



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 - Siskiyou 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 - Siskiyou 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 - Siskiyou 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 - Siskiyou 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

WASC Initial Visit School Description – California Public Schools

Part I: Identifying Data

Today's Date: August 2, 2018

School: Northern United–Siskiyou Charter School

Address: 423 S. Broadway Yreka, CA 96097

Telephone #: (530) 842-4509

Email Address: kmiller@nucharters.org

Chief Administrator: School Director-- Shari Lovett, (707) 445-2660 ext 110
slovett@nucharters.org

Northern United- Siskiyou Charter School-- Regional Director-- Kirk Miller, (530) 925-1463 kmiller@nucharters.org

Northern United–Siskiyou Charter School--WASC contact-- Director of Special Programs-- Amy Cambou, (530) 227-1002 acambou@nucharters.org

Authorizer: Siskiyou County Office of Education

Enrollment: 146

Current Grad Span to be Reviewed: TK-12

County: Siskiyou

School Type: Comprehensive, Independent Study, Charter

Online Curriculum: Approximately 2% of NU–SCS coursework is offered online. The percentage of students utilizing the online delivery system is 15%. Platforms used include Woot math and IXL.

Part II: School Profile

In order to fully understand our story, we have to discuss why and how Northern United–Siskiyou Charter School was created. We began as Mattole Valley Charter School (MVCS), a dependent charter school sponsored by Mattole Unified School District. Opening their doors on September 17, 1998, MVCS filled an important niche of serving students seeking a non-traditional educational setting. Students and families looking for alternatives to the traditional educational setting chose MVCS for the following reasons: flexibility in school schedule, small learning environment,

social atmosphere, special education services, credit deficiencies, personalize learning opportunities, small teacher to student ratio, individualized pacing and geographical isolation of families and students who needed educational options.

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. Without the alternative that was offered by MVCS, many students would have been educated outside the realm of public school and without support and accountability for student achievement. Because of MVCS's goal of meeting families' needs in a personalized nature, the educational programs adopted by MVCS reflected a spectrum of possibilities: an independent study model in which parents provided most of the instruction with the credentialed teacher acting as advisor and meeting with the family regularly; a hybrid independent study model that developed over time in which students met with credentialed instructors and attended tutoring sessions or small group classes; and a direct instruction model where students spent the majority of their instructional time at a learning center and were instructed primarily by highly qualified, credentialed teachers. With the wide range of options, the staff at MVCS believed that its well-developed educational program provided an important niche that needed to be met in our community. 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.

This is where our story begins. Northern United-Siskiyou Charter School was developed to fill the niche that Mattole Valley Charter School had once filled. Northern United – Siskiyou Charter School petitioned the Siskiyou County Office of Education to become a countywide benefit direct funded charter in Siskiyou County. Northern United – Siskiyou Charter School's petition was approved on February 21, 2018. Northern United - Siskiyou Charter School is a TK-12 non-classroom based charter serving students through a standards-based comprehensive education.

