



NUCS Board Informational Packet

February 10, 2022

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 1.

CALL TO ORDER/AGENDA

Subject:

- 1.1 Pledge of Allegiance
- 1.2 Agenda: Items to be removed from the agenda or changes to the agenda will be made at this time.
- 1.3 Swearing in of New Board Member Amie Snider

Action Requested:

- 1.1 None
- 1.2 Approval
- 1.3 None

Previous Staff/Board Action, Background Information and/or Statement of Need:

- 1.2 A trustee, administrator or a member of the public may request that an item be removed from the agenda or the order of the agenda be changed at the pleasure of the Board.
Agenda items may be added to the agenda if an "emergency situation" exists or "immediate action" is needed.
- 1.3 The Board President will swear in the new board member.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 2.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

- 2.1 Consideration of Approval of Warrants & Payroll for NU-Humboldt Charter School

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

This is a monthly process. The warrants and payroll totals are inspected and clarification is given if needed. See attached.

Fiscal Implications:

Warrants: NU-Humboldt Charter School - \$77,191.24
Payroll: NU-Humboldt Charter School - \$191,846.79

Contact Person/s: Shari Lovett, Tammy Picconi

Pay Date 01/31/2022

Fiscal Year 2021/22

EARNINGS by Earnings Code	Income	Adjustments
No Gross Pay		4.29-
Regular	260,367.46	
TOTAL	260,367.46	4.29-

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	15,863.18		15,863.18	236,533.79
State Withholding	5,431.83		5,431.83	236,533.79
Social Security	4,768.06	4,768.06	9,536.12	76,904.05
Medicare	3,761.85	3,761.85	7,523.70	259,436.33
SUI		1,297.26	1,297.26	259,436.33
Workers' Comp		2,464.66	2,464.66	259,436.33
SUBTOTAL	29,824.92	12,291.83	42,116.75	

EARNINGS by Group	Income	Adjustments
Base Pay	231,542.42	
Docks	200.00-	
Extra Duty	28,145.04	
Gross Pay Adjs		4.29-
Stipends	880.00	
TOTAL	260,367.46	4.29-

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	3,281.08	10,738.48	14,019.56	46,872.45
PERS / 62	1,725.04	5,645.81	7,370.85	24,643.37
STRS / 60	12,454.64	20,559.17	33,013.81	121,508.10
STRS / 62	5,441.78	9,022.47	14,464.25	53,324.25
Supplemental Insuran	931.13		931.13	
SUBTOTAL	23,833.67	45,965.93	69,799.60	

EARNINGS	Person Type	Female Employees
Certificated	36 187,558.31	32 164,650.81
Classified	28 72,809.15	25 65,399.48
TOTAL	64 260,367.46	57 230,050.29

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Health & Welfare	4,128.54	62,250.33	66,378.87	
Supplemental Insuran	265.61		265.61	
Summer Savings	10,467.93		10,467.93	62,807.55
SUBTOTAL	14,862.08	62,250.33	77,112.41	
TOTALS	68,520.67	120,508.09	189,028.76	

Vendor Summary for Pay Date 01/31/2022

Cancel/Reissue for Process Date 01/31/2022

Vendor Checks
Vendor Liabilities

Reissued
Cancel Checks
Void ACH

BALANCING DATA

NET

		191,846.79	Net Pay
Gross Earnings	260,367.46	68,520.67	Deductions
District Liability	120,508.09	120,508.09	Contributions
	380,875.55	380,875.55	

Direct Deposits	161,171.19	49
Checks	30,675.60	15
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	191,846.79	64

Selection Grouped by Org, Filtered by (Org = 75, Fiscal Year = 2022, Starting Pay Date = 1/31/2022)

ESCAPE ONLINE

Checks Dated 01/01/2022 through 01/31/2022							
Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount	
3000157626	01/03/2022	AMAZON CAPITAL SERVICES	62-4453	INV 11VX-1R9W-DRPN	38.74		
				INV 13ML-HH4T-GDKX	492.42		
				INV 16HV-PQLR-433Y	53.11		
				INV 17YN-FW6J-7WF6	258.59	842.86	
3000157627	01/03/2022	AT&T	62-5909	287287933630		23.50	
3000157628	01/03/2022	BEGINNINGS INC	62-4710	INV 5890		2,337.00	
3000157629	01/03/2022	CITI CARDS	62-4393	ACCT ENDING 7461	503.50		
				62-4710	ACCT ENDING 7461	1,298.18	1,801.68
3000157630	01/03/2022	CRYSTAL CREAMERY	62-4710	TICKET 522344123		89.40	
3000157631	01/03/2022	FOLLETT SCHOOL SOLUTIONS	62-4212	INV 340918F	16.55		
				62-4310	INV 2600207F	58.59	75.14
3000157632	01/03/2022	FRONTIER COMMUNICATIONS	62-5909	70762936340715188		280.84	
3000157633	01/03/2022	GREAT AMERICAN FINANCIAL SERV	62-5637	INV 30617320		443.12	
3000157634	01/03/2022	MUELLER, TIM	62-5207	CERT REIMBURSEMENT		199.00	
3000157635	01/03/2022	P G & E	62-5520	23002688671	145.19		
				56853370569	630.62	775.81	
3000157636	01/03/2022	REPUBLIC INDEMNITY	62-9542	ACCT 647001983		6,828.00	
3000157637	01/03/2022	UPS	62-5950	INV 0000670A6V501		55.88	
3000158036	01/06/2022	AMAZON CAPITAL SERVICES	62-4310	INV 1NRQ-6QY9-6CYL		307.05	
3000158037	01/06/2022	ARMSTRONG, ABBY	62-4710	FOOD PROGRAM FOOD		1,040.40	
3000158038	01/06/2022	BEGINNINGS INC	62-4710	INV 5906		2,213.50	
3000158039	01/06/2022	CITY OF ARCATA	62-5530	ACCT 020753000	86.40		
				ACCT 020753001	79.35	165.75	
3000158040	01/06/2022	CRYSTAL CREAMERY	62-4710	TICKET 522365117		90.20	
3000158041	01/06/2022	CUTTEN COMMUNITY CHURCH	62-5520	INV JANUARY 2022	933.19		
				62-5530	INV JANUARY 2022	179.14	
				62-5560	INV JANUARY 2022	366.20	1,478.53
3000158042	01/06/2022	JIVE COMMUNICATIONS	62-5909	IN7100867974		449.89	
3000158043	01/06/2022	KERR, WENDY	62-5201	DEC 2021 MILEAGE		34.78	
3000158044	01/06/2022	PITNEY BOWES PURCHASE POWER	62-5950	ACCT 40333619		1,251.92	
3000158045	01/06/2022	PITNEY BOWES PURCHASE POWER	62-5950	ACCT 8000909000695077		729.98	
3000158046	01/06/2022	SECURITY LOCK & ALARM	62-5800	INV 202141012		328.50	
3000158047	01/06/2022	STAPLES ADVANTAGE	62-4310	INV 3495265711	129.31		
				INV 3495265712	34.45	163.76	
3000158048	01/06/2022	STATE OF CALIFORNIA EDD	62-9540	FOURTH QUARTER		4,049.97	
3000158049	01/06/2022	UPS	62-5800	INV 0000670A6V491	67.35		
				INV 0000670A6V511	15.93	83.28	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000158050	01/06/2022	VALLEY PACIFIC PETROLEUM SERV	62-4364	INV CL 21-451963		222.04
3000158051	01/06/2022	WATERMAN, APRIL	62-5201	MILEAGE FROM 7/1/21-12/31/21		329.28
3000159053	01/20/2022	BURNS, JESSICA	62-5800	INV 0001		3,347.04
3000159054	01/20/2022	KERR, WENDY	62-4393	ORBE PIZZA		50.56
3000159055	01/20/2022	LOST COAST COMMUNICATIONS	62-5831	INV 4161-00011-0000		621.00
3000159056	01/20/2022	NCS PEARSON INC	62-4310	INV 16637475		905.10
3000159057	01/20/2022	SCHARLACK, HEATHER	62-4310	MATERIALS AND SUPPLIES FOR NOV DEC 2021	327.28	
			62-5950	MATERIALS AND SUPPLIES FOR NOV DEC 2021	34.80	362.08
3000159058	01/20/2022	STAPLES ADVANTAGE	62-4310	INV 3495593950	4.73	
				INV 3495720945	18.67	23.40
3000159059	01/20/2022	SYLVIA, JENNAH	62-5201	DEC 2021 MILEAGE	114.46	
				NOV 2021 MILEAGE	171.70	286.16
3000159060	01/20/2022	UPS	62-5800	INV 0000670A6V022		66.01
3000159061	01/20/2022	WDHTSD	62-5800	LEFERVE JAN 2022		100.00
3000159062	01/20/2022	YM&C LAW OFFICES	62-5823	INV 73466	182.90	
				INV 74646	1,962.32	2,145.22
3000159672	01/27/2022	AMAZON CAPITAL SERVICES	62-4453	INV 1K4Q-R3YL-KR7H		191.75
3000159673	01/27/2022	AMBROSINI, DENNIS	62-5612	FEB 2022 RENT		2,500.00
3000159674	01/27/2022	ARMSTRONG, ABBY	62-4710	FOOD PROG MILK AND FRUIT	166.34	
				FOOD PROG PEACHES	37.78	
				FOOD PROGRAM BARS FROM COSTCO	68.26	272.38
3000159675	01/27/2022	AT&T	62-5909	70782256614080		456.27
3000159676	01/27/2022	AT&T	62-5909	287287933630		23.83
3000159677	01/27/2022	AT&T	62-5909	70726889825332		208.07
3000159678	01/27/2022	BLICK ART MATERIALS	62-4310	INV 7897601		268.44
3000159679	01/27/2022	CAMPTON PLAZA	62-5612	FEB 2022 RENT		5,288.00
3000159680	01/27/2022	CDW GOVERNMENT	62-4453	INV Q511145		181.90
3000159681	01/27/2022	COLLEGE BOARD	62-4110	INV ES00101708		1,100.00
3000159682	01/27/2022	CRYSTAL CREAMERY	62-4710	TICKET 453014219	46.64	
				TICKET 522007221	90.20	
				TICKET 522021221	93.27	230.11
3000159683	01/27/2022	CUTTEN COMMUNITY CHURCH	62-5612	FEB 2022 RENT		5,000.00
3000159684	01/27/2022	DAGGETT, PETER JAY	62-5612	FEB 2022 RENT		3,800.00
3000159685	01/27/2022	DAVID L MOONIE & CO LLP	62-5822	FOURTH BILLING ON 20-21 AUDITING SERVICES		2,600.00
3000159686	01/27/2022	DEPARTMENT OF JUSTICE CASHIERING UNIT	62-5861	INV 557508		64.00

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ESCAPE ONLINE

Checks Dated 01/01/2022 through 01/31/2022						
Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000159687	01/27/2022	FRONTIER COMMUNICATIONS	62-5909	ACCT 70762933711005168		105.98
3000159688	01/27/2022	GENERATION GENIUS INC	62-5800	INV GG116538		125.00
3000159689	01/27/2022	GREAT AMERICAN FINANCIAL SERV	62-5637	INV 30815233		491.52
3000159690	01/27/2022	HADLEY RANCH	62-5612	FEB 2022 RENT		500.00
3000159691	01/27/2022	KAJEET INC	62-4453	INV20642		954.83
3000159692	01/27/2022	KGK RENTALS LLC	62-5612	FEB 2022 RENT		3,460.27
3000159693	01/27/2022	LINDLEY, TAMARA	62-5201	NOV 2021 MILEAGE	52.42	
				OCT 2021 MILEAGE	104.83	157.25
3000159694	01/27/2022	LYONS-TINSLEY, TOMIRE	62-5201	DEC 2021 MILEAGE		161.28
3000159695	01/27/2022	MOVING BEYOND THE PAGE	62-4310	INV 263889		1,051.50
3000159696	01/27/2022	ONTIME TELECOM INC	62-5800	INV 2330111		1,478.90
3000159697	01/27/2022	PHELAN-SHAHIN, LAURA	62-5800	INV 00001		1,500.00
3000159698	01/27/2022	RAINBOW RESOURCE CENTER	62-4310	INV 3657047		363.31
3000159699	01/27/2022	RECOLOGY HUMBOLDT COUNTY	62-5560	ACCT 060777177		116.72
3000159700	01/27/2022	SCHOLASTIC	62-4310	INV M70964788		345.30
3000159701	01/27/2022	SPEECH LANGUAGE HEARING SERV	62-5800	INV 1246		285.00
3000159702	01/27/2022	STAPLES ADVANTAGE	62-4310	INV 3496929404	3.49	
				INV 3496929405	3.49	
				INV 3497329362	3.05	
				INV 3497329363	16.77	
			62-4351	INV 3497259410	35.67	
				INV 3497329361	10.98	73.45
3000159703	01/27/2022	SUDDENLINK	62-5922	ACCT 07715117089010		72.03
3000159704	01/27/2022	UPS	62-5800	INV 0000670A6V032		27.35
3000159705	01/27/2022	WDHTSD	62-5800	LESSONS FROM JAN TO JUN K DUPREE	550.00	
				LESSONS FROM JAN TO JUN LEFEVRE	550.00	
				LESSONS FROM JAN TO JUN N YOST	550.00	
				LESSONS FROM JAN TO JUN YOST	550.00	2,200.00
3000159706	01/27/2022	YUROK TRIBE	62-5612	FEB 2022 RENT		3,900.00
3000160097	01/31/2022	AMAZON CAPITAL SERVICES	62-4310	INV 191X-P4T7-MWFW	314.60	
				SISKIYOU	412.10	
			62-4351	SISKIYOU	47.36	774.06
3000160098	01/31/2022	FRONTIER COMMUNICATIONS	62-5909	ACCT 70762936340715188		279.45
3000160099	01/31/2022	P G & E	62-5520	ACCT 2300268867-1		172.01
3000160100	01/31/2022	PITNEY BOWES INC	62-5950	INV 1019618942		113.14
3000160101	01/31/2022	PITNEY BOWES PURCHASE POWER	62-5950	800909000695077		245.79
3000160102	01/31/2022	RAY MORGAN COMPANY	62-5637	INV 3574137		976.03

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000160103	01/31/2022	SCHARLACK, HEATHER	62-4310	REIMBURSEMENT FOR MAT & SUP DEC/JAN		167.79
3000160104	01/31/2022	SIMMONS, LORENZA	62-5800	INV 4		280.00
3000160105	01/31/2022	UPS	62-5800	INV 0000670A6V042		30.90
Total Number of Checks					82	77,191.24

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	82	77,191.24
	Total Number of Checks	82	77,191.24
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		77,191.24

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 2.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

2.2 Approval of Warrants and Payroll for NU-Siskiyou Charter School (0110,0124)

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

This is a monthly process. The warrants and payroll totals are inspected and clarification is given if needed. See attached.

