (optional):

The staff of the school is highly qualified and placed in the most optimal setting for their skill set. Some staff utilize the VPSS (Verification Process for Special Situations) process to gain qualification for special settings in some subject areas to ensure they have training to serve students in an independent study setting. NU-HCS utilizes Instructional Aids to support students in small group and one-on-one settings to support student learning. All staff are encouraged and supported financially in vetting and attending the very best professional development for their particular position. In addition, the school provides at least four full days of professional development for all staff that covers areas of need identified by administration and staff. All professional development is tied directly to student achievement and student support. There is a post-professional development survey sent to all staff to gain insight on the effectiveness and the level to which the information learned is applied and the extent to which that application supports measurable student outcomes. This strategy is part of the continuous cycle of inquiry that is carried out by administration and the many committees/teams on which the staff sit.

A very clear hiring process is in place and is adhered to. There is one single point of contact who works with administration to identify positions that are in need of posting, collect application packets and make them available to administration to preview, set up the interviews with standardized interview protocols and questions, perform the reference checks and notify all candidates of the outcome. Administration works to ensure that the skill set of a staff member meets the needs of the position.

Staff evaluations are performed on a two year rotation, unless there is an indication that an evaluation would be needed each year. The evaluations are based upon the California Standards for the Teaching Profession (CSTP) as well as “in-house” scoring rubrics that are completed by the head of each department with which a staff member interfaces. The administration is assigned staff for whom they will perform the observation, evaluation and the feedback session. During the feedback session, staff may be apprised of

specific professional development that is suggested for them, or there may be an open discussion about professional growth out of which may come a plan for the staff member.

Administration dedicates one or more meetings a year to the topic of staffing. During the discussion, there may be recommendations of a position change for a staff member due to fluctuation in student population or a schoolwide need.

Visiting Committee comments:

Teachers are highly qualified and teaching in their certificated subject areas. Rigorous VPSS (Verification Process for Special Situations) classes are utilized to train Independent Study teachers in areas where they may not be certificated. The Visiting Committee observed rigorous and appropriate instruction during classes, and Instructional Aides were in most classrooms assisting students and supporting student learning.

As discussed, student need drives training and professional development of teachers, staff, and administration. Surveys, additional assessment, and student need continues to drive a cycle of inquiry and training that is designed for continual improvement.

A5. Resources Criterion:

Selected statements from the school application (optional):

NU-HCS has the human, material, physical and financial resources sufficient to support students in accomplishing the academic standards, the college and career readiness standards and the schoolwide learner outcomes. NU-HCS has developed effective and efficient processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. NU-HCS plans three years out into the future and holds a 10% cash reserve. This reserve level is adequate to ensure the financial stability of the school.

Over 80% of the funding is used directly in support of student achievement in the categories of staff, curriculum, instructional support materials, professional development and facilities. Fiscal reports mandated by law are provided to the Northern United Charter Schools Board of Directors and they make decisions on spending as advised by the School Director of the Charter. The Board of Directors approves all policies and procedures for the school including those pertaining to staffing, facilities, instructional materials and curriculum. The School Director of the Charter appraises the Board of Directors in an ongoing manner of all issues that pertain to the above.

On an annual basis, school administration analyzes student achievement data on State mandated assessments and that analysis is disseminated to the staff at staff meetings whereupon discussions are held to gain insights into possible causes and solutions. The data gathered, as well as data gathered from parent and community stakeholders, is analyzed and the outcome of the discussions are the basis for the decisions that are made for the creation of LCAP goals and actions and how resources are allocated. Acquiring and maintaining adequate instructional materials and equipment is a crucial component of student achievement. When data shows a need for additional resources, a sufficient allocation of resources is provided to address the need.

Resources are also available to hire, nurture, and provide ongoing professional development for a well-qualified staff. This is represented in the LCAP goals and actions regarding schoolwide professional development, the identification of added resources and supports such as the

Response to Intervention (RTI) for academics if needed and for the placement of staff, as well as all other decisions regarding resources for staff development.

