

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            CAASPP – ELA – All students  <b>19-20</b>            Exceeded/ Met increase by 6%            (42%)</p> <p>Nearly Met/Not Met decrease by 6% (56%)</p> <p><b>Baseline</b>            Baseline will be established in the 18/19 school year.</p>	<p>The percentage of students in all grades that met or exceeded ELA standards in the 2019 test administration was 44%. The number of students falling into the nearly met and not met categories was 56%.</p>
<p><b>Metric/Indicator</b>            CAASPP – Math – All students  <b>19-20</b>            Exceeded/ Met increase by 6%            (29%)</p> <p>Nearly Met/Not Met decrease by (6%) 71%</p> <p><b>Baseline</b>            Baseline will be established in the 18/19 school year.</p>	<p>The percentage of students in all grades that met or exceeded math standards in the 2019 test administration was 22%. The number of students falling into the nearly met and not met categories was 78%.</p>

Expected	Actual
<p><b>Metric/Indicator</b> CAASPP – ELA – Native American students</p> <p><b>19-20</b> Maintain 100%</p> <p><b>Baseline</b> Baseline will be established in the 18/19 school year.</p>	<p>We had three Native American students complete the 2019 CAASPP summative ELA test. Of those students one met standards (33%), and the other two (66%) did not.</p>
<p><b>Metric/Indicator</b> CAASPP – Math – Native American students</p> <p><b>19-20</b> Maintain 100%</p> <p><b>Baseline</b> Baseline will be established in the 18/19 school year.</p>	<p>We had three Native American students complete the 2019 CAASPP summative math test. Of those students one met standards (33%), and the other two (66%) did not.</p>
<p><b>Metric/Indicator</b> CAASPP – ELA – Hispanic students</p> <p><b>19-20</b> Exceeded/ Met increase by 33% (67%) Nearly Met/Not Met decrease by 67% (33%)</p> <p><b>Baseline</b> Baseline will be established in the 18/19 school year.</p>	<p>The percentage of Hispanic students in all grades that met or exceeded ELA standards in the 2019 test administration was 40%. The number of students falling into the nearly met and not met categories was 60%.</p>
<p><b>Metric/Indicator</b> CAASPP – Math – Hispanic students</p> <p><b>19-20</b> Exceeded/ Met increase by 25% (50%) Nearly Met/Not Met decrease by 25% (50%)</p> <p><b>Baseline</b> Baseline will be established in the 18/19 school year.</p>	<p>The percentage of Hispanic students in all grades that met or exceeded math standards in the 2019 test administration was 8%. The number of students falling into the nearly met and not met categories was 92%.</p>

Expected	Actual
<p><b>Metric/Indicator</b> CAASPP – ELA Students with disabilities</p> <p><b>19-20</b> Exceeded/ Met increase by 20% (20%) Nearly Met/Not Met decrease by 20% (80%)</p> <p><b>Baseline</b> Baseline will be established in the 18/19 school year.</p>	<p>The percentage of students with disabilities (SWD) in all grades that met or exceeded ELA standards in the 2019 test administration was 0%. The number of students falling into the nearly met and not met categories was 100%. We only had six SWD in tested grades.</p>
<p><b>Metric/Indicator</b> CAASPP – Math – Students with disabilities</p> <p><b>19-20</b> Exceeded/ Met increase by 20% (20%) Nearly Met/Not Met decrease by 20% (80%)</p> <p><b>Baseline</b> Baseline will be established in the 18/19 school year.</p>	<p>The percentage of students with disabilities (SWD) in all grades that met or exceeded math standards in the 2019 test administration was 0%. The number of students falling into the nearly met and not met categories was 100%. We only had six SWD in tested grades.</p>
<p><b>Metric/Indicator</b> UC/CSU (a-g) course completion</p> <p><b>19-20</b> Increase by 2 students</p> <p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	<p>We had zero graduates with UC/CSU (a-g) course completion. In the 2020-21 school year, we have one student on track to meet UC/CSU (a-g) course completion.</p>
<p><b>Metric/Indicator</b> EL making progress per ELPAC</p> <p><b>19-20</b> 0 students classified as EL</p> <p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	<p>We have zero students classified as EL.</p>

Expected	Actual
<p>Some of these, we now have, so should this be updated? *****</p>	
<p><b>Metric/Indicator</b> EL redesignated as FEP per ELPAC</p> <p><b>19-20</b> 0 students classified as EL</p> <p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	<p>We have zero students classified as EL.</p>
<p><b>Metric/Indicator</b> AP score of 3 or greater</p> <p><b>19-20</b> Increase by 1 student</p> <p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	<p>We had no students take an AP course this year.</p>
<p><b>Metric/Indicator</b> EAP conditionally college ready and college ready in ELA</p> <p><b>19-20</b> Increase by 2% Conditionally- 19% Ready-23%</p> <p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	<p>The percentage of students in all grades that met EAP ready ELA standards in the 2019 test administration was 6%. The percentage of students who met conditionally ready ELA standards in the 2019 test administration was 38%. The number of students who scored in the not ready ELA standards in the 2019 test administration was 56%.</p>
<p><b>Metric/Indicator</b> EAP conditionally college ready and college ready in Math</p> <p><b>19-20</b> Increase by 2% Conditionally- 8% Ready-4%</p>	<p>The percentage of students in all grades that met EAP ready and conditionally ready ELA standards in the 2019 test administration was 0%. The number of students who scored in the not ready category was 100%.</p>

Expected	Actual
<p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	
<p><b>Metric/Indicator</b> PSAT participation rate</p> <p><b>19-20</b> Increase by 7%</p> <p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	<p>In 2019-20, we had 15 students take the PSAT, which was an increase of 12 over the prior year, exceeding our goal. Due to COVID-19, none of our students took the PSAT in the 2020-21 school year.</p>
<p><b>Metric/Indicator</b> SAT participation rate</p> <p><b>19-20</b> Increase by 8%</p> <p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	<p>In the 2019-20 school year, we had 5 students signed up for the SAT. However, test administrations were suspended for the year due to COVID-19.</p>
<p><b>Metric/Indicator</b> Number of students receiving the Seal of Biliteracy</p> <p><b>19-20</b> Increase by 100% (given enrollment of EL student/students)</p> <p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	<p>We had no EL or bilingual students in the 2018-19 or 2019-20 school years.</p>
<p><b>Metric/Indicator</b> Number of students concurrently enrolled</p> <p><b>19-20</b> Increase by 5 students</p> <p><b>Baseline</b> Baseline to be established in 18/19 school year</p>	<p>In 2019-20, we had 13 students concurrently enrolled at College of the Siskiyou. In the 2018-19 school year, we had 8, so we met our goal of increasing by 5 students.</p>
<p><b>Metric/Indicator</b></p>	<p>100% of our students provided access to one-on-one tutoring, small group instruction, and RTI as needed.</p>

Expected	Actual
<p>Programs and services developed and provided to unduplicated pupils (one-on-one tutoring, small group instruction, RTI) as evidenced in learning records, tutor time sheets, Student Study Team Records. Moved from goal 2</p> <p><b>19-20</b> 100% of our students provided access to one-on-one tutoring, small group instruction, and RTI as needed.</p>	
<p><b>Metric/Indicator</b> Programs and services developed and provided to exceptional needs students (one-on-one tutoring, small group instruction, Special Education Teacher). Moved from goal 2</p> <p><b>19-20</b> Programs and services developed and provided to 100% of our students with IEPs.</p>	<p>Programs and services were developed and were provided to 100% of our students with IEPs.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1 – 1 Employ 10.1 FTE general teachers</p> <p>1a. General education teachers: 7.185 FTE; CTE teacher: 0.35 FTE</p> <p>1b. General education teacher (EPA): 0.415 FTE</p> <p>1c. Other certificated staff: 1.1</p> <p>1d. Special education teachers: .8</p>	<p>1a. General education teachers: 7.185 FTE; CTE teacher: 0.35 FTE 1000-1999: Certificated Personnel Salaries Base \$371,885.00</p> <p>1b. General education teacher (EPA): 0.415 FTE 1000-1999: Certificated Personnel Salaries Base \$21,165.00</p> <p>1c. Other certificated staff 5800: Professional/Consulting Services And Operating Expenditures Base \$96,698.18</p>	<p>1-1a. General education teachers: 6.16 FTE; CTE teacher: 0.35 FTE - Total of 6.51 FTE - Salaries 1000-1999: Certificated Personnel Salaries LCFF \$377,961</p> <p>1-1b. General education teacher (EPA): 0.415 FTE 1000-1999: Certificated Personnel Salaries Base \$21,420</p> <p>1-1c. Other certificated staff 1.3 FTE 5800: Professional/Consulting Services And Operating Expenditures Base \$110,956</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1d. Special education teachers: .8 Salaries and benefits: 1104/3000 Special Education \$45,870</p> <p>1a. General education teachers: 7.185 FTE; CTE teacher: 0.35 FTE - Benefits 3000-3999: Employee Benefits Base \$124,666.03</p> <p>1b. General education teacher (EPA) - benefits 3000-3999: Employee Benefits Base \$9477.89</p> <p>1c. Other certificated staff - benefits 3000-3999: Employee Benefits Base \$2167.97</p> <p>1d. Special education teachers: .8 3000-3999: Employee Benefits Special Education \$8,816</p>	<p>1-1d. Special education teachers: 1.0 Salaries and benefits: 1104/3000 Special Education \$54,322</p> <p>1-1a. General education teachers: 6.16 FTE; CTE teacher: 0.35 FTE - Total of 6.51 FTE - Benefits 3000-3999: Employee Benefits Base \$119,281</p> <p>1-1b. General education teacher (EPA) - benefits 3000-3999: Employee Benefits Base \$9,557</p> <p>1-1c. Other certificated staff - benefits 3000-3999: Employee Benefits \$20,645</p> <p>1-1d. Special education teachers: 1.3 3000-3999: Employee Benefits Special Education \$22,976</p>
1 - 2 Employ 2.0 FTE teachers	<p>Employ 2.0 FTE teachers - Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$94,000.00</p> <p>Employ 2.0 FTE teachers - benefits 3000-3999: Employee Benefits Supplemental and Concentration \$19,298.20</p>	<p>1 - 2 Employ 2.0 FTE teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$73,000</p> <p>1 - 2 Employ 2.0 FTE teachers 3000-3999: Employee Benefits Supplemental and Concentration \$25,139</p>
<p>1 – 3 Purchase Curriculum, Supplies, and Materials</p> <p>3a. Purchase science and social science curriculum and continue to augment English/Language Arts and math curriculum</p> <p>3b. Purchase materials and supplies for instructional purposes</p>	<p>1 – 3 Purchase Curriculum, Supplies, and Materials</p> <p>3a. Curriculum – 4110 = \$60,541</p> <p>3b. Materials &amp; supplies – 4310 = \$31,205</p> <p>4000-4999: Books And Supplies Grant \$91,746</p>	<p>1 – 3 Purchase Curriculum, Supplies, and Materials</p> <p>3a. Curriculum – 4100 = \$7,629</p> <p>3b. Materials &amp; supplies – 4300 = \$44,703</p> <p>4000-4999: Books And Supplies LCFF \$52,332</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1 - 4 Professional development for staff in core academic areas, including CCSS	1 - 4 Professional development for staff in core academic areas, including CCSS Professional development fees – 5207 = \$3,500 Mileage – 5201 = \$1,000 Lodging – 5209 = \$1,000 5000-5999: Services And Other Operating Expenditures Base \$5,500	1 - 4 Professional development for staff in core academic areas, including CCSS Professional development fees – 5200 = \$3,035 5000-5999: Services And Other Operating Expenditures Base \$2,201  Professional development for staff in core academic areas, including CCSS Professional development fees – 5200 = \$3,317 5000-5999: Services And Other Operating Expenditures Grant \$3,088
1 - 5 Administer CAASPP to all students in grades 3 through 8 and 11th; administer SAT, PSAT, and AP exams; contract with Renaissance for assessments.	Included in Goal 1 action 1 & 11	Included in Goal 1 action 1 & 11
1 - 6 EL director for supporting EL students 6a. Employ .1 EL coordinator 6b. Travel to administer ELPAC test and work with EL students 6c. Attend ELPAC test training 6d. Administer ELPAC test	1 - 6 EL director for supporting EL students 6a. Professional services - 5800 = \$8,139 6b. Mileage – 5201 = \$350 6c. Registration fees – 5207 = \$100 5000-5999: Services And Other Operating Expenditures LCFF \$8,589  1 - 6 EL director for supporting EL students 6d. Test – 4314 = \$250 4000-4999: Books And Supplies LCFF \$250	1 - 6 EL director for supporting EL students 6a. Professional services - 5800 = \$8,139 6b. and 6c. Mileage and registration fees – 5201 = \$654 5000-5999: Services And Other Operating Expenditures LCFF \$8,799  1 - 6 EL director for supporting EL students 6d. Test – 4314 = \$250 4000-4999: Books And Supplies LCFF \$250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1 – 7a. Employ .30 FTE PPS credentialed counselor            7b. Employ .20 FTE counseling technician            7c. Employ .10 FTE school psychologist            7d. Counseling services - Children First/Lassen Counseling/Elevate</p>	<p>1 – 7a. Employ .30 FTE PPS credentialed counselor 5800: Professional/Consulting Services And Operating Expenditures LCFF \$25,839.71            7b. Employ .20 FTE counseling technician 5800: Professional/Consulting Services And Operating Expenditures LCFF \$9,867.99            7c. Employ .10 FTE school psychologist 5800: Professional/Consulting Services And Operating Expenditures LCFF \$9,336.42            7d. Counseling services - Children First/Lassen Counseling/Elevate 5800: Professional/Consulting Services And Operating Expenditures Title I \$10,000</p>	<p>1 – 7a. Employ 1.0 FTE PPS credentialed counselor 1000-1999: Certificated Personnel Salaries Title I \$72,852            7b. Employ .20 FTE counseling technician 5800: Professional/Consulting Services And Operating Expenditures LCFF \$12,117            7c. Employ .10 FTE school psychologist 5800: Professional/Consulting Services And Operating Expenditures LCFF \$7,858            7d. Counseling services - Children First/Lassen Counseling/Elevate 5800: Professional/Consulting Services And Operating Expenditures LCFF \$5,740            1 – 7a. Employ 1.0 FTE PPS credentialed counselor Salary and benefits: 1200/3000 Title I \$18,537</p>
<p>1 – 8 Intervention program            8a. Employ 4 RTI/Tier 2 tutors - Salaries            8b. Employ 4 RTI/Tier 2 tutors - Benefits            8c. Employ .2 RTI/Tier 2 director:</p>	<p>1 – 8 Intervention program            8a. Employ 4 RTI/Tier 2 tutors: 2000-2999: Classified Personnel Salaries Title I \$14,390.00            Employ 4 RTI/Tier 2 tutors - Benefits 3000-3999: Employee Benefits Title I \$4,426.80            1 – 8 Intervention program            8c. Included in Goal 1 action 1</p>	<p>1 – 8 Intervention program            8a. Employ 3 RTI/Tier 2 tutors: 2000-2999: Classified Personnel Salaries LCFF \$23,193            Employ 3 RTI/Tier 2 tutors - Benefits 3000-3999: Employee Benefits LCFF \$2,611            1 – 8 Intervention program            8c. Included in Goal 1 action 1</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1 - 9 Support unduplicated students</p> <p>9a. Provide backpacks, school supplies, and home supplies</p> <p>9b. Provide bus tickets</p> <p>9c. Curriculum</p> <p>9d. Provide meals</p> <p>9e. Purchase food serving equipment</p>	<p>1 - 9 Support unduplicated students</p> <p>9a. Materials and Supplies - 4310 = \$2,800</p> <p>9d. School meals – 4710 = \$10,200</p> <p>4000-4999: Books And Supplies Title I \$13,000</p> <p>1 - 9 Support unduplicated students</p> <p>9c. Curriculum – 4110 = \$5,100</p> <p>9e. Food serving equipment - 4400 = \$12,000</p> <p>4000-4999: Books And Supplies Grant \$17,100</p> <p>9b. Bus tickets – 5261 = \$1,000</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$1000.00</p>	<p>1 - 9 Support unduplicated students</p> <p>9a. Materials and Supplies - 4300 = \$263</p> <p>9d. School meals – 4700 = \$2,215</p> <p>4000-4999: Books And Supplies LCFF \$2,478</p> <p>1 - 9 Support unduplicated students</p> <p>9c. Curriculum – 4100 = \$48,935</p> <p>9e. Food serving equipment - 4400 = \$6,534</p> <p>4000-4999: Books And Supplies Grant \$54,929</p> <p>9b. Bus tickets – 5200 = \$1,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$600</p>
<p>1 - 10 Technology access for unduplicated students</p> <p>10a. Provide internet services for unduplicated students</p> <p>10b. Provide laptops for home use for unduplicated students</p>	<p>1 - 10 Technology access for unduplicated students</p> <p>10a. Internet hot spots - 4445 = \$2,750</p> <p>10b. Technology – 4445 = \$30,000</p> <p>4000-4999: Books And Supplies Grant \$32,750</p>	<p>1 - 10 Technology access for unduplicated students</p> <p>10a. Internet hot spots - 4400 = \$1,614</p> <p>10b. Technology – 4300 = \$38,572</p> <p>4000-4999: Books And Supplies Grant \$40,186</p>
<p>1 - 11 Purchase media resources</p> <p>11a. Instructional Media Center contract</p> <p>11b. Renaissance</p> <p>11c. School Pathways (SIS, PLS)</p>	<p>1 - 11 Purchase media resources</p> <p>11a. Instructional Media Center – 5812 = \$2,646</p> <p>11b. Contracted services – 5800 = \$3,200</p> <p>11c. Contracted services – 5800 = \$8,800</p> <p>5800: Professional/Consulting</p>	<p>1 - 11 Purchase media resources</p> <p>11a. Instructional Media Center – 5812 = \$2,646</p> <p>11b. Contracted services – 5800 = \$3,243</p> <p>11c. Contracted services – 5800 = \$8,586</p> <p>5800: Professional/Consulting</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1 – 12 Implement AVID schoolwide 12a. Employ .10 AVID director: 12b. Mileage reimbursement for AVID training 12c. Lodging for AVID participants 12d. Training in AVID	Services And Operating Expenditures Base \$14,646  1 – 12 Implement AVID school wide 12a. Included in Goal 1 Action 2 12b. Mileage – 5201 = \$500 12c. Lodging – 5209 = \$500 12d. Registration fees – \$4,500 5000-5999: Services And Other Operating Expenditures Base \$5,500	Services And Operating Expenditures Base \$14,475  1 – 12 Implement AVID school wide 12a. Included in Goal 1 Action 2 12b. Mileage – 5201 = \$0 12c. Lodging – 5209 = \$0 12d. Registration fees – \$0 Cancelled due to COVID-19 5000-5999: Services And Other Operating Expenditures Base \$0
1 - 13 Tutoring Services 1-13a. Employ classified tutors 1-13b. Contract vendors	1 - 13 Tutoring Services 13a. Included in Goal 1 Action 8 13b. Contracted services – 5800 = \$5,000 5000-5999: Services And Other Operating Expenditures Base \$5,000.00	1 - 13 Tutoring Services 13a. Included in Goal 1 Action 8 13b. Dues and Memberships – 5300 = \$2,709 5000-5999: Services And Other Operating Expenditures Base \$2,709