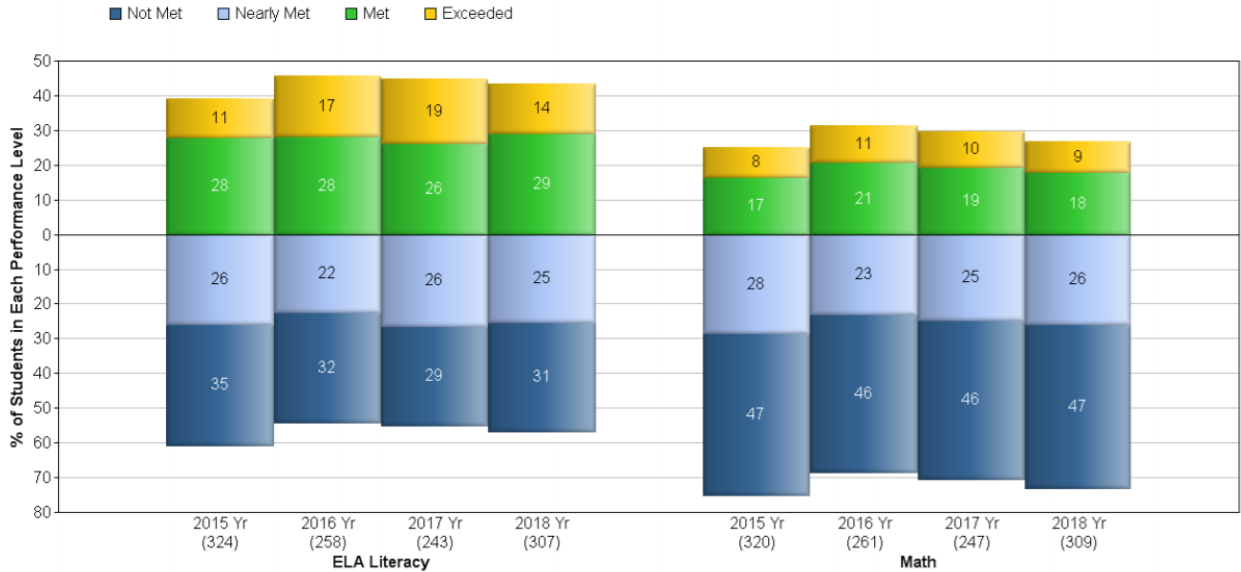
Students representing local demographics and academic levels will be enrolled. NU-SCS will carry out due diligence in recruiting students through a variety of media and it is desired that the enrollment will mirror the demographics of Siskiyou County which are as follows: 76.6% white alone non-Hispanic or Latino, 12.3% Hispanic, 5.2% two or more races, 4.8% American Indian or Alaskan Native, 1.5% Black or African American, and 1.4% Asian. Siskiyou County as a whole has a student population in which 58.7% are socioeconomically disadvantaged, 3.6% are English learners, and 2% are foster youth. NU-SCS expects to enroll a similar proportion of those unduplicated students. Eleven percent of the people in Siskiyou County speak a non-English language and 96.8% are U.S. citizens. The average special education rate for schools in Siskiyou County is 11%.

Our anticipated 2018-19 enrollment by grade level is Kindergarten-2, First-6, Second-6, Third-6, Fourth-8, Fifth-6, Sixth-13, Seventh-7, Eighth-12, Ninth-5, Tenth-11, Eleventh-15, and Twelfth-21. Of our 118 currently enrolled students 73% are White, 18% American Indian, 3% Asian and 2% African American and 1% Hispanic. The gender breakdown of our currently enrolled students is 57% female and 43% male. Other demographic breakdowns of our (anticipated or current) student population include: 2% of our anticipated student population have documented 504 accommodations, 1% are English Learners, 10% are designated Homeless and 8% receive Special Education Services. NU-SCS expects that the following further describes the students who will enroll:

- Students who have been attending a personalized learning program
- Students desiring a personalized learning approach to state standards including developing projects to meet their educational goals
- Home-schooled students who want the support and accountability of a standards-based public school
- Students who are looking for a hybrid program to include home-based learning, onsite classes, curriculum delivered by online platforms, and/or college classes

- Students who are struggling academically in the traditional classroom, or other alternative setting or who desire an alternative education placement
- Students of all ability levels
- Students who want to combine career and technical training with their core academic subjects

Achievement Data:



Kirk will be adding a paragraph explaining this graphic.

Northern United – Siskiyou 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 parents can become the primary facilitators in their children’s learning program if they choose. 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.

Part III: The Criteria

Category A Organization

A1. Vision and Purpose Criterion: *The school has a clearly stated vision and mission based upon the student needs, current educational research, the LCAP and the belief that all students can achieve at high academic levels.*

The Core Beliefs

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

The Vision

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

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

The Mission

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

Strategic Goals of the Mission:

Goal 1

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

Goal 2

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

Goal 3

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

Goal 4

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

NU-SCS 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-SCS LCAP -

- 1. Northern United-Siskiyou Charter School will improve student performance outcomes in the core academic areas.**
- 2. Northern United - Siskiyou 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-Siskiyou 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 - Siskiyou Charter School graduate reads and writes effectively.