The School Administration carries out a facilities inspection using the Facilities Inspection Tool (FIT) on a yearly basis to ensure they are safe, functional, clean, well maintained and that they meet the requirements of local mandates. Having a safe and functioning facility for students and teachers to interact allows an opportunity for NU-HCS to address the vision, mission and SLOs and help students achieve academically.

Visiting Committee comments:

The Visiting Committee observed evidence of the school utilizing human, material, physical, and financial resources effectively and appropriately. Each location is allotted a budget directly related to student count and ADA, with funding used directly for staff, curriculum, instructional support materials, professional development, and facilities. Checks and balances are in place to protect against mishandling of funds, including regular audits and transparent budgeting practices.

The school utilizes the vision, student achievement data, and the LCAP to determine what programs are needed for student success. Data from stakeholder surveys of staff, parents, students, and community is also utilized to determine what programs are deemed important. All of this data also fuels the creation and updating of LCAP goals. Resources are also utilized regularly for upkeep and the upgrading of facilities as needed.

NOTE: CRITERION A6 APPLIES TO CHARTER SCHOOLS ONLY.

A6. Resources Criterion [Charter Schools Only]:

Selected statements from the school application (optional):

The Visiting Committee observed evidence of the school utilizing human, material, physical, and financial resources effectively and appropriately. Each location is allotted a budget directly related to student count and ADA, with funding used directly for staff, curriculum, instructional support materials, professional development, and facilities. Checks and balances are in place to protect against mishandling of funds, including regular audits and transparent budgeting practices.

The school utilizes the vision, student achievement data, and the LCAP to determine what programs are needed for student success. Data from stakeholder surveys of staff, parents, students, and community is also utilized to determine what programs are deemed important. All of this data also fuels the creation and updating of LCAP goals. Resources are also utilized regularly for upkeep and the upgrading of facilities as needed.

Visiting Committee comments:

The school utilizes both inside and outside review to ensure responsible financial operations. A Chief Business Official reviews the financial health of the school, including regular review the budgets of both learning centers and independent study students. Budgets are also reviewed by the Humboldt County Office of Education to ensure accuracy and fiscal responsibility. An annual audit is conducted by an independent CPA firm.

The annual budget is developed by the school with input from all stakeholders, and presented to the school board in a public meeting. Purchases are reviewed by the Chief Business Official, the School Director, the Board, and the Office of Education. This process provides checks and balances to ensure stakeholder input, financial responsibility, and prompt payment of expenses.

Category B:
Standards-based Student Learning: Curriculum

B1

Northern United – Humboldt Charter School follows the curriculum adoption cycles and common core standards as dictated by the State of California and utilizes state of the art, research and standards based core and supplemental curriculum TK through 12th grade. All staff have been trained to utilize the Frameworks to ensure the assessments and approach to teaching are aligned to the standards in the subject area(s) in which they teach. All staff support the SLOs through strict adherence to the standards and use of formative assessment. A continuous cycle of inquiry is performed using standardized assessment data at each learning center to determine the contributing factors to the successes and the areas that need to be improved.

Instructional practices are upgraded continuously for the purposes of student engagement, access to academics, successful intervention, student success, and application to the greater context are utilized by all staff.

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

Students who desire a hybrid home-based and/or a learning center program have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to a facility and meets the needs of that student while at the learning center and guides the instruction for the time the student is learning at home.

Students who desire a virtual setting for their education may access that through a home-based setting or at a learning center. A credentialed teacher is assigned to a learning center facility and meets the needs of that student while at the learning center and guides them at home.

All curriculum purchased is carefully vetted by and used are standards aligned and are used with fidelity to ensure student success. The curriculum is approved by the Board of Directors to ensure that the SLOs are supported and the standards are being taught. Data is collected and analyzed by the staff with the oversight and guidance of the Content Area Specialist in each subject area. Identified areas of need are tended to in the cycle of inquiry around this data.