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted were expended, though not always in the amounts estimated. The majority of funds expended were to support students, including low-income, English learner, or foster youth students, in interventions to mitigate the impact of COVID-19. Additional funds than originally planned were expended on instructional staff. Northern United - Siskiyou Charter School spent more on special education teachers and RTI and Tier 2 tutors. In addition, more funds were expended on counseling staff, including a counselor and counseling technician. Because more was spent on our counseling staff, we did not need to spend as much as we had anticipated for contracted counseling support.

Because of COVID-19, the school was closed earlier than expected. This allowed us to spend less on professional development for staff, such as AVID Summer Institute, and on professional/consulting services. Also, less was spent on curriculum, supplies and materials from our LCFF revenue, however we did spend significantly more on curriculum, supplies and materials through revenue from our Public Charter School Grant Program (PCSGP). We also spent less on food serving equipment because our expenditure

estimate was based on serving hot meals and we instead offered shelf-stable and refrigerated items due to local health department permitting requirements. Money budgeted for PD that wasn't expended contributed to action 2-5, new teacher induction.

To increase support of at-home learning, more money than was budgeted was spent on Chromebooks. We received a fleet discount when purchasing vans (action 2-6), which we used to purchase the additional technology. Additionally, some Chromebooks were donated. Less than was estimated was spent on hot spots due to these items being donated by Office Depot.

The overall expenditures for goal one increased by \$97,771, primarily due to the PCSGP, but also due to an increase in FTE for a few positions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, implementing the actions/services was successful. We successfully submitted all of our allowable grant expenditures. Receiving a startup grant allowed us to purchase a good quantity of books, materials, and supplies to support all students. We had enough Chromebooks for every student to take one home, and enough hot spots for students who needed help with internet service at home. We increased the FTE of our RTI intervention tutors. They continued to work one on one with students when our facilities closed due to COVID-19. We increased the FTE of our counseling department using Title I funding. We increased the FTE of our Specialized Academic Instructor. COVID-19 impacted our ability to implement some actions/services, including standards based professional development and our Elevate teen empowerment and leadership building program. We were also unable to complete our planned professional development because AVID was unable to hold their in-person Summer Institute.

This goal, improving student outcomes in core academic areas, had some successes and challenges. Having a full time counselor helped us exceed our goal and administer the PSAT to far more students than we had in the past. We were on track to meet our goal for having students take the SAT when the test date was cancelled due to COVID-19. Additionally, we met our goals for concurrently enrolled students, access to intervention tutoring, and instructional services targeting students with special needs. We did not meet our goal of increasing graduates with UC/CSU a-g course completion, however we do have students now on track to graduate with all a-g requirements complete. CAASPP summative assessments were cancelled due to COVID-19.

## Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Number of teachers misassigned as indicated by transcripts, credentials and employment records.</p> <p><b>19-20</b>            100% teachers will be fully credentialed and appropriately assigned</p> <p><b>Baseline</b>            Baseline to be determined in 18/19 school year</p>	<p>1 teacher was not appropriately assigned.</p>
<p><b>Metric/Indicator</b>            Condition of facility as indicated by the FIT.</p> <p><b>19-20</b>            100% of our facilities will be in good condition as indicated by the facilities inspection tool.</p> <p><b>Baseline</b>            Baseline to be determined in 18/19 school year</p>	<p>100% of our facilities will be in good condition as indicated by the facilities inspection tool.</p>
<p><b>Metric/Indicator</b>            Access to standards-aligned instructional materials as indicated by our curriculum audit.</p> <p><b>19-20</b></p>	<p>100% of students will have access to standards aligned curriculum in all core areas.</p>

Expected	Actual
<p>100% of students will have access to standards aligned curriculum in all core areas.</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	
<p><b>Metric/Indicator</b> Implementation of academic content and performance standards as evidenced in learning records.</p> <p><b>19-20</b> 100% of learning records have data showing the academic content and performance standards that each student covered in each learning period.</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>100% of learning records have data showing the academic content and performance standards that each student covered in each learning period.</p>
<p><b>Metric/Indicator</b> EL access to programs and services to gain academic content knowledge/ proficiency – N/A Zero EL students</p> <p><b>19-20</b> Once we enroll any English Learners, 100% of them will have access to programs and services to gain academic content knowledge and proficiency.</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>We had no EL students enrolled last year.</p>
<p><b>Metric/Indicator</b> Broad course of study in all subject areas as defined by Ed Code (World Languages, Drivers Ed, VPVA)</p> <p><b>19-20</b> 100% of our students will be provided a broad course of study.</p> <p><b>Baseline</b></p>	<p>100% of our students will be provided a broad course of study.</p>

Expected	Actual
Baseline to be determined in 18/19 school year	
<p><b>Metric/Indicator</b> Programs and services developed and provided to unduplicated pupils (one-on-one tutoring, small group instruction, RTI) as evidenced in learning records, tutor time sheets, Student Study Team Records</p> <p><b>19-20</b> This outcome has been moved to goal 1</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	This outcome has been moved to goal 1
<p><b>Metric/Indicator</b> Programs and services developed and provided to exceptional needs students (one-on-one tutoring, small group instruction, Special Education Teacher)</p> <p><b>19-20</b> This outcome has been moved to goal 1</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	This outcome has been moved to goal 1

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2 – 1 Provide staff with professional development opportunities in the following areas: 21st century skills, CTE, technology, STEM/STEAM	2 - 1 Included in Goal 1 action 4	2 - 1 Included in Goal 1 action 4
2 – 2 Integrate technology in instructional programs 2a. APEX 2b. Cyber High 2c. Rosetta Stone 2d. On-line Tutoring 2e. Replacing outdated hardware 2f. Maintenance agreements	2 - 2 2a. Contracted Services – 5800 = \$4,375 2b. Contracted Services – 5800 = \$2,500 2c. Contracted Services – 5800 = \$1,500 2d. Contracted Services – 5800 =	2 - 2 2a. Contracted Services – 5800 = \$9,500 2b. Contracted Services – 5800 = \$0.00 2c. Contracted Services – 5800 = \$0.00 2d. Contracted Services – 5800 =



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>\$2,500 2f. Maintenance agreements – 5800 = \$1,800 5800: Professional/Consulting Services And Operating Expenditures Grant \$12,675</p> <p>2e. Computers – 4445 = \$4,500 4000-4999: Books And Supplies Grant \$4,500</p>	<p>\$0.00 2f. Tech maintenance agreements – 5800 = \$2,755 5800: Professional/Consulting Services And Operating Expenditures Grant \$12,255</p> <p>2e. Computer Solid State Drives – 4300 = \$843 4000-4999: Books And Supplies Grant \$843</p> <p>2e. SSD Installation – 5800 = \$1,211 5800: Professional/Consulting Services And Operating Expenditures Grant \$1,211</p>
<p>2 – 3 CTE, college prep, honors and AP courses 3a. Concurrent enrollment in higher education 3b. Dual enrollment 3c. Teacher training in the pedagogy of teaching courses of rigor 3d. Student travel 3e. Employ music instructor 3.f Employ ASL instructor</p>	<p>3a. Included in Goal 1 action 4 3b. Included in Goal 1 action 4 3c. Included in Goal 1 action 4 3e. Included in Goal 1 action 8</p> <p>3d. Student travel and field trips - \$3,500 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,500.00</p> <p>Employ ASL instructor - Salaries 1000-1999: Certificated Personnel Salaries LCFF \$2,970.00</p> <p>Employ ASL instructor - Benefits 3000-3999: Employee Benefits LCFF \$609.74</p>	<p>3a. Included in Goal 1 action 4 3b. Included in Goal 1 action 4 3c. Included in Goal 1 action 4 3e. Included in Goal 1 action 8</p> <p>3d. Student travel and field trips – \$0.00 5000-5999: Services And Other Operating Expenditures LCFF \$0.00</p> <p>Employ ASL instructor - \$7,805 1000-1999: Certificated Personnel Salaries LCFF \$7,805</p> <p>Employ ASL instructor - \$769 3000-3999: Employee Benefits LCFF \$769</p>
<p>2 - 4 Facilities 4a. Lease facilities 4b. Maintain facilities 4c. Clean facilities</p>	<p>2 - 4 Facilities 4a. Leases – 5612/8700 = \$122,000 4b. Contracted services – 5800 = \$2,500</p>	<p>2 - 4 Facilities 4a. Leases – 5612 \$132,000 4b. Contracted services – 5800 = \$4,730 4c. Operation &amp; Housekeeping</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4e. Fire alarm systems 4f. Install security doors 4g. Upgrade student furniture	4c. Utilities & Housekeeping (CAM) – 5500 = \$1,500 5000-5999: Services And Other Operating Expenditures Base \$126,000.00  2 - 4 Facilities 4e. Fire alarm systems - \$35,000 4f. Install security doors - \$10,000 4000-4999: Books And Supplies Grant \$45,000.00  4g. Upgrade student furniture - \$64,000 4000-4999: Books And Supplies Grant \$64,000.00	Services – 5500 = \$2,100 5000-5999: Services And Other Operating Expenditures Base \$138,830  2 - 4 Facilities 4e. Fire alarm systems - \$28,353 4f. Install security doors - \$0 4000-4999: Books And Supplies Grant \$28,353  4g. Upgrade student furniture - \$64,000 4000-4999: Books And Supplies Grant \$65,690
2 - 5 Provide teacher induction (ATE) for clear credential candidates	2 - 5 ATE program Tehama Co. 5800: Professional/Consulting Services And Operating Expenditures Title II \$5,700  2 - 5 ATE program Tehama Co. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$1,100	2 - 5 ATE program Tehama Co. 5800: Professional/Consulting Services And Operating Expenditures Title II \$10,000  2 - 5 ATE program Tehama Co. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$13,100
2 - 6 Provide transportation to students to improve access to resources	2 - 6 Purchase 6 Ford Transit vans 6000-6999: Capital Outlay Grant \$180,000	2 - 6 Purchase 6 Ford Transit vans 4000-4999: Books And Supplies Grant \$121,355

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Some funds budgeted for specific actions/services for this goal were not expended or they were expended on other services that supported students, including those who fall within unduplicated categories.