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

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

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

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

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

Northern United-Siskiyou 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 – Siskiyou 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- Siskiyou Charter School (NU-SCS), 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 Siskiyou County; primarily Caucasian and low socio-economic. In addition, there is heightened awareness and serious schoolwide planning around the fact that NU-SCS 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-SCS is a “school of choice” parents/guardians have a sense of purpose when enrolling their student(s). NU-SCS 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-SCS 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 on-boarding 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-SCS 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-SCS. 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.

A2. Governance Criterion: The Governing Board a) has bylaws and policies that are aligned with the school's purpose and support achievement of the schoolwide learner outcomes, the academic standards, the college and career readiness standards based on data-driven instructional decisions for the school; b) delegated implementation of these policies to instructional staff; and c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

The Nonprofit Board of Directors is the governing body of two schools, Northern United-Siskiyou Charter School and Northern United-Humboldt 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

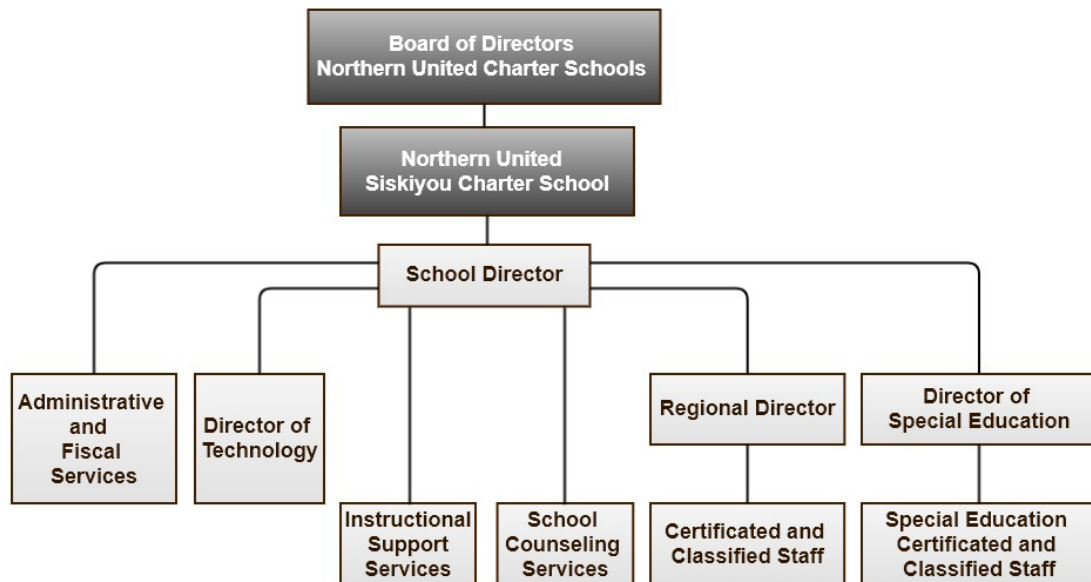
- Ensure the security of the school buildings
- Promote the Charter School in the community and promote positive public relations and interact effectively with media
- Attend County administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, 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:



A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: *Based on student achievement data, the school leadership, parent/community and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college and career readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student's needs.*

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-Siskiyou 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.

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learning outcomes through a system of preparation, induction, and ongoing professional

development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs and research.

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-SCS 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.

A5. Resources Criterion: *The human, material, physical and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college and career readiness standards and the schoolwide learner outcomes.*

NU-SCS 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-SCS 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-SCS 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 apprises 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-SCS to address the vision, mission and SLOs and help students achieve academically.

A6. Resources Criterion (Charter Schools only): *The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures and internal controls for managing the financial operations that meet state laws, generally accepted practices and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budget/monitoring, internal controls, audits, fiscal health and reporting).*

Northern United - Siskiyou Charter School's leadership meets often to review the long range plan. This analysis focuses on both the long-term and short-term trends in the formative and summative test results. This frequent review provides an opportunity to be proactive in identifying growth areas and quickly take the appropriate action.

The short term trends may require some adjusting in individual learning plans, curriculum shifts, or a different approach in the teaching methodology. The long term trends may involve, for example, a change in teaching assignments, a change in the focus of a particular learning center or independent study group, or a reallocation of resources. The discussion of leadership focuses on ensuring that all of NU-SCS's education resources are operating to ensure the achievement of the schoolwide learner outcomes and are in line with the school's vision and mission.