NU-HCS strives to implement current state-of-the-art research-based strategies through which to support student success and to foster a safe and positive learning environment. NU-HCS is an Advancement Via Individual Determination (AVID) school. NU-HCS embraces the precepts of the research-based theory of Positive Behavior Intervention and Supports (PBIS). All staff are trained in the concept and strive to implement the core principles every day

Every effort is made by school administration and staff to foster a strong articulation with local TK-8 feeder schools through relationship building, presentations and advertising. The same effort is made toward the articulation with local institutions of higher education. The students commonly are enrolled in the local community college, College of the Redwoods. There is a clear plan to expose the secondary level students to the local CSU like through physical visits, guest speakers and guided self-inquiry.

Visiting Committee comments:

The VC was impressed with the ability of the staff to adapt the curriculum to each student. By talking to student we were able to see that many of the students attend NU-HCS because the students are able to choose how they wanted to pursue their educational goals. Some have chosen for the on campus experience, some have a chosen a hybrid education where they can study at home and attend classes that are needed for graduation, others have chosen a Independent Study. Parents report that their children who were suffering and under achieving in the regular school system and are now thriving. Northern United – Humboldt Charter School follows the curriculum adoption cycles and common core standards as dictated by the State of California and utilizes state of the art, research and standards based core and supplemental curriculum TK through 12th grade.

B2. Access to Curriculum Criterion:

NU-HCS offers only college preparatory courses at the 9-12 level in Tiers I and II. Students receiving Tier III support (Special Education) are offered courses that meet the accommodations in their IEP. Advanced Placement courses are offered as well. Many students are co-enrolled or participate in dual enrollment at College of the Redwoods, allowing them to gain college credit while in high school. All students in Tiers I and II have access to the courses of rigor offered through NU-HCS and are supported to the level they need through individual electronic live tutoring, face to face tutoring or small group intervention. Some of the students choose to use a digital platform, such as APEX or Edynamic Learning to access curriculum and instruction, while others prefer a more traditional method of face to face classes at learning centers. Regardless of the choice, support is available and suggested at points of need. There is a clear process that the school Counselor uses to monitor success throughout enrollment. Learning center teaching staff and the school Counselor share in the oversight of making students' schedules following the student's academic plan and that all students are on track for graduation. The graduation requirements are discussed with the student and parent/guardian at the time of enrollment.

Each student is guided to create an account on the California Career Resource Network (CalCRN) electronic platform, through which they have access to learning style assessments, interest inventories and investigate careers and colleges that offer pathways of education toward those careers. Using the same platform, a student builds their personal academic plan with guidance from the school Counselor, Independent Study Teacher and/or the administration. Awards, community service hours, letters of recommendation, a resume and other critical items can be uploaded and housed within this platform and can be accessed to apply to college and/or a job. Parents have access to the information through the platform and are encouraged to be an integral part of the process if they so choose. The academic plan is organic in nature to allow for changes in career goals throughout the exploration process. The school Counselor meets with each student at the onset of the process and again periodically at key points to ensure success in meeting the A-G requirements. In addition, a student can request a meeting to talk about academics with the Counselor at any time. Students are offered opportunities to hear from guest

speakers who represent a myriad of career sectors and to ask questions of them. College visits are also organized and conducted by staff for students throughout their enrollment

During a student's senior year, a survey is taken requesting information about their post-secondary plans and the path they traveled that led them to those plans. The data gathered from the survey is used to revise and update the methods used to bring post-secondary information to them. Information about our students' post-secondary path is tracked on the National Student Clearinghouse web portal and shared with school administrators and counseling staff.

Visiting Committee comments:

All students have access to college preparatory courses at the 9-12 level. The sites also offer Advanced Placement classes. The students have the opportunity to enroll for dual credit from College of the Redwoods, the local community college. All students all have a "Student Master Agreement" which are review each year which is the contract that is signed by both parents and students which explains school rules, enrollment information, attendance policies and other information. This is the guiding policy for all students. Every site is an AVID site and 53% the teachers are AVID trained. Each year ten teachers attend AVID training. Quarterly meeting are held where teachers plan instructional strategies. Content specialists also hold teacher circles. Also the sites use TRIO, Show Days where the theme Get Focused – Stay Focused is used..

Category C:
Standards-based Student Learning: Instruction

C1.