Action 2-1, professional development 21st century skills were included in Goal 1 action 4. Due to COVID-19, most professional development opportunities were cancelled and our staff was unable to attend. Funds not expended were used to support action 2-6, new teacher induction.

Less funds than budgeted were expended on action 2-2 - integrate technology in instructional programs - because after further review, administration decided against the Cyber High platform and fewer students than anticipated were interested in Rosetta Stone. Money intended for those two platforms, and money budgeted for online tutoring programs was used instead to provide in-person tutoring to support low-income, EL and foster youth. Finally, the school purchased replacement solid state drives instead of buying new computers and had a local tech company install them in our existing computers. All funds not expended in action 2-2 were used to fund expansion of action 1-8, RTI tutoring.

For action 2 – 3, CTE, college prep, honors and AP courses, some money budgeted for student travel was shifted to paying for an American Sign Language teacher.

Expenditures for action 2 - 4, facilities, differed from originally projected because there was a slight increase in rent and, due to COVID-19, administration had to postpone the installment of security doors on some of our facilities. Money not expended in this action contributed to the increase in FTE for an ASL instructor.

More funds were expended for action 2-5 - provide teacher induction (ATE) for clear credential candidates - because we had more candidates than expected. Money budgeted for AVID professional development cancelled due to COVID-19 helped support the increase in expenditures for teacher induction.

Less funds than anticipated were expended on action 2-6 - provide transportation to students to improve access to resources - due to the school receiving a fleet discount when purchasing school vans. PCSGP funds earmarked for this action were used instead to purchase more books, materials, and supplies used with all students, including students receiving intervention tutoring.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our successful actions included expanding our RTI program, increasing the hours of our ASL teacher, and paying for more than expected teacher induction costs. We successfully purchased four vans. COVID-19 presented challenges with regard to our planned professional development and student travel for visiting colleges or trade schools. COVID-19 also interrupted the planned installation of security doors.

In terms of achieving our goals, we continue to have 100% of our teachers appropriately assigned, made possible in part through increased spending on teacher induction. Our facilities maintained good condition. Fire alarm systems have been installed in all of our facilities. All of our students are provided standards based curricula and can demonstrate evidence of standards based instruction. PCSGP funding made this possible. We had no EL students enrolled with us this year, however we remain ready in terms of ELPAC

readiness and providing support to EL students. All of our students are provided a broad course of study. RTI tutoring and services for exceptional needs students were moved to goal 1.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Parent volunteer rate, includes parents of unduplicated students and students with exceptional needs as indicated by sign in sheets for parent meetings, volunteer center sign in sheets, and analysis of said sheets.</p> <p><b>19-20</b>            Increase by 5% (10%)</p> <p><b>Baseline</b>            Baseline to be determined in 18/19 school year</p>	<p>We had 10 parent volunteers throughout the year, which is about 7%.</p>
<p><b>Metric/Indicator</b>            Parent attendance at conferences, includes parents of unduplicated students and students with exceptional needs as reported by teachers.</p> <p><b>19-20</b>            Increase by 5% (30%)</p> <p><b>Baseline</b>            Baseline to be determined in 18/19 school year</p>	<p>We had 60% of our parents attend either parent teacher conferences or regularly scheduled learning record meetings.</p>
<p><b>Metric/Indicator</b></p>	<p>We had 40% of our parents attend a school event.</p>

Expected	Actual
<p>Parent attendance at school events, includes parents of unduplicated students and students with exceptional needs evidenced by meeting sign in sheets.</p> <p><b>19-20</b> Increase by 5% (45%)</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	
<p><b>Metric/Indicator</b> Parent satisfaction survey results. Including school climate and safety.</p> <p><b>19-20</b> Increase by 1% (97%)</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>We received responses from 20% of our parents on our Family Engagement survey. 92% of our responses were positive. In addition, we received a 8% rate of response from our School Climate Survey. 93% of the responses were positive. These two surveys are taking the place of our satisfaction survey. We are still accepting responses as of March 30, 2020.</p>
<p><b>Metric/Indicator</b> Number of parents participating in LCAP meetings, includes parents of unduplicated students and students with exceptional needs as evidenced by stakeholder meeting sign in sheets.</p> <p><b>19-20</b> Increase by 17%</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Due to the Covid-19 outbreak, we were not able to hold any in-person meetings this year. We did get a response rate of 20% on our family engagement survey. 92% of our responses were positive. In addition, we received a 8% rate of response from our School Climate Survey. 93% of the responses were positive. These two surveys are taking the place of our satisfaction survey. We are still accepting responses as of March 30, 2020.</p>
<p><b>Metric/Indicator</b> School attendance rate as indicated in our Student Information System (School Pathways).</p> <p><b>19-20</b> Increase by 1% (97.25%)</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our school attendance rate, as indicated by reports from our school information system through P2 of this year was 93.3%.</p>
<p><b>Metric/Indicator</b></p>	<p>Our Chronic Absenteeism Rate for 2019-20, as indicated by reports from our school information system is 25.3%</p>

Expected	Actual
<p>Chronic absenteeism rate as indicated by California School Dashboard</p> <p><b>19-20</b> Decrease by 2% (7.4%)</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	
<p><b>Metric/Indicator</b> Middle school dropout rate</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our Middle School dropout rate for 2019-20, as indicated by reports from or school information systems will be 0%.</p>
<p><b>Metric/Indicator</b> High school dropout rate for all</p> <p><b>19-20</b> Decrease by 1% (5%)</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our HS dropout rate, as indicated by reports from or school information systems will be 2.9%, 4 of 136 students.</p>
<p><b>Metric/Indicator</b> High school dropout rate for Native American students</p> <p><b>19-20</b> Maintain zero dropout rate for Native American students</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our dropout rate for Native American Students was 3.6% , one of 28 students.</p>
<p><b>Metric/Indicator</b> High school dropout rate for Hispanic students</p> <p><b>19-20</b> Maintain zero dropout rate for Hispanic students</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our high school dropout rate for Hispanic students is zero.</p>

Expected	Actual
<p><b>Metric/Indicator</b> High school dropout rate for students with exceptional needs</p> <p><b>19-20</b> Zero dropout rate for students with exceptional needs</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our high school dropout rate for students with exceptional needs was zero.</p>
<p><b>Metric/Indicator</b> High school graduation rate for all students</p> <p><b>19-20</b> Increase by 3% (84%)</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our 1819 graduation rate as shown on the California School Dashboard was 75%. Our 2019-20 graduation rate as shown on Data Quest was 60.7%.</p>
<p><b>Metric/Indicator</b> High school graduation rate for Native American students</p> <p><b>19-20</b> Increase by 3% (74%)</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our 1819 graduation rate for Native American students as shown on our school information system was 71%. 5 out of 7. In 2019-20 4 of 5 Native American students graduated, equaling 80%.</p>
<p><b>Metric/Indicator</b> High school graduation rate for Hispanic students</p> <p><b>19-20</b> Maintain 100% graduation rate for Hispanic students</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>We had no Hispanic students in either the 1819 or 1920 graduation cohort.</p>
<p><b>Metric/Indicator</b> High school graduation rate for students with exceptional needs</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our 1819 graduation rate for students with exceptional needs as shown on our school information system was 80%. 4 out of 5. This is our baseline. In 2019-20, 1 of 3 students with exceptional needs graduated with their cohort, or 33%.</p>



Expected	Actual
<p><b>Metric/Indicator</b> Student satisfaction survey results</p> <p><b>19-20</b> Increase by 2% (84%)</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our Family Engagement Survey replaced our Satisfaction Survey. Our student responses to our Family Engagement Survey was 80% positive as of March 30, 2020.</p>
<p><b>Metric/Indicator</b> Student safety survey results</p> <p><b>19-20</b> Increase by 1% (92%)</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>Our School Climate Survey replaced our Safety Survey. Our student responses to our School Climate Survey was 100% positive as of March 30, 2020.</p>
<p><b>Metric/Indicator</b> Suspension rate</p> <p><b>19-20</b> Maintain suspension rate at 3% or lower</p> <p><b>Baseline</b> Baseline to be determined in 18/19</p>	<p>Our suspension rate was 2.3% in 2018-19 and 1.0% in 2019-20.</p>
<p><b>Metric/Indicator</b> Expulsion rate</p> <p><b>19-20</b> Maintain expulsion rate at 0%</p> <p><b>Baseline</b> Baseline to be determined in 18/19</p>	<p>Our expulsion rate was 0% in both 2018-19 and 2019-20.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3 – 1 Distribute online parent and student satisfaction surveys 1a. Administration of surveys</p>	<p>Included in Goal 1 action 1a; b; c; d</p>	<p>Included in Goal 1 action 1a; b; c; d</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1b. Data analysis and discussion with staff		
3 – 2 Advertise school events 2a. Mail flyers 2b. Post on website-Included in 1.10 2c. Notices in learning centers 2d. Email parents through school communication platform 2e. Advertise on social media	2a. Mail flyers 5000-5999: Services And Other Operating Expenditures LCFF \$250.00  2c. Notices in learning centers – 4310 = \$250 4000-4999: Books And Supplies LCFF \$250.00  2d. Contracted services (Remind) – 5800 = \$560 2e. Advertise - 5831 = \$200 5000-5999: Services And Other Operating Expenditures LCFF \$760.00	2a. Mail flyers 5000-5999: Services And Other Operating Expenditures LCFF \$142  2c. Notices in learning centers – 4310 = \$250 4000-4999: Books And Supplies LCFF \$50  2d. Contracted services (Remind) – 5800 = \$600 2e. Advertise - 5831 = \$720 5000-5999: Services And Other Operating Expenditures LCFF \$1,320
3 – 3 Maintain School Website 3a. Post all pertinent information for parents, students and staff 3b. Post WASC initial visit summary 3c. Employ website coordinator	Included in Goal 1 Action 1	Included in Goal 1 Action 1
3 – 4 Complete and distribute parent/student handbook	Materials and supplies – 4310 = \$500 4000-4999: Books And Supplies LCFF \$500	Materials and supplies – 4310 = \$492 4000-4999: Books And Supplies LCFF \$492
3 – 5 Adopt the use of school communication platform	Included in Goal 3 Action 2	Included in Goal 3 Action 2
3 – staff training on PBIS 6a. Employ the services of Dr. Dale Meyers, PBIS consultant.	6a. Contracted services – 5800 = \$2,500 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,500	6a. Contracted services – 5800 = \$2,386 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,386
7a. Employ 4 RTI/Tier 2 support staff 7b. Employ .2 RTI/Tier 2 director 7c. RTI/Tier 2 curriculum	7a. Included in Goal1 action 8 7b. Included in Goal 1 action 8	7a. Included in Goal1 action 8 7b. Included in Goal 1 action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7c. RTI/Tier 2 curriculum – 4310 4000-4999: Books And Supplies Grant \$2,000	7c. RTI/Tier 2 curriculum – 4310 4000-4999: Books And Supplies Grant \$2,021  7c. RTI/Tier 2 curriculum – 4310 4000-4999: Books And Supplies LCFF \$12,963

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no material differences from what we planned to do, other than Action 7. We had planned on purchasing \$2,000 worth of the RTI curriculum using grant money, which we did, however we spent an additional \$12,963 more on that curriculum out of LCFF funds. The actions in this goal were not impacted by COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We successfully distributed online parent engagement surveys both through email and our school notification platform, Remind. We also publicized these surveys on our website. We advertised school events with flyers (posted and mailed), through social media, and through Remind notifications. We maintained our website with regular content updates, notices about upcoming events, important school documents, resources for families, and ADA compliance updates. We created and distributed parent handbooks to all our families at their first meetings of the year. We provided an all day PBIS training to all staff before our first day of classes. Finally, we employed an RTI and Tier 2 director and associated support staff, and purchased additional RTI material using PCSGP funding.

We had 10 different parent volunteers at learning centers, which is 7% of our number of families. This was a slight increase over the number reported a year ago. While the number reported for the percentage of parents involved in parent teacher conferences went up 35%, this was primarily due to an adjustment in how this metric is counted to better gauge overall parent involvement. We had a large increase in the numbers of parents participating in parent teacher conferences. The numbers of parents who attended special school events remained steady, although we were about to begin LCAP engagement meetings when our classes at learning centers were suspended due to Covid-19. Responses to our school climate and parent satisfaction surveys were over 90% positive.

Our attendance rate was much lower than we had hoped, in part due to an uneven effort in implementing our missed assignment policy procedure. This will be a focus of our plans for next year. Similarly, our chronic absenteeism rate is too high. We will be making a concerted effort to improve the application of our missed assignment policy next year. Our dropout rate for middle school students remained zero. Our high school dropout rate for all students decreased by half, to 2.9%. One of our Native American high school

students is listed as a dropout, which resulted in a rate of 3.6%. Our high school dropout rate for Hispanic students and students with exceptional needs was zero. Our graduation rate for all students in 2018-19 was 75%, which establishes our baseline. Our 2019-20 graduation rate as shown on Data Quest was 60.7%. The high school graduation rate for our Native American students in 18-19 was 71%, and in 2019-20 4 of 5 Native American students graduated, equaling 80%. Students with exceptional needs had a graduation rate of 80% in 2018-19 and in 2019-20, 1 of 3 students with exceptional needs graduated with their cohort, or 33%.