Fiscal Implications:

Warrants: NU-Siskiyou Charter School - \$43,850.51

Payroll: NU-Siskiyou Charter School - \$ 41,505.99

Contact Person/s: Shari Lovett, Tammy Picconi, Kirk Miller

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	21	GETTING PAID FIRST TIME	1	RET SYSTEM 1/3 OPTION: P	%0.000
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 2/4 OPTION: P	%0.000
APD TO CHECKING	0	STARTING APD CHECKING NEXT MONTH	0	FICA OPTION:	
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0		
-----		GETTING PAID BALANCE OF CONTRACT	0		
TOTAL GETTING PAID	21				

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	24,047.99	NML	0.00	NML	8,993.00	NML	8,993.00	NML	33,040.99
ADJ	5,000.00	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	5,000.00
ADJ NML	29,047.99*	ADJ NML	0.00*	ADJ NML	8,993.00*	ADJ NML	8,993.00*	ADJ NML	38,040.99**
STIP	3,005.00	STIP	0.00	STIP	100.00	STIP	100.00	STIP	3,105.00
SLV	360.00	SLV	0.00	SLV	0.00	SLV	0.00	SLV	360.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	3,365.00*	NON-NML	0.00*	NON-NML	100.00*	NON-NML	100.00*	NON-NML	3,465.00*
TOTAL	32,412.99**	TOTAL	0.00**	TOTAL	9,093.00**	TOTAL	9,093.00**	TOTAL	41,505.99**

TOTAL NUMBER HOURS WORKED:		353.25	TOTAL NUMBER DAYS WORKED:		0.00	NET		
GROSS	FED IMP GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT	
41,505.99	0.00	560.98	0.00	3,115.40	37,829.61	3,419.21	175.00	
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE DEF-MEDI GROSS	DEF-MEDI		
822.59	0.00	13,093.71	806.22	40,945.01	593.72	0.00	0.00	
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED	
0.00	0.00	0.00	28,453.83	2,912.75	2,895.00	202.65	592.10	
NET	ADJ (+)	ADJ (-)	OASDI EMP	MEDI EMP	STRS EMP	PERS EMP		
31,981.75	5,000.00	0.00	0.00	0.00	0.00	0.00		
STATE IMP GROSS	STATE TAX GROSS	STRS (C)	STRS (P)	STRS (C)	PERS (C)	PERS (P)	PERS (C)	
0.00	37,829.61	2,055.53	857.22	0.00	40.98	361.70	0.00	
STRS/SUBJ (C)	STRS/SUBJ (P)	STRS/SUBJ (C)	PERS/SUBJ (C)	PERS/SUBJ (P)	PERS/SUBJ (C)	STRS/SUBJ (C)	STRS/SUBJ (P)	
20,053.83	8,400.00	0.00	585.00	2,310.00	0.00	0.00	0.00	

SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING

District # **43**

District Name: **Northern United Siskiyou Charter School BATCH 0110**

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
Northern United Siskiyou Charter School BATCH 0110		43850.51	
Batch Total			

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____

Trustee _____ Trustee _____

Trustee _____ Trustee _____

Trustee _____

District Superintendent/Administrator: Ma L Date: 11/7/20

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All	42.89 +
From batch: 0110	42.89 +
To batch: 0110	92.87 +
Include Revolving Cash: Y	23.78 +
Include Address: Y	17.22 +
Include Object Desc: Y	4,295.14 +
Include Vendor TIN: Y	755.50 +
Include Audit Date and Time in Sort: N	204.98 +
	3,000.00 +
	103.24 +
	99.60 +
	87.75 +
	1,375.00 +
	3,200.00 +
	497.91 +
	21,001.00 +
	597.14 +
	2,625.00 +
	2,250.00 +
	32.00 +
	20.00 +
	49.95 +
	124.01 +
	272.24 +
	390.40 +
	2,650.00 +
	43,850.51 *

SISKIYOU COUNTY OFFICE OF EDUCATION
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 01/14/2022

DISTRICT: 043 NORTHERN UNITED SISKIYOU
 BATCH: 0110 2122 NUSCS BATCH 0110
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD RESC Y OBJT GOAL FUNC SCH LOCAL		DESCRIPTION	
00603429	000151/	ALSCO				
		PO-220004	1. 62-0000-0-5500-0000-8100-000-00000		INVOICE# LMED2019603	42.89
			1. 62-0000-0-5500-0000-8100-000-00000		INVOICE# LMED2017389	42.89
		PO-220155	1. 62-0000-0-4300-0000-8100-000-00000		INVOICE# LMED2020766	92.87
			WARRANT TOTAL			\$178.65
00603430	000244/	AMAZON CAPITAL SERVICES				
		PO-220151	1. 62-1100-0-4300-1110-1000-000-00000		INVOICE# 11YP-TXJV-K1WC	17.22
			1. 62-1100-0-4300-1110-1000-000-00000		INVOICE# 1Y1H-X4FY-4CFY	23.78
		PO-220154	2. 62-3212-0-4300-0000-8100-000-00000		INVOICE# 1M7R-DYWF-3TJW	1,386.97
			3. 62-3212-0-4400-0000-8100-000-00000		1M7R-DYWF-3TJW	2,908.17
			1. 62-3213-0-4300-1110-1000-000-00000		INVOICE# 1M7R-DYWF-3TJW	755.50
			WARRANT TOTAL			\$5,091.64
00603431	000074/	AMERICAN FAMILY LIFE INSURANCE				
		PO-220104	1. 62-0000-0-9514-0000-0000-000-00000		INVOICE# 698208 DECEMBER	204.98
			WARRANT TOTAL			\$204.98
00603432	000002/	BOB STONE				
		PO-220000	1. 62-0000-0-5612-0000-8700-000-00000		FEBRUARY 2022 RENT	3,000.00
			WARRANT TOTAL			\$3,000.00
00603433	000004/	CAL-ORE COMMUNICATIONS				
		PO-220007	2. 62-0000-0-5922-0000-2700-000-00000		ACCOUNT# 0324005379	209.16
			2. 62-0000-0-5922-0000-2700-000-00000		ACCOUNT# 0324005379	20.92-
			2. 62-0000-0-5922-0000-2700-000-00000		ACCOUNT# 0324007628	50.59
			1. 62-0000-0-5922-0000-7200-000-00000		ACCOUNT# 0324005379	89.64
			1. 62-0000-0-5922-0000-7200-000-00000		ACCOUNT# 0324007628	21.68
			1. 62-0000-0-5922-0000-7200-000-00000		ACCOUNT#0324005379 CTF	8.96-
			3. 62-0000-0-5922-1110-1000-000-00000		ACCOUNT# 0324005379	69.72-

APY250 L.00.06

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 01/14/2022

01/14/22 PAGE 2

DISTRICT: 043 NORTHERN UNITED SISKIYOU
BATCH: 0110 2122 NUSCS BATCH 0110
FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	PD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
			3.	62-0000-0-5922-1110-1000-000-00000									ACCOUNT# 0324005379	697.20
			3.	62-0000-0-5922-1110-1000-000-00000									ACCOUNT# 0324007628	30.97
		PV-220006		62-0000-0-8699-0000-2700-000-00000									ERATE CREDIT	167.33-
				62-0000-0-8699-0000-7200-000-00000									ERATE CREDIT	71.71-
				62-0000-0-8699-1110-1000-000-00000									ERATE CREDIT	557.76-
				WARRANT TOTAL										\$202.84
00603434	000022/	CITY OF YREKA												
		PO-220009	1.	62-0000-0-5530-0000-8100-000-00000									ACCOUNT 012142-001	87.75
				WARRANT TOTAL										\$87.75
00603435	000250/	EMILE LEARNING												
		PO-220158	1.	62-3213-0-5800-1110-1000-000-00000									INVOICE# 4AE30117-0002	1,375.00
				WARRANT TOTAL										\$1,375.00
00603436	000215/	GOLDEN ARROW INVESTMENTS												
		PO-220001	1.	62-0000-0-5612-0000-8700-000-00000									FEBRUARY 2022 RENT	3,200.00
				WARRANT TOTAL										\$3,200.00
00603437	000248/	MOXIE BOX												
		PO-220132	1.	62-0000-0-4300-1110-1000-000-00000									INVOICE# 8256	497.91
				WARRANT TOTAL										\$497.91
00603438	000020/	N.C.S.M.I.G.												
		PO-220016	1.	62-0000-0-9514-0000-0000-000-00000									MEDICAL JANUARY 2022	11,041.00
				WARRANT TOTAL										\$11,041.00
00603439	000023/	RAY MORGAN COMPANY												
		PO-220019	2.	62-0000-0-5600-0000-2700-000-00000									INVOICE# 3574138	125.39
			3.	62-0000-0-5600-0000-7200-000-00000									INVOICE# 3574138	53.76
			1.	62-0000-0-5600-1110-1000-000-00000									INVOICE# 3574138	417.99
				WARRANT TOTAL										\$597.14
00603440	000088/	SHASTA SUMMIT PROPERTIES												
		PO-220002	1.	62-0000-0-5612-0000-8700-000-00000									FEBRUARY 2022 RENT	2,625.00

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 01/14/2022

DISTRICT: 043 NORTHERN UNITED SISKIYOU
BATCH: 0110 2122 NUSCS BATCH 0110
FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	PD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT

WARRANT TOTAL												\$2,625.00	
00603441	000007/	SISKIYOU COUNTY OFFICE OF ED											
		PO-220022	3.	62-0000-0-5800-0000-7200-000-00000								INVOICE# 220526	32.00
			6.	62-3010-0-5864-0000-2150-000-00000								INVOICE# 220498	2,250.00
WARRANT TOTAL												\$2,282.00	
00603442	000166/	SISKIYOU DISTRIBUTING											
		PO-220023	1.	62-0000-0-4700-0000-3700-000-00000								INVOICE# 411318	20.00
WARRANT TOTAL												\$20.00	
00603443	000005/	SISKIYOU TELEPHONE COMPANY											
		PO-220025	1.	62-0000-0-5922-1110-1000-000-00000								ACCOUNT#4000 01/01-01/31	49.95
WARRANT TOTAL												\$49.95	
00603444	000202/	VALLEY PACIFIC PETROLEUM											
		PO-220028	1.	62-0000-0-4300-1110-1000-000-00000								INVOICE# CL-21-451963	124.01
WARRANT TOTAL												\$124.01	
00603445	000017/	WELLS FARGO FINANCIAL LEASING											
		PO-220029	2.	62-0000-0-5600-0000-2700-000-00000								INVOICE# 5018229614	81.98
			2.	62-0000-0-5600-0000-2700-000-00000								INVOICE# 2018229615	57.17
			3.	62-0000-0-5600-0000-7200-000-00000								INVOICE# 5018229615	24.51
			3.	62-0000-0-5600-0000-7200-000-00000								INVOICE# 5018229614	35.14
			1.	62-0000-0-5600-1110-1000-000-00000								INVOICE# 5018229614	273.28
			1.	62-0000-0-5600-1110-1000-000-00000								INVOICE# 5018229615	190.56
WARRANT TOTAL												\$662.64	
00603446	000003/	WENDY JAMES											
		PO-220003	1.	62-0000-0-5612-0000-8700-000-00000								FEBRUARY 2022 RENT	2,650.00
WARRANT TOTAL												\$2,650.00	
*** FUND	TOTALS ***			TOTAL NUMBER OF CHECKS:	18			TOTAL AMOUNT OF CHECKS:			\$33,890.51*		
				TOTAL ACH GENERATED:	0			TOTAL AMOUNT OF ACH:			\$.00*		
				TOTAL EFT GENERATED:	0			TOTAL AMOUNT OF EFT:			\$.00*		
				TOTAL PAYMENTS:	18			TOTAL AMOUNT:			\$33,890.51*		
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	18			TOTAL AMOUNT OF CHECKS:			\$33,890.51*			
				TOTAL ACH GENERATED:	0			TOTAL AMOUNT OF ACH:			\$.00*		
				TOTAL EFT GENERATED:	0			TOTAL AMOUNT OF EFT:			\$.00*		
				TOTAL PAYMENTS:	18			TOTAL AMOUNT:			\$33,890.51*		
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	18			TOTAL AMOUNT OF CHECKS:			\$33,890.51*			

TOTAL ACH GENERATED: 0
TOTAL EFT GENERATED: 0
TOTAL PAYMENTS: 18

TOTAL AMOUNT OF ACH:
TOTAL AMOUNT OF EFT:
TOTAL AMOUNT:

\$0.00*
\$0.00*
\$33,890.51*

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 2.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

2.3 Approval of Minutes

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The minutes from prior meetings are inspected, corrected if needed, and approved. This is a routine monthly process for the Board. The minutes for the January 18th and January 19th board meetings are attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Northern United Charter Schools

Board of Directors

Regular Board Meeting

January 18, 2022

5:30 pm.

Members Present: Jere Cox, Bianca Garza, Melissa Johnson

Members Absent: Rosemary Kunkler

Staff Present: Shari Lovett, Kirk Miller, Julie Smith, Rebekah Davis, Lynda Speck, Jennifer Rand, Sara Thompson

Guests: Brian Payton, Lisa Payton

Teleconferencing (54953)

This meeting has been posted and a quorum has participated from the following locations within our jurisdiction: Cutten Resource Center, Willow Creek Learning Center, Records Office, Eureka Learning Center, Arcata Learning Center, Mt. Shasta Learning Center, and Yreka Learning Center.

1.0 CALL TO ORDER: Jere Cox called the meeting to order at 5:30 pm.

1.1 Pledge of Allegiance

1.2 Adopt the Agenda: A motion to adopt the agenda as posted was made by Bianca Garza and seconded by Melissa Johnson. Vote taken: Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

2.0 OPEN SESSION BEFORE CLOSED SESSION

2.1 Jere Cox verbally reviewed the item to be discussed in closed session.

2.2 Closed Session Open Hearing: Jere Cox invited the public to speak on the item in closed session.

2.3 Adjourn to Closed Session: Jere Cox adjourned to closed session at 5:34pm.

2.3.1 Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to 54956.9(b): one potential case.

3.0 RECONVENE IN OPEN SESSION:

3.1 Report of Action Taken during Closed Session: No action taken.

4.0 CONSENT AGENDA

4.1 Consideration of Approval of Warrants and Payroll for Northern United-Humboldt Charter School:

4.2 Consideration of Approval of Warrants and Payroll for Northern United-Siskiyou Charter School (1201, 1213, 1227):

4.3 Consideration of Approval of Minutes for the December 9, 2021 Board Meeting:

4.4 Consideration of Approval of Resignations, Hires, Leaves, and Change of Assignment:

4.5 Consideration of Approval of Williams' Uniform Complaint, Quarterly Report for Northern United-Humboldt Charter School

4.6 Consideration of Approval of Williams' Uniform Complaint, Quarterly Report for Northern United-Siskiyou Charter School

A motion to approve the consent agenda as presented was made by Melissa Johnson and seconded by Bianca Garza. Vote taken: Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

5.0 PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA: No comments

6.0 ACTION ITEMS TO BE CONSIDERED:

6.1 Approval of the Eureka Learning Center Lease for 4620 Meyers Ave, Eureka:

Shari Lovett went over the lease with the board. A motion to approve the lease for 4620 Meyers Ave, Eureka was made by Bianca Garza and seconded by Melissa Johnson. Vote taken: Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

6.2 Approval of IRS Mileage Rates for 2022: Shari Lovett reported the new rates. A motion to approve the IRS Mileage rates for 2022 was made by Melissa Johnson and seconded by Bianca Garza. Vote taken: Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

6.3 Approval of the School Accountability Report Card for Northern United-Humboldt Charter School: Shari explained that the SARC was only partially complete and that the State would update their part in February. A motion to approve the School Accountability Report Card for Northern United-Humboldt Charter School was made by Bianca Garza and seconded by Melissa Johnson. Vote taken: Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

6.4 Approval of the School Accountability Report Card for Northern United-Siskiyou Charter School: Shari explained that this SARC was also incomplete but would be updated by the state in February. A motion to approve the School Accountability Report Card for Northern United-Siskiyou Charter School was made by Melissa Johnson and seconded by Bianca Garza. Vote taken: Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

6.5 Approval of 1st Interim Report for Northern United-Siskiyou Charter School: Shari Lovett explained that the data used for this report was from budget adoption and that the board had already approved this, so no action is required until Siskiyou County Office of Education finishes the 2nd Interim Report.

6.6 Approval of Pay Scale Revision: Shari Lovett went over the proposed change to the pay schedule. A motion to approve the pay scale revision was made by Melissa Johnson and seconded by Bianca Garza. Vote taken: Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye. Motion carries.

6.7 Approval of the Wellness Policy Revision: Shari Lovett explained that the policy needed the addition of a COVID-19 section. A motion to approve the Wellness Policy Revision with corrections was made by Bianca Garza and seconded by Melissa

Johnson. Vote taken: Bianca Garza-aye, Melissa Johnson-aye, and Jere Cox-aye.
Motion carries.

7.0 REPORTS:

7.1 Enrollment and Attendance Report: In board packet

7.2 Financial Report for Northern United-Humboldt and Siskiyou Charter Schools:

7.3 Director's Report: Shari Lovett spoke on the following topics:

- Facility Update for the new Eureka Learning Center

7.4 Northern United-Humboldt Charter School Report: In board packet

7.5 Northern United-Siskiyou Charter School Report: In board packet

7.6 Board Report: Melissa Johnson thanked the board and Shari for their patience. Jere Cox reported that he was glad to be back. Bianca Garza had no report.

8.0 DISCUSSION ITEMS:

8.1 Childhood Vaccination Requirements and In-Person Instructional Opportunities:

Shari Lovett stated that the board will need to make a decision on this item and will continue to put it on the agenda as a discussion item.

8.2 Administrative Policy Handbook: Shari presented the Administrative Policy

Handbook for first reading. She wants the board to review it and send any suggestions, changes and corrections to her.

9.0 NEXT BOARD MEETING:

9.1 Possible Agenda Items: Interview of new board member, LCAP presentations, school calendars for 2022/2023, 2nd reading of Administrative Policy Handbook

9.2 Next Board Meeting: January 19, 2021 at 5:30 pm for special board meeting and February 11, 2022 at 4:00 pm for next regular board meeting.

10.0 ADJOURNMENT:

10.1 Jere Cox adjourned the meeting at 7:25 pm.

Authorized Board Signature _____ Date: _____

**Northern United Charter Schools
Board of Directors
Special Board Meeting
January 19, 2022
5:30 pm**

Members Present: Jere Cox, Bianca Garza, Melissa Johnson

Members Absent: Rosemary Kunkler

Staff Present: Shari Lovett, Kirk Miller, Julie Smith, Rebekah Davis, Tammy Picconi, Lynda Speck, Jennifer Rand, Dawn Fryling, Sara Thompson, Julia Anderson

Guests: Brian Payton, Lisa Payton, Amie Snider

Teleconferencing (54953)

This meeting has been posted and a quorum has participated from the following locations within our jurisdiction: Cutten Resource Center, Willow Creek Learning Center, Records Office, Briceland Learning Center, Eureka Learning Center, Arcata Learning Center, Mt. Shasta Learning Center, and Yreka Learning Center.

1.0 CALL TO ORDER: Jere Cox called the meeting to order at 5:30 pm.

1.1 Pledge of Allegiance

1.2 Adopt the Agenda: A motion to adopt the agenda as posted was made by Bianca Garza and seconded by Melissa Johnson. Vote taken: Bianca Garza-aye, Melissa Johnson-aye and Jere Cox-aye. Motion carries.

2.0 PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA: No comments

3.0 DISCUSSION ITEMS:

3.1 Interview of Northern United Charter Schools' Board Member: The board interviewed Amie Snider and Brian Payton for the vacant board seat.