Each student who enrolls with NU-HCS receives a personalized learning plan. At the point of enrollment, the teacher of record creates a Master Agreement detailing the plan for academics based upon: assessment data, grade level, proximity to access to outside academic institutions and interest. Each student is given a “learning style” inventory and the results are tailored to the learning style and needs of the student. All students are presented with rigorous tailored curriculum, differentiated instruction, and, if need be, supported for success through all the Tiers beyond Tier I as long as it is needed.

NU-HCS is an (AVID) Advancement Via Individual Determination school. AVID uses WICOR (Writing, Inquiry, Collaboration, Organization and Reading) that is embedded throughout the program. Teachers utilize the many strategies within each of the areas of WICOR to deepen learning and ensure engagement. AVID trained teachers utilize Costa’s levels of questioning and Webb’s Depth of Knowledge to guide students in thinking, reasoning and problem solving. In addition, AVID is a complete college and career readiness program. The culture of college and career readiness starts at the elementary level and is continued throughout middle school; wherein a student can choose to be enrolled in an AVID “elective” course during which they are explicitly taught and guided on how to navigate their way to the college and career goals they have set. AVID brings solid strategies to the table of academics for teachers and supports the students in their courses of rigor, reaching educational standards, meeting the SLOs and in making their way to their academic goals.

Students who are enrolled in NU-HCS have access to a live tutor, the school library/public library, a computer, the internet (hotspots are provided if need be), online courses, face to face courses, hybrid courses and community based resources. Secondary level students can participate in dual and concurrent enrollment at the local community college (College of the Redwoods) and or Humboldt State University. The teachers and administration seek to provide each student with the connections they need to gain knowledge beyond the textbook. is truly an

C2. Student Engagement Criterion:

NU-HCS is an AVID School. AVID holds students accountable to the highest standards, provides academic and social support, and through that believes students will rise to the challenge. Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

AVID Elementary's implementation resources, trainings, and philosophy are all grounded in the idea that the “growth mindset” can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR (Writing, Inquiry, Collaboration Organization and Reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture.

AVID Secondary brings best practices and proven methodologies to students in middle, junior high, and high schools. AVID's goal is to prepare all students in a school for college and career, starting with the core elective class and expanding schoolwide.

The AVID Elective class targets students, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard. In the AVID Elective, students are routinely required to enroll in their school's toughest courses, such as honors or Advanced Placement®. Northern United-Humboldt Charter Schools offers the AVID Elective for secondary at our Eureka and Arcata Learning Centers. A 6th grade and 7th/8th grade AVID elective is offered at our Cutten Learning Center.

NU-HCS values “Beyond the Classroom Learning” and creates rich opportunities for our students to experience their community. NU-HCS students participate in field trips to cultural events, historical venues and college campuses. They engage in their communities by becoming active in community service. Students participate in local science fairs, history days and makers labs. NU-HCS students interact with their natural world by hiking, gardening and exploring.

The AVID Elective class targets students, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard. Typically, AVID Elective students

will be the first in their families to attend college. In the AVID Elective, students are routinely required to enroll in their school's toughest courses, such as honors or Advanced Placement®. Northern United-Humboldt Charter Schools offers the AVID Elective for secondary at our Eureka and Arcata Learning Centers. A 6th grade and 7th/8th grade AVID elective is offered at our Cutten Learning Center.

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Visiting Committee comments:

Students who are enrolled have access to all kinds of resources. Chrome Books are on a one to one ratio, Satellite hookups are available when needed. Internet hot spots have been created, AVID Curriculum is used throughout the school, there is a full time counselor, the sites use on line course recovery, on line classes not available to some students who are on independent study and other students who want to enroll advanced classes that are not available on the campuses, one to one tutoring, Restorative Justice, PBIS, a tired intervention system and Beyond the Classroom Learning. Classroom observation by the VC showed that students were engaged with their learning.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion:

Selected statements from the school application (optional):

Both D1 and D2 are below

NU-HCS has built a system that incorporates the collection of data through which to make informed decisions and to report to parents and other stakeholders. Data showing a student's progress is made available to parents/guardians upon request, during parent conferences and after a state mandated assessment.