The results of our family engagement survey and school climate survey from our student responses were 86% and 100% positive, respectively. Our suspension rate was 2.3% in 2018-19 and 1.0% in 2019-20, while our expulsion rate was zero both years.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire extra custodian or cleaning service as necessary when in-person instruction can resume	\$6,750	\$2,850	No
Purchase additional masks, face shields for staff and students.	\$2,050	\$658	No
Purchase hand sanitizer and cleaning supplies	\$1,900	\$2,984	No
Extra counselor and psychologist office hours with an emphasis on unduplicated and other high risk students	\$13,240	\$13,240	Yes
Training all stakeholders on our learning center Covid-19 safety protocols	\$0	\$0	No
Training all stakeholders about the signs and symptoms of Covid-19	\$0	\$0	No
Training all stakeholders in proper hygiene and use of PPE	\$0	\$0	No
Provide bus passes to students as needed	\$400	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We were not open until March 29, so our cleaning needs were much less than anticipated. SCOE provided us with a good supply of masks, shields and sanitizer. The cost for sanitizer and cleaning supplies increased due to installation of wall mounted dispensers and stocking up on supplies. With facilities closed, fewer bus passes were needed. We had enough from last year to cover our needs.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Northern United - Siskiyou Charter School successfully implemented the actions in this area. We were able to provide training to all staff, parents and other stakeholders concerning Covid-19 symptoms and safety protocols through letters, emails, Zoom meetings, and school communication app notices.. Through Keenan training, teachers and all staff were instructed on COVID-19 protocols and safety guidelines. Staff at our facilities were provided training using the state, county, and SCOE guidelines. Siskiyou County Department of Education provided us with a good supply of masks, face shields, gloves, sanitizers. We ordered extra supplies to ensure we had enough to last the year, and purchased needed thermometers, air filtration, plexiglass desk barriers and plastic gowns.

Our school board voted to keep facilities closed for the first three months of the year. In November, our county entered the Purple Tier, prompting them to keep facilities limited to just one-on-one tutoring and support sessions with the highest need students (connectivity issues, credit deficiencies, low grades, social/emotional needs) Consequently, our use of bus passes was greatly reduced. We had enough supplies on hand to cover our needs. On March 29th, we are able to open our facilities in a hybrid approach to all students wishing to receive in-person instruction based on limited size cohorts.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Chromebooks to students	\$37,650	\$32,750	Yes
Provide hotspots to students as needed	\$4,500	\$1,614	Yes
Provide IT support to students and parents	\$0	\$0	No
Deliver curricula, materials, and supplies to families.	\$500	\$0	Yes
Provide professional development to staff regarding effective integration of curriculum in an online learning environment.	\$0	\$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Some Chromebooks and hot spots were donated. All of our families were able to come to their learning center to pick up materials and supplies, so we had no expenses relating to delivering them.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Because Northern United - Siskiyou Charter School is a nonclassroom based charter school, our transition to distance learning was smooth. Two weeks before closure, our teachers started providing our families who had students attending classes at a learning center with all the materials they would need to transition to complete at-home learning. Once our Board decided to close facilities, our teachers quickly transitioned to providing instruction via Zoom. Our tech department ensured we would have enough Chromebooks and hot spots to provide to students who needed them by increasing our supply through purchasing and securing donations. Some students had connectivity challenges, even after being given hot spots. For those students, we created individualized times when they could use one of our facilities to access the internet and receive additional tutoring and support.

We were able to maintain a similar level of engagement and participation among our students as we had before we closed our facilities. A few students who were struggling to stay engaged even with no connectivity issues were also allowed to attend individualized study times with their teacher at a facility, which helped them stay engaged and show progress.

Our teachers attended summertime professional learning opportunities related to engaging and teaching students online that were provided by the Small School Districts Association. Zoom and Google Classroom were a focus of most of those sessions, but general best practices with regard to engaging students during online classes were also covered. In addition, we had in-house professional learning communities relating to online teaching.

Some of our staff worked from home, some continued to work from an office or learning center. Staff working from home were expected to continue to fulfill all of their job requirements.

Students receiving special education services met with their support providers in-person when necessary. Others received support virtually. In either case, the required amount of service time was provided.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Administer STAR renaissance diagnostic and formative assessments	\$3,250	\$3,395	Yes
Administer CAASPP Interim assessments	\$0	\$0	Yes
Initiate SST for students as indicated by assessment results and teacher/parent observations	\$4,100	\$4,100	Yes
Provide Zoom tutoring sessions and in-person tutoring sessions as needed	\$8,900	\$13,621	Yes
Provide IXL as an intervention tool	\$2,613	\$2,558	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The only substantive difference between budgeted and estimated actual expenditures was for providing Zoom tutoring sessions. We added a third staff member to the tutoring schedule.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our primary means of addressing learning loss was by using the STAR Renaissance and CAASPP Interim assessments, given at regular intervals throughout the year. The initial administration of the STAR was used to determine a baseline of our students' current levels. Our staff met to discuss results of STAR diagnostic testing to identify students in need of extra tutoring. Results of subsequent assessments determine which students needed to have an SST. Our number of interventions increased by 30% over the previous year. At the SST, an intervention plan was created in order to address the student's needs. The intervention plans included intervention strategies and a timeline to reach goals. Progress monitoring occurred to track the student's progress and growth. After an analysis of the STAR data after each administration window, while some students did not demonstrate growth, in general we see that our efforts were effective.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Teachers have played an important role in monitoring the mental health and social and emotional well being of students through regular online interactions with students. If needed, teachers referred students to our SST process. At the SST meeting, social/emotional interventions were instituted, if determined by the SST. The school counselor and school psychologist met regularly via Zoom and in-person with those students who needed support. Additionally, a list of resources for mental health support were provided to students and families. We also used our internet filter company, Securly, to monitor student emails and internet searches for words or statements that suggest a risk for self-harm. At our staff meetings and professional development, including Keenan Safe Schools, staff discussed the need to carefully monitor students' mental health. There have been some challenges in meeting the mental health and social and emotional well being of our students. There are some communication challenges in having families respond to outreach by staff. Also, some students and families are reticent to utilize resource opportunities.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Through regular messaging to parents using Remind, texts when necessary and weekly emails from our centers, Northern United - Siskiyou Charter School was able to track our pupil and family engagement during COVID-19. Our daily Zoom courses and documentation of school work completed showed that we maintained a high level of student engagement, as evidenced by our 97.4% attendance rate. However, at 13.48%, our chronic absenteeism rate was still higher than we would like to have seen.

Our outreach to families continued throughout COVID-19. With staff, our school counselor, and school psychologist playing an important role in our outreach efforts, we were able to provide families with a comprehensive list of community resources as needed. We also listed all community resources on our website for easy access for our families.

As a tiered reengagement strategy, we used our missed assignment process. This process was put in place in order to track students who were not attending their scheduled meetings or not completing their assigned work. The process begins with verbal communications with families and then moves into creating an Academic Improvement Plan in order to support students who are facing barriers in completing assignments or attending meetings. Appropriate actions are discussed at these meetings in order to find potential solutions for students and families. This strategy helped NU-SCS lower our chronic absenteeism rate from the previous year.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

All families were contacted and asked if they would like to participate in our school breakfast program. Those who wished to participate were given a week's worth of food at a time. These meals were picked up by families on a specific day of the week.

Our food expenditures were less than expected, both in the amount of food purchased and in the expenses related to distributing it to families. All families were made aware of our ability to provide meals, and that we could deliver, however fewer people requested food than we anticipated and all those who did were willing and able to come to our facility to pick it up on the scheduled day.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Provide additional counseling through Children First & Lassen Counseling with an emphasis on unduplicated and other high risk students.	\$4,000	\$0	Yes
Pupil Engagement and Outreach	Train staff on the process for pupil engagement.	\$0	\$0	Yes
School Nutrition	Deliver food to families as needed.	\$400	\$0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We refer students to Children First/Lassen Counseling, with whom we have an MOU to pay for costs not covered by insurance. To date, they have not invoiced us for any of our students. All of our families wanting food were able to make it in to the learning center to pick it up. We provided enough food for a week at a time.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Upon reflection and analysis of the 2020-21 school year, and the challenges and successes we have had in implementing our actions and achieving our goals, the following are the preliminary findings with respect to developing our 2021-24 LCAP:

- More synchronous and asynchronous online offerings
- More opportunities for students at different locations to take the same Zoom classes
- Continue to use STAR and CAASPP as primary tools to use for identifying students in need of additional supports
- Continue providing tutors and intervention specialists in both online and in-person formats
- Continue providing quality science field experiences through our county office
- Continue to provide nursing services to students
- Continue to provide Chromebooks and hot spots to students for home use
- Continue to provide opportunities for students with connectivity issues to spend time at a facility outside of class times.
- Maintain focus on PBIS and other school climate related issues

Continue offering counseling support for students

Provide professional development to staff in academic, social and emotional areas, as well as online teaching practices

Maintain safe and healthy facilities by following all COVID-19 related guidelines for as long as the CDPH guidance dictates

Increase parent engagement through use of Zoom meetings

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be addressed through continued use of CAASPP and STAR assessments administered at multiple intervals throughout the year to identify students needing additional supports like tutoring and additional office hour time. Students in need of the most urgent interventions will go through our SST process. Students who face barriers to accessing support online will be provided opportunities to receive in-person support on a regular basis. We have a high percentage of unduplicated students, so these supports are available schoolwide. However, we will identify students with unique needs, such as homeless and foster youth, English learners, and special education students who require additional support and ensure that they are provided with the services they need, both academically and emotionally.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

With facilities closed, fewer bus passes were needed. We had enough from last year to cover our needs. Some Chromebooks and hot spots were donated. All of our families were able to come to their learning center to pick up materials and supplies, so we had no expenses relating to delivering them. The amount we spent on Zoom tutoring increased due to need. We added a third staff member to the tutoring schedule. We refer students to Children First/Lassen Counseling, with whom we have an MOU to pay for costs not covered by insurance. As of April 13, 2021, they have received one student referral from NU-SCS, however we have not been invoiced for any services for that student. All of our families wanting food were able to make it into the learning center to pick it up. We provided enough food for a week at a time.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

There were three main areas of student outcomes in this LCAP. Student achievement, college readiness and pupil engagement. After analyzing these outcomes, as well as the impact of COVID-19 on the outcomes, and the efforts that were undertaken as described in the Learning Continuity and Attendance Plan, we have determined the following:

Our Zoom classes and tutoring proved to be successful. At the time of writing this, we are still in our spring Star screening window. The overall effectiveness of our tutoring and intervention program will be known once the window closes. After the end of the winter window, we noticed an overall improvement in students' screening results, though there were some students who regressed and some grades that fared better than others. Those groups were identified for extra intervention in the spring semester.

Anecdotally, once we resumed partial in-person instruction, some staff noticed a difference in skill level between students (especially in primary grades) who were completely independent and students who attended our twice weekly Zoom sessions. In other cases, both teachers and students stated that they preferred Zoom classes to in-person classes in terms of students' ability to focus on the content and produce understanding of learning. Some parents of students who have social anxiety issues have stated that their child preferred our online synchronous classes because their social anxiety was alleviated and they were able to focus on the instruction more effectively. Even as we are planning to increase our in-person offerings for next year, we anticipate maintaining an online presence as well.

We also are investigating ways to expand our online offerings to include more asynchronous courses, as well as allow students from our learning centers in different communities to attend the same class online. This will help us provide Spanish classes to all of our high school students and help us expand access to a broad course of study and improve our a-g eligibility completion rate.

We exceeded our goal regarding the PSAT and were on track to exceed our goal for SAT participation until COVID-19 cancelled test administrations. Once those tests resume, we will resume our focus on preparing students for those tests. Our dropout rate remained constant, while our suspension rate decreased to 0% this year due to facility closures due to the pandemic. We will endeavor to keep the rate at or near 0% once we resume a full schedule of in-person instruction.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	0.00	20,645.00
	782,706.07	419,429.00
	449,771.00	329,931.00
	63,822.86	532,966.00
	54,686.00	77,298.00
	115,798.20	98,139.00
	42,816.80	91,389.00
	5,700.00	10,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types		
	490,020.00	553,038.00
	14,390.00	23,193.00
	169,462.63	200,978.00
	271,096.00	381,942.00
	152,599.00	157,689.00
	191,863.30	190,098.00
	180,000.00	0.00
	45,870.00	54,322.00
	0.00	18,537.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources		
		393,050.00	21,420.00
		2,970.00	385,766.00
		94,000.00	73,000.00
		0.00	72,852.00
		0.00	23,193.00
		14,390.00	0.00
		0.00	20,645.00
		136,311.89	128,838.00
		609.74	3,380.00
		8,816.00	22,976.00
		19,298.20	25,139.00
		4,426.80	0.00
		257,096.00	313,377.00
		1,000.00	68,565.00
		13,000.00	0.00
		142,000.00	143,740.00
		0.00	3,088.00
		9,599.00	10,861.00
		1,000.00	0.00
		111,344.18	125,431.00
		12,675.00	13,466.00
		49,644.12	41,201.00
		2,500.00	0.00
		10,000.00	0.00
		5,700.00	10,000.00
		180,000.00	0.00
		45,870.00	54,322.00
		0.00	18,537.00
		0.00	18,537.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,062,986.19	1,160,212.00
<b>Goal 2</b>	446,054.74	400,211.00
<b>Goal 3</b>	6,260.00	19,374.00

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$24,340.00	\$19,732.00
Distance Learning Program	\$42,650.00	\$34,364.00
Pupil Learning Loss	\$18,863.00	\$23,674.00
Additional Actions and Plan Requirements	\$4,400.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$90,253.00</b>	<b>\$77,770.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,700.00	\$6,492.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$10,700.00</b>	<b>\$6,492.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$13,640.00	\$13,240.00
Distance Learning Program	\$42,650.00	\$34,364.00
Pupil Learning Loss	\$18,863.00	\$23,674.00
Additional Actions and Plan Requirements	\$4,400.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$79,553.00</b>	<b>\$71,278.00</b>

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern United - Siskiyou Charter School	Shari Lovett Director	slovett@nuarters.org 707.445.2660

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Northern United - Siskiyou Charter School (NU-SCS) is an independent study charter school serving Siskiyou County. NU-SCS serves students in grades TK-12, with four facilities in two Siskiyou County communities. We are WASC accredited and are an AVID certified school. We offer our students a variety of instructional opportunities including concurrent enrollment, CTE pathway, and outdoor science education. NU-SCS is a non-classroom based charter serving students through a standards-based comprehensive education.