The Chief Business Official is responsible for the day-to-day financial health of NU-SCS and is responsible for ensuring each learning center and all independent study students operate within their individual budget restraints while at the same time ensuring that quality educational tools are available to each student. The budget is reviewed at the first, second, and if necessary, third interims through the Siskiyou County Office of Education. NU-SCS maintains a constant internal accounting that keeps each learning center on budget and ensures that every expense or purchase order is in line with NU-SCS's expense parameters. This regular audit and these controls are in place with an eye toward the annual independent audit conducted by an independent CPA firm. Any deficiencies or findings in the audit report will be addressed immediately and the corrective action will be included in the final report and presented to the Board of Directors and Siskiyou County Office of Education Board of Directors.

Using data gathered from input from all stakeholders, administration and the CBO, with support from Siskiyou County Office of Education, NU-SCS develops an annual budget. The budget is presented to the NUCS School Board first in a public hearing format, allowing all stakeholders an opportunity to comment on the budget. A subsequent NUCS board meeting is held for final adoption. All NUCS School Board meetings are held in public with an agenda item for a public comment opportunity. Staff reports at NUCS School Board meetings also help to inform the public about the school's financial needs.

The Chief Business Official personally reviews every purchase order or expense request to ensure compliance with NU-SCS's budget policies and procedures. The

purchase request process, obtaining written approval by the School Director, having all purchases approved by the NUCS Board of Directors and having the final processing completed by the Siskiyou County Office Of Education ensures the integrity of the process, accountability of the leadership involved in the process, and prompt payment of all appropriate NU-SCS' expenses. In addition, these multiple independent reviews of every expense allows for any questions, issues or problems that arise to be addressed immediately.

By approving all expenses, having monthly fiscal and expenditure reports by staff, as well as adopting the annual and first and second interim budgets, the NUCS Board is able to make informed decisions regarding the fiscal standing of the school and appropriate resource allocation.

NU-SCS provides adequate salaries to faculty, administrators, and staff and these salaries are based on the adopted NUCS Pay Schedule. In addition to salary, staff employed .5 FTE or more are offered a health and welfare benefits package. NU-SCS pays a portion of the health benefits package. Staffing decisions are guided by enrollment and LCAP goals, as well as the individual needs of each center.

Budget topics are discussed in LCAP stakeholder feedback meetings, staff meetings and school board meetings. Also, most learning centers regularly hold fundraisers. While these are more informal in nature and small in scope, they provide opportunities for the public to find out more about NU-SCS, come to a NU-SCS facility for firsthand information about a variety of issues (including budget and financing) and face-to-face interaction with NU-SCS staff, and make a connection with NU-SCS through participation in the fundraising activity.

NU-SCS's fiscal policies and procedures are clearly stated in its policy and procedure handbook. They are well defined and meet State requirements. Fiscal control, which ensures compliance with all legal and state requirements, is an ongoing, continual process.

Every year, D.L. Moonie & Co., LLP, an independent auditing firm, audits NU-SCS's records. This firm reviews all aspects of the school's financial, attendance data, student and personnel records and internal control procedures, as well as all other required areas of review. The auditor reports findings to the School Director and the Northern United Charter Schools Board of Directors. The audit report is also submitted to the Siskiyou County Office of Education.

NU-SCS has strict controls and procedures that must be followed. All contracts must be signed by the School Director. With regard to payments, all bills are paid by check and the following procedure is used. A pre-list of proposed expenses is prepared by the Chief Business Official. It is created based on completed and approved purchase orders and invoices. That list is then reviewed and approved in writing by the School Director. All items that are approved are finalized, and the final pre-list is sent to the Siskiyou County Office of Education who then prepares and signs the warrants. NU-SCS personnel then pick up the checks and mail them to the appropriate vendor. All purchases are also approved by the NU-SCS Board of Directors. This same procedure is followed with all payroll checks as well. The NU-SCS's Chief Business Official retains full accounting responsibility for being on task and on budget for each learning center and each independent study student as well.