Baseline assessments in mathematics and reading utilizing STAR Math and STAR Reading (Renaissance) are given within 30 days of a student's enrollment. The data derived from the math assessment is used to place the student in the correct math course at the secondary level and to determine areas of strengths and gaps in base knowledge that a student may have at every level. The data derived from the reading assessment in the primary and elementary grades is used to assess strengths and gaps in a student's reading comprehension and fluency. Decisions on what supports or accelerations are needed to support a student in their learning are made via this baseline data.

Formative assessments in both mathematics and reading using the same assessment tools are given at least three times a year. The results of these formative assessments provide "Growth Reports" through which the teacher, student (if age appropriate), and the parent/guardian can see the progress being made. If, through the data, it is noted that the student is not progressing as they should, the teacher initiates the Student Study Team (SST) process. Through this process, plans are made by the team to provide further supports for the student in a Tier II Intervention setting. Within the Tier II setting, designated and level appropriate research based instructional materials are used to support students in learning. Progress monitoring while in Tier II allows all of the stakeholders to watch progress. Teachers gather, analyze and utilize the data while in Tier II to adjust the support materials/strategies. Students move out of Tier II when the data shows that appropriate growth has been made.

All teachers receive professional development on the use of Renaissance Flow, which houses the STAR Math and STAR Reading assessments and the CA Interim Assessments. Data derived from the STAR Math and STAR Reading, CAASPP, and other State mandated assessments such as: FitnessGRAM, ELPAC, CAST, etc are used to determine areas of professional growth for the staff in groups or individually. Additionally NU-HCS will begin mandating Interim CAASPP assessments in the 2019-19 school year as yet another source of data to analyze and inform instruction.

Students, as stakeholders in their own education, are informed of the CA Standards and the SLOs when age appropriate. Through the format of “explicitly” teaching the expectations of behavior, the expectations of academic performance is taught. Teachers strive to guide students to the level of expectation through formative assessment and feedback. Teachers use data from formal and informal assessment to engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Assessment is the method through which informed decision making takes place at the administrative and teacher levels. Data derived from all testing is held up to the SLOs as a measuring tool for success. Teachers use formative and summative classroom assessments to guide, modify, and adjust instruction on an individual, classroom and schoolwide level.

Visiting Committee comments:

Both D1 and D2 are below

NU-HCS has built a system that incorporates the collection of data through which to make informed decisions and to report to parents and other stakeholders. Data showing a student’s progress is made available to parents/guardians upon request, during parent conferences and after a state mandated assessment.

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Assessment is the method through which informed decision making takes place at the administrative and teacher levels. Data derived from all testing is held up to the SLOs as a measuring tool for success. Teachers use formative and summative classroom assessments to guide, modify, and adjust instruction on an individual, classroom and schoolwide level.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Selected statements from the school application (optional):

There is a two-pronged system in place to monitor student progress. The first consists of a schoolwide system of assessment in the areas of mathematics and reading using the STAR Math and STAR Reading assessments, which are created by Renaissance and are research based and normed. Baseline assessments in both are conducted within 30 days of enrollment for all students in grades 2 – 12, in mathematics and in reading for students in grades K – 8. Decisions on placement and supports are made based upon the data derived from those baseline assessments. Formative assessments are administered schoolwide at a minimum of three times a year. The “growth report” taken from the comparison between each assessment is used to inform all stakeholders of growth over time. Students who show the need for intervention supports are identified through the baseline and formative assessments. The school supports a team of content specialists, teachers and administrators called “Flow Champions” (named for the Renaissance product called Flow, which houses the Dashboard through which teachers access the STAR products). The Flow Champions attend monthly training sessions with a Coach provided by Renaissance. Information from the coaching sessions is trickled down to the staff through staff meetings. The Content Specialists in the areas of Mathematics and Reading are an integral part of the Flow Champion group and serve not only as disseminators of information to staff, but as leaders in analyzing schoolwide, learning center and individual teacher student data. Using the data the Content Specialists inform the data discussions that the Flow Champions carry out with staff. The second system consists of discussions that take place within a group of staff who oversee the monitoring of the WASC Action Plan and the LCAP, called the Student Success

Committee. The WASC Action Plan, the LCAP and the SLOs are aligned and both tend to student success in a number of ways. The oversight committee meets four (4) times a year and continually monitors adherence to the goals in both the WASC and the LCAP. The outcomes of both committee meetings are reported to the School Director who reports to the Board.