Enrollment numbers and demographics:

White 73.1%

American Indian 15.8%

African American 4.8%

Filipino 2.7%

Asian 0.6%

Mexican American 0.6%

Declined to state race 2.0%

Hispanic 15.8% [may identify with one or more of the above races]

Students who choose NU-SCS, typically do so for one or more of 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.

Northern United – Siskiyou Charter School students are educated through personalized learning programs. Within that context, students may receive their instruction through home-based learning and through classes and/or activities at a learning center. Students completely home-based meet with their teacher a minimum of once every 20 days, as required by law, to assess each student’s educational progress. Some students meet with teachers on a more frequent basis to receive instructional support based on identified needs. Classes occur four days a week, in-person, online, or both. Online classes are offered synchronously and asynchronously. Tutoring is available every day, both in-person and online. Students who chose to attend one of our learning centers meet with their teachers on a more regular basis.

Parent teacher collaboration is important at NU-SCS. While many of our students attend classes that provide direct instruction in core and elective subjects up to four days a week, parents remain the primary facilitators of their child's instruction, and are responsible for direct instruction, with guidance and support from a credentialed teacher, in the subject areas not covered through class offerings.

Professional learning and parent education are available and encouraged. We work with all of our students and parents by providing them with educational resources, a credentialed teacher, and 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 - Siskiyou Charter School provides a safe environment and positive culture for our students. We utilize PBIS, a behavioral framework, to help support our students achieve improved social and academic outcomes. We are an ALiCE-certified school with staff who are trained in active shooter response. To help support the social/emotional needs of our students, we offer teen empowerment and life coaching programs such as Elevate, a program designed by Children First and Lassen Counseling.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Our successes based on local data and from the California School Dashboard:

~CAASPP SBAC Summative Assessments were cancelled in the spring of 2020, so our 2019 data remains our baseline.

~Star Renaissance screening assessments are administered three times each year to provide data to our staff that will identify students in need of additional support. Our students in grades 2-8 demonstrated overall growth in ELA for this year. Students meeting the state-normed benchmarks across all grades went up by 5%, although the growth occurred primarily between the fall and winter screening window.

~in addressing college readiness, we increased our number of high school graduates who met the UC/CSU eligibility requirements from no students to one, and have increased the number of students who are currently on track. We exceeded our goal with regard to increasing the

number of students taking the PSAT in the fall of 2019-20, and were on track to exceed our goal for students taking the SAT until cancellation of test administrations.

~The graduation rate increased from 60.7% in 2019-20 to a projected 92.3% in 2020-21.

~The suspension rate in 2020-21 was 0%, primarily due to learning center classes being suspended until March 29 because of the pandemic. The suspension rate for the 2019-20 school year was 1.0%.

~Dropouts Decreased from seven students in 2019-20 to five in 2020-21.

~The attendance rate in 2019-20 was 93.3% and in 2020-21 it was 97.4% and the chronic absenteeism rate fell from 25.3% in 2019-20 to 14.4% in 2020-21, mainly due to increased efforts to refer students to our missed assignment policy procedures.

Our successes based on stakeholder feedback:

~Additionally, we increased the number of parents who participated in either school events, conferences and general volunteers during the first half of the 2019-20 school year, until our facilities closed due to COVID-19.

~Zoom classes have worked better than expected.

~The Outdoor Ed program provided through SCOE has been a big hit with students and staff.

~School climate and family engagement stayed solid throughout the pandemic, despite center classes being suspended from March 2020 through March 2021.

~Staff communication remained strong during the pandemic.

Actions included in our 2021-24 LCAP intended to maintain or improve upon successes from the prior LCAP include:

~An increase in our academic tutoring program to support improvements in student academic achievement, college or career readiness, dropout rate, chronic absenteeism rate and attendance rate.

~An increase in social and emotional supports for students to maintain and build upon our positive and welcoming school climate. This will not only help us maintain a positive stakeholder perception of our school climate, and help support a low suspension rate, but it will also aid in keeping students engaged, which has a positive impact on chronic absenteeism and dropout rates.

~Positive outcomes regarding parent involvement and school/parent communication channels will be improved upon by creating parent training programs, and by switching to a more comprehensive school/family notification and communication platform.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Through an analysis of our local data, as well as our California School Dashboard, we find that our unduplicated students are not overrepresented in our chronic absenteeism rate and our dropout rate. They also outperform all students in both the ELA and math SBAC. However, all of these metrics are far from our desired outcomes. With this in mind, we have identified the following needs for all students:

~Though we have no CAASPP data from 2019-20, we know based on 2018-19 that this will be an area of identified need. In particular, our math scores fall well below the standard met line.

- ~Star Data from the 2020-21 school year confirms that our students, on average, are underperforming compared to the state benchmark.
- ~We need to increase the number of students who score ready for college on the EAP.
- ~We want to continue our efforts to increase the number of students who are participating on both the PSAT and SAT.
- ~We also need to continue to emphasize concurrent enrollment for our students at the local community college.
- ~Our graduates meeting a-g eligibility and taking AP courses needs to increase.
- ~Our chronic absenteeism rate needs to decrease.
- ~We need to increase our graduation rate.

Through an analysis of feedback from stakeholders, we have identified some additional needs.

- ~We would like to see our participation rate in our stakeholder surveys for engagement and school climate increase, as well as an increase in participation by parents in our LCAP surveys and meetings.
- ~Increase the number of staff and department meetings, which allows for more teacher collaboration time to review and understand the importance of our Star Renaissance screening tool and other data, discuss student needs, and professional learning with regard to independent study best practices.
- ~Purchase intervention curriculum in both ELA and math, coordinate the math curriculum between locations, and improve our social studies choices.
- ~Improve art curriculum and class offerings.
- ~Create parent training materials, including clearly defined benchmarks, to help provide instructional support and monitor the progress of their children more effectively.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

With input from our community and an analysis of our school data, we developed our LCAP with three goals and supporting actions. These goals and actions are designed to meet the needs of our students by addressing the eight State priorities.

Highlights of the 2021-22 LCAP include:

An increase in our academic intervention program to support the conditions for learning (Priorities 1, 2, 3 and 7).

An increase in social and emotional supports to improve student outcomes (Priorities 4, 6 and 8).

Improved access to a broad course of study to support our college and career readiness goals (Priorities 1, 5 and 7).

Parent training to increase parent engagement and student achievement through supported student learning in the home (Priority 3 and 4).

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

NU-SCS actively solicited stakeholder feedback through public input meetings, including NUCS board meetings, staff meetings, School Site Council and back-to-school meetings. Because of the pandemic and our facilities being closed, we received less input than in past years regarding our LCAP process. We did have two meetings held via Zoom, with nine participants in one and eight in the other. Messages informing parents of the meetings were sent out via the school's messaging service and posted on the school web-site. Surveys about school climate and educational priorities, including learning gaps due to the pandemic were also sent to all families and staff via the school messaging system and posted on the school website.

A summary of the feedback provided by specific stakeholder groups.

NU-SCS actively solicited stakeholder feedback through public input meetings, held on Zoom due to the pandemic. Meetings where LCAP and the Learning Continuity and Attendance Plan were discussed included our annual Northern United Charter Schools Summit (both schools, all staff training days in August), monthly NUCS administration meetings, monthly teacher's circle meetings, NUCS board meetings on the second Thursday of every month, School Site Council meetings the first Friday of every month, weekly staff meetings in Yreka and Mt Shasta, back-to-school events, and two parent meetings in March. Surveys regarding State Priorities 3 and 6 were distributed to all students, parents and staff. Links to the surveys are also on our school website.

In general, the feedback we received from our stakeholders was fairly uniform in nature. The common themes were social/emotional support and academic interventions. Parents and staff addressed the mental health needs of our students. Feedback focused on ways to support our students with their social/emotional wellbeing, in particular they expressed concerns related to the pandemic. Our stakeholders suggested additional counseling support and interventions, as well as more training for staff in this area. Stakeholders also expressed a need for more academic support for our students. Increased tutoring staff and academic interventions were specific feedback provided.

Our teacher circle professional learning days have been well received by those who have attended regularly. They also have been happy with the professional learning opportunities presented by the county office of education. Some teachers reported that they would like to see more professional learning related to nonclassroom based best practices. Some staff reported that they would like students to have more access to a counselor. They would also like to see a return to group life and leadership skills building activities.

Staff have reported that they are generally happy with the curriculum, however it might be helpful to better coordinate curriculum choices between learning centers to allow teachers to better collaborate. This became apparent as classes migrated to Zoom during the pandemic and we recognized the opportunities for students in different parts of the county to attend the same class at the same time via Zoom.

Additional feedback was given about things we are doing well. Staff appreciate how we can provide small personalized settings for students who do not work well in the traditional classroom environment with an alternative path to academic success. Parents and students also appreciate the flexibility to move through material at a pace that's dictated by student interest or level of understanding. Staff have reported that they appreciate how attentive our leadership and other staff have been regarding communication. Some have reported that they feel our

level of communication has even improved during the pandemic. They felt communication regarding learning record completion could be improved. Most parents and students were also happy with the timeliness and effectiveness of communication, and appreciate the flexibility our school provides. One parent reported that we always communicate in a kind and respectful manner.

Finally, some parents and students asked for more options for physical education for students who do not attend center classes. More emphasis on fine arts, music, theatre, and dance was also requested. Stakeholders also wanted to see more field experiences in general, especially outdoor education field trips

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1: Improve student performance on statewide assessments and other performance outcomes.

Feedback centered around the need for the academic growth of our students and potential learning loss due to the pandemic. As a result, we created actions related to increasing our targeted intervention program, including hiring an intervention coordinator, additional intervention curriculum, additional tutors and increased training for staff. We also created an action related to staff PLCs in which we review and analyze student data. Based on stakeholder input related to meeting the needs of independent study students, we created an action for supporting parents in educating their children at home.

Goal 2: Provide all students access to appropriate educational conditions of learning and a broad course of study.

Our stakeholders gave feedback regarding our curriculum and course offerings. This prompted the creation of actions related to purchasing additional curriculum in math, social studies and art. We also created actions to expand CTE pathways, AP courses, Spanish and AVID electives.

Goal 3: Increase stakeholder engagement and maintain a positive school climate.

A number of stakeholders responded that they were concerned about the mental health of our students. This prompted us to create several actions related to supporting the social/emotional wellbeing, including increasing our counseling staff, contracting with a teen empowerment specialist and partnering with local counseling services. Additionally, we created actions related to professional learning for our staff in SEL support and strategies.



# Goals and Actions

## Goal

Goal #	Description
1	NU-SCS will improve student performance on statewide assessments and other performance outcomes.

An explanation of why the LEA has developed this goal.

NU-SCS has developed this goal to address LCFF Priorities 4 and 8, student outcomes.

When NU-SCS first opened in the fall of 2018, the WASC visiting committee left us with three areas of focus. Two of them - increasing the numbers of students taking college entrance exams and increasing the number of students graduating with a-g eligibility requirements met - addressed improving outcomes related to college and career readiness. The third related to staff professional development goals. Actions related to college and career readiness are included in Goal 1 and Goal 2 of this LCAP. Staff professional development is included in all three of our goals.

Upon reflection of our current and historical student performance data on the California School Dashboard, our local data and feedback from stakeholders, we identified barriers to learning that many of our students face. In order to improve student performance, we created actions to help address those barriers, including lack of supplies, food, transportation, technology, and internet connectivity. We also are increasing our academic intervention program to support students who are demonstrating gaps in skills or knowledge, and expanding our academic course offerings (a-g and AP) and academic counseling efforts.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP English/Language Arts (Priority 4)	2018-19 All students - 43% met or exceeded SED: 45% SWD: 45%				18-19 Statewide average: 51.10% 18-19 Countywide average: 42.49% All students - 52% met or exceeded
Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL);	EL: N/A no current EL students H/L: 49% AI/AN: 33%				SED: 52% SWD: 50% (county avg. 15.20%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hispanic or Latino (H/L); American Indian or Alaskan Native (AI/AN)  (California School Dashboard)					EL: N/A no current EL students H/L: 52% AI/AN: 52%
Academic Indicator: CAASPP math (Priority 4)  Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL); Hispanic or Latino (H/L)  (California School Dashboard)	2018-19 All students - 21% met or exceeded SED: 22% SWD: 0% EL: N/A no current EL students H/L: 8% AI/AN: 33%				18-19 Statewide average: 39.73% 18-19 Countywide average: 31.50% All students - 32% met or exceeded SED: 32% SWD: 10% (county avg. 9.90%) EL: N/A no current EL students H/L: 32% AI/AN: 35%
Assessments: Star Renaissance English/Language Arts assessments (Priority 4)	2020-21: Average student growth percentile, grades 2-8: Fall/Spring: 48 (nationwide percentile ranking)				Average student growth percentile, grades 2-8: Fall/Spring: 58
Assessments: Star Renaissance math assessments (Priority 4)	2020-21: Average student growth percentile. Grades 2-11:				Average student growth percentile. Grades 2-11: Fall/Spring: 48

