

Northern United - Humboldt Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Northern United - Humboldt Charter School
Street	2020 Campton Rd.
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 445-2660 Ext. 110
Principal	Shari Lovett
Email Address	slovett@nuarters.org
Website	http://www.nuarters.org/
County-District-School (CDS) Code	12101240137364

Entity	Contact Information
District Name	Northern United - Humboldt Charter School
Phone Number	
Superintendent	
Email Address	

School Description and Mission Statement (School Year 2019-20)

Northern United – Humboldt Charter School is a county-wide benefit nonclassroom based, public charter school that serves students in grades TK-12 throughout Humboldt County. The students are 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 works with its students and parent facilitators by providing them with education resources, an assigned independent study teacher, access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning.

Northern United – Humboldt Charter School: Core Beliefs, Vision and Mission 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	50
Grade 1	38
Grade 2	39
Grade 3	34
Grade 4	37
Grade 5	41
Grade 6	36
Grade 7	23
Grade 8	29
Grade 9	16
Grade 10	19
Grade 11	23
Grade 12	33
Total Enrollment	418

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	3.3
Asian	0.5
Hispanic or Latino	14.6
Native Hawaiian or Pacific Islander	0.2
White	69.6
Two or More Races	10.5
Socioeconomically Disadvantaged	69.1
English Learners	1.4
Students with Disabilities	13.6
Foster Youth	1
Homeless	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential		28	28	
Without Full Credential		0	2	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Nat Geo Reach for Reading 2017 Springboard 2017 Apex Learning Cyber High BYU High School UC Scout Expository Reading and Writing Course	Yes	0
Mathematics	Go Math 2011 Singapore Math 2013 Saxon Math 2006 Envision Math Common Core 2011 Dimension Math a Singapore math Program 2015 My Math 2017 Mathematics 1 2014 Mathematics 2 2014 Mathematics 3 2014 Apex Learning Cyber High BYU High School UC Scout	Yes	0
Science	Foss 2013 DK's Science 2014 Lawrence Hall of Science materials Science Core Skills 2014 Essentials of Human Anatomy & Physiology 2009 Focus on Life Science – Nat Geo 2007 Biology 2007 Physical Science 2006 Focus on Physical Science – Nat Geo 2007 Physics 2008 Chemistry 1997 Biology – An Every Day Experience 2003 Apex Learning Cyber High BYU High School UC Scout	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Social Studies – Harcourt 2005 Social Studies – Houghton Mifflin 1998 A History of US 1995 California Studies Weekly 2018 We the People 2009 Modern World History 2003 American Odyssey 2004 Economics 2005 The American Pageant 2013 Apex Learning Cyber High BYU High School UC Scout	No	0
Foreign Language	Apex Learning Cyber High BYU High School	Yes	0
Health	Apex Learning Cyber High BYU High School	Yes	0
Visual and Performing Arts	Apex Learning Cyber High BYU High School	Yes	0
Science Laboratory Equipment (grades 9-12)	NA		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Northern United - Humboldt Charter School leases eight of our nine facilities. The facilities are maintained by both the school and the building owners. The Facility Inspection Tool was administered at each of our facilities in September 2019. The overall rating for each facility was Good.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)		43	49	46	50	50
Mathematics (grades 3-8 and 11)		29	27	29	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	235	229	97.45	2.55	42.60
Male	138	133	96.38	3.62	39.06
Female	97	96	98.97	1.03	47.37
Black or African American					
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	30	30	100.00	0.00	26.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	162	158	97.53	2.47	50.00
Two or More Races	26	24	92.31	7.69	30.43
Socioeconomically Disadvantaged	164	161	98.17	1.83	38.46
English Learners	--	--	--	--	--
Students with Disabilities	47	45	95.74	4.26	26.19
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	50.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	228	97.44	2.56	29.46
Male	137	132	96.35	3.65	29.46
Female	97	96	98.97	1.03	29.47
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	30	30	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	161	157	97.52	2.48	35.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	26	24	92.31	7.69	8.70
Socioeconomically Disadvantaged	164	162	98.78	1.22	20.25
English Learners	--	--	--	--	--
Students with Disabilities	46	45	97.83	2.17	15.91
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	28.57

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Northern United - Humboldt Charter School is a personalized learning school. This means that students are encouraged to enroll in courses and experience opportunities that are specifically relevant to them. Our students have the ability to enroll in a variety of courses from our extensive course list. We offer a variety of career technical courses, including Work Experience, 3D Game Design, Animation, Coding, Culinary Arts, Fashion and Interior Design, Forestry and Natural Resources, Intro to Business and Marketing, Intro to Manufacturing, Child Development, Home Economics, Intro to Military Careers, Nutritional and Wellness and Computer Applications. In addition to the career technical courses offered by Northern United - Humboldt Charter School, one of our facilities is a satellite campus for College of the Redwoods in which college level digital animation courses are offered. Get Focused, Stay Focused is a course offered to all high school students. This course is designed to provide every student with the necessary information and experiences to develop college and career readiness skills as well as facilitate the development of an online 10-year Career and Education Plan. In addition, a Health Careers course is being piloted in anticipation the implementation of a CTE pathway during the 2019-2020 school year.

(School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	21.82
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Northern United – Humboldt Charter School offers many opportunities for parents to be involved. Because our students are enrolled in independent study, the parents are the facilitators of their child’s education. With the support of the credentialed teacher, parents take a very active role in the education of their child. Parents may serve on the governing board and attend board meetings. They may participate in the non-profit groups that support many of our learning centers. They may volunteer for field trips or in class activities. Parents are also given an opportunity to attend LCAP stakeholder input meetings, complete LCAP surveys and complete satisfaction and safety surveys each school year. To get involved, parents may contact their child’s teacher.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate									
Graduation Rate									

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions			1.4	8.0	8.3	4.0	3.6	3.5	3.5
Expulsions			0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Northern United – Humboldt Charter School adopted its school comprehensive safety plan on September 20, 2018. It was then reviewed and discussed with faculty and students. The plan includes an assessment of school crime, child abuse reporting procedures, disaster procedures, suspension and expulsion policy, procedures to notify teacher of dangerous pupils, discrimination and harassment policy, school wide dress code policy, procedure of safe ingress and egress, policies enacted to maintain a safe and orderly environment, rules and procedures on school discipline, and hate crime reporting procedures. Northern United - Humboldt Charter School is an ALICE institution.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English									3	39		
Mathematics									3	38		
Science									5	14		
Social Science									3	32		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	597.1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.9
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.9
Other	1.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Northern United – Humboldt Charter School has a variety of programs and services available to support and assist students. For students needing academic support, we have a robust intervention program, as well as special education services. Tutors are also provided to support students academic needs. Speech therapists are utilized for those who qualify for their services. We employ a school counselor and a school psychologist for those students who need additional social/emotional support. The school counselor and counseling technician provide full college and career counseling. For high school students who wish to accelerate their learning, Northern United - Humboldt Charter School funds college courses through dual and co-enrollment opportunities. We are also an AVID and PBIS school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	2.4

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		5	5

Northern United – Humboldt Charter School requires five full days of professional development of the teaching staff. Four of these days are provided to the teachers by the school and the fifth day is self-selected. The four days provided by the school are delivered at full-day pre and inservice days. The self-selected day may occur online or in-person by attending a conference or workshop provided by an outside agency, such as our county office. The professional development focuses on instruction in core subjects, school climate and culture, school safety, teaching strategies, and best practices. These topics are based on metrics reviewed during our LCAP meetings.