Category B

Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: *All students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards, the college and career-readiness standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished*

Northern United – Siskiyou Charter School follows the curriculum adoption cycles dictated by the State of California and utilizes state of the art, research and standards based core and supplemental curriculum TK through 12th grade. Instructional

practices that are upgraded continuously for the purposes of student engagement, access to academics, successful intervention, student success, and application to the greater context are utilized by all staff. The curriculum and instructional methodology may shift given the educational program chosen. NU-SCS offers a number of different learning options: Home based instructions, learning center offerings, a hybrid of both and online courses.

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

Students who desire a hybrid home-based and 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. The instructional strategies utilized vary given the grade and the needs of the students.

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

NU-SCS adheres to the California Common Core State Standards in all subject areas. In addition, 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 are aware of and realize the connection of the standards for English Language Development and Technology and interweave them throughout their subject areas. 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 improvement.

All curriculum that is purchased by the school and used by the staff are standards aligned and are used with fidelity to ensure student success. All curriculum is carefully vetted by staff members and approved by the Board of Directors to ensure that the SLOs are supported and the standards are being taught. Student achievement is at the forefront of every curricular decision that is made. Common standardized and research-based assessments are used schoolwide in mathematics and reading at least four times a year. 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.

All courses are open to all students and no “gatekeepers” exist. If a student is in need of support, they can access that support through a Student Study Team (SST) so they are successful in meeting the SLOs.

NU-SCS 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-SCS is an Advancement Via Individual Determination (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. NU-SCS 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. Both of these initiatives contribute directly to student success.

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. Our students commonly are enrolled in the local community college, College of the Siskiyous, during their 9-12 grade years, so the path is already paved. There is a clear plan to expose our secondary level students to the local CSUs like Chico and Humboldt State University through physical visits, guest speakers and guided self-inquiry.

B2. Access to Curriculum Criterion: *All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal and career goals.*

NU-SCS 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. Many students are co-enrolled or participate in dual enrollment at College of the Siskiyous, 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-SCS 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 (see below) 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. There is a copy of the requirements in the Parent/Student handbook and on the school website.

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. NU-SCS is an AVID school and in being so is steeped a creating a college and career atmosphere complete with research based strategies to ensure college readiness.

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.

Category C

Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: *To achieve the academic standards, the college and career readiness standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.*

Each student who enrolls with NU-SCS 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 noted so learning experiences 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-SCS is an (AVID) Advancement Via Individual Determination school. Within this model, teachers receive intense training on the use of strategies to increase academic rigor and student engagement. AVID uses a model they designed called 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-SCS have access to every type of resource there is: whether it be 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 Siskiyous). The teachers and administration seek to provide each student with the connections they need to gain knowledge beyond the textbook. NU-SCS is truly an individualized

charter school wherein students are seen as individuals and programs are tailored to their specific needs.

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

NU-SCS is and AVID School. AVID is not just another program... at its heart, AVID is a philosophy. 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 brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call Schoolwide AVID.

AVID:

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials and strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination

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. 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–Siskiyou Charter Schools offers the AVID Elective for secondary at our Yreka Learning Center. A 6th grade and 7th/8th grade combo AVID/ ELA elective is offered at our Yreka and Mount Shasta Learning Centers.

NU-SCS values “Beyond the Classroom Learning” and creates rich opportunities for our students to experience their community. NU-SCS 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-SCS students interact with their natural world by hiking, gardening and exploring.

Category D

Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Student Progress

Criterion: *The school uses a professionally acceptable assessment process to collect,*

disaggregate, analyze and report student performance data to school staff, students, parents and other stakeholders.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: *Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.*

Both D1 and D2 are below

NU-SCS 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-SCS 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.

D3. Using Assessment to Monitor and Modify Learning in the Program Schoolwide
Criterion: *The school, with the support of this district and the 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.

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.

Category E

School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Engagement Criterion: *The school leadership employs a wide range of strategies to encourage family, business, industry and community involvement, especially with the learning/teaching process.*

During the enrollment process, each parent/guardian and student (if age appropriate), 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. During the intake, the parent/guardian and student are encouraged to be active participants in the student's education and examples are given of how that can happen. 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-SCS 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 wherein input for WASC is 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-SCS’s School Director sends each an every student and 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: *The school is a) safe, clean and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students and a focus on continuous school improvement.*

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-SCS 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. Research shows schools that implement PBIS with fidelity show an increase in student success. There is a survey soliciting feedback on school

climate for parents and students annually. NU-SCS also has implemented the use of the research-based social-emotional Second Step curriculum in grades TK-8. The use of this curriculum is shown to improve school climate significantly.