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the number of students who meet their projected growth	Fall/Spring: 38 (nationwide percentile ranking)				
Weekly tutoring minutes available per student per week	2020-21: 12 minutes per student per week				24 minutes per student per week
Number of students graduating with A-G eligibility	2019-20: 0 students				10 students
Percentage of students with IEPs or 504 plans receiving appropriate services	100% of students with IEP or 504 plan				100% of students with IEP or 504 plan
Number of students taking the PSAT	2020-21 - zero students (due to pandemic)				20 students
Number of students taking the SAT	2020-21 - zero students (due to pandemic)				6 students
Number of students concurrently enrolled	2020-21 - 3 students (lower than what is typical due to pandemic)				15 students
Number of students passing an AP course with a score of 3 or higher	2020-21 - No students taking AP courses				5 students
English Learner (EL) pupils who are Reclassified Fluent	Zero EL students in 2020-21				Zero EL students in 2020-21.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Proficient (RFEP)					
English Learner Progress Indicator	One EL student in 2019-20, no ELPAC due to COVID-19				Ready to respond when EL students enroll.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development to staff related to CAASPP	<p>Provide training around SBAC and using interim assessments, the CERS, and Smarter Tools for Teachers.</p> <p>Priority 4 CAASPP Coordinator 0.10 of FTE (Kirk Miller)</p>	\$6,700.00	No
2	Expand academic intervention program	<p>Hire intervention coordinator to lead data analysis efforts and create an early warning system that uses individual student data to generate indicators of “on-track” status and enable staff to identify and monitor progress of students falling below an identified threshold, and work with teachers to consider additional actions and services designed to help each student improve his or her performance.</p> <p>Designate time for staff to participate in regular and ongoing review of data, guided collaboration and implementation of needed adjustments, with increased focus on unduplicated students and students with disabilities</p> <p>Provide tutors to students</p> <p>Provide tutor training (National Tutoring Association)</p> <p>[Note: Budget tech has details about the expenditures for this action]</p>	\$44,619.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Provide supplies and technology to unduplicated students	<p>Purchase backpacks and other school related supplies to provide to unduplicated students Provide additional data to students who do not have reliable internet access at home.</p> <p>Priority 4 School and personal hygiene supplies provided by SCOE</p> <p>Hotspot Data: \$1,000</p>	\$1,000.00	Yes
5	Purchase Chromebooks and hot spots	<p>Maintain a 1:1 device ratio. Replace outdated, broken, or missing Chromebooks and hot spots</p> <p>Priority 4 Cost of replacement Chromebooks and hot spots</p> <p>Chromebooks: \$4,500 Hotspots: \$2,500</p> <p>Total: \$7,000</p>	\$7,000.00	No
6	Purchase online curriculum, intervention and academic support platforms for students	<p>Purchase various online services to support student achievement, such as: Star Renaissance, Apex, Study.com, and iXL.</p> <p>Priority 4 and 8 Star Renaissance \$3,200 62-0000-0-5800-1110-1000-000-00000</p> <p>Apex \$7,500 - will increase by \$3,000 at 1st interim. Apex Technology and ALVS.</p>	\$14,700.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>62-0000-0-5800-1110-1000-000-00000</p> <p>Study.com \$4,000</p> <p>62-7420-0-5800-0000-2700-000-00000</p> <p>iXL 3 years pre-paid on 4-6/21</p> <p>Total: \$14,700</p>		
7	Create parent training program	<p>Create and provide training to parents regarding various topics including, but not limited to, interpreting assessment results, supporting student instruction at home, and determining individual student needs.</p> <p>Provide childcare to assist parents in accessing training sessions.</p> <p>[Note: Budget tech has details]</p>	\$1,825.00	Yes
8	Expand A-G course offerings	<p>Make UC Scout available to students</p> <p>Expand synchronous online A-G courses offered</p> <p>Priority 4</p> <p>UC Scout is free</p> <p>Spanish teacher Maria's HS hours (See Goal 2)</p> <p>LCFF Personnel</p> <p>Online math teacher Donnie's Zoom math hours \$39,833</p> <p>Total: \$39,833</p>	\$39,833.00	No

Action #	Title	Description	Total Funds	Contributing
9	Increase FTE of academic counselor	<p>Provide academic counseling - increase FTE of counseling staff</p> <p>Priority 4 (Title I) Nakoa, M (5800) \$45,148</p> <p>Total: \$45,148</p>	\$45,148.00	Yes
10	Provide AP courses	<p>Contract with UC Scout to provide instruction and supervision for AP courses</p> <p>Priority 4 Title IV UC Scout instructor fee: \$700 (\$350 per class) AP exam costs: \$200</p> <p>Total: \$900</p>	\$900.00	No
11	Support AVID at all grade levels	<p>NU-SCS will remain an AVID certified school and implement AVID strategies designed to close the achievement gap by preparing all students for college readiness and success.</p> <p>Provide AVID digital training Employ AVID coordinator Provide academic planners to support AVID program goals</p> <p>Priority 4 and 8 AVID yearly cost - \$4,700 AVID Summer Institute - \$1,900 (ELO) Our share of Sarah Schaefer ? Stipend for Colleen to help Sarah? Cost of planners \$250</p>	\$6,850.00	No

Action #	Title	Description	Total Funds	Contributing
		(AVID also addressed by actions in Goal 2.4)  Total: \$6,850		
12	Provide Support to EL students	Hire and train EL coordinator and ELPAC test administrators Provide translated materials Provide translation services to parents for parent training and other school events  Priority 4 and 8 [No Current EL students, so no charge as yet] Coordinator Rebekah Davis Test Administrator Cerelia Barbato	\$0.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.



A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	NU-SCS will provide all students access to appropriate educational conditions of learning and a broad course of study.

An explanation of why the LEA has developed this goal.

NU-SCS has developed this goal to address LCFF Priorities LCFF Priorities 1, 2 and 7, the basic conditions for learning.

NU-SCS has a significant number of teachers who are new to the profession, as well as a few who are nearing retirement. For this reason, we feel it is appropriate to place an emphasis on recruiting and retaining qualified and effective teachers. Based on teacher survey data regarding implementation of standards, will provide professional learning and collaboration opportunities that are designed to deepen understanding of the California State Standards and how to integrate them into their daily practice. Results of that survey also informed a review of our curricula. We have identified an inconsistency between learning centers regarding our elementary math curriculum, so we will purchase enough so all teachers have the same curriculum, which will allow seamless sharing of Zoom classes. and make whole school collaboration more meaningful. We also identified social studies curriculum as a weakness, especially in the elementary grades. We will review and purchase a new curriculum.

NU-SCS seeks to develop and maintain facilities that meet state standards for safety, cleanliness, and adequacy, as well as promote the health and wellbeing of occupants, conserve energy and water, and promote clean indoor air. NU-SCS must also consider the manner in which a facility best supports our personalized learning program.

Actions in this goal related to priority 7, course access, were chosen to align with our previously stated WASC identified areas of need that focus on college and career readiness. We want to continue to work with SCOE to create outdoor science opportunities for our students, to offer students access to field experiences in science. A core group of teachers will participate in a multi-year project to create a coding pathway across grades, schoolwide. To expand course access we will also seek to expand our ASL program and hire a high school Spanish teacher.

To provide access to in-person classes at our facilities, we will continue to provide bus passes, and also offer van pickup, as needed. We also want to continue to offer Zoom classes so that students are not limited to access to classes by geographic location.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers inappropriately assigned	2020-21: One teacher				Zero teachers
Average score for Priority 2 State Standards self reflection tool.	2020-21: 3.65				4.5
Number of students that meet both a-g and CTE completion	Zero students meet both requirements				6
Number of parents who attend parent-educator workshops.	Zero (new program)				30
Number of students taking AVID Electives per year	2020-21: Middle school: 0 2020-21: High School: 8				Middle school: 8 High School: 16
Percentage of parent training attendees who report initial implementation of standards	Zero (new program)				60%
Percentage of students who have access to standards based curriculum	2020-21: 100%				100%
Percentage of facilities scoring in good repair on FIT	2020-21: 100%				100%
Percentage of staff PBIS trained	2020-21: 90%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students taking teen skill building or life coaching classes	Zero (new program)				24
Number of students taking "e" approved language other than English requirement	2020-21: 3 students				10 students
Number of students participating in the SCOE Outdoor Education program	2020-21: 38 students participated				60 students participating
Number of students completing CTE pathway	2020-21: 3				24
Number of teachers participating in coding pathways professional learning	Zero (new program)				5

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and retain qualified and effective teachers.	<p>Hire certificated teachers. Provide ATE induction to newly credentialed teachers</p> <p>Priority 1.</p> <p>ATE-Tehama Co. Dept. of Ed \$8,400 (Title II) 62-4035-0-5800-1110-1000-000-00000</p> <p>Total: \$8,400</p>	\$8,400.00	No

Action #	Title	Description	Total Funds	Contributing
2	Equipping Staff - Professional Development	<p>Provide professional development designed to deepen teachers' understanding of the California State Standards.</p> <p>Priority 2 LCFF, Personnel PL coordinator - Lindsey Stipend - \$2,500</p> <p>LCFF, Non-Personnel PD fees \$3,500 Mileage \$1,000 Lodging \$1,000 County Office of Education - \$1,000 California Subject Matter Projects - \$1,250 Other external partners \$1,000 NUCS Summit - \$3,000 Send PD coordinator to trainings - \$500</p> <p>Total: \$14,750</p>	\$14,750.00	No
3	Establish a culture of ongoing collaboration	<p>Designate time for meaningful collaboration between teachers of center and/or Zoom classes and independent study teachers to communicate individual student needs.</p> <p>Implement intervention screening collaboration meetings, which includes designated time for staff to review student assessment data, collaborate on response to student needs, and creation of an action/intervention plan for identified students.</p> <p>Establish communication channel between academic counselor and independent study teachers to monitor student readiness for high school and college or career training.</p> <p>Priority 2 Included in Goal 1, Action 2</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Expand AVID Elective course offerings	<p>Create AVID Elective class for middle school Expand AVID Elective for high school Provide AVID Elective training to staff</p> <p>Priority 7 AVID Elective teacher - Colleen \$76,438 AVID Summer Institute (included in Goal 1.11)</p> <p>(Also addressed by actions in Goal 1.11)</p> <p>Total: \$76,438</p>	\$76,438.00	Yes
5	Supporting Parent Educators	<p>Provide training materials to parents regarding state standards. Provide training to parents relating to using standards based curriculum. Administer survey to parents regarding understanding of state standards</p> <p>Priority 4 Included in Goal 1.7</p>	\$0.00	Yes
6	Purchase standards based curriculum	<p>Purchase math curriculum for our learning center in Mt Shasta that matches the curriculum used in Yreka. Purchase new social studies curriculum to replace outdated curriculum.</p> <p>Priority 1 Curriculum cost Math - \$5,000 Social Studies - \$5,000</p> <p>Total: \$10,000</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Lease and maintain facilities	<p>Continue to lease facilities in Mt Shasta and Yreka. Perform ongoing maintenance of property and buildings to keep them in good repair.</p> <p>Priority 1 423 S. Broadway \$36,000 505 S. Broadway - \$32,400 427 Alder St. - \$36,000 1124 Pine Grove Dr. - \$31,800</p> <p>Custodian \$10,569 Service \$10,000</p> <p>Other maintenance costs \$2,000</p> <p>Total: \$156,769</p>	\$156,769.00	No
8	Support non-academic needs of students	<p>Maintain school meal program Hire food service staff Provide PBIS training To support the social and emotional needs of students, contract with local counselors to provide individual counseling and social skills building classes. Hire life coach for regular group sessions. Contract with Health Services department of SCOE for nursing services</p> <p>Priority 7 Food - \$12,000</p> <p>Food staff - Dillen</p>	\$37,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>\$10,142</p> <p>PBIS - Dr. Dale - \$3,000 Lassen Counseling - \$8,000 Courtney Chase - \$3,348</p> <p>SCOE \$8,500 62-0-0000-0-5800-1110-3140-000-00000</p> <p>Total: \$37,490</p>		
9	Course Access and College readiness	<p>Hire ASL teacher Hire Spanish teacher Contract with SCOE to provide outdoor education days Hire CTE Sustainable Ag teacher Create CTE Digital Media Arts pathway and hire teacher Create k-12 coding pathway Provide transportation for students to attend learning center classes and activities.</p> <p>Priority 7 LCFF Non-Personnel SCOE Outdoor Ed \$7,200 Bus passes \$400 Fuel for vans \$200 Total: \$7,800</p> <p>LCFF Personnel ASL teacher - Fortna Total Pay - \$2,780</p> <p>Spanish teacher - Jimenez Total Pay - \$10,770</p> <p>CTE Sustainable Ag teacher - O'Brien Total Pay - \$29,165</p>	\$51,015.00	Yes



Action #	Title	Description	Total Funds	Contributing
		CTE Digital Media Arts teacher - Allen, D Included in other goal with Donnie What was that?  CTE development stipend - \$500  Total - \$51,015		

## Goal Analysis [2021-22]

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# Goals and Actions

## Goal

Goal #	Description
3	NU-SCS will increase stakeholder engagement and maintain a positive school climate.

An explanation of why the LEA has developed this goal.

NU-SCS has developed this goal to address LCFF Priorities LCFF Priorities 3, 5, and 6, engagement.

While feedback from parents and guardians was overwhelmingly positive in terms of communication, NU-SCS continues to strive for increased communication among all stakeholders, and to increase parent and student engagement.

In the 2019-20 school year our attendance rate was lower than in years past and chronic absenteeism rate was higher. Our efforts to reengage students through our missed assignment policies and procedures, and MTSS program were effective in improving outcomes in this area. We want to now ensure that we maintain the gains we made in this area. Because our dropout rate was twice as high as countywide and statewide rates, we are prioritizing strategies and actions to ensure students are actively engaged in our school, and are being provided a broad course of study.

While our attendance rate and chronic absenteeism rate improved from 2019-20 to 2020-21, we want to continue to improve in this area.