Student achievement is the overarching focus for all decisions made on: staffing, instructional materials, programmatic initiatives, professional development and fiscal resources. Each year in the spring, at a schoolwide staff development, student success data will be discussed and held up to the SLOs. From those discussions, the WASC and LCAP goals will be refined for the following year.

Visiting Committee comments:

A two-levelled system of assessment and support is in place to monitor student need and progress. Students in grades 2-12 in math and K-8 for reading are assessed for baseline data in the STAR Math and Reading programs within 30 days of enrollment. Curriculum, grade level placement, instruction, and additional supports are enacted utilizing this data.

Formative assessments are administered at least three times a year using the same programs to create a growth report, which is used to inform stakeholders of individual, classroom, and schoolwide, progress. Content Specialists analyze schoolwide data, and attend monthly training sessions with a coach provided by the assessment company to analyze data and provide the school overall, and the teachers within each classroom, information to inform changes to instruction. This creates an efficient feedback loop for schoolwide and classroom improvements in student growth.

The second level involves a group that meets four times a year called the Student Success Committee. This group utilizes a big picture approach, and monitors the WASC Action Plan and the LCAP, comparing the information to the SLOs, to ensure student success overall. The Student Success Committee also monitors Tier II interventions to confirm that appropriate instruction and materials are being used and progress is being made.

All teachers receive professional development for both in-house and state-wide assessment programs.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Involvement Criterion

During the enrollment process, each parent/guardian and are given a Parent/Student Handbook and shown certain critical pieces that have to do with the role of the parent/guardian in an independent study setting. The SLOs are clearly stated in the Handbook as well as a link to the New California Standards, and the parent/guardian and the student are introduced to them at that point. The teacher of record is the primary connection to the school for the parent/guardian and the student. The plan for communication between the stakeholders is created at the time of intake. Communication is multi-access, as all students have a school assigned- email address (parents have the right to refuse this service) through which they can communicate with their teacher. Teachers also have a phone number through which school related calls and texts can be exchanged with the parent/guardian and student. Parents/guardians and students have access to the Student Information System (SIS) through the Parent Portal. Through the portal, information such as course schedule and grades can be accessed freely.

Parents/guardians and community members are invited and encouraged to actively participate in NU-HCS on many levels. Parent input and feedback on student success is sought through surveys and in face to face meetings. Input from Parents/guardians and community members on WASC and LCAP goals are crucial and actively sought. Parents/guardians and community members sit on “Home” groups where input for WASC was gained. They also are encouraged to attend Stakeholder meetings to inform the school of their thoughts on LCAP. Many centers publish ways, and speak to how, parents and students can become involved in their school and their community. Center open-houses and parent nights have proved to be an exceptional venue for increasing communication between teachers, students, parents and administration. At the onset of each school year NU-HCS’s School Director sends every student a family a welcome letter which includes ways in which families can become involved in the school community.

Students in the secondary grades are encouraged to identify areas of interest through online interest inventories and to participate in internships in those areas. The teacher of record can connect with the school counselor to create internships and mentoring. Many learning centers

host career days and bring in community members to speak to students about their career and educational path.

E2. School Environment Criterion

A top priority and one of the sources of school pride is that a safe, secure, clean, orderly and nurturing environment is maintained. Administration and staff work together to ensure our facilities are inviting, hygienic, well maintained and that they meet the requirements of local mandates. NU-HCS has adopted and implemented the precepts of Positive Behavior Interventions and Supports (PBIS). The staff and students show, through the use of a schoolwide assessment found in *The PBIS Tier One Handbook: A Practical Approach to Implementing the Champion Model* by Jessica Djabrayan Hannigan and Linda Hauser, that they understand the school rules – be safe, be respectful and be responsible and have been explicitly taught the behavior expectations. There is a survey soliciting feedback on school climate for parents and students annually. NU-HCS also has implemented the use of the research-based social-emotional Second Step curriculum in grades TK-8.