4.0 ACTION ITEMS TO BE CONSIDERED:

4.1 Appointment of Northern United Charter Schools Board Member: A motion to appoint Amie Snider to the Northern United Charter Schools' Board of Directors was made by Melissa Johnson and seconded by Bianca Garza. Vote taken: Bianca Garza-aye, Melissa Johnson-aye and Jere Cox-aye. Motion carries

5.0 NEXT BOARD MEETING:

5.1 Possible Agenda Items: LCAP presentations, school calendars for 2022/2023, 2nd reading of Administrative Policy Handbook

5.2 Next Board Meeting: February 11, 2022 at 4:00 pm

6.0 ADJOURNMENT:

6.1 Jere Cox adjourned the meeting at 7:39 pm.

Authorized Board Signature _____ Date: _____

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 2.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

2.4 Consideration of Resignations, Hires, Leaves, and Change of Assignments

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The Board will approve all new hires, resignations and leaves throughout the year.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck



Northern United Charter Schools

Resignations, Hires, and Leaves

Through the Month of: 1/31/2022

Resignations

Name	Date	Location	Comments
Cerelia Barbato	1/1/2022	Yreka Learning Center	Resigned

HIRES

Name	Date	Location	Comments
Melissa Watson	1/3/2022	NU-Siskiyou	Special Ed. Teacher
Brian Andros	Pending	NU-Humboldt	Substitute
Brittany Elderkin Garcia	1/26/2022	NU-Humboldt	Substitute
Kendall Nevarez	1/27/2022	NU-Humboldt	Substitute
Natascha Pearson	1/28/2022	NU-Humboldt	Substitute
Malia Freedlund	1/27/2022	NU-Humboldt	Ind. Study Teacher

Leaves

Name	Date	Location	Comments
Alina Alishoev	fall semester	Briceland Learning Center	Maternity Leave

Change Of Assignment

Name	Date	Location	Comments

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 3.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

3.1 Comments by the Public

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Board members or staff may choose to respond briefly to Public Comments.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.1 Approval of the NUCS Comprehensive Safe Schools Plan

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

Schools are required to adopt a comprehensive school safety plan annually. This plan includes all policies related to safety, as well as all safety procedures for staff to follow in case of emergency.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Northern United Charter Schools

2021 - 2022 Comprehensive School Safety Plan



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Comprehensive Safety Plan Purpose & Compliance

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

- Comprehensive School Safety Plans must include the following elements:
- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card. Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents,

pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

Northern United Charter Schools' Guiding Principles

Safety Plan Vision

To support the core vision of Northern United Charter Schools, we strive for a safe learning environment where

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

Working together with our community, we will provide a safe learning environment by effectively identifying and addressing issues that improve our schools' physical and social climate.

Components of the Comprehensive School Safety Plan

Northern United Charter Schools' School Safety Planning Committee

- Regional Director/ Principal - Northern United - Humboldt Charter School
- Regional Director/ Principal - Northern United - Humboldt Charter School
- Regional Director/ CAASPP Coordinator - Northern United - Siskiyou Charter School
- Learning Center Coordinator/Teacher
- Teacher
- Classified Employees
- Parents

Assessment of School Safety

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

Based upon the information that is revisited annually, Northern United Charter School families feel safe, welcomed and believe that their students are in an environment conducive to learning. Learning Centers are positioned in areas that do not have high crime rates and provide a safe environment for all who are part of our learning communities.

Safety Strategies and Programs

Northern United Charter Schools' recognize the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Director or designee will implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs and school-sponsored activities. The School Safety Planning Committee will monitor and update strategies and programs on an as needed basis.

Child Abuse Reporting Procedures

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his/her professional capacity or within the scope of his or her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six hours of receiving the information concerning the incident.

Northern United Charter Schools' will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social

Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

Emergency Preparedness & Crisis Response Plan

The Northern United Charter Schools' Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. These plans will be developed in compliance with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Northern United Charter Schools' Crisis Response plan is included in the appendices, and accomplishes the following:

- Appendix B: Crisis Response Plan, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS.
- Provides ALICE training (Alert, Lockdown, Inform, Counter, Evacuate).
- Provides emergency contact information for district staff in Appendix B.1: District Staff Emergency Contacts – Confidential.
- Provides emergency contact information for school site staff in Appendix B.2: Campus Staff Emergency Contacts – Confidential.
- Describes the ICS structure for the district crisis response team in Appendix B.4: Northern United Charter Schools' Incident Command System
- Defines specific evacuation procedures for the district office and school sites
- Developed with considerations for students with physical disabilities in Appendix B.5: District/Campus Emergency Fire Evacuation .
- Provides guidance for emergency response to a variety of potential hazards and incidents, including drop, hold on, and cover procedures following an earthquake in Appendix C: Emergency Response Guidelines and Appendix D: Types of Emergencies & General Procedures.

(i) Earthquake and Multi-hazard Emergency Procedure System

Northern United Charter Schools' describes the policies for establishing an earthquake emergency procedure system and defines several key procedures including, alignment with SEMS and NIMS, a definition of drop procedures and a list of response activities to occur during and immediately following an earthquake.

School Suspension, Expulsion and Mandatory Expulsion Guidelines

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at each NUCS Learning Center.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all

applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Involuntary Dismissal

A student may be dismissed from the Charter School by the School Director for any of the following reasons:

Failure to fulfill the terms of the enrollment contract.

If the Charter School Director determines that any of the above conditions have been met, the School Director may place the student on a contract to correct the issue for the next thirty (30) calendar days. If the issue has not been corrected at the end of the thirty-day period, the School Director may dismiss the student, subject to the requirements below. If the student has made some progress toward correcting the issue, the School Director may choose to extend the contract for an additional period at his/her discretion. If the student and/or the student's parent/guardian does not agree to such a contract, the School Director may immediately dismiss the student, subject to the requirements below.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

1. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- Knowingly received stolen school property or private property.
 - Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 - Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 1. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (l)(a)-(b).

- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

1. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee' s concurrence.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the

protection of school property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- a. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to

have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- a. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
1. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
 - b. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - c. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Director or the School Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Director or designee.

The conference may be omitted if the School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Director or School Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be

made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or

other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The School Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the School Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

- Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all

relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

1. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

1. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

1. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

1. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.

- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Procedures to Notify Teachers of Dangerous Pupils

When the Director, Principal, Regional Director or Site Director at Northern United Charter Schools' becomes aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written District records or records received from a law enforcement agency are contained in the file. When such a student is assigned to a teacher's classroom, the principal shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further. Excerpts from the California Education Code, the California Penal Code and from California Education Code Section 49079 are as follows:

- (a) A school district shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of Section 243 of the Penal Code, to another person. The District shall provide the information to the teacher based on any written records that the District maintains or receives from a law enforcement agency regarding a student described in this section.
- (b) No school district shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that the district has made a good faith effort to notify the teacher.
- (c) The information provided shall be from the previous three (3) school years.

(d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

From California Penal Code Section 243(e) – Paragraphs 5 and 6

(5) ... “Injury” means any physical injury which requires professional medical treatment.

(6) ...“Custodial Officer” means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Director or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Director or designee shall consult with the Principal or Site Director of the Learning Center in which the student attends in order to identify staff that should be so informed. Teachers shall receive the above information in confidence and disseminate it no further. The principal or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the principal or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the principal or designee, and review the student’s file in the school office. This notification shall not name or otherwise identify the student. The principal or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student’s homeroom or classroom teachers, special education teachers, coaches and counselors.

Discrimination and Harassment Policies

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students’ ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Northern United Charter Schools (“NUCS”) prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or

ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, NUCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. NUCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Northern United Charter Schools' will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which NUCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. NUCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Shari Lovett

School Director

2120 Campton Road, Suite H, Eureka, CA 95503

(707)445-2660 x110

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by NUCS.

NUCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex

- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment

- Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

School - Wide Dress Code

Northern United Charter Schools' believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action. The principal, staff and parents/guardians at a learning center may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Procedure for Safe Ingress and Egress to and from School

Northern United Charter Schools takes pride in being a school that has a mission to provide a safe environment for all students, parents, and school employees. Our school will take measures to promote safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will encourage that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also make efforts to remove potential obstructions and hazards from such areas. To achieve this goal, the school works closely with local law enforcement agencies to encourage that the school's immediate community is safe.

Through the joint efforts of the District office, administrators and faculty, NUCS has developed a plan to promote the safe arrival and departure of students, staff, and visitors. Northern United

Charter Schools' encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

The following procedures are to be followed in order to maintain a safe environment for students and staff at Northern United Charter Schools':

- All visitors are to check into the office and sign in.
- Visitors will be issued a (paper) name tag that indicates they are checked into the office.
- Visitors will return to the office at the end of their visit to sign out.
- Staff will ask all visitors name tags to check into the office or staff will notify the office for assistance
- Police services will be called upon in the event of any visitor not complying with posted regulations.

A Safe and Orderly School Environment Conducive to Learning

Safe Climate Goal: *Our Schools' Resource Center & individual Learning Centers are a source of pride where students are provided with safe and clean facilities in which students can learn, achieve, thrive and succeed in a healthy conducive environment for learning.*

Objectives	Action Steps	Resources	Project Lead	Outcome
<i>Identify and address/secure critical facility vulnerabilities and hazards</i>	<i>FIT</i>		<i>Site Coordinator or Administrator</i>	
<i>Maintain Emergency Lockdown Classroom supplies for each classroom</i>	<i>Maintain Safety Bucket</i>	<i>Required Elements</i>	<i>Site Coordinator or Administrator</i>	

<i>Implement and Practice Crisis Response Plans</i>	<i>Practice mandated Drills</i>	<i>Safety Plan discussion annually</i>	<i>Site Coordinator or Administrator</i>	
<i>Provide Students with Behavioral and Emotional Support</i>	<i>Implementation of SST's schoolwide</i>	<i>School Counselor or School Psychologist</i>	<i>Janna Churchill-bos</i>	
<i>Provide Students with Academic Support</i>	<i>Teachers, instructional aides</i>	<i>Site Coordinator or Administrator or Director</i>	<i>Lead Teacher or Administrator</i>	

School Discipline Rules and Consequences

Positive Behavior Interventions and Support

Northern United Charter Schools utilize PBIS as their primary system for encouraging a positive school wide climate. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture for all students in a school to achieve social, emotional and academic success.

For more information see <http://www.pbis.org>

Core Components of PBIS

- Development of clear behavioral expectations and routines for staff and students
- Direct teaching of expectations
- Acknowledge desired behaviors
- Focus on proactive supports for the prevention of problem behavior
- Make problem behaviors ineffective and inefficient
- High quality instruction
- Multi-tiered levels of intervention/ continuum of behavior supports
- End goal: to make life at a learning center better for all students and staff

Second Step

The Second Step program promotes social emotional learning by teaching children how to understand and manage their emotions, control their reactions, be aware of others feelings and have skills to problem solve and make responsible decisions. These universal skills benefit all students and the learning community. The Second Step curriculum focuses on learning empathy, emotion management, problem solving, executive function skills, and self regulation. Through this positive behavior support students are better connected to school and academic success is increased.

For more information see <http://www.secondstep.org>

MTSS (Multi-tiered System of Support)

A Multi-tiered System of Support for Behavior is utilized by all teachers. The Behavior RTI-Response to Intervention, is supported through the on-boarding of the precepts of the Positive Behavior Interventions and Supports ("PBIS") methodology. All personnel who work directly with students are trained and receive refresher training on PBIS to ensure the development of clear behavioral expectations and routines for staff and students. Our staff will work closely with Humboldt and Siskiyou County Office of Education in regard to training for Charter School staff in restorative practices as part of our continuing practice of fostering a positive school climate and mitigating the loss of academic progress of our students.

Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

For more information please refer to the School Suspension, Expulsion and Mandatory Expulsion Guidelines section of this document. [page 7]

Adaptations for Students with Disabilities

Statutes for Services in Schools

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with special needs:

A. **The Americans with Disabilities Act (ADA) of 1990**

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. **Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with special needs throughout the nation. IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

C. **Individual Education Program (IEP)**

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student. Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

Table 1. Categories of Disability under IDEA Law

Disability	Specifics	Characteristics	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experiencing anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disturbance	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency

Mental retardation	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
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Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Mitigation and Prevention

Mitigation is the action schools take to identify barriers students with special needs may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year).

Review how an emergency may impact the daily routine of students with special needs.

Know who is on your school site: Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.

Identify the students who are severely handicapped and who might need extra support in emergency crises.

Make a list of the students on the school site who are on medication and their medication schedule.

Maintain a list of all resources regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).

Identify all the stakeholders who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).

Determine what short term accommodations to provide for students with temporary disabilities

Assess potential hazards. Review evacuation equipment.

Mitigation Strategies

Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.

B. Identify a pre-evacuation site that is accessible to students with disabilities

Plan a primary and secondary evacuation route from each location the student is in during the course of the day.

Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.

Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.

Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

C. Preparedness

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

General Strategies

Consult parents or guardians concerning care considerations if the special needs student is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.

Obtain necessary equipment and supplies, create evacuation maps and facilities information.

Inform and train staff about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of an IEP meeting or other review.

Buddy System

Pairing students up with special needs students for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or

separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a special need. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

Give the student the opportunity to select his or her own buddy.

Identify a buddy who is appropriate (e.g. strong enough).

Designate a backup buddy.

Train for the specific need of the special needs student.

Hold practice sessions to assure that buddies can handle their tasks.

Train the buddies on how to communicate with the students and how to safely evacuate. Buddies must be able to make contact quickly with the special needs student when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

The buddy is in the building, but away from the customary work area.

Have a trained backup buddy in place.

The buddy cannot locate the person with a special need because the person is absent.

Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.

The buddy has left the class/program, and a new one has yet to be identified.

Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.

The buddy forgets or is frightened and abandons the special needs person.

Check on each special needs student to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.

Bullying Prevention and Hate Crimes

III-18 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Northern United – Charter School (“NUCS”) prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and

activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, NUCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. NUCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, NUCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which NUCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. NUCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):
Shari Lovett
School Director
2120 Campton Road, Suite H, Eureka, CA 95503
(707)445-2660 x110

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis

- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by NUCS.

NUCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct

- Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by NUCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Shari Lovett
School Director
2120 Campton Road, Suite H, Eureka, CA 95503
(707)445-2660 x110

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the School Director, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

NUCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Northern United Charter Schools' prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of NUCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

Suicide Policies and Procedures

Northern United Charter Schools' recognizes that suicide is a leading cause of death among youth and should be taken seriously. Charter School personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed measures and strategies and procedures for suicide prevention, intervention, and postvention.

In compliance with Education Code Section 215, this policy has been developed in consultation with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations in planning, implementing, and evaluating the Charter School's strategies for suicide prevention and intervention. The Charter School must

work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development:

The Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School

Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care; and
 - Youth who have suffered traumatic experiences.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines;
 - Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - Charter School -approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior,

treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This suicide prevention policy shall be prominently displayed on the Charter School Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, the Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Intervention and Emergency Procedures

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

- School Director
- School Psychologist
- School Counselor

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the School Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at the Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
 1. Document the incident in writing as soon as feasible.
 2. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
 3. After a referral is made, the Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.
 4. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
 5. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter

School's safety plan. After consultation with the School Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the School Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. The Charter School staff may receive assistance from the Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the School Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for reintegration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in the Charter School activities to notify a teacher, the School Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the School Director to:
- Confirm death and cause;
- Identify a staff member to contact deceased's family (within 24 hours);
- Enact the Suicide Postvention Response;
- Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
- Notification (if not already conducted) to staff about suicide death;
- Emotional support and resources available to staff;
- Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
- Review of protocols for referring students for support/assessment;
- Talking points for staff to notify students;
- Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify what social media platforms students are using to respond to suicide death, and identify/train staff to monitor social media outlets if needed;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
- Support siblings, close friends, teachers, and/or students of deceased
- Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Guidelines for Mental Health Professionals and School Counselors

Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
- b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
- c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

Procedures for Responding to Pesticide or other Toxic Substances

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1 - Substance released inside a room or a building

Scenario 2 - Substance released outdoors and localized

Scenario 3 - Substance released in the surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Scenario 1: Substance Released Inside a Room or Building

1. The School Administrator will initiate the EVACUATE BUILDING action as described. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.

2. The School Administrator or center coordinator will call 911 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator or center coordinator will notify staff
4. The School Administrator or center coordinator will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
5. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
6. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
7. Any affected areas will not be reopened until the appropriate agency provides clearance and the Schools' Director gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action.
2. The School Administrator will call 911 and will provide the exact location and nature of the emergency.
3. The Security Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
4. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
5. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

6. Any affected areas will not be reopened until the appropriate agency provides clearance and the Schools' Director gives authorization to do so.

Scenario 3: Substance Released In Surrounding Community

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using whatever means without leaving the building.
4. The School Administrator will call (911) and will provide the exact location and nature of the emergency.
5. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
6. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Active Shooter & Violent Intruder Policies and Procedures

Purpose

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The School Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

Responsibilities

School Incident Commander/Principal

- Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown whether or not 911 notification has already taken place **(Be sure that you don't have to dial a number previously to dialing)**. 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of "Who? What? Where? When? How?" will provide the necessary details to make an informed decision.
- Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct command post staff to maintain contact with teachers reporting pertinent emergency information via **[Phone, email, texting, ParentSquare]**. All information received via eye-witnesses or through the in-house surveillance camera system will be used to INFORM the building occupants of the event in as real-time as possible.
- Notify the Director's office and request activation of the communications plan for media and parent notification protocols.

- Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses en route to the school are redirected to a designated relocation site.

Teachers and Staff

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/Principal.
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, immediately begin COUNTER strategies, and then EVACUATE or take control of the intruder.
- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building.
- If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom individuals are to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to

lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

Other Procedures

- After the active shooter or armed intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Center Specific Plans

Humboldt Learning Centers

Arcata Learning Center

[Arcata Learning Center Safety Plan](#)

Briceland Center

[Briceland Center Safety Plan](#)

Cutten Learning Center

[Cutten Learning Center Safety Plan](#)

Cutten Resource Center

[Cutten Resource Center Safety Plan](#)

Eureka Center

[Eureka Learning Center Safety Plan](#)

Willow Creek Center

[Willow Creek Center Safety Plan](#)

Siskiyou Learning Centers

Mount Shasta

[Pine Grove Safety Plan](#)

[Alder Street Safety Plan](#)

Yreka Learning Center

[Yreka Learning Center Safety Plan](#)

Comprehensive School Safety Plan Appendices

Appendix A: Safety Planning Process

California *Education Code* sections 32280–32289, developing, revising, and updating comprehensive school safety plans through a collaborative process and obtaining school district or county office of education approval are required annually by March 1. School site councils or their designated safety committees must work with educators, classified staff, parents, first responders, and community leaders and must consult with law enforcement to ensure these plans are effective and current. As schools revise safety plans, school leaders should ask:

- “What more can we do to protect our students?”
- “How can we develop expertise in design and implementation of effective plans?”
- “How can we expand our collaborative efforts and communication efforts?”
- “How can we better share effective practices?”

Schools and districts must comply with California *Education Code* sections 32280–32289.

Description	Date/Time	Documentation
Learning Center’s Safety Assessments	October/November	FIT
School data Research for Campus Assessments	October/November	
Safety Planning Committee Meetings to discuss plan goals, timelines and amendments	December/February	Safety Planning Committee Minutes
Board Presentation	February	Meeting Agenda
Board Approval	February	Meeting Agenda
Submission	March 1	

Appendix B: Crisis Response Plans

The following sections provide key information for crisis response for Northern United Charter Schools'. While this information represents the basic tools needed for an effective crisis response, Northern United Charter Schools' will continue to assess, revise and expand on the plan for continuous improvement in student safety.

Appendix B.1 : Staff Emergency Contacts

Name	Position	Phone Numbers	Safety Crisis Response Role(s)
<i>Shari Lovett</i>	<i>Director</i>	<i>707-445-2660 ext. 110 707-599-0935 cell 707-822-0203 home</i>	<i>Incident Commander Both Schools</i>
<i>Kirk Miller</i>	<i>Regional Director</i>	<i>530-842-4509 ext. 219 530-925-1463 cell 530-926-6693 home</i>	<i>Deputy Incident Commander NU-Siskiyou</i>
<i>Julie Smith</i>	<i>Regional Director</i>	<i>707 407-0517 707 845-9331 cell</i>	<i>Deputy Incident Commander NU-Humboldt</i>
<i>Rebekah Davis</i>	<i>Regional Director</i>	<i>707-442-6200 707 616-6861 cell</i>	<i>Deputy Incident Commander NU-Humboldt</i>
<i>Coleen Allen</i>	<i>Yreka LC Lead Teacher</i>	<i>530-842-4509, ext. 213 530-921-0430 cell</i>	<i>Cmnd Staff Officer General Staff Chief</i>
<i>Dawn Fryling</i>	<i>Mt Shasta LC Coordinator</i>	<i>530-926-3425 work 530-926-5574 home</i>	<i>Cmnd Staff Officer General Staff Chief</i>
<i>Michaela Walston</i>	<i>Willow Creek LC Site Supervisor</i>	<i>530-629-4393 work 707-672-6627 cell</i>	<i>Cmnd Staff Officer General Staff Chief</i>
<i>Lisa Ambrosini</i>	<i>Willow Creek LC Teacher</i>	<i>530-629-4393 work 858-232-7254 cell</i>	<i>Cmnd Staff Officer General Staff Chief</i>
<i>Mary Havens</i>	<i>Arcata LC Administrator</i>	<i>707-822-5661 work 707-496-3909 cell</i>	<i>Cmnd Staff Officer General Staff Chief</i>

Lori Wylor	Briceland LC Teacher	707-923-3617 work 206-650-8656 cell	Cmnd Staff Officer General Staff Chief
Ella Early	Briceland LC Teacher	707-923-3617 work	Cmnd Staff Officer General Staff Chief
Julie Smith	Eureka LC Administrator	707 407-0517 work 707 845-9331 cell	Deputy Incident Commander
Sarah Schaefer	Eureka LC Teacher	707-407-0517 work	Cmnd Staff Officer General Staff Chief
Rebekah Davis	Cutten LC Administrator	707-442-6200 work 707 616-6861 cell	Deputy Incident Commander
Tomire Lyons	SPED Teacher	707-422-6200 work 707-496-3093 cell	Cmnd Staff Officer General Staff Chief

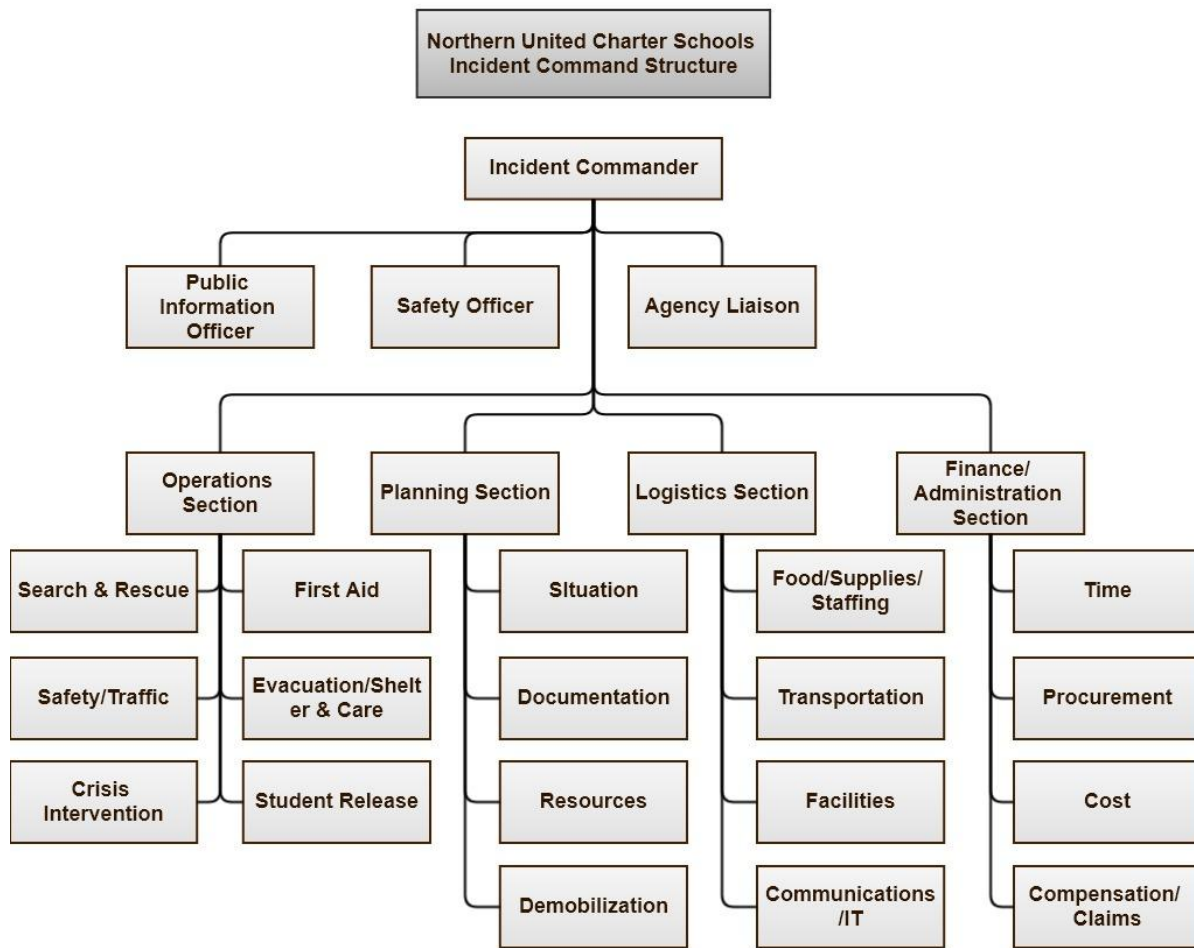
Appendix B.2: Crisis Response Community Contacts

For all emergencies call 911

Police Department	Eureka (707)441-4060	Arcata (707)822-2428	Siskiyou Yreka: (530)841-2300 Mount Shasta: 530-926-7539	Redway	Willow Creek
Sheriff	Eureka (707)445-7251	Arcata (707)822-2428	Siskiyou (530)841-2900	Redway (707)923-2761	
Fire Department	Eureka (707)441-4000	Arcata (707)825-2000	Siskiyou Yreka: 530-841-2383 Mount Shasta: 530-926-7546		
American Red Cross	Eureka (707)832-5480	Arcata (707)832-5480	Siskiyou (530)842-4476		
Child Welfare	Eureka (707)445-6180	Arcata (707)445-6180	Siskiyou (530)841-2700		
Air Pollution Control	Eureka (707)443-3093	Arcata (707)443-3093	Siskiyou (530)841-4025		

Poison Control	(800)222-1222	(800)222-1222	(800)222-1222		
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Appendix B.3: Northern United Charter Schools' Incident Command System



Organizational Level	Role	Description	Support Position
Incident Command	Incident Commander	Provides overall direction of response at school site; determines level of staffing; communicates with local public safety	Deputy

		agencies	
Command Staff	Public Information Officer	Media liaison, official spokesperson for school; coordinates information for parent community	Assistant
Command Staff	Safety Officer	Ensures activities are conducted in safe manner; assures safety of personnel (staff, students, volunteers, and responders)	Assistant
Command Staff	Liaison Officer	Assists in establishing and coordinating outside agencies that provide services or resources (e.g., Red Cross)	Assistant
General Staff	Operations Section Chief	Supports on-scene response at school site; develops Incident Action Plan with Incident Commander; coordinates After Action Report	Deputy
General Staff	Planning Section Chief	Collects, evaluates and documents information about incident, including status of students, staff and facilities; coordinates demobilization of ICS response	Deputy
General Staff	Logistics Section Chief	Provides services, personnel and supplies in support	Deputy

		of incident response	
General Staff	Finance/Administration Section Chief	Provides financial tracking, procurement and cost accounting of incident response, administrators incident-related compensation and claims	Deputy

Appendix B.4: Emergency Fire Evacuation Maps

Resource Center and Individual Learning Centers

Appendix C: Emergency Response Guidelines

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- **Drop, Hold On, and Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
All Clear: Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of immediate response action is determined, the incident commander must inform the school staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Drop, Hold On, and Cover:** Immediately use the school/center school-wide communication system to instruct students and staff to protect themselves by moving into a “Drop, Hold On, and Cover” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “Drop, Hold On, and Cover” position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the school/center school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the school/center school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Evacuate Building:** Immediately use the school/center fire alarm bell system to notify students and staff that they are to proceed to the school/center outside the assembly area.

- **Evacuate Campus:** Immediately use the school/center fire alarm bell system to notify students and staff that they are to proceed to the school/center outside the assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the school/center school-wide communication system to notify staff and students that normal school operations should resume.

THE BIG FIVE ACTION RESPONSES

ACTION	DESCRIPTION
DROP/COVER / HOLD ON	Implemented during an earthquake or explosion to protect building occupants from flying and falling debris
EVACUATION	Implemented when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a predetermined safe location
LOCKDOWN / BARRICADE	Initiated for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
SECURE CAMPUS	Initiated for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned
SHELTER IN PLACE	Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units

Appendix C.1: Drill Schedule & Log

All drills should be pre-scheduled.

Fire alarm drills at least once every month in elementary schools, at least four times every school year in middle schools and at least twice every school year in secondary schools. California Education Code, Section 35297.

Drop, Cover, Hold On drill at least once each school quarter in elementary schools, once a semester in secondary schools

Lockdown drill recommended two or three times a year

Date	Type of drill	How long did the evacuation take?	Activity of students at the time of drill:	Comments	Signatures (date signature please)
	Fire				
	Earthquake				
	Fire				
	Fire				
	Fire				
	Shelter in Place				
	Fire				
	Earthquake				

	Fire				
	Lockdown (RED)				
	Fire				
	Earthquake				
	Fire				
	Fire				
	Earthquake				
	Fire				
	Fire				

Appendix D: Types of Emergencies and General Procedures

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include **Drop, Cover & Hold On, Shelter-in-Place, Evacuate Building, or Evacuate Campus** depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include **LockDown or Evacuate Building**.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, **LockDown, Evacuate Building, or Evacuate Campus**.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include **Shelter-in-Place or Evacuate Building**.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The person answering the threat call should ask the questions listed on the "Bomb Threat Checklist". In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include **Drop, Cover & Hold On, LockDown, or Evacuation**.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include **Shelter-in-Place, LockDown, Evacuate Building, or Evacuate Campus**.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include **Drop, Cover & Hold On, Evacuate Building, or Evacuate Campus**.

EXPLOSION OR RISK OF EXPLOSION

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include **Drop, Cover & Hold On, Shelter-in-Place, Evacuate Building, or Evacuate Campus.**

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include **Shelter-in-Place, LockDown, Evacuate Building, or Evacuate Campus.**

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. **Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee.** The administrator or designee will immediately initiate the Evacuate Building action. **If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.**

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include **Shelter-in-Place, Evacuate Building, or Evacuate Campus.**

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include **Shelter-in-Place or Evacuate Building.**

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include **Drop, Hold On, and Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.**

PSYCHOLOGICAL TRAUMA

When the administrator or designee determines that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or

ethnic and racial tensions, he or she should contact the **Director** at the district office to request resource services. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been determined, attention must turn to meeting emotional and psychological needs of others.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposely contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. **The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them.** These staff members will attempt to guide and control the actions of students while offsite. **The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.**

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.2 Approval of Financial Statements with Independent Auditor's Report for Fiscal Year 2020-2021 for NU-HCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

All districts and charter schools are required to hire an auditing firm to conduct an independent annual audit. This is the complete audit of all required areas, including budget, student records, personnel, payroll, purchasing, etc. There were 0 findings in this report.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Tammy Picconi

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL

**County of Humboldt
Eureka, California**

FINANCIAL STATEMENTS

Year Ended June 30, 2021

With

INDEPENDENT AUDITOR'S REPORT

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

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NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Northern United-Humboldt Charter School
2120 Campton Road, Suite H
Eureka, California 95503

Report on the Financial Statements

We have audited the accompanying financial statements of Northern United-Humboldt Charter School (the "Charter School"), a non-profit organization, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
INDEPENDENT AUDITOR'S REPORT - CONTINUED

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Northern United-Humboldt Charter School as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information described in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements.

The schedule of activities - budget and actual, the schedule of instructional time, the schedule of financial trends and analysis, and the reconciliation of annual financial and budget report with audited financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary schedules listed in the first sentence of this paragraph are fairly stated, in all material respects, in relation to the financial statements as a whole.

The Organization Schedule has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on the schedule.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 28, 2022, on our consideration of Northern United-Humboldt Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Northern United-Humboldt Charter School's internal control over financial reporting and compliance.

David L. Moore & Co.