Because of the pandemic and the impact that it has had on all students and staff, we are aware that we will need to support our stakeholders. Promoting school climate and student/parent engagement can only occur when the mental health needs of our community are met. This is a very important goal for our school to concentrate on given the unprecedented times we have lived through.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent engagement survey results	2020-21: Percent who responded positively: Building Relationships between School Staff and Families -				Percent who respond positively: Building Relationships between School Staff and Families -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*Respectful and trusting relationships 95.7</p> <p>*Creating a welcoming environment 91.4</p> <p>*Knows cultures and languages of students 82.7</p> <p>*Effective two way communication 82.7</p> <p>Building Partnerships for Student Outcomes -</p> <p>*Provided information and resources needed 82.7</p> <p>*Are made aware of legal rights 91.3</p> <p>Seeking Input for Decision-making -</p> <p>*Have opportunities to participate in decision making 78.2</p> <p>*Allowed to participate in advisory groups 65.2</p>				<p>*Respectful and trusting relationships - 98</p> <p>*Creating a welcoming environment - 98</p> <p>*Knows cultures and languages of students - 90</p> <p>*Effective two way communication - 90</p> <p>Building Partnerships for Student Outcomes -</p> <p>*Provided information and resources needed - 90</p> <p>*Are made aware of legal rights - 98</p> <p>Seeking Input for Decision-making -</p> <p>*Have opportunities to participate in decision making - 85</p> <p>*Allowed to participate in advisory groups - 75</p>
School climate survey results	<p>2020-21:</p> <p>Students:</p> <p>Safety - 100%</p> <p>Relationships - 92.3%</p> <p>Conditions for learning - 92.3%</p> <p>Empowerment - 100%</p>				<p>Students:</p> <p>Safety - 100%</p> <p>Relationships - 95%</p> <p>Conditions for learning - 95%</p> <p>Empowerment - 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parents: Safety - 100% Relationships - 92.9% Conditions for learning - 92.9% Empowerment - 92.9%  Staff: Safety - 100% Relationships - 85.7% Conditions for learning - 85.7% Empowerment - 61.9%				Parents: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95%  Staff: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95%
Percent of stakeholders who respond to climate survey.	2020-21: Parents - 9.6% Students - 3.4% Staff - 36.8%				Parents - 25% Students - 70% Staff - 70%
Attendance rate	2019-20: 93.3%				97%
Chronic absenteeism	2019-20: 13.48%				7%
Dropout rate	2019:-20 17.8%				3.5%
Graduation rate	2019-20: 60%				80%
Suspension rate	2019-20: 3%				2%
Expulsion rate	2019-20: 0%				0%
Middle school dropout rate	2019-20: 0%				0%

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide opportunities for parental engagement	<p>Publicize School Board and School Site Council meetings.            Provide a dedicated email address for parent input.            Purchase a new, more engaging parent notification system.            Maintain school website parent and student resource page            Maintain and publicize back-to-school and open house events            Provide school newsletter to keep stakeholders informed about school news, events and activities, and opportunities for parent involvement.            Provide transportation and child care support for parents to attend school events or training sessions.</p> <p>Priority 3            Notification System - Parent Square - \$3,000            Mailing supplies - \$40            Postage - \$250            Transportation expenses (included in Goal 2.9)            Child care - (included in Goal 1.7)            Total - \$3,290</p>	\$3,290.00	Yes
2	Pupil engagement	<p>Provide behavioral interventions:            Hire intervention coordinator            Hire school psych</p> <p>Support student social, emotional, and mental health:            Contract with Lassen Counseling            Provide teen life coaching classes            Build Capacity for Staff Support and Wellness            Provide professional learning opportunities, SEL, PBIS, MHFA, Restorative Justice</p> <p>Create and distribute student surveys to aid in programmatic planning.</p> <p>Priority 5            Intervention Coordinator (included in Goal 1)</p>	\$15,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>School Psych - Mitch Salary - \$10,549</p> <p>Lassen Counseling (included in Goal 2)</p> <p>Courtney Chase (included in Goal 2)</p> <p>Professional development SCOE - \$2,000 Dr. Dale (included in Goal 2) Other - \$3,000</p> <p>Total: \$15,549</p>		
3	School Climate	<p>Administer school climate survey on safety, relationships, conditions for teaching and learning, and empowerment. Promote PBIS principals school-wide to provide a supportive and engaging physical environment Hire intervention coordinator Provide a continuum of supports to student mental health: Provide student and staff suicide prevention training Purchase Anti-bullying curriculum Purchase student safety and device management software Expand school counseling or school social work services to student groups and grade levels at risk of poor school attendance Post climate survey results on school website</p> <p>Priority 6 Dr. Dale (included in Goal 2)</p> <p>Mitch (included in Goal 3, Action 2)</p> <p>Suicide prevention training - free Living Works Youth Summit</p> <p>Lassen Counseling (included in Goal 2)</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Courtney Chase (included in Goal 2)		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.18%	\$324,763

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

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

### Goal 1, Action 2

Expand academic intervention program:

In the 2020-21 school year our Free or Reduced Price Meals (FRPM) rate was 78.7%. In 2019-20, the rate was 80.6%, and in 2018-19 it was 84.7%. With such a high historic rate of students eligible for FRPM, actions targeted to the school as a whole will provide a benefit to FRPM eligible students.

Comparing schoolwide aggregate 2018-19 CAASPP data of student performance with unduplicated student performance data shows that our unduplicated students performed slightly better than all students. However, an analysis of our average school wide scores demonstrates that our performance lags behind statewide benchmarks in both ELA and math.

An analysis of Star Renaissance growth data shows that our students' level of growth over the 2020-21 school year, relative to a national average, is in the 48th percentile in ELA and the 38th percentile in math.

To improve our academic performance we will hire an intervention coordinator to lead data analysis efforts and create an early warning system that uses individual student data to generate indicators of “on-track” status and enable staff to identify and monitor progress of students falling below an identified threshold, and work with teachers to consider additional actions and services designed to help each student improve his or her performance. This action will be effective because it will allow us to better understand the needs of each individual student through an analysis of periodic screening data, a personalized intervention plan, and an expansion of one on one tutoring opportunities.



We will also designate time for staff to participate in regular and ongoing review of data, both on an individual student level and an aggregate, school wide level, to spot trends in individual students and/or groups of students.

To ensure that our tutors are equipped with the strategies and resources needed to serve our students, we will provide tutor training. An improvement in the effectiveness of our tutors will result in improved student outcomes.

This action was included in our previous LCAP, although at a smaller scale. The only metric associated with this action was the CAASPP summative assessment results. Since there was no 2020 administration of the summative assessments, the overall effectiveness of the program is difficult to measure. Results from the 2021 CAASPP summative assessments will provide data that can be used to compare with the 2018-19 baseline.

To better understand the level of growth for students within the school year, we are adding a measurement of Star Renaissance performance across the three screening windows.

#### Goal 1, Action 4

Provide supplies and technology to unduplicated students:

Unduplicated students, low-income students in particular, often lack the supplies and educational technology needed to be successful. By providing materials and supplies, including backpacks, gas mileage reimbursements, Chromebooks, hotspots, and bus tickets or van transportation to unduplicated youth, we will remove barriers that limit their access to our educational program and from learning that might otherwise stand in the way of their academic success. This action is available to all students, but is principally directed towards FRPM and other unduplicated students. This action was in our previous LCAP and while data in-terms of student performance on CAASPP summative assessments is not available, due to the pandemic, we do have data showing the number of students who needed access to a Chromebook and/or internet hotspot at home increased significantly in both the 2019-20 and 2020-21 school years.

#### Goal 1, Action 7

Create parent training program:

To be successful in a nonclassroom based, independent study, personalized learning school, parents need to be thoroughly engaged in their child's education. With such a high percentage of unduplicated students, it is likely that their parents might need additional support in terms of learning at home. Improving parents' ability to provide instructional support at home will improve student outcomes, and shorten the gap between when a student needs support and when it is available to them. Removing barriers to participating in evening training sessions we make available is also important, so we decided to provide childcare and/or transportation to assist parents' ability to attend if they wish.

#### Goal 1, Action 9

Increase FTE of academic counselor:

Because our unduplicated students are not meeting their expected academic progress, we considered how increasing academic counseling staff could enhance student access to a broad course of study and overall academic success rate of unduplicated students' success.

By employing an additional academic counselor, unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on postsecondary transition planning in order to ensure the success of unduplicated students after high school.

This action was included in our 2019-20 and it was successful in that we increased the number of students who took the PSAT and were on track to take the SAT (before cancellation of testing dates). Due to budget concerns, this action was not included in the 2020-21 school year.

### Goal 2, Action 3

Establish a culture of ongoing collaboration:

Meeting the needs of students in any educational setting can only be improved by embedding a culture of collaboration among school personnel. When meeting the needs of socio-economically and/or educationally disadvantaged students, it is especially important that a team-centered, whole child approach is utilized. Due to the fact that our school is a countywide benefit school, with learning centers in two different communities, and the fact that as independent study teachers, our staff regularly personalizes their approach to facilitating their students' education, it is easy for them to work completely independently, without much collaboration among colleagues. Making a concerted effort to create a collaborative culture in our school will help staff learn from each other, have discussions about resources, academic interventions and instructional strategies, and create a team centered approach to eliminating barriers our students may face in accessing all that our program has to offer.

### Goal 2, Action 4

Expand AVID Elective courses offered:

Socio-economically disadvantaged students often live in situations where attending college is not an expectation (19% of our parents completed a college degree). AVID Elective courses provide all students with the tools necessary to be able to achieve academic success and it prepares them to be successful in any post-secondary endeavor.

### Goal 2, Action 5

Supporting Parent Educators:

As stated in Goal 1, Action 7, parents perform an important instructional role in our school setting, and as such, would benefit from an increased understanding of state standards and how to effectively use standards based curriculum when working with their children enrolled in our school. With such a high percentage of unduplicated students, it is likely that their parents might need additional support in terms of understanding state standards. Improving parents' ability to provide standards-based instructional support at home will improve student outcomes, and shorten the gap between when a student needs support and when it is available to them. Removing barriers to participating in evening training sessions we make available is also important, so we decided to provide childcare and/or transportation to assist parents' ability to attend if they wish.

### Goal 2, Action 8

Support non-academic needs of students:

Unduplicated students, especially those with low income, have food insecurity as a barrier to learning. Because of this, these students were considered first. Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Because our unduplicated students are overrepresented in many of our school metrics, including dropout rate, suspension rate, and chronic absenteeism, employing an additional school counselor will benefit and add to the unduplicated students' success.

By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success. By providing additional learning opportunities in PBIS, staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs. By employing an additional counselor who will be addressing the social/emotional needs of students, unduplicated youth will receive additional support in addressing their mental health.

All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease. Increased counseling services will increase student engagement for all students, but will principally benefit the unduplicated students.

#### Goal 2, Action 9

##### Course Access and College readiness:

Because we have such a high rate of unduplicated students, any action to increase college readiness will benefit those students. Working towards ensuring that all students gain the necessary skills to be prepared to enter college or the workforce by having access to a broad course of study will help our traditionally underserved students as well.

By hiring an ASL teacher, Spanish teacher, CTE sustainable Ag teacher, CTE digital media arts teacher, creating a k-12 coding pathway, contracting with the county office of education, and providing transportation to students to attend classes at one of our learning centers, we will become more effective at preparing all students for post secondary plans.

Individual actions previously included in our school's LCAP include the ASL teacher, CTE sustainable Ag teacher, and providing transportation. These actions have helped us increase the number of students graduating with a-g eligibility requirements met and have additional students on track to graduate a-g eligible. We hope to increase student participation in those already existing actions. The rest are new to this next LCAP cycle.

#### Goal 3, Action 1

##### Provide opportunities for parental engagement:

Since our chronic absenteeism rate is higher for unduplicated students than other groups, finding efficient means to communicate with parents regularly regarding completion of assignments, performance in assessments, and participation in learning center activities is crucial. Our current notification system is not always user-friendly or engaging. Switching to a new platform that has a better track record of improving outcomes with regard to engagement will lead to more engagement and improved student outcomes.

As noted in earlier actions, unduplicated students and their families often face barriers to participation in school events. Providing transportation and child care support for parents to attend school events or training sessions will not only help increase parent understanding of providing standards based instructional support, it will also improve overall parent engagement.

### Goal 3, Action 2

#### Pupil engagement:

Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success.

By providing additional learning opportunities in PBIS, SEL, PBIS, MHFA, and Restorative Justice, staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease.

By employing a school psychologist to target the behavioral and social/emotional needs of unduplicated students through the RTI process, they will gain targeted additional support in this area. By reintroducing the Elevate program, unduplicated students will participate in life skills building and life goal setting group sessions designed to improve student engagement and school performance outcomes. Implementing behavioral RTI is essential to academic progress, in particular for our unduplicated students. Homeless, foster youth, and low-income students may need additional interventions to help eliminate barriers to success. By implementing behavioral RTI, all students, especially homeless, foster and low-income students will benefit, however, these actions are principally directed toward unduplicated youth.

The Elevate program was part of our 2019-20 LCAP, and it proved to be popular with students. Because we had to suspend this in-person program due to the pandemic, data is unavailable to determine the effectiveness of the program. PBIS training was also included in our previous LCAP. The effectiveness of our PBIS program is difficult to gauge. During the 2020-21 school year, we had zero suspensions, however, this was due to the fact that we were closed for in-person instruction for all but two months of the year.

### Goal 3, Action 3

#### School Climate:

According to a study of low-income families conducted by a Georgetown University professor, the pandemic has impacted the family ecosystem, including children's development, stress and well-being and parent-child interactions. It has negative effects on young children and family functioning, and the balancing act that parents had to do was "challenging enough for financially stable families, but low-income families may have [had] to choose between making rent and buying groceries."

To have a positive impact on the academic growth, health and well-being of unduplicated students and their families, it will be important for NU-SCS to provide resources in terms of instructional support, food, social and emotional support, and access to the internet. Creating a welcoming and safe climate for learning will make it easier for students to receive the kinds of support that we offer. Administering a school

climate survey on safety, relationships, conditions for teaching and learning, and empowerment early in the year will provide us data to recognize and respond to student and family needs. By distinguishing between families who are able to cope with the consequences of COVID-19 from those less able to withstand the pandemic-related stressors, we can inform the development and targeting of home and school-based interventions. Our intervention coordinator and school psychologist will help us quickly identify students in need of academic and/or mental and emotional health. Providing a continuum of supports to student mental health.

Promoting PBIS strategies schoolwide to provide a supportive and engaging physical environment, and supporting parents with PBIS strategies to use at home will have a positive impact not only on the ecosystem of our school, but the family ecosystems referenced above.

Though the specific actions included in this section are supported by expenditures included in other actions in this LCAP, the services provided by Goal 3, Action 3 contribute to both the increased and improved services requirements.

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

The actions and services in Northern United - Siskiyou Charter School's LCAP are targets toward supporting students with the greatest need and/or the lowest performance. An examination of students who are failing to meet expected outcomes revealed that students who are English learners, foster youth, homeless, and/or low income are continually overrepresented. The remaining students who are struggling do not fall into one of the targeted groups of students but are enrolled throughout Siskiyou County.

Each student who is not meeting expected outcomes has a need for tiered services, more skilled teachers, and access to a strong Common Core-based instructional program. By distributing focused actions and services through schoolwide or targeted services as appropriate, we intend to increase the rate of student success and reduce those in any demographic group who require services through special education services in order to be successful.

This year's LCAP includes actions and services intended to support both academic and social-emotional growth and success for students. Programs or services targeted to specific groups are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of where they are served. These actions/services are principally directed to the unduplicated students and are effective in meeting the needs of the unduplicated count.

In order to meet the needs of our unduplicated student population we are increasing and improving services directed toward placing greater emphasis on the social/emotional needs of our students. We are increasing our counseling staff and reimplementing our Elevate program and creating a student life coaching program. We will be filling a new position, Intervention Coordinator, and this person will oversee SST interventions that address both behavior and academics, supporting students in a very direct manner at the first signs of student struggle.