The NU-SCS 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-SCS 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: *All students receive appropriate academic support and intervention to help ensure school, college and career success. Student with special talents and/or needs have access to a system of personal support services, activities and opportunities at the school. These are enhanced by business, industry and community.*

NU-SCS 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 academia and social emotional research) and college requirements. When students

require more information the teacher immediately refers the students to the counselor for one-on-one counseling.

NU-SCS offers an extensive course list, including a lengthy list of AG courses approved by the University of California's Course Management Portal (CMP). These college preparatory courses are available and accessible to all 9-12 grade students. NU-SCS'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-SCS 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-SCS 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-SCS 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 Siskiyous, allowing them to gain college credit while in high school. All NU-SCS 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-SCS 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 our more rural students in completion of the AG requirements.

NU-SCS brings students to College of the Siskiyous' Senior Day each fall to explore the campus, meet staff and attend a college fair. College of the Siskiyous also sends

representatives to NU-SCS twice a year. First in October, COS staff comes for an “App Attack” night where COS admissions and Financial Aid officers guide students through the application process and filling out the FAFSA. During this time they also offer students information on the “Siskiyou Promise.” The "Promise" is graduating seniors from Siskiyou and Modoc County high schools (who are also California residents) will have their enrollment fees (\$46/unit cost of classes, health fee, student rep fee, and student center fees) fully funded during their first two academic years following graduation. COS staff also comes to NU-SCS in the spring for student orientation, advising and registration.

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-SCS 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-SCS is an Advancement Via Individual Determination (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 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-SCS 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-SCS 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. 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.

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments:

- **February, 2018 Northern United – Siskiyou Charter School’s petition to become a countywide benefit charter was approved**
- **AVID Certification 2018**
- **Continual increase in the number of students attending 2 and 4 year colleges**
 - **2016-2017- 2 yr: 11 students/ 4 yr: 3 students**
 - **2017-2018- 2yr: 29 students / 4 yr: 4 students**
- **54% of our teachers and administrators have attended AVID Summer Institute or Path trainings making them AVID trained educators**
- **April, 2018 First annual three day college field trip for AVID elective students (UC Berkeley, San Francisco State University and Santa Rosa Junior College)**
- **December, 2017 Gerald O. and Susan Hansen Family Fund grant recipient**
- **7th and 8th graders in Humboldt county attend *I have Been Admitted to College Day*. 7th graders visit College of the Redwoods for a day and 8th graders visit HSU for a day. We have participated for the past 3 years.**
- **7-12 graders in Humboldt at Eureka and Cutten Learning Centers participate in the HSU Trio program**
- **College and career guidance program grades 7-12**

- Campus House
- Lost Coast High
- Redway Learning Center
- Cutten Learning Center
- **Concurrent Enrollment**
 - 2017-2018 Fall - 27 students (8 Siskiyou)
 - 2017-2018 Spring- 8 students (5 Siskiyou)
- **FAFSA (I need to call to get the final list of students to determine # for Siskiyou. Below is for both charters)**
 - 2017-2018- 22 students completed
 - 2016-2017-18 completed
 - 2015-2016- 18 completed
 - 2014-2015- 17 completed
- **SAT Exam:**
 - 2017-2018-6 students
 - 2016-2017-10 students
 - 2015-2016- 4 students
- **PSAT Exam**
 - PSAT 8/9
 - 2017-2018 15 students (0 Siskiyou)
 - 2016-2017- 7 students (0 Siskiyou)
 -
 - PSAT/NMSQT
 - 2014-2015- 13 students
 - 2015-2016-25 total
 - 2016-2017- 13 total (4 Siskiyou)
 - 2017-2018- 35 total (11 Siskiyou)

Major School Needs:

- **Increased participation in ACT/SAT testing**
- **Increased number of students taking a-g courses/ a-g eligibility**

- **Increase participation in high quality, research based professional development**