CERTIFIED PUBLIC ACCOUNTANTS

Eureka, California

January 28, 2022

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

June 30, 2021

ASSETS

Cash	\$	1,061,618
Accounts receivable		1,449,375
Total Current Assets		<u>2,510,993</u>
Equipment		119,270
Less: accumulated depreciation		<u>(43,732)</u>
Total Capital Assets, Net of Depreciation		<u>75,538</u>
Total Assets	\$	<u><u>2,586,531</u></u>

LIABILITIES

Accounts payable	\$	14,223
Unearned revenue		105,602
Revenue anticipation note payable		865,470
Total Current Liabilities		<u>985,295</u>
Total Liabilities		<u>985,295</u>

NET ASSETS

Net assets without donor restrictions		1,390,103
Net assets with donor restrictions		<u>211,133</u>
Total Net Assets		<u>1,601,236</u>
Total Liabilities and Net Assets	\$	<u><u>2,586,531</u></u>

The notes to the financial statements are an integral part of this statement.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

STATEMENT OF ACTIVITIES

For The Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue and Other Support:			
Local control funding formula	\$ 3,781,950		\$ 3,781,950
Federal grants and contracts	385,403		385,403
Other state grants and contracts	289,776	\$ 178,446	468,222
Other local	513,686		513,686
Net assets released from restrictions	14,416	(14,416)	-
Total revenues	<u>4,985,231</u>	<u>164,030</u>	<u>5,149,261</u>
Expenses:			
Program services:			
Instruction	2,514,867		2,514,867
Instruction-related services	1,261,656		1,261,656
Pupil services	281,128		281,128
Plant services	362,548		362,548
Supporting services:			
General administration	388,151		388,151
Total expenses	<u>4,808,350</u>	<u>-</u>	<u>4,808,350</u>
Change in Net Assets	176,881	164,030	340,911
Beginning Net Assets	<u>1,213,222</u>	<u>47,103</u>	<u>1,260,325</u>
Ending Net Assets	<u>\$ 1,390,103</u>	<u>\$ 211,133</u>	<u>\$ 1,601,236</u>

The notes to the financial statements are an integral part of this statement.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2021

	Program Services			Support Services	Total
	Instruction	Instruction Related	Pupil Services	Plant Services	
Expenses:					
Certificated Salaries	\$ 1,339,114	\$ 323,225	\$ 77,590		\$ 1,857,833
Classified Salaries	131,266	443,997	21,921	\$ 10,748	\$ 670,832
Employee Benefits	703,699	414,648	48,261	1,758	1,246,474
Books and supplies	136,934	12,690	6,000	44,328	199,952
Services and other operating expenses	176,644	67,096	127,356	305,714	129,239
Depreciation	23,854				23,854
Other outgo	3,356				3,356
Total expenses	<u>\$ 2,514,867</u>	<u>\$ 1,261,656</u>	<u>\$ 281,128</u>	<u>\$ 362,548</u>	<u>\$ 388,151</u>
					<u>\$ 4,808,350</u>

The notes to the financial statements are an integral part of this statement.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

STATEMENT OF CASH FLOWS

For The Year Ended June 30, 2021

Cash Flows From Operating Activities:

Change in Net Assets	<u>\$ 340,911</u>
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities	
Depreciation	23,854
(Increase) decrease in accounts receivable	(963,189)
(Increase) decrease in revenue anticipation notes payable	865,470
Increase (decrease) in accounts payable	(47,777)
Increase (decrease) in unearned revenue	105,602
Total Adjustments	<u>(16,040)</u>
Net Cash Provided (Used) by Operating Activities	<u>324,871</u>

Cash Flows From Investing Activities:

Net Cash Provided (Used) by Investing Activities	<u>-</u>
--	----------

Cash Flows From Financing Activities:

Net Cash Provided (Used) by Financing Activities	<u>-</u>
--	----------

Net Increase (Decrease) In Cash and Cash Equivalents	324,871
--	---------

Cash and Cash Equivalents at Beginning of Year	<u>736,747</u>
--	----------------

Cash and Cash Equivalents at End of Year	<u><u>\$ 1,061,618</u></u>
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There were no non-cash activities during the year.

The notes to the financial statements are an integral part of this statement.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
For The Year Ended June 30, 2021

1. Summary of Significant Accounting Policies

This summary of significant accounting policies of Northern United-Humboldt Charter School (the Charter School) is presented to assist in understanding the Charter School's financial statements. The financial statements and notes are representations of management, who is responsible for their integrity and objectivity. These accounting policies have been consistently applied in the preparation of the financial statements.

Nature of Activities

Northern United-Humboldt Charter School is a public charter school chartered by the Humboldt County Office of Education on December 20, 2017. Northern United Charter School is a non-profit corporation that governs Northern United-Humboldt Charter School. The Charter School is supported primarily through local control funding formula apportionments based on pupil attendance, and federal and state grants for educational purposes.

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

Basis of Accounting

The financial statements of the Charter School have been prepared on the accrual basis of accounting in accordance with generally accepted accounting principles and, therefore, include all support and revenues when earned and all expenses when incurred, regardless of whether these support and revenues or expenses were received or paid as of the end of a period. The accounting period is from July 1, 2020 to June 30, 2021.

Capital Assets

Capital assets are stated at cost. Donated assets are recorded at their estimated acquisition value at the date of donation. Depreciation is provided over the estimated useful lives of the assets on a straight-line basis. The Charter School's capitalization threshold is \$5,000. Equipment is estimated to have useful lives ranging from five to seven years, and site and building improvements are estimated to have useful lives of 20 to 50 years. The Organization has not adopted a policy for implying time restrictions on contributions of long-lived assets. As of June 30, 2021 the Organization has received no contributions of long-lived assets.

Budgets and Budgetary Accounting

Charter schools are required by California Education Code Section 47604.33 to submit budgets to their chartering agency for review by July 1 of each year. The Charter School's governing board satisfied these requirements.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

Donated Materials and Services

Donated equipment and other noncash donations are recorded as contributions at their estimated acquisition value at their date of donation. Northern United-Humboldt Charter School reports the donations as unrestricted support, unless explicit donor stipulations specify how the donated assets must be used.

Donated services are recognized as contributions in accordance with ASC 958-605 and subsections, if the services (a) create or enhance nonfinancial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the Organization.

In the year ended June 30, 2021, there were no material donated materials or services.

Use of Estimates

The preparation of financial statements in conformity with accounting principals generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Expense Allocation

The costs of providing various programs and other activities have been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Cash and Cash Equivalents

The Charter School considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Tax Exempt Status

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation, and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2017 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits,

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Revenue and Support With and Without Donor Restrictions

Support received is recorded as an increase in net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the Statement of Activities as net assets released from restrictions. Restricted support whose restrictions are met in the same reporting period are recorded as unrestricted support.

Grants and Accounts Receivable

Management considers grants and accounts receivable to be fully collectible; accordingly, no allowance for doubtful accounts is required. If amounts become uncollectible, they will be charged to operations when that determination is made.

Grant Revenue Recognition

Grant awards accounted for as exchange transactions are reported as an increase in net assets without donor restrictions when the revenue is earned. Grant awards accounted for as contributions are recognized as an increase in net assets with donor restrictions when received and are reclassified to net assets without donor restrictions when donor restrictions have been satisfied.

Unearned Income

Unexpended grant awards accounted for as exchange transactions are recorded as unearned income until expended, at which time they are recognized as revenue.

Net Assets

The Organization's net assets consist of the following components:

Net Assets With Donor Restrictions: - net assets with donor-imposed purpose or time restrictions.

Net Assets Without Donor Restrictions: – net assets without donor restrictions represents total net assets not subject to purpose or time restrictions.

There were no board designations of net assets without donor restrictions

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

Functional Expenses

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of management estimates. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Organization.

Shipping and Handling Costs

Shipping and handling costs are included in expense as they are incurred.

Advertising Costs

Advertising costs are expensed as incurred. Advertising costs for the year ended June 30, 2021 were \$2,866.

Risk Management

Northern United-Humboldt Charter School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters, for which the Organization carries insurance provided by Joint Powers Authorities.

Local Control Funding Formula/Property Taxes

The Charter School's local control funding formula ("LCFF") is received from a combination of local property taxes, state apportionments, and other local sources.

The County of Humboldt is responsible for assessing, collecting, and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. The levy is based on the assessed values as of the preceding March 1, which is also the lien date. Property taxes on the secured roll are due on November 1 and February 1, and taxes become delinquent after December 10 and April 10, respectively. Property taxes on the unsecured roll are due on the lien date (March 1), and become delinquent if unpaid by August 31.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The County of Humboldt apportions secured property tax revenue in accordance with the alternate method of distribution prescribed by Section 4705 of the California Revenue and Taxation Code. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll-approximately October 1 of each year.

The County Auditor-Controller reports the amount of the Charter School's allocated property tax revenue to the California Department of Education. Property taxes are recorded as local LCFF sources by the Charter School.

The California Department of Education reduces the Charter School's entitlement by the Charter

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

School's local property tax revenue. The balance is paid from the state General Fund, and is known as the State Apportionment.

The Charter School's base LCFF is the amount of general purpose tax revenue, per average daily attendance (ADA), that the Charter School is entitled to by law. This amount is multiplied by the second period ADA to derive the Charter School's total entitlement.

New Accounting Pronouncements

In 2014, the FASB issued ASU 2014-09, *Revenue from Contracts with Customers (Topic 606)*. This ASU establishes principles for reporting useful information to users of financial statements about the nature, amount, timing, and uncertainty of revenue and cash flows arising from the entity's contracts with customers, particularly, that an entity recognizes revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The Charter School implemented this standard in the year ending June 30, 2021. The standard did not result in any material changes in the Organization's recognition of revenue.

In 2016, the FASB issued ASU 2016-02, *Leases (Topic 842)*. The guidance in this ASU supersedes the leasing guidance in Topic 840, *Leases*. Under the new guidance, lessees are required to recognize lease assets and lease liabilities on the statement of financial position for all leases with terms longer than twelve months. Leases will be classified as either finance or operating, with classification affecting the pattern of expense recognition in the statement of activities. The new standard is effective for the Organization's financial statements for the year ending June 30, 2023.

2. Cash and Investments

Cash on hand and in banks at June 30, 2021 consisted of the following:

Statement of financial position	
Cash with fiscal agent	\$ 59,345
Pooled Cash in County Treasury	<u>1,002,273</u>
Total Cash and Investments	<u>\$ 1,061,618</u>

There were no cash balances held in banks during the year ended June 30, 2021.

In accordance with Education Code Section 41001, the Charter School maintains substantially all of its cash in the Humboldt County Treasury as part of the common investment pool. The County is restricted by Government Code Section 53635, pursuant to Section 53601, to invest in time deposits, U.S. Government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

Fair Value Measurements

The Charter School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. The three levels of the fair value hierarchy under generally accepted accounting principles are as follows:

Level 1 - inputs are quoted prices in active markets for identical assets or liabilities.

Level 2 - inputs include:

- a) Quoted prices for similar assets or liabilities in active markets;
- b) Quoted prices for identical assets or liabilities in inactive markets;
- c) Inputs other than quoted prices that are observable for the asset or liability;
- d) Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 - inputs are significant unobservable inputs.

As of June 30, 2021, the Charter School held no individual investments. The Charter School's fair value measurements were as follows at June 30, 2021:

Investment Type	Fair Value	Level
Pooled Cash in County Treasury	\$ 1,006,505	2

The Charter School has not recorded fair value adjustments in the basic financial statements as they were determined to be immaterial to the Charter School.

Credit Risk - Investments

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization.

The County Treasurer's investments consist of 52.84 percent federal agencies, 26.45 percent money markets, 2.13 percent municipal bonds, 13.42 percent treasury coupons, 3.58 percent medium term notes, and 1.58 percent certificates of deposit. The S & P credit ratings for these investments include AAA, AA, A+e, and Ae, and non-rated for certificates of deposit and the California State Treasurer's local agency investment fund.

Custodial Credit Risk – Deposits

Custodial credit risk for deposits is the risk that in the event of a bank failure, the Charter School will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The custodial credit risk for investments is the risk that in the event of a failure of the counter party (e.g. broker-dealer) to a transaction, the Charter School will not be able to recover the value of its investment or collateral securities that are in

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

the possession of another party. Neither the California Government Code nor the County's investment policy contains legal or policy requirements that would limit the Charter School's exposure to custodial credit risk for deposits or investments, except that the California Government Code requires that a financial institution secure deposits made by state or local government units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure Charter School deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits. As of June 30, 2021, none of the Charter School's deposits were exposed to custodial credit risk.

Interest Rate Risk – Investments

Interest rate risk is the measurement of how changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the more sensitive to changes in market interest rates of its fair value. One of the ways the County of Humboldt Treasurer manages its exposure to interest rate risk is by purchasing a combination of short-term and long-term investments and by timing cash flows from maturities so a portion of its portfolio is maturing or coming close to maturity to ensure the cash flow and liquidity of operations. The weighted average maturity of the County of Humboldt Treasurer's investments is 800 days.

3. Liquidity and Availability of Resources

At June 30, 2021, the Organization had \$1,420,167 of financial assets available within one year of the statement of financial position date to meet cash needs for general operating expenses, as follows:

	June 30, 2021
Financial assets at year end:	
Cash and cash equivalents	\$ 1,061,618
Grants and accounts receivable	1,449,375
Total Financial Assets at Year End	2,510,993
Less those unavailable for general expenditures within one year, due to contractual or donor-imposed restrictions	
Accounts payable and accrued liabilities	(14,223)
Revenue anticipation note payable	(865,470)
Restricted time or purpose restrictions	(211,133)
Financial assets available to meet cash needs for general expenditures within one year	\$ 1,420,167

The Organization does not have a formal liquidity management policy. However, the Organization does review its projected long-term cash needs, and maintains a significant reserve

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

for long-term needs. The Board has adopted a minimum reserve level of 10% of annual expenditures.

4. Grants and Accounts Receivable

Receivables at June 30, 2021 consist of the following:

Federal Government:	
Federal Programs	\$ 89,437
State Government:	
Categorical Aid Programs	13,289
LCFF	1,297,776
Lottery	12,662
Total State Government	1,323,727
Local Government:	
Other	27,080
Interest	9,131
Total Local Government	36,211
Total Receivables	\$ 1,449,375

All receivables are expected to be realized in one year or less.

5. Capital Assets

Capital asset activity for the year ended June 30, 2021 was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Equipment	\$ 119,270			\$ 119,270
Total capital assets	119,270	-	-	119,270
Less: accumulated depreciation for:				
Equipment	19,878	\$ 23,854		43,732
Total accumulated depreciation	19,878	23,854	-	43,732
Total capital assets, net	\$ 99,392	\$ (23,854)	\$ -	\$ 75,538

Depreciation was charged to function as follows:

Instruction	\$ 23,854
	\$ 23,854

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

6. Leases

Operating Leases

The Charter School has entered into operating leases for facilities with terms in excess of one year. These agreements do not contain purchase options. These agreements contain a termination clause providing for cancellation. It is unlikely that the Charter School will cancel the agreement prior to the expiration date.

Future minimum lease payments under these agreements are as follows:

Year Ended June 30,	Lease Payments
2022	\$ 165,456
2023	5,288
Totals	<u>\$ 170,744</u>

The Charter School will receive no sublease rental revenues nor pay any contingent rentals associated with these leases. Total operating lease expense for the year ended June 30, 2021 was \$250,863.

7. Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System, and classified employees are members of the Public Employees' Retirement System.

State Teachers' Retirement System (STRS)

Plan Description and Provisions

The Charter School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from the STRS Headquarters, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 10.25 percent or 10.205 percent of their salary, depending on whether they are member under the CalSTRS 2% at 60 plan or the CalSTRS 2%

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

at 62 plan, respectively. The required employer contribution rate for fiscal year 2020-2021 was 16.150 percent of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter School's contributions to STRS for the fiscal years ending June 30, 2021, 2020, and 2019, excluding on-behalf payments from the State, were \$287,581, \$325,451 and \$293,792, respectively, and equal 100 percent of the required contributions for each year.

California Public Employees' Retirement System (PERS)

Plan Description

The Charter School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Headquarters, 400 Q Street, Sacramento, California 95811.

Funding Policy

Active plan members are required to contribute 7.0 percent (7.0 percent of monthly salary over \$133.33 if the member participates in Social Security) for members of both the Classic Member Plan or the PEPRA Member Plan. The Charter School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2020-2021 was 20.70 percent of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter School's contributions to CalPERS for the fiscal years ending June 30, 2021, 2020, and 2019 were \$133,869, \$147,031 and \$123,561, respectively, and equal 100 percent of the required contribution for each year.

8. Short-term Obligations

The District's short-term debt activity for the year ended June 30, 2021 was as follows:

	Balance, 6/30/20	Increase	Decrease	Balance, 6/30/21
Revenue anticipation note		\$ 865,470		\$ 865,470
Total	\$ -	\$ 865,470	\$ -	\$ 865,470

The purpose of the short-term borrowing is to fund ongoing operations of the Charter School. The borrowing is necessary due to the State's deferral of a portion of the Charter School's 2020-2021 local control funding formula apportionment from 2020-2021 to 2021-2022.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

The debt will be repaid directly from the Charter School's 2021-2022 local control funding formula apportionments.

9. Net assets with donor restrictions

Net assets with donor restrictions at June 30, 2021 were as follows:

Lottery - Instructional Materials	\$ 69,885
Expanded Learning Opportunitites	125,431
Expanded Learning Opportunitites: Paraprofessionals	13,159
Child Nutrition Program	846
Local Grants	1,812
Total	<u>\$ 211,133</u>

As net assets with donor restrictions are expended, the net assets are recognized as unrestricted revenue. As of June 30, 2021, net assets released from restrictions consisted of the following:

Lottery - Instructional Materials	\$ 2,749
Child Nutrition Program	11,126
Special Education	291
Local Grants	250
Total	<u>\$ 14,416</u>

10. Joint Powers Agreement

The Charter School participates in two joint ventures under joint powers agreements (JPAs): the North Coast Schools' Insurance Group and the North Coast Schools' Medical Insurance Group.

North Coast Schools' Insurance Group (NCSIG) - The NCSIG arranges for and provides workers compensation and property and liability insurance for its members: all of the Humboldt and Del Norte County School Charter Schools and their County Offices of Education. The NCSIG is governed by a commission composed of one representative from each member agency. A nine member executive committee elected by and from the commission controls the operations of the NCSIG, including selection of management and approval of operating budgets. The NCSIG is independent of any influence by the member Charter Schools beyond their representation on the commission. Each member Charter School pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to its participation in the NCSIG.

North Coast Schools' Medical Insurance Group (NCSMIG) - The NCSMIG arranges for and provides medical, dental and vision insurance for its members: Humboldt County Office of Education and all Humboldt County School Charter Schools. The NCSMIG is governed by a

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

board of directors composed of representatives from member Charter Schools which have one hundred or more insured lives and one representative for those member Charter Schools with less than one hundred insured lives. The Board controls the operations of the NCSMIG including selection of management and approval of operating budgets. NCSMIG is independent of influence by the member Charter Schools beyond their representation on the Board. Each member Charter School pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to its participation in the NCSMIG.