Other important features of our LCAP surround continuing some of our past actions with a more targeted emphasis. Our tutoring and intervention curriculum is a continued action but we will be increasing our tutoring staff and purchasing additional intervention curriculum because we have found that when used with our Renaissance assessments, we are able to provide immediate, targeted support to our

students. Additionally, the Intervention Coordinator will be overseeing the academic interventions, including providing professional learning and support to our tutors. We will be holding intervention classes in order to be more intentional and targeted for students needing additional support, principally targeted toward unduplicated students. We will also continue providing CTE programs to all students, specifically targeting our unduplicated students to ensure college/career readiness.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$529,251.00	\$1,900.00		\$11,125.00	\$542,276.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$279,969.00	\$262,307.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Provide professional development to staff related to CAASPP	\$6,700.00				\$6,700.00
1	2	Foster Youth Low Income	Expand academic intervention program	\$44,619.00				\$44,619.00
1	4	Foster Youth Low Income	Provide supplies and technology to unduplicated students	\$1,000.00				\$1,000.00
1	5	All	Purchase Chromebooks and hot spots	\$7,000.00				\$7,000.00
1	6	All	Purchase online curriculum, intervention and academic support platforms for students	\$14,700.00				\$14,700.00
1	7	English Learners	Create parent training program				\$1,825.00	\$1,825.00
1	8	All	Expand A-G course offerings	\$39,833.00				\$39,833.00
1	9	English Learners	Increase FTE of academic counselor	\$45,148.00				\$45,148.00
1	10	All	Provide AP courses				\$900.00	\$900.00
1	11	All	Support AVID at all grade levels	\$4,950.00	\$1,900.00			\$6,850.00
1	12	English Learners	Provide Support to EL students					\$0.00
2	1	All	Recruit and retain qualified and effective teachers.				\$8,400.00	\$8,400.00
2	2	All	Equipping Staff - Professional Development	\$14,750.00				\$14,750.00
2	3	English Learners	Establish a culture of ongoing collaboration					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Expand AVID Elective course offerings	\$76,438.00				\$76,438.00
2	5	English Learners Foster Youth Low Income	Supporting Parent Educators					\$0.00
2	6	All	Purchase standards based curriculum	\$10,000.00				\$10,000.00
2	7	All	Lease and maintain facilities	\$156,769.00				\$156,769.00
2	8	English Learners Foster Youth Low Income	Support non-academic needs of students	\$37,490.00				\$37,490.00
2	9	English Learners Foster Youth Low Income	Course Access and College readiness	\$51,015.00				\$51,015.00
3	1	English Learners Foster Youth Low Income	Provide opportunities for parental engagement	\$3,290.00				\$3,290.00
3	2	English Learners Foster Youth Low Income	Pupil engagement	\$15,549.00				\$15,549.00
3	3	English Learners Foster Youth Low Income	School Climate					\$0.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$274,549.00	\$276,374.00
<b>LEA-wide Total:</b>	\$274,549.00	\$276,374.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Expand academic intervention program	LEA-wide	Foster Youth Low Income	All Schools	\$44,619.00	\$44,619.00
1	4	Provide supplies and technology to unduplicated students	LEA-wide	Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
1	7	Create parent training program	LEA-wide	English Learners	All Schools		\$1,825.00
1	9	Increase FTE of academic counselor	LEA-wide	English Learners		\$45,148.00	\$45,148.00
1	12	Provide Support to EL students	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00
2	3	Establish a culture of ongoing collaboration	LEA-wide	English Learners	All Schools		\$0.00
2	4	Expand AVID Elective course offerings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,438.00	\$76,438.00
2	5	Supporting Parent Educators	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00
2	8	Support non-academic needs of students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,490.00	\$37,490.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	9	Course Access and College readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,015.00	\$51,015.00
3	1	Provide opportunities for parental engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,290.00	\$3,290.00
3	2	Pupil engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,549.00	\$15,549.00
3	3	School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures



- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:



- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United - Siskiyou Charter School

CDS Code: 4710470 0137372

School Year: 2021-22

LEA contact information:

Shari Lovett

Director

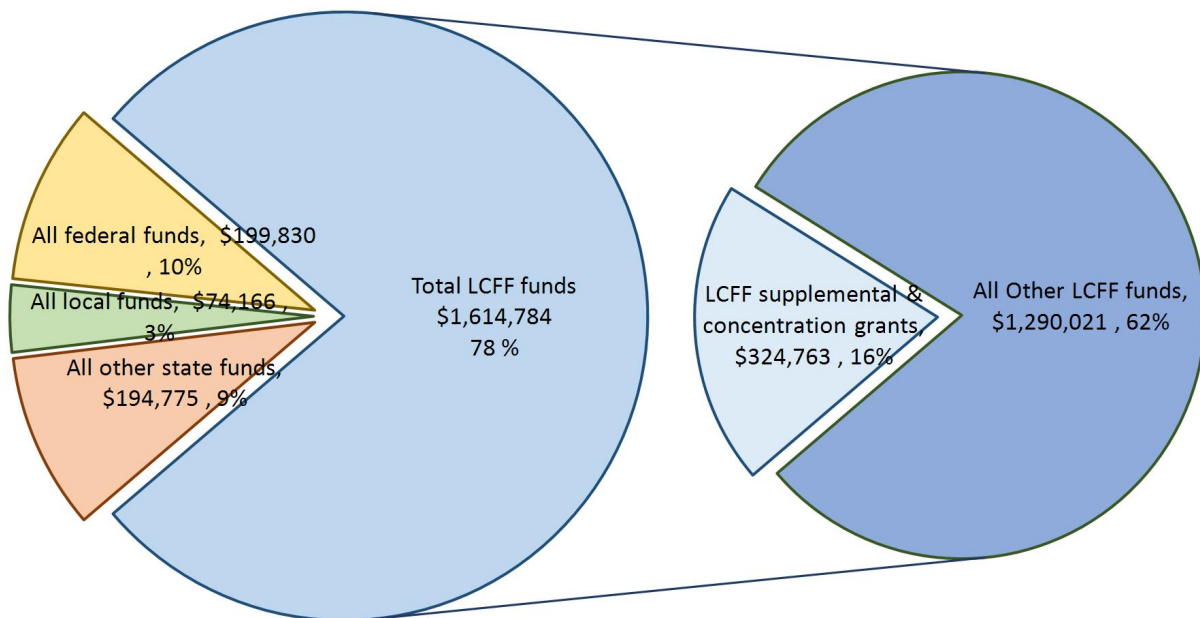
slovett@nuarters.org

707.445.2660

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



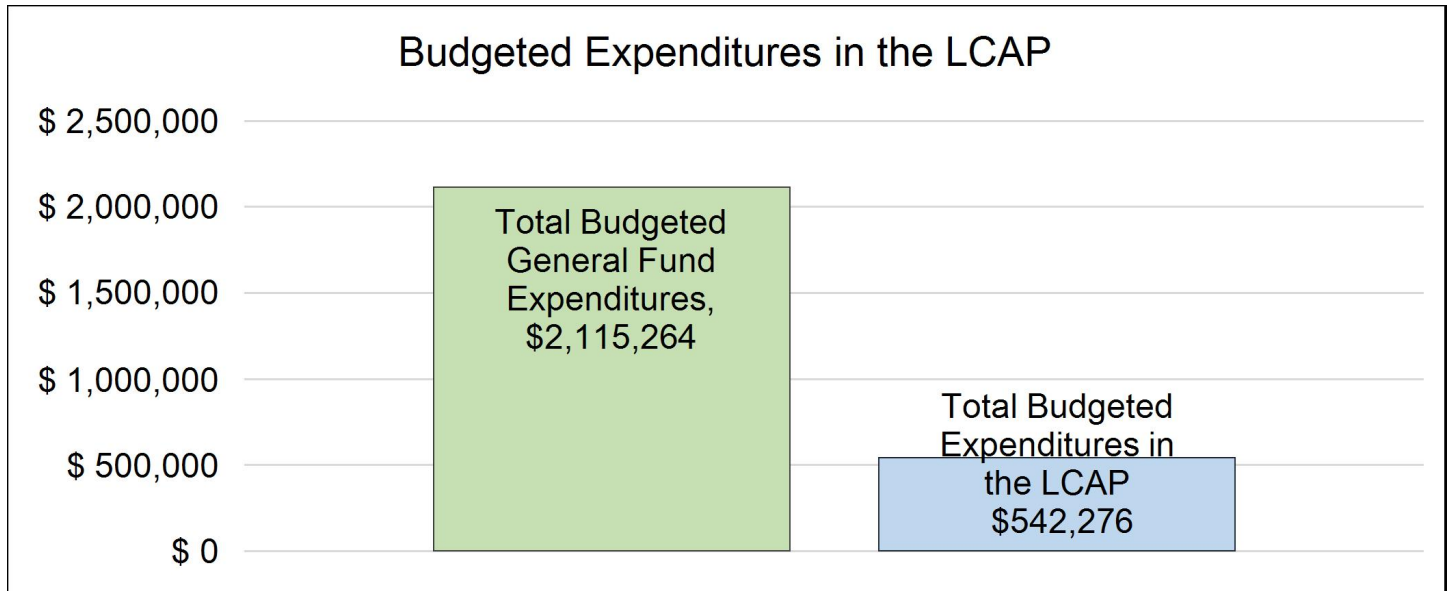
This chart shows the total general purpose revenue Northern United - Siskiyou Charter School expects to receive in the coming year from all sources.

The total revenue projected for Northern United - Siskiyou Charter School is \$2,083,555, of which \$1,614,784 is Local Control Funding Formula (LCFF), \$194,775 is other state funds, \$74,166 is local

funds, and \$199,830 is federal funds. Of the \$1,614,784 in LCFF Funds, \$324,763 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Northern United - Siskiyou Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Northern United - Siskiyou Charter School plans to spend \$2,115,264 for the 2021-22 school year. Of that amount, \$542,276 is tied to actions/services in the LCAP and \$1,572,988 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

liability insurance, telephone services, electricity services, water services, waste disposal, audit fees, legal fees, fingerprinting fees, and authorizing fee, teacher salaries and benefits, administrative salaries and benefits, administrative classified salaries and benefits

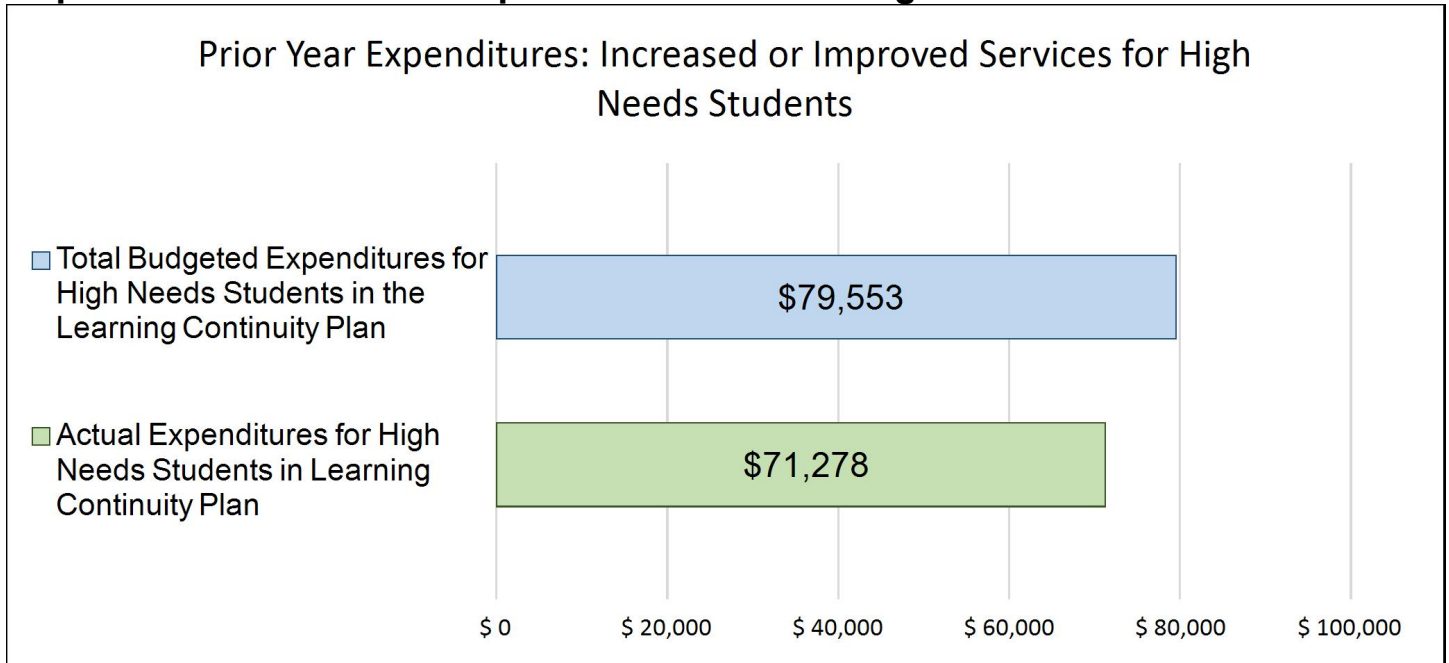
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Northern United - Siskiyou Charter School is projecting it will receive \$324,763 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Siskiyou Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Siskiyou Charter School plans to spend \$276,374 towards meeting this requirement, as described in the LCAP.

Because we received the Expanded Learning Opportunities grant, as well as ESSER III funds, many of the improved or increased services will be paid for by these grants instead of LCFF supplemental and concentration grants, though these actions will directly benefit high needs students. For example, we are increasing our counseling staff and creating a new Intervention Coordinator position. Both of these additional staff members will target interventions specific to the academic and social/emotional needs of students with high needs.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Northern United - Siskiyou Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Northern United - Siskiyou Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Northern United - Siskiyou Charter School's Learning Continuity Plan budgeted \$79,553 for planned actions to increase or improve services for high needs students. Northern United - Siskiyou Charter School actually spent \$71,278 for actions to increase or improve services for high needs students in 2020-21.

The difference between what was budgeted and what was actually spent for high needs students did not impact the overall increased or improved services for the high needs students in 2020-21. This is due to the large amount of PPE and Chromebooks that were donated. We did not need to purchase as much as originally anticipated. Also, we budgeted for bringing curriculum and supplies, as well as meals to our students, however our students were able to come to the facilities in order to get what they needed. Additionally, due to the distribution by the State of EBT cards, our students who qualify for free or reduced meals were able to purchase food rather than receive it from us.