The NU-HCS staff believes in the old adage “It takes a village” and share in supporting all students in their success when possible. Open lines of communication among staff, students, and families is highly regarded and planned for accordingly. Staff are accessible to both students and parents via phone and email as well as in-person during center hours and by appointment. Learning centers utilize technology like “Dial my Calls” and “Remind” for sharing information with staff, parents and students. Many opportunities exist for parents and students to collaborate with teachers, whether it be in a more formal parent teacher conference setting, or informally via volunteer opportunities at centers. The staff believes that everyone who works at NU-HCS prevails when students succeed. All staff actively work on the continuous cycle of improvement and show that they are dedicated to the constant fine tuning of the action plans of WASC and the LCAP coupled with the SLOs that serve to guide the school to that end. The staff participates willingly in the carefully chosen schoolwide professional development activities and actively seek out other growth opportunities that support the school’s vision.

E3. Personal and Academic Student Support Criterion

NU-HCS students are guided in their academic needs from the moment of enrollment by means of support from their teacher and the school counselor. The individualized learning plan is designed around student's aptitude, learning style, need and abilities. Teachers are kept up to date on course offerings, online research regarding both academic, social, emotional and college requirements. When students require more information the teacher immediately refers the students to the counselor for one-on-one counseling.

NU-HCS offers an extensive course list, including a lengthy list of AG courses approved by the University of California's Course Management Portal (CMP). This approval was for MVCS and will be retroactive for NU-HCS pending WASC accreditation. These college preparatory courses are available and accessible to all 9-12 grade students. NU-HCS's course list provides varied and rigorous courses; both digitally and using the traditional face-to-face model to meet the diverse learning interests and needs of NU-HCS students. When a Master Agreement (MA) is created, it is designed to meet graduation requirements and focuses on the educational and career goals of the students. The creation of the MA is supported by the high school graduation requirements, the AG requirements, a Four-Year Planning Guide document created by the School Counselor, and the students' transcript. These planning supports are offered in the NU-HCS Parent handbook. The counselor reviews all 9-12 grade MA's to ensure that students are enrolled in the recommended rigorous coursework that meets high school graduation requirements. The counselor regularly works with and trains teachers on course sequencing, courses of rigor and the various learning platforms that a student can utilize to meet these requirements, as well as available supports to meet the varied learning styles of NU-HCS students. The School Counselor is available to meet with students and families for learning assistance and college/career planning.

Many students are co-enrolled at College of the Redwoods, allowing them to gain college credit while in high school. All NU-HCS students are welcome to attend those classes as well as any other courses, as necessary, to meet AG requirements. All students have access to the courses of rigor offered through NU-HCS and are supported to the level they need through individual

electronic live tutoring, face to face tutoring or small group intervention, or even the Student Study Team process. Digital platforms such as Apex, Cyber High, and Edynamic Learning support the more rural students in completion of the AG requirements.

Students in grades 8-12 are assisted in creating an account with the California Career Zone by the counselor. Students in grades 8-12 complete an Interest Profiler and investigate careers and colleges that offer pathways of education toward those careers. Eighth graders are also encouraged to make four year high school academic plans with the counselor. The counselor facilitates a series of 4-5 guidance lessons to 8-12 graders utilizing the California Career Resource Network (Cal CRN) electronic platform.

NU-HCS has in place a Response to Intervention framework to ensure that guidance and support services that focus on students' personal, career, and academic interests are implemented charter wide. At the Tier One level, teachers utilize PBIS and Second Step to support all students in the area of personal/ social/ emotional development and interaction. NU-HCS an (AVID) school, through which students are supported in academic rigor and exposed to college and career information and taught the tools needed to navigate the path to higher education. AVID coupled with the precepts of the research-based theory of Positive Behavior Intervention and Supports (PBIS) contribute directly to student success. All staff are trained in the concept and strive each day to implement the core principles.