The following is a summary of financial information for NCSIG and NCSMIG at June 30, 2020 (the most recent information provided to us):

	NCSIG	NCSMIG
Total assets	\$ 5,886,457	\$ 9,039,785
Total liabilities	1,330,664	4,533,253
Total net position	\$ 4,555,793	\$ 4,506,532
Total revenues	\$ 7,580,618	\$ 51,329,471
Total expenses	7,385,174	49,046,296
Change in net position	\$ 195,444	\$ 2,283,175

11. Federal and State Revenue

For the year ended June 30, 2021, the Charter School was primarily funded through the LCFE and was additionally funded through the following grants:

Federal and State Categorical Programs

Northern United-Humboldt Charter School recognized the following grants and contracts passed through the California Department of Education:

<u>Federal Programs</u>	
Special Education	\$ 66,694
ESEA: Title I, Part A	107,988
CARES Act, ESSER Funds	33,036
Learning Loss Mitigation (CRF)	26,221
ESEA: Title II, Part A, Teacher Quality	12,656
ESEA: Title IV, Part A	9,346
ESEA: Title VI, Rural & Low Income Schools	12,246
Child Nutrition Program.	1,666
Public School Charter School Grant	115,550
Total Federal	\$ 385,403
 <u>State Programs</u>	
State Lottery	\$ 65,058

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

Learning Loss Mitigation	32,188
Expanded Learning Opportunities	125,431
Expanded Learning Opportunities: Paraprofessionals	13,159
Child Nutrition Program	221
Mandated Block Grant	8,989
STRS On-Behalf Payments	194,136
Other State revenue	1,156
Lottery Instructional Materials	<u>27,884</u>
Total State	<u>\$ 468,222</u>

12. Risk Management

The Charter School is exposed to various risks of loss related to torts, theft or destruction of assets, errors and omissions, and natural disasters. The Charter School purchases commercial insurance for workers compensation benefits and participates in a Joint Powers Agreement for property and liability insurance. There have been no significant reductions in insurance coverage from the prior year. For each of the past three years settlements did not exceed insurance coverage.

13. Commitments and Contingencies

State and Federal Allowances, Awards and Grants

The Charter School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

COVID-19 Impact and Considerations

In March 2020 the World Health Organization declared the outbreak of the novel coronavirus COVID-19 a global pandemic. The nature of the pandemic resulted in changes in staffing, funding, and instructional methods throughout the 2020-2021 school year.

The extent to which the COVID-19 pandemic may impact the Charter School will depend on future developments which are uncertain, such as the duration of the outbreak, additional governmental mandates issued to mitigate the spread of the disease, business closures, economic disruptions, and the effectiveness of actions taken to contain and treat the virus. Accordingly, the COVID-19 pandemic may have a negative impact on the Charter School's future operations, the size and duration of which is difficult to predict. The Charter School's management will continue to actively monitor the situation and may take further actions altering operations that the Charter School's management determines are in the best interests of its employees and students, or as required by federal, state, or local authorities.

Pooled Cash in County Treasury

A large portion of the District's cash is held in pooled cash accounts in the County of Humboldt

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS - CONTINUED

For The Year Ended June 30, 2021

Treasury. The County of Humboldt Auditor-Controller's Office has not finalized its accounting or closed the books for either the fiscal year ended June 30, 2020 or June 30, 2021. Therefore, the District has not been able to complete the final reconciliation between the District's June 30, 2021 cash balances and the County of Humboldt's final cash balances. The District has taken steps to reconcile the June 30, 2021 cash balances reported in the District's financial statements to the most recent information available from the Humboldt County Auditor-Controller's Office. However, since the Auditor-Controller's Office has not closed the books for the years ended June 30, 2020 or June 30, 2021, it is possible that the County could make adjustments to prior cash balances subsequent to the issuance of the District's June 30, 2021 audited financial statements. If any subsequent changes are made to the cash balances by the Auditor-Controller's Office, those changes will be reconciled and adjusted in either the County of Humboldt's records or the District's records as necessary, in the year ending June 30, 2022. The District does not anticipate any material changes to its June 30, 2021 reported cash balances.

14. Related Party Transactions

The Charter School and Northern United - Humboldt Charter School are both operated by Northern United, an independent nonprofit entity. Both schools share some administrative staff. The payroll and benefits for that shared staff is reported by Northern United - Humboldt, and Northern United - Siskiyou reimburses Northern United - Humboldt for their share of the payroll and benefits. For the year ended June 30, 2021, the total paid to Northern United - Humboldt was \$248,238.

15. Evaluation of Subsequent Events

The Charter School has evaluated events through January 28, 2022, the date on which the financial statements were available to be issued.

SUPPLEMENTARY INFORMATION

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

SCHEDULE OF ACTIVITIES
BUDGET AND ACTUAL

For The Year Ended June 30, 2021

	<u>Budgeted Amounts</u>			Variance with Final Budget Positive - (Negative)
	<u>Original</u>	<u>Final</u>	<u>Actual</u>	
Revenues:				
Local control funding formula	\$ 3,332,871	\$ 3,785,581	\$ 3,781,950	\$ (3,631)
Federal revenues	286,720	409,505	385,403	(24,102)
Other state revenues	258,304	290,508	468,222	177,714
Other local revenues	410,522	396,357	513,686	117,329
Total revenues	<u>4,288,417</u>	<u>4,881,951</u>	<u>5,149,261</u>	<u>267,310</u>
Expenses:				
Certificated Salaries	1,801,079	1,849,552	1,857,831	(8,279)
Classified Salaries	597,113	695,994	670,834	25,160
Employee Benefits	1,155,772	1,329,497	1,246,474	83,023
Books and supplies	150,061	290,480	199,951	90,529
Services and other operating expenses	581,036	721,739	806,050	(84,311)
Depreciation			23,854	(23,854)
Other outgo	3,356	3,356	3,356	-
Total expenses	<u>4,288,417</u>	<u>4,890,618</u>	<u>4,808,350</u>	<u>82,268</u>
Change in Net Assets	-	(8,667)	340,911	349,578
Net Assets, July 1, 2020	<u>1,260,325</u>	<u>1,260,325</u>	<u>1,260,325</u>	-
Net Assets, June 30, 2021	<u>\$ 1,260,325</u>	<u>\$ 1,251,658</u>	<u>\$ 1,601,236</u>	<u>\$ 349,578</u>

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

ORGANIZATION

June 30, 2021

Northern United - Humboldt Charter School services kindergarten through grade 12, and was granted its charter by the Humboldt County Office of Education on December 20, 2017.

The Board of Directors for the fiscal year ended June 30, 2021 was composed of the following members, with terms expiring as follows:

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Jere Cox	President	December 2021
Bianca Garza	Vice-President	December 2023
Rosemary Kunkler	Member	December 2021
Jeff Lanphere	Member	December 2023
Melissa Johnson	Member (Appointed 3/4/21)	December 2021
Kevin Bradley	Member (Removed 10/27/20)	

ADMINISTRATION

Shari Lovett
Executive Director

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

SCHEDULE OF INSTRUCTIONAL TIME

For The Year Ended June 30, 2021

<u>Grade Level</u>	<u>Instructional Days Offered Traditional Calendar *</u>	<u>Status</u>
--------------------	--	---------------

The Northern United - Humboldt Charter School received no funding for classroom-based instruction. Therefore this schedule does not apply.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS

For The Year Ended June 30, 2021

	For The Year Ended			
	Budget 6/30/2022	6/30/2021	6/30/2020	6/30/2019
Revenues and other financial sources	\$ 5,475,187	\$ 5,149,261	\$ 4,962,630	\$ 6,341,777
Expenditures	5,497,675	4,808,350	5,398,931	4,645,151
Total Outgo	5,497,675	4,808,350	5,398,931	4,645,151
Change in Net Assets	\$ (22,488)	\$ 340,911	\$ (436,301)	\$ 1,696,626
Ending Net Assets	\$ 1,578,748	\$ 1,601,236	\$ 1,260,325	\$ 1,696,626
Available Undesignated Reserves	\$ 1,410,419	\$ 1,390,103	\$ 1,213,222	\$ 1,666,811
Designated for Economic Uncertainties	\$ -	\$ -	\$ -	\$ -
Undesignated Net Assets	\$ 1,410,419	\$ 1,390,103	\$ 1,213,222	\$ 1,666,811
Available Reserves as a Percentage of Total Outgo	25.65%	28.91%	22.47%	35.88%
Total Long-Term Debt	\$ -	\$ -		
Average Daily Attendance at P-2	353	374	375	401

This schedule discloses the Charter School's financial trends by displaying past years' data along with current budget information. These financial trend disclosures are used to evaluate the Charter School's ability to continue as a going concern for a reasonable amount of time.

Net assets have decreased \$95,390 over the past two years. The fiscal year 2021-2022 budget projects a decrease of 22,488 (1.40%). For a school this size, the State recommends available reserves of at least four percent of total expenditures, transfers out, and other uses (total outgo), or \$71,000, whichever is greater.

The Charter School has incurred an operating deficit in one of the last three years, and anticipates incurring an operating deficit during the 2021-2022 fiscal year.

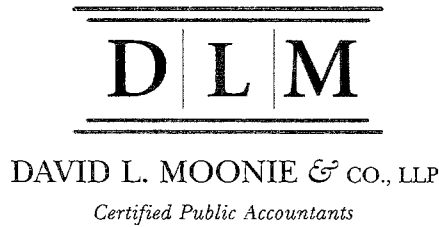
ADA decreased by 27 over the past two years. The Charter School anticipates a decrease of 21 ADA during the fiscal year 2021-2022.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET
REPORT WITH AUDITED FINANCIAL STATEMENTS

For The Year Ended June 30, 2021

June 30, 2021 Annual Financial and Budget Report Net Assets	\$ 1,527,384
Adjustments and Reclassifications	
Increasing and (Decreasing) Net Assets -	
Increase accumulated depreciation and depreciation expense	(43,732)
Increase capital assets	119,270
Decrease in cash with fiscal agent	(1,687)
Rounding	1
June 30, 2021 Audited Financial Statements Net Assets	<u>\$ 1,601,236</u>

John R. Goff, CPA
Mark G. Wetzel, CPA
Michael R. Cline, CPA



Kenneth X. Stringer, CPA
Aaron S. Weiss, CPA
Matthew J. Hague, CPA

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

Board of Directors
Northern United-Humboldt Charter School
2120 Campton Road, Suite H
Eureka, California 95503

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Northern United-Humboldt Charter School (the "Charter School") which comprise the statement of financial position as of June 30, 2021 and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements, and have issued our report thereon dated January 28, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2021

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

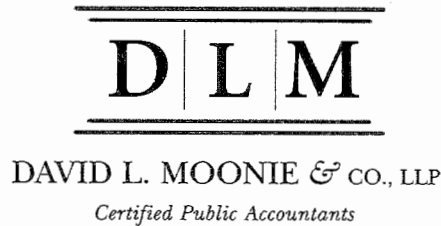
As part of obtaining reasonable assurance about whether the Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


CERTIFIED PUBLIC ACCOUNTANTS
Eureka, California
January 28, 2022

John R. Goff, CPA
Mark G. Wetzell, CPA
Michael R. Cline, CPA



Kenneth X. Stringer, CPA
Aaron S. Weiss, CPA
Matthew J. Hague, CPA

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
Northern United-Humboldt Charter School
2120 Campton Road, Suite H
Eureka, California 95503

Compliance

We have audited the Northern United-Humboldt Charter School's (the "Charter School") compliance with the requirements specified in the *2020-2021 Guide For Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel, that are applicable to the Charter School's educational programs for the year ended June 30, 2021.

Management's Responsibility

Compliance with the applicable compliance requirements referred to above is the responsibility of the Charter School's management.

Auditor's Responsibility

Our responsibility is to express an opinion on the Charter School's compliance with the applicable compliance requirements referred to above based on our compliance audit.

Our compliance audit was conducted in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2020-2021 Guide For Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in the *California Code of Regulations*, Title 5, Section 19810 and following. The compliance audit included examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances. We believe that our compliance audit provides a reasonable basis for our opinion. Our compliance audit does not provide a legal determination of the Charter School's compliance.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE – CONTINUED

In connection with our compliance audit referred to above, we tested the following compliance requirements:

<u>Description</u>	<u>Procedures Performed</u>
Attendance and distance learning	Not applicable
Teacher certification and misassignments	Not applicable
Kindergarten Continuance	Not applicable
Instructional Time	Not applicable
Instructional Materials	Not applicable
Ratio of Administrative Employees to Teachers	Not applicable
Classroom Teacher Salaries	Not applicable
Early Retirement Incentive Program	Not applicable
GANN Limit Calculation	Not applicable
School Accountability Report Card	Not applicable
K-3 Grade Span Adjustment	Not applicable
Apprenticeship: Related and Supplemental Instruction	Not applicable
Comprehensive School Safety Plan	Not applicable
School Districts of Choice	Not applicable
California Clean Energy Jobs Act	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools:	
Independent Study-Course Based	Not applicable
Attendance	Yes
Mode of Instruction	Not applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Charter School Facility Grant Program	Not applicable

Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the Charter School's educational programs for the year ended June 30, 2021.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the scope of our testing of the Charter School's state compliance and the results of that testing based on the requirements specified in the *2020-2021 Guide For Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose

David J. Mooney & Co.
 CERTIFIED PUBLIC ACCOUNTANTS
 Eureka, California
 January 28, 2022

FINDINGS AND QUESTIONED COSTS

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2021

Section I – Financial Statement Findings

None reported.

Section II – Federal Award Findings and Questioned Costs

None reported.

Section III – State Award Findings and Questioned Costs

None reported.

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL

SCHEDULE OF PRIOR AUDIT FINDINGS

June 30, 2021

2020-001: UNDUPLICATED PUPIL COUNTS (CODE 40000)

Condition

During our testing of the unduplicated student counts we noted one student included in the unduplicated count as an English-learner who had tested out of the English learner program in a prior year and was not considered an English-learner for 2019/20. We expanded our test procedures to include all pupils who were included in the unduplicated count solely as English-learners, and noted no other exceptions.

We also noted one student listed as approved for free/reduced meals for whom there was no application, and upon further inquiry, was determined not to have qualified for free/reduced meals. We expanded our testing to include 100% of students included in the unduplicated count based solely on the free/reduced application, and found no other errors.

Recommendation

We recommend that the Charter School ensure that a student's English-learner status is changed in CalPads when they are no longer considered to be English-learners, and verify that free/reduced meals applications are on file for all students listed as not direct-certified and qualifying for free/reduced meals.

Current Status

Implemented.

2020-002: ATTENDANCE REPORTING (CODE 10000)

Condition

During our testing of Charter School attendance, we noted that the attendance summaries did not agree to the reported P-2/Annual ADA. The summaries were 0.67 ADA less than the reported ADA.

Recommendation

We recommend that the Charter School amend its Second Period (P-2)/Annual attendance report to reduce ADA by 0.67.

Current Status

Implemented.

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.3 Approval of Administrative Policy Handbook - Second Reading

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The NUCS Policy and Procedures Handbook was reviewed by our lawyers and separated into Student, Employee and Administrative policies. This is a second reading of the Administrative policies.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Tammy Picconi

Northern United Charter Schools
Administrative Policy Handbook

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A-01 Bids Policy

Adopted on 03/19/2020

The Northern United Charter Schools' Board of Directors is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the Charter School, including when contracting for public projects involving Charter School facilities, the Northern United Charter Schools' Board of Directors shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board of Directors determines that it is in the best interest of the Charter School, such contracts shall be made using competitive bidding.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding.

The Northern United Charter Schools' School Director or designee shall establish comprehensive bidding procedures for the Charter School in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts which, by law or Northern United Charter Schools Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

When calling for bids, the Northern United Charter Schools' School Director or designee shall ensure that the bid specifications clearly describe in appropriate detail the quality, delivery, and service required and include all information which the School knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Except as authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Board of Directors requires, or else all bids shall be rejected. (Public Contract Code 20111)

When the Northern United Charter Schools' Board of Directors has determined that it is in the best interest of the Charter School, the Northern United Charter Schools may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property to the extent authorized by law.

Advertise and Competitive Bids

Northern United Charter Schools shall advertise for any of the following:

- A public project contract that involves an expenditure of \$15,000 or more, including a contract for construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, or repair work involving a Charter School owned, leased, or operated facility.

- A contract that exceeds the amount specified in law, as annually adjusted by the Superintendent of Public Instruction, for any of the following:
 - The purchase of equipment, materials, or supplies to be furnished, sold, or leased to Northern United Charter Schools.
 - Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters.
 - Repairs that are not a public project, including maintenance.

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping the Charter School facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired.

Maintenance includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. Maintenance does not include painting, repainting, or decorating other than touchup, or among other types of work, janitorial or custodial services and protection provided by security forces.

Instructions and Procedures for Advertised Bids

The Northern United Charter Schools' School Director or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the School, or if no such newspaper exists, then in some newspaper of general circulation that is circulated in the county. The Northern United Charter Schools' School Director or designee also may post the notice on the Charter School's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened.

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting and details regarding when and where project documents, including the final plan and specifications, are available. Any such mandatory visit or meeting shall occur not less than five calendar days after the publication of the initial notice.

Bid Instructions and specifications shall include the following requirements and information:

- All bidders shall certify in writing the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold.
- All bids for construction work shall be presented under sealed cover. Northern United Charter Schools may accept a bid that has been submitted electronically or on paper.

The bid shall be accompanied by a form of bidder's security, including either cash, a cashier's check payable to the Charter School, a certified check made payable to the Charter School, or a bidder's bond executed by an admitted surety insurer and made payable to the Charter School. The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. When a standardized proposal form is provided by the School, bids not presented on the standard form shall be disregarded.

- Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time.
- When two or more identical lowest or highest bids are received, the Northern United Charter Schools' Board of Directors may determine by lot which bid shall be accepted.
- If Northern United Charter Schools requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #6a below shall be used. (Public Contract Code 20103.8)
 - The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
 - The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
 - The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the School before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to Northern United Charter Schools before the ranking of all bidders from lowest to highest has been determined.

- In determining the lowest bid, Northern United Charter Schools shall consider only responsive bids that conform to bid specifications and are submitted by responsible bidders who have demonstrated trustworthiness, quality, fitness, capacity, and experience to satisfactorily perform the public works contract.
 - When a bid is determined to be nonresponsive, the Northern United Charter Schools' School Director or designee shall notify the bidder and give him/her an opportunity to respond to the determination.
 - When the lowest bidder is determined to be non-responsible, the Northern United Charter Schools' School Director or designee shall notify the bidder of his/her right to present evidence of his/her responsibility at a hearing before the Northern United Charter Schools' Board of Directors.
- After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for public review pursuant to law and Board policy.

Prequalification Procedure

When required by law or the Northern United Charter Schools' Board of Directors, the Northern United Charter Schools' School Director or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the Northern United Charter Schools' School Director or designee shall furnish prospective bidders a standardized prequalification questionnaire and financial record which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection.

When any public project involves an expenditure of \$1,000,000 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, Northern United Charter Schools shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply:

- Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in Public Contract Code 4113 or Business and Professions Code 7056 or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the School, before the date fixed for the public opening of sealed bids.
- Prospective bidders shall be prequalified by Northern United Charter Schools five or more business days, as determined by the School, before the date fixed for the public opening of sealed bids.

If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Northern United Charter Schools' School Director or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by Northern United Charter Schools, before the date fixed for the public opening of sealed bids.

For all other contracts requiring competitive bidding, Northern United Charters Schools may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids and shall be prequalified by the School at least one day before the fixed bid-opening date.

Award of Contract

Northern United Charter Schools shall award each contract to the lowest responsible bidder, except in the following circumstances:

When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Northern United Charter Schools' Board of Directors may contract with any one of the three lowest responsible bidders.

When the contract is for any transportation service which involves an expenditure of more than \$10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system or a parent/guardian of a student who is to be transported, in which case the Northern United Charter Schools' Board of Directors may contract with other than the lowest bidder.

When the contract is one for which the Northern United Charter Schools' Board of Directors has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements.

When procuring a lease-leaseback contract, in which case the Northern United Charter Schools' Board of Directors shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17250.20, in which case the Northern United Charter Schools' Board of Directors may award the contract to either the low bid or the best value to the Charter School, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs.

Protests by Bidders

A bidder may protest a bid award if he/she believes that the award is not in compliance with law, Board policy, or the bid specification. A protest must be filed in writing with the Northern United Charter Schools' School Director or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Northern United Charter Schools' School Director or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Northern United Charter Schools' School Director or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Northern United Charter Schools' School Director or designee's decision to the Northern United Charter Schools' Board of Directors. The Northern United Charter Schools' School Director or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Limitation on Use of Sole Sourcing

In any contract for the construction, alteration, or repair of school facilities, the Director or designee shall ensure that the bid specification:

- Does not directly or indirectly limit bidding to any one specific concern
- Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service.

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within thirty-five (35) days after the award of the contract.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification.

However, the Northern United Charter Schools' School Director or designee may designate a specific material, product, thing, or service by brand or trade name (sole sourcing) if the Northern United Charter Schools' Board of Directors has made a finding, described in the invitation for bids or request for proposals (RFP), that a particular material, product, thing, or service is designated for any of the following purposes:

- To conduct a field test or experiment to determine its suitability for future use
- To match others in use on a particular public improvement that has been completed or is in the course of completion
- To obtain a necessary item that is only available from one source
- To respond to the Northern United Charter Schools' Board of Directors declaration of an emergency, as long as the declaration has been approved by four/fifths of the Board when issuing the invitation for bid or RFP.

Bids Not Required

Without advertising for bids and upon a determination that it is in the best interest of the charter School, the Northern United Charter Schools' Board of Directors may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, to lease data processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the School in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, Northern United Charter Schools may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract.

Without advertising for bids, the Northern United Charter Schools' Board of Directors may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the Charter School and meet the cost effectiveness requirements specified in Government Code 4217.12. The Northern United Charter Schools' Board of Directors determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost and savings comparison findings specified in Government Code 4217 .12.

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages; or periodicals may be purchased in any amount without taking estimates or advertising for bids.

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market.

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Northern United Charter Schools' Board of Directors may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose.

Northern United Charter Schools may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids.

A-02 Budget Management Policy

Adopted on 12/10/2019

The Northern United Charter Schools' Board of Directors recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with and reflects the Northern United Charter Schools' vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The Charter Schools' budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the Charter School.

The Northern United Charter Schools' budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, The Northern United Charter Schools' Board of Directors shall annually establish budget priorities based on identified Charter School needs and goals and on realistic projections of available funds.

The Northern United Charter Schools' School Director or designee shall oversee the preparation of a proposed Charter School budget for approval by the Northern United Charter Schools' Board of Directors and shall involve appropriate staff in the development of budget projections.

The Northern United Charter Schools' Board of Directors shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the School's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

The Northern United Charter Schools' Board of Directors shall adopt the Charter Schools' budget at a public meeting held after the date of the public hearing but on or before July 1 of each year. The Northern United Charter Schools' Board of Directors shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

The budget that is presented at the public hearing as well as the budget formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

The Northern United Charter Schools' School Director or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Northern United Charter Schools' Board of Directors the Board, staff, and public.

No later than five days after the Northern United Charter Schools' Board of Directors adopts the Charter Schools' budget or by July 1, whichever occurs first, the Northern United Charter Schools' Board of Directors shall file the adopted Charter Schools' budget with the County Superintendent of Schools. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

If the County Superintendent disapproves or conditionally approves the Northern United Charter Schools' budget, the Northern United Charter Schools' Board of Directors shall review and respond to the County Superintendent's recommendations at a regular public meeting on or before October 8th. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget and Criteria Standards

The Northern United Charter Schools' budget shall be developed in accordance with state criteria and standards specified in 5 CCR 15440- 15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, LCFF revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. In addition, the Northern United Charter Schools' School Director or designee shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33129, 42127.01; 5 CCR 15440-15451)

The Northern United Charter Schools' budget shall provide for increased or improved services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students in accordance with 5 CCR 15496. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

The Northern United Charter Schools' Board of Directors may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for Charter School revenues and expenditures.

Fund Balance

Northern United Charter Schools shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

- Non-spendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and pre-pays) or that are legally or contractually required to be maintained intact.
- Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
- Committed fund balance includes amounts constrained to specific purposes by the Northern United Charter Schools' Board of Directors.
- For this purpose, all commitments of funds shall be approved by a majority vote of the Northern United Charter Schools' Board of Directors. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.
- Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Northern United Charter Schools' Board of Directors delegates authority to assign funds to the assigned fund balance to the Northern United Charter Schools' School Director and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Northern United Charter Schools' School Director shall have discretion to further delegate the authority to assign funds.

Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, Northern United Charter Schools shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Northern United Charter Schools' Board of Directors intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the School against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Northern United Charter Schools' Board of Directors due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may

include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

Northern United Charter Schools has taken a conservative approach to the budgeted expenses. If the state revenues increase above current projections, additional spending will be considered in future years. Northern United Charter Schools will maintain a minimum of a 10% cash reserve, twice the state required minimum, throughout the term of the charter. This cash on hand provides cash flow sufficient to allow a contingency plan against unanticipated events like state revenue deferrals.

Long-Term Financial Obligations

Northern United Charter Schools' current-year budget and multiyear projections shall include adequate provisions for addressing the Charter School's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

The Northern United Charter Schools' Board of Directors may approve a plan for meeting the Charter School's long-term obligations to fund contributions to the California Public Employees' Retirement System (CalPERS) which, to the extent possible, minimizes significant increases in annual general fund expenditures towards pension obligations. The plan may include prefunding required pension contributions through the California Employers' Pension Prefunding Trust Program pursuant to Government Code 21710-21716.

Budget Amendments

No later than 45 days after the Governor signs the annual Budget Act, the Northern United Charter Schools' School Director or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Northern United Charter Schools' School Director or designee shall recommend budget amendments to ensure accurate projections of the Charter School's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when Northern United Charter Schools' income declines, increased revenues or unanticipated savings are made available to the Charter School, program proposals are significantly different from those approved during budget adoption, inter-fund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Public Hearing

The agenda for the public hearing on the Northern United Charter Schools' budget shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127, 52062)

The Northern United Charter Schools' School Director or designee shall notify the County Superintendent of Schools of the location and dates at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing, as required by Education Code 42103.

Whenever the proposed Charter School budget includes a combined assigned and unassigned ending fund balance that exceeds the minimum recommended reserve for economic uncertainties adopted by the State Board of Education, the School shall provide, for each fiscal year included in the budget, the following information for public review and discussion at the public hearing: (Education Code 42127; 5 CCR 15450)

- The minimum recommended reserve for economic uncertainties
- The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve
- A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

During the hearing, any member of the public may appear and object to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

Budget Review Committee for Disapproved Budgets

If the Northern United Charter School's budget is disapproved by the County Superintendent for any reason other than disapproval of the Charter School's LCAP or annual update to the LCAP, the budget shall be reviewed by a budget review committee, unless the Northern United Charter Schools' Board of Directors and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)

This committee shall consist of either: (Education Code 42127.1, 42127.2)

- Three persons selected by the Northern United Charter Schools' Board of Directors from a list of candidates provided by the Superintendent of Public Instruction (SPI), who shall be selected within five working days after receiving the list of candidates

- A regional review committee selected and convened by the County Superintendent with the approval of the Northern United Charter Schools' Board of Directors and SPI

If the budget review committee recommends disapproval of the Northern United Charter Schools' budget, the Northern United Charter Schools' Board of Directors may submit a response to the SPI no later than five working days after receipt of the committee's report. The response may include any revisions to the adopted final budget and any other proposed actions to be taken as a result of the committee's recommendations. (Education Code 42127.3)

If the SPI disapproves the Northern United Charter Schools' budget after reviewing the committee's report and the Charter School's response, the Northern United Charter Schools' Board of Directors shall consult with the County Superintendent to develop and adopt, by December 31, a fiscal plan and budget that will allow the School to meet its current fiscal year and multiyear financial obligations. For the current fiscal year, Northern United Charter Schools shall operate in accordance with the budget adopted by the County Superintendent. (Education Code 42127.3)

Until Northern United Charter Schools receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Northern United Charter Schools' Board of Directors, whichever budget contains a lower total spending authority. (Education Code 42127.4).

A-03 Emergency School Closure Policy

Adopted on 03/19/2020

In order to provide for the safety of students and staff, the Northern United Charter Schools' Board of Directors authorizes the Northern United Charter Schools' School Director or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code [41422](#) or [46392](#), thereby preventing the Charter School from complying with the minimum number of instructional days or minutes required by law, the Northern United Charter Schools' School Director or designee shall complete and submit to the Superintendent of Public Instruction the necessary forms for obtaining approval of the days of the closure, reduction in attendance, or change in schedule. The Northern United Charter Schools' School Director or designee shall submit other relevant charter records as may be required.

The Northern United Charter Schools' School Director or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The charter's notification system shall include, but is not limited to, posting on charter website(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the Northern United Charter Schools' School Director or designee shall ensure that students are supervised in accordance with the procedures specified in the Charter Schools' emergency and disaster preparedness plan.

The Northern United Charter Schools' School Director or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.

A-04 Equipment Management Policy

Adopted on 12/10/2019

Northern United Charter Schools' equipment shall be used primarily for educational purposes and/or to conduct school business. The Northern United Charter Schools' School Director or designee shall ensure that all employees, students, and other users understand the appropriate use of Charter School equipment and that any misuse may be cause for disciplinary action or loss of user privilege.

Northern United Charter Schools-connected organizations may be granted reasonable use of the equipment for Charter School-related matters as long as it does not interfere with the use by students or employees or otherwise disrupt School operations.

The Northern United Charter Schools' School Director or designee shall approve the transfer of any Charter School equipment from one work site to another and the removal of any Charter School equipment for off-site use. When any equipment is taken off site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage.

Employees transferred to another work site shall take with them only those personal items that have been purchased with their own funds unless otherwise authorized by the Northern United Charter Schools' School Director or designee or applicable Northern United Charter Schools' Board policy.

The Northern United Charter Schools' School Director or designee shall maintain an inventory of all equipment currently valued in excess of \$500. (Education Code 35168; 5 CCR 3946)

When equipment is unusable or is no longer needed, it may be sold, donated, or disposed of in accordance with Education Code 17540-17555 or 2 CFR 200.313, as applicable.

Equipment Acquired with Federal Funds

The Northern United Charter Schools' School Director or designee shall obtain prior written approval from the California Department of Education or other awarding agency before purchasing equipment with federal funds. (2 CFR 200.48, 200.313, 200.439)

All equipment purchased for federal programs funded through the consolidated application pursuant to Education Code 64000-64001 shall be labeled with the name of the project, identification number, and name of the School. (2 CFR 200.313; 5 CCR 3946)

For any equipment acquired in whole or in part with federal funds, the Northern United Charter Schools' School Director or designee shall develop adequate maintenance procedures to keep the property in good condition. He/she shall also develop adequate safeguards to prevent loss, damage, or theft of the property and shall investigate any

loss, damage, or theft.
(2 CFR 200.313)

Equipment purchased for use in a federal program shall be used in that program as long as needed, whether or not the program continues to be supported by federal funds. The equipment may be used in other activities currently or previously supported by a federal agency when such use does not interfere with the work on the project or program for which it was originally acquired or when use of the equipment is no longer needed for the original program. (2 CFR 200.313)

A-05 Financial Reports and Accountability Policy

Adopted on 3/19/2020

The Northern United Charter Schools' Board of Directors is committed to ensuring public accountability and the fiscal health of Northern United Charter Schools. The Northern United Charter Schools' Board of Directors shall adopt sound fiscal policies, oversee the Charter Schools' financial condition, and continually evaluate whether the Charter Schools' budget and financial operations support the Charter Schools' goals for student achievement.

The Northern United Charter Schools' School Director or designee shall ensure that all financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). He/she shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Northern United Charter Schools' Board of Directors, the Northern United Charter Schools' School Director or designee shall submit to the Board reports of the Charter Schools' financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When any such report must be approved by the Board prior to its submission to a local, state, and/or federal agency, the Director or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report and meet any applicable submission deadline.

The Northern United Charter Schools' Board of Directors shall regularly communicate the Charter School's financial position to the public and shall use financial reports to determine what actions and budget amendments, if any, are needed to ensure the Charter School's financial stability.

If Northern United Charter Schools' conditions predict fiscal distress or indicate that the Charter School might not be able to meet its fiscal obligations, the Northern United Charter Schools' Board of Directors and the Northern United Charter Schools' School Director or designee shall act quickly to identify and resolve these conditions. The Northern United Charter Schools' Board of Directors shall work cooperatively with the County Superintendent of Schools to improve the Charter School's fiscal health and may contract with an external individual or organization to advise the School on fiscal matters.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Northern United Charter Schools' Board of Directors shall approve and file with the County Superintendent a statement of the School's unaudited actual receipts and expenditures for the preceding fiscal year. The Northern United Charter Schools' School Director or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI).

Gann Appropriations Limit Resolution

On or before September 15, the Northern United Charter Schools' Board of Directors shall adopt a resolution identifying, pursuant to Government Code 7900- 7914, the School's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting.

Interim Reports/Certification of Ability to Meet Fiscal Obligations

The Northern United Charter Schools' School Director or designee shall submit two interim fiscal reports to the Northern United Charter Schools' Board of Directors, the first report covering the Charter Schools' financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall be made available by the Charter School for public review.

Within 45 days after the close of the period reported, the Northern United Charter Schools' Board of Directors shall approve the interim report and certify, on the basis of the interim report and any additional financial information known by the Board, whether the Charter School will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following:

1. "Positive certification" indicating that the School will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the School may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the School will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Northern United Charter Schools' School Director or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI.

If Northern United Charter Schools' certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change.

Whenever the Northern United Charter Schools receives a qualified or negative certification from the Northern United Charter Schools' Board of Directors or the County Superintendent, the Northern United Charter Schools' School Director or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent under the authority granted to him/her pursuant to Education Code 42131.

If the second interim report is accompanied by a qualified or negative certification, the Northern United Charter Schools' Board of Directors shall, no later than June 1, provide to the County

Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the School's fund and cash balances through June 30.

At any time during the year when the County Superintendent conducts a comprehensive review of the Charter Schools' financial and budgetary conditions after he/she has determined that the Charter Schools' budget does not comply with state criteria and standards for fiscal stability, the Northern United Charter Schools' Board of Directors shall review the County Superintendent's recommendations at a public Board meeting. Within 15 days of receiving the report, the Charter School shall notify the County Director and the SPI of its proposed actions on the recommendation.

Audit Report

By April 1 of each year, the Northern United Charter Schools' Board of Directors shall provide for an annual audit of the Charter Schools' books and accounts.

To conduct the audit, the Northern United Charter Schools' Board of Directors shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller.

The Northern United Charter Schools' Board of Directors shall not select any public accounting firm to provide audit services if the lead or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for the School in each of the six previous fiscal years.

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller.

Prior to December 15 whenever possible, but in no case later than January 31, the Northern United Charter Schools' Board of Directors shall review, at an open meeting, the annual School audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter.

The Northern United Charter Schools' Board of Directors shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

Audit Committee

The Northern United Charter Schools' Board of Directors may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

1. The committee shall serve in an advisory capacity and may:
2. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5
3. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit

4. Review the results of the audit and participate with the independent auditor and management in preparing final recommendations and responses
5. Participate with the independent auditor in presenting the audit report to the Board
6. Review Northern United Charter Schools' Board policies to recommend any revisions needed to ensure effective financial reporting
7. Provide input on the effectiveness of the independent auditor
8. Periodically report to the Northern United Charter Schools' Board of Directors regarding the status of previous audit recommendations for improving the accounting and internal control systems

Interim Reports

Each interim fiscal report developed pursuant to Education Code 42130 shall include an assessment of the Northern United Charter Schools' budget as revised to reflect current information regarding the adopted state budget, Charter School property tax revenues, if any, and ending balances for the preceding fiscal year.

The interim reports shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected local control funding formula (LCFF) revenue, salaries and benefits, other revenues and expenditures, and facilities maintenance. For purposes of assessing projections of LCFF revenue, the first interim report shall be compared to the adopted School budget, and the second interim report shall be compared to the projections in the first interim report.

The report shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary inter-fund borrowings, the status of labor agreements, and the status of other funds.

Audit Report

The Northern United Charter Schools' School Director or designee shall establish a timetable for the completion and review of the annual audit within the deadlines established by law.

The Northern United Charter Schools' School Director or designee shall provide the necessary financial records and cooperate with the auditor selected by the Northern United Charter Schools' Board of Directors to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

The audit shall include an audit of income and expenditures by source of funds for all funds of Northern United Charter Schools, including the student body and cafeteria funds and accounts,

state and federal grant funds, and any other funds under the control or jurisdiction of the Charter School, as well as an audit of student attendance procedures. The audit shall also include a determination of whether LCFF funds were expended in accordance with the Northern United Charter Schools' local control and accountability plan or an approved annual update of the plan.

If an audit finding results in the Northern United Charter Schools being required to repay an apportionment or pay a penalty, the Charter School may appeal the finding to the Education Audit Appeals Panel by making an informal summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report.

While a public accounting firm is performing the audit of the Northern United Charter Schools, it shall not provide any non-auditing, management, or other consulting services for the Charter School except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office.

Fund Balance

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Non-spendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact
2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law
3. Committed fund balance, including amounts constrained to specific purposes by the Northern United Charter Schools' Board of Directors
4. Assigned fund balance, including amounts which the Northern United Charter Schools' Board of Directors or its designee intends to use for a specific purpose
5. Assigned fund balance, including amounts that are available for any purpose Negative Balance Report

Whenever Northern United Charter Schools reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year.

Other Postemployment Benefits Report

In accordance with GASB Statement 75, Northern United Charter Schools' financial statements shall report the expense of non-pension other postemployment benefits (OPEBs) on an accrual basis over retirees' active working lifetime, as determined by a qualified actuary procured by the

Northern United Charter Schools' School Director or designee. To the extent that these OPEBs are not prefunded, Northern United Charter Schools shall report a liability on its financial statements.

The Northern United Charter Schools' School Director or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a public meeting of the Northern United Charter Schools' Board of Directors.

Northern United Charter Schools' financial obligation for OPEBs shall be reevaluated every two years in accordance with GASB 75. Workers' Compensation Claims Report

The Northern United Charter Schools' School Director or designee shall annually provide the , at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded Northern United Charter Schools' Board of Directors cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary.

A-6 Food Service Operations/Cafeteria Fund

Adopted on 3/19/2020

The Northern United Charter Schools' Board of Directors intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Northern United Charter Schools' School Director or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the School.

The Northern United Charter Schools' School Director or designee shall ensure that food service director(s) possess the qualifications required by 7 CFR 210.30 and California Department of Education (CDE) standards.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the CDE.

Meal Sales

Meals may be sold to students, Northern United Charter Schools' employees, Board members, and employees or members of the fund or association maintaining the cafeteria.

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for an authorized purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Northern United Charter Schools' School Director or designee and approved by the Northern United Charter Schools' Board of Directors, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760. Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law and Board policy.

The Northern United Charter Schools' School Director or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform to the Northern United Charter Schools' board policy, 2 CFR 200.426, and any applicable CDE guidance. The Northern United Charter Schools' School Director or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy available to the public pursuant to Education Code 49557.5.

The Northern United Charter Schools' School Director or designee shall ensure that a student whose parent/guardian has unpaid school meal fees or a student who is enrolled in the free or reduced-price meal program is not overtly identified by the use of special tokens, tickets, or other means and is not shamed, treated differently, or served a meal that differs from the meal served to other students.

Cafeteria Fund

The Northern United Charter Schools' School Director or designee shall establish a cafeteria fund independent of the School's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund.

The Northern United Charter Schools' School Director or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

Contracts with Outside Services

With Northern United Charter Schools' Board of Directors approval, Northern United Charter Schools' may enter into a contract for food service consulting services or management services in one or more School learning centers.

Procurement of Foods, Equipment and Supplies

To the maximum extent practicable, foods purchased for use in school meals by Northern United Charter Schools or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.

A nondomestic food product may be purchased for use in the Northern United Charter Schools' food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Northern United Charter Schools' School Director or designee shall retain documentation justifying the use of the exception.

Furthermore, Northern United Charter Schools' shall accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state.

Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award.

Program Monitoring and Evaluation

The Northern United Charter Schools' School Director or designee shall present to the Northern United Charter Schools' Board of Directors, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Northern United Charter Schools' School Director or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the Charter Schools' food service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from non-program goods, indirect costs, and USDA foods.

A-7 Inventory Management Policy

In order to provide for the proper tracking and control of Northern United Charter Schools' property, the Northern United Charter Schools' School Director or designee shall maintain an inventory of equipment in accordance with law for the following:

- All equipment items currently valued in excess of \$500 (Education Code 35168)
- All equipment items purchased with state and/or federal categorical funds that have a useful life of more than one year with an acquisition cost of \$500 or more per unit

In addition, the Northern United Charter Schools' School Director or designee may maintain a list of specific items which shall be inventoried for internal control purposes regardless of their initial cost or current value.

The inventory shall contain a record of the following information: (Education Code 35168; 5 CCR 3946)

- Name and description of the property
- Identification number
- Original cost of the item of equipment or a reasonable estimate if the original cost is unknown
- Date of acquisition
- Location of use
- The date and method of disposal

In addition to the information specified in items #1-6 above, the following information shall be recorded for equipment acquired with state and/or federal categorical funds unless otherwise specified in law:
(5 CCR 3946; 2 CFR 200.313)

- Source of the property (funding source)
- Titleholder
- Percentage of federal participation in the cost of the property
- Use and condition of property
- Sale price of the property upon disposition and method used to determine current fair market value

At the time of purchase, the Northern United Charter Schools' School Director or designee shall affix a label to the equipment containing the identification number and the School's name. Equipment items purchased with categorical program funds shall also be labeled with the name of the project in accordance with 5 CCR 3946.

Whenever an equipment item is moved to a new location or the equipment is used for a new purpose, the new location or purpose shall be recorded in the inventory.

A copy of the inventory shall be kept at the Northern United Charter Schools'

Business Office.

The Northern United Charter Schools' School Director or designee shall annually submit an inventory listing of federally owned property in its custody to the federal agency that granted the award. (2 CFR 200.312)

Physical Inventory

At least once every two years, a physical inventory of equipment shall be conducted and the results reconciled with the property records. (2 CFR 200.313)

The Northern United Charter Schools' School Director or designee shall establish procedures for conducting the physical inventory which shall include, but not be limited to, designation of person(s) responsible for coordinating and conducting the inventory, preparation and distribution of count sheets, procedures for implementing the inventory, and procedures for conducting a recount to substantiate the validity of the inventory.

The Northern United Charter Schools' School Director or designee shall investigate any differences between the quantities determined by the physical inspection and those in the accounting records.

A-8 Food Service Code of Conduct Policy

Northern United Charter Schools will conduct all procurement transactions in compliance with the regulations and state laws included in Title 2, *Code of Federal Regulations (2 CFR)*, sections 200.318(c)(1)(2), and 400.2(b)(1), and *California Government Code (GC)*, sections 1090 and 87100 et seq.

Northern United Charter Schools' Employees, officers, and agents who participate in the selection, award, or administration of a contract must read, sign, and agree to abide by the Food Service Code of Conduct annually, by September 1 of each year.

Conflict of Interest

No Northern United Charter Schools' employee, officer, or agent may participate in the selection, award, or administration of a contract if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

Gratuities, Favors, and Gifts

Northern United Charter Schools' officers, employees, and agents may never solicit gratuities, favors, gifts or anything of monetary value from contractors or parties to subcontracts. However, Northern United Charter Schools' officers, employees, and agents may accept unsolicited gratuities, favors, and gifts when the value is nominal, which Northern United Charter Schools has established as \$25 or less per gift, not to exceed \$200 per vendor per school year.

The terms gratuities, favors, and gifts include discounts, entertainment, hospitality, loans, forbearance, services, training, transportation, lodging, and meals, whether provided in-kind, by purchase of a ticket, payment in advance, or reimbursement after the expense has been incurred.

No gift or prize over the documented value of over \$25 can be accepted. If a gift or prize is received that is over the \$25 limit, the gift must be returned to the vendor with an explanation provided as follows: Thank you for your gift; however, Northern United Charter Schools' staff is not allowed to accept gratuities, favors, or gifts that exceed \$25 per gift or \$200 cumulatively per school year.

All gifts are to be documented and reported on a Northern United Charter Schools' Gift Form. These records will be maintained by the Northern United Charter Schools' Food Service Director. These forms are to be kept for a minimum of the current year plus three additional years.

Disciplinary Action

Penalties for violations of the Northern United Charter Schools' Code of Conduct may include any or all of the following:

- Reprimand or other disciplinary action (e.g., suspension without pay) by the Northern United Charter Schools' Board of Directors
- Dismissal by Northern United Charter Schools' Board of Directors
- Additional legal action necessary

Volunteer

If a Northern United Charter Schools' employee, officer, or agent is found to be in a paid or volunteer capacity in any organization that does business with or receives funds from Northern United Charter Schools, the employee, officer, or agent is subject to suspension or possible termination.

Organizational Conflict of Interest

Agencies with a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, must maintain written standards of conduct covering organizational conflicts of interest.

California GC, Section 87100 et seq.

Requirements that each designated employee, other than those specified in California GC, Section 87200, file statements at times and under circumstances described in this section, disclosing reportable investments, business positions, interests in real property and income. The information disclosed with respect to reportable investments, interests in real property, and income shall be the same as the information required by sections 87206 and 87207. The first statement filed under a Conflict of Interest Code by a designated employee shall disclose any reportable investments, business positions, interests in real property, and income. An initial statement shall be filed by each designated employee within 30 days after the effective date of the Conflict of Interest Code, disclosing investments, business positions, and interests in real property held on the effective date of the Conflict of Interest Code and income received during the 12 months before the effective date of the Conflict of Interest Code.

- If applicable, Northern United Charter Schools' employees who make or influence governmental decisions are to submit a Statement of Economic Interest, Form 700, annually.

By signing below annually, I acknowledge that I fully understand and agree to abide by the policies of the NUCS Code of Conduct.

Officer, Agent, or Employee Name

Title

Date

This institution is an equal opportunity provider.

A-9 Nutrition Program Complaint Procedure

Accepting a Civil Rights Complaint

- Civil rights complaints should be directed to: **Shari Lovett at:**
2120 Campton Rd. Suite H
Eureka, Ca. 95503
(707)445-2660 x110
- Complaints can be received verbally, in writing, or anonymously. If the complaint is verbal and the complainant is not inclined to put the allegation in writing, the person to whom the complaint was made must write up the complaint on behalf of the complainant. An anonymous complaint must be handled the same as any other complaint.
- A complaint form may be used, but is not a prerequisite for accepting a complaint.

Transcribing a Complaint

Make every effort to ensure the following information is documented:

- Name, address, and telephone number of the complainant
- The nature of the incident or action that led the complainant to feel discrimination was a factor
- The basis on which the complainant believes discrimination exists
- The names, telephone numbers, titles, and business or personal addresses of persons who may have knowledge of the alleged discriminatory action
- The date(s) during which the alleged discriminatory actions occurred

Forwarding a Complaint

Complaints are forwarded to the following agencies:

- Child Nutrition Program, CDE
- USDA Office of Civil Rights, Western Region
- USDA Office of Civil Rights, Director

Resources

- <http://www.cde.state.co.us/nutrition/civilrights>
- <http://www.fns.usda.gov/civil-rights>

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department.

(Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

A-10 Meal Counting and Payment Collection Procedures

Purpose:

The purpose of this procedure is to establish consistent guidelines for meals and the collection of debts. It is applicable to all learning centers within Northern United Charter Schools.

Scope of Responsibility:

Northern United Charter Schools' Director of Food Services will be responsible for maintaining applications and entering into the school's Student information system (School Pathways), and Sending written notifications to families stating their eligibility and invoices with any monies owed.

Northern United Charter Schools' Food Service Personnel at Learning Centers will be responsible for maintaining day to day accounting of all meals served to each student.

Northern United Charter Schools' Learning Center Administrative Assistant/Secretary will be responsible for collecting any monies owed from parents and submitting monies to the Northern United Charter Schools' Director of Food Services every week.

Eligibility:

Northern United Charter Schools uses the California State Agency prototypes, or comparable, for Letters to Households and Public Media Releases.

Applications:

Applications for the free and/or reduced meal program are available on the Northern United Charter Schools' web page: www.nucharters.org. Applications are included in the enrollment packet sent to newly enrolling and returning students, and given to parents upon request at their student's learning center.

Eligibility applications will be submitted to the Northern United Charter Schools' Records office or directly to the Northern United Charter Schools' Director of Food Services. The Northern United Charter Schools' Director of Food Services determines benefit level based on the CDE's current eligibility guidelines. Student information is then entered or changed in the school student information system, School Pathways.

Direct Certification:

At the beginning of every school year and each subsequent month, the Northern United Charter Schools' Director of Food Services will conduct a process that automatically qualifies families for free/reduced-price meals. Letters of eligibility are sent to the families within 10 days of receiving the application in the Food Service Department.

If a student qualified for Free/Reduced benefits the previous year, the family has 30 school days to submit a current year application before being charged full price for meals. Families are responsible for payment of full price meals if they do not have a new application on file and/or are not eligible through the direct certification process.

Confidentiality:

Applications are kept in a locked, confidential file. Student information is then entered or changed in the school student information system, School Pathways. School Pathways is password protected and only select staff have access to a student's eligibility status.

Meals:

Northern United Charter Schools will use "offer vs. serve", which requires a student to take a set amount of meal components. At breakfast, four components are offered and students must take three items. At lunch, five components are offered and three must be taken. All meals must meet government-prescribed reimbursable standards: minimum 1/2 cup fruit/vegetable, one grain serving and one meat/meat alternative serving. If a student is observed to not have taken all the necessary components to make the meal compliant before they leave the line, they are asked to take the additional servings to complete the meal.

Method of Payment:

Money may be added to a student's account at any time throughout the school year. Parents are encouraged to pay in advance for student meals. Payments may be made by check (payable to Northern United - Humboldt Charter School or Northern United - Siskiyou Charter School) or cash in each of the learning center's offices before regular school hours or after school hours. Serving lines will not accept payments and we will not be able to make change.

Students who pay for multiple meals will have the total payment entered on the point of sale terminal. After entering the student's name, the full prepay total will be applied to their account. Parents/guardians will be informed when the credit balance becomes low.

Rosters are printed for emergency situations. These situations may be, but are not limited to, a loss of power or failure of the point of sale system. Staff will complete the roster with a check mark when a reimbursable meal has been taken. Upon the point of sale system becoming operational, the rosters are hand keyed into the system.

Student Charge Procedures:

Northern United Charter Schools will allow meal charges. When a student begins to charge meals, staff will call home as needed to let parents/guardians know that their child has charged meals. If needed, a letter will be generated to send home to parents/guardians letting them know about the charges on their child's account.

All meal debits will need to be paid in full by the end of each school year. All unpaid debt is rolled over to the next school year and will follow the student throughout his enrollment with Northern United Charter Schools. If a student who is exiting Northern United Charter Schools and has a positive balance, the household will have the option to request a refund, transfer funds to a sibling within the Charter School, or donate the funds to the cafeteria delinquent fund.

Staff Charge Procedures:

Staff may charge up to \$20.00 for meals and/or beverages if they fill out a Cafeteria Meal agreement form stating that any unpaid cafeteria charges still outstanding by the end of each school year may be deducted from their June paