

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Northern United - Humboldt Charter School

CDS code:

12-10124-0137364

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students
TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A

Title II, Part A

Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are

supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Northern United - Humboldt Charter School uses federal funds to enhance the local priorities as outlined in the LEA's LCAP. The LEA's LCAP goals are as follows:

- 1) Northern United- Humboldt Charter School will Improve student performance outcomes in the core academic areas.
- 2) Northern United - Humboldt Charter School will ensure that all students have access to appropriate education and are provided ample opportunity to learn in environments that reflect 21st-century learning.
- 3) Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

Through stakeholder input, the LEA's priorities, actions, and services were developed and subsequently approved by the board. The school coordinates the use of federal funds to support the school LCAP goals, actions, and services.

Northern United - Humboldt Charter School uses federal funds to support our students with instructional aides. The instructional aides provide support in core academic areas in which individual students may not be excelling. Federal funds are also used to employ more teachers. By reducing the student/teacher ratio, students will receive more individualized support from teachers. Northern United - Humboldt Charter School also uses federal funds to employ a PPS credentialed school psychologist. By providing our disadvantaged youth with extra tier II and tier III supports, we can assure that all of our students are receiving the needed foundations for academic, behavioral and social/emotional success.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

State and local funds will be used to support teachers. t(Goal 1, Action 1) Employ highly qualified teachers, including special education teachers, to target direct instruction in all areas including math (Goal 1, Action 2); Employ highly qualified content area specialists to provide resources to staff and students, primarily directed to unduplicated youth in order for them to make progress in content area standards; (Goal 1, Action 8); Employ instructional aides to work with students in core academic areas, primarily focusing on unduplicated youth not excelling in Common Core State Standards. In using federal funds to help in hiring more teachers, there will be a reduced number of student/teacher ratio in learning centers which allows teachers more time to support individual students. This will help student performance in core academic areas. We will also use federal funds to help employ instructional aides to work with students who are not excelling in core academic areas (Goal 1, Action 8).

Federal funds will be used to employ an additional PPS credentialed school psychologist (Goal 1, Action 15) and for professional development targeted to disadvantaged youth (Goal 1, Action 4).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP

development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - LEA is a Charter School

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School encourages and supports active parent/guardian involvement in their child's education. Our school employs numerous avenues of communication between families and the school. Monthly newsletters communicating information about school events, notices sent through mail, text messages, email, face-to-face communication, plus the usage of our school-wide communication platform, Dial my Calls, are a few of the ways the school provides critical, ongoing information to families. Northern United - Humboldt Charter School administrators are easily accessible to all families and stakeholders. We encourage open communication between the school and parents/guardians. Equally important, Northern United - Humboldt Charter School has a parent liaison who is available to discuss any and all concerns parents/guardians may have. This ongoing communication is to keep families current on their children's academic, behavior and social/emotional progress.

Northern United - Humboldt Charter School teachers provide relevant information through email, weekly/monthly newsletters, google classroom, APEX or similar online secure communication systems and newsletters. Parents/guardians can also use more traditional means of communication such as phone calls, letters, or in-person meetings. Parent-teacher conferences are held at least twice a year for face-to-face, communication. Additional conferences are held with parents or guardians on an as needed basis. In addition to discussing academic, social and emotional needs, parents/guardians are notified of CAASPP student assessment results, along with Renaissance STAR ELA and Mathematics results. We also provide parents with the following website:

<https://www.cde.ca.gov/ta/tg/ca/documents/sbsummativepgtu.pdf> in order to better understand Smarter Balanced Summative Assessments.

Northern United-Humboldt Charter School has held numerous LCAP meetings at various learning centers. With all of our learning centers participating, twelve separate LCAP meetings were held. This provided another opportunity for parents/guardians to give invaluable feedback to our program and LCAP goals. Parents, guardians, students as well as staff participated in these meetings. We had 54 parents, 86 students and 42 staff members participate in online surveys and face-to-face meetings, bringing our total of participants up to 192. Parents/guardians at Northern United - Humboldt Charter School have many opportunities for involvement. We encourage parent/guardian involvement in all aspects of their children's school experience. Parents/guardians enjoy volunteering at many of our learning centers. Moreover, they are also a valuable resource for school activities and all extracurricular activities. So, by volunteering in classrooms, chaperoning field trips, aiding in fundraising activities or working on special projects, such as Family Maker Night, parents/guardians at Northern United- Humboldt Charter School have ample opportunity to be engaged in all aspects of their child's education. We also have a representation of family, parents, and grandparents of students, who serve as school board members.

Student Study Team (SST) meetings with parents/guardians are conducted throughout the year to discuss specific needs of students. To ensure families with disabilities or those who speak a language other than English are able to participate in school decision making, Northern United - Humboldt Charter School translates school documents, forms and letters, has an ADA compliant website, and uses translators and interpreters when needed. Gas reimbursement and bus passes are also provided to families for whom transportation is a barrier.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School does not conduct targeted support programs.

Northern United - Humboldt Charter School operates a school wide Title I program. Teachers use formative and summative data to determine which students need additional support. The teachers and paraprofessionals (instructional aides, tutors and small group instructors) provide individual or small group instruction to those students.

The school also employs a Multi-tiered System of Support. Special services staff (resource teachers, speech therapist, school psychologist, content area specialists and counselor) meet with administration and parents to review a variety of academic and/or social emotional data and information. The team determines needs and what types of supports best meet each student's needs. The teachers, instructional aides, tutors and small group instructors provide many of those supports.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School provides school supplies and transportation (bus tickets) for homeless children as needed. Providing computers, internet service and hotspots are some of the ways Northern United - Humboldt Charter School supports the enrollment, attendance and success of homeless children and youth. Our counselor also connects families with family resource centers and local social services. Northern United - Humboldt Charter School has access to the County Office of Education Homeless/Foster Youth coordinator should additional assistance be needed.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and

- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School provides students with early childhood education programs. Our TK and K courses are vertically aligned with our 1st-8th programs. K students take the KST (Kindergarten Screening Tool) which is a screening tool used to assess kindergarten readiness and progress. It mirrors the 1st and 2nd-grade tool, though these tools incorporate grade level standards. Our centers welcome TK and K students to a Kindergarten Roundup where the students and family members visit the center for a full day the year prior to enrollment. Families attend the first day of school with their student to ease the transition. Our TK and K students have older buddies that they read with and do STEAM projects with twice a month. The SecondStep curriculum is used in order to boost the social/emotional skills of the young students and help support them through transitions.

Northern United - Humboldt Charter School does participate in coordinated efforts to transition students from middle school to high school. During seventh and eighth grade, students have the opportunity to participate in an AVID elective course in which they begin to explore careers and/or college. Our seventh-grade programs have the opportunity in coordination with the local junior college, College of the Redwoods, to attend an "I've Been Admitted to College" orientation. A similar workshop is held for eighth graders at the local university, Humboldt State University. Some of our learning centers host TRIO Talent Search, a pre-college program that provides services to promote college readiness in grades 6th – 8th.

Northern United - Humboldt Charter School's high school learning centers also meet with eighth graders and provide them with at least two "shadow days" in which the eighth graders participate in shadowing our high school students throughout their day. Our high school learning centers host Family Nights so families of our eighth-grade students can visit and discuss class schedules, what individual programs offer and provide families with opportunities to ask pertinent questions concerning the high school experience. Our high school programs offer AVID elective courses to provide students with the skills necessary to be successful in college. Dual enrollment courses are being hosted at our learning centers in partnership with our local community college, College of the Redwoods. The My Future, My Plan course provides students with the skills needed to be college ready as well as to find a discipline or vocation that is directed to their personal strengths. Northern United-Humboldt Charter School also has the local university, Humboldt State University, visit our learning centers and provide an immediate acceptance program to college. Students also visit our local community college specifically to discover the programs that are offered. Concurrent enrollment is highly encouraged at Northern United - Humboldt Charter School with several of our students attending college while in high school. One of our high school learning centers acts as a satellite program for our local community college and provides college courses at the Charter School facility to students attending Northern United - Humboldt Charter School.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School supports professional growth and improvement in many ways. All new teachers are supported through the North Coast School of Education (NCSOE) North Coast Teacher Induction Program (NCTIP) known as BTSA and are mentored by veteran teachers. This is a two-year program that provides candidates with the ability to use skills acquired in the credentialing program and apply them to the classroom. Candidates of this program work with a Mentor Teacher who provides support and experience to help candidates achieve competency and meet the CCTC requirements for a Clear Credential. This induction program is an amazing support and helps to set new teachers up for success.

All Northern United - Humboldt Charter School Staff are required to complete five days of professional development during the school year. Four of the five days are provided by the school and the fifth day is self selected. The professional development provided by the school is specifically designed to support teachers with best practices and structured to see an improvement in student outcomes.

In order to accomplish the above, Northern United - Humboldt Charter School provides teachers with professional development in all core academic areas, including: English Language Arts, Mathematics, Social Studies and Science. Equally important, PBIS, AVID, Trauma Informed education, modification in instruction to allow all students equal access are topics discussed in our professional developments.

Individual learning centers have monthly early release days in order for teachers to participate in professional development. Topics such as STEAM education, higher order thinking skills, differentiation, project-based learning and math intervention strategies are subjects that are covered in these center based professional development days.

We will use federal funding to provide all of our teachers with professional development that specifically targets disadvantaged youth. There will be emphasis placed on career development and career goals.

Northern United - Humboldt Charter School's professional development is designed to build the capacity of all teachers in their support of disadvantaged youth. Our professional development is selected based on needs determined through data analysis and staff feedback.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A Our school is not in CSI nor TSI.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School uses Title II, Part A funds to provide staff development targeted toward disadvantaged youth. The professional development is selected based on the analysis of internal data. Teachers use formative and summative assessment data, including California Assessment of Student Performance and Progress, Renaissance assessments, progress on special education goals, and English Language Proficiency Assessment for California data, to monitor student progress. Teachers collaborate to review data to determine the effectiveness of the small groups interventions supported by this part.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Humboldt Charter School will be receiving the minimum amount of \$10,000 so will be expending the funds in only one subsection, as it relates to supporting a well-rounded education. The funds will be utilized on a school-wide level. Currently, Northern United - Humboldt Charter School employs a Multi-tiered System of Supports (MTSS) to address academic, behavior, and social-emotional needs of students. At the all-school level, Northern United - Humboldt Charter School has monthly Teacher Circles in which our Content Specialist team meets and uses data obtained from our STAR Renaissance testing to target and implement strategic instruction and intervention, as well as, to provide students with intensive interventions if needed. On a student level, the special services staff (resource teachers, speech therapist, school psychologist, and counselor) meets with administration and parents to review a variety of individual academic and/or social-emotional data and information. As part of our MTSS, Northern United - Humboldt Charter School has implemented PBIS at an all-school level. Being trained by Dr. Dale Meyers, an educational and behavioral consultant, our school has established systems of social-emotional and behavioral support that enhance our school's capacity to maximize outcomes for all students. The implementation of PBIS has been instrumental in significantly improving and making a positive impact on behavioral, social-emotional and academic outcomes for all students.