A referral system is in place that teachers can access via a Referral for Support Services form. This referral process utilizes a strength-based approach to build upon student protective factors. The counselor will collaborate with the teacher, student, and family to determine additional supports necessary for school success. If a student is in need of additional support, they can also access that support through a Student Study Team (SST). These meetings offer a comprehensive review of accomplishments and strengths of the student as well as challenges that a student is navigating. The team reviews strategies that have worked and goals are set as well as a plan to monitor growth using assessment data to measure outcomes.

Students are encouraged to seek the support of the counselor. The counselor presents at the back to school nights of learning centers to connect with families and is very visible at learning centers throughout the school year. All 9-12 students are encouraged to make appointments with the counselor to ensure that students have access to the academic planning and social emotional support systems needed for academic and personal growth. The counselor also holds ‘office hours’ as learning centers throughout the year so that students have direct access to direct service. The counselor also works closely with seniors to ensure that FAFSA deadlines are met and that college applications are completed and submitted on time. Teachers connect families and parents to the counselor and the counselor works closely with many families to support academic planning and post-secondary planning. The counselor also works with families to facilitate any community referrals as needed. These community referrals range from accessing day-to-day basic needs such as shelter and food programs, to mental health referrals.

NU-HCS learning centers send newsletters announcing student work and awards, Student of the Month, and any extracurricular activities happening on campus that month. Student government also takes place at learning centers with students from all grades participating.

The personalized learning model employed by NU-HCS is the foundation of the charter. Curriculum is formed as a guideline, with pacing guides and syllabi used and adjusted to each students’ needs and interests without compromising academic rigor. Administration and counseling review student progress regularly. Staff are especially diligent in facilitating tutoring services, remediation workshops, and small group tutoring for students identified as needing extra academic help in specific subjects.

With input from the parent, director, counselor, and teacher; if a student is suspected of needing testing for special education, that student is immediately referred to the special education department for an SST or evaluation. Identified students participate in ELPAC testing and results are communicated to teachers and parents. Teachers are English Learner authorized or Crosscultural Language and Academic Development (CLAD) certified by completion of appropriate coursework and the CTEL examination.

The EL coordinator attends yearly CELDT or ELPAC trainings for mandated test administration for English Learners (EL). EL students are reclassified RFEP (Reclassified Fluent English Proficient) based on testing, academic performance as well as teacher and parent recommendations. Students are evaluated periodically to review progress.

Online resources such as Encyclopedia Britannica, Khan Academy, StoryBird, Rosetta Stone, APEX, Cyber High, and Coursera are used to assist English Learner (EL) and Special Education students in accessing the curriculum. They also provide opportunities for enrichment to the curriculum. Tutors provide support to all students so that they are able to access the curriculum at the appropriate levels.

Visiting Committee comments:

The VC observed that there is excellent parent participation. There were sign-ups for parent participation for coming events. Parents came to meet the VC and tell about their students and the success that the students were achieving at NU-HCS. The VC saw classroom “grandparents”, parent helpers and parent participation on the governing board of directors.

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The school sites are clean, safe and well cared for. There are ample support staff at each site as well as volunteers. The students are well cared for.

Ongoing School Improvement

Schoolwide Areas of Strength

- February, 2018 NU-HCS petition to become a county-wide benefit charter was approved.
- AVID Certification 2018
- Increase of students attending 2 and 4 year colleges
- The Get Focused, Stay Focused pilot at two sites
- The complete buy-in of the staff of the “Be Safe – Be Respectful – Be Responsible” classroom policy statement.
- All student taking A-G courses and more students taking AP classes.
- 7-12 grade students participating in the Humboldt State Trio program.
- The enthusiasm of the staff and love that is demonstrated for the students.
- Significant partnerships with parents, local artists, Humboldt State University, community members, the local Native American tribe, and the local Rotary Club.
- The communication and articulation between the school sites.

Critical Areas for Follow-up

- Continue to work to raise the low math scores.
- Continue to find ways to have more students enroll in higher level classes.
- Have all staff members be aware of the early warning signs of at risk kids through PBIS and SST meetings.
- Continue to pursue community partnerships.
- Increased participation in PSAT, SAT and AP testing.
- Promote awareness between graduating 8th grade students and high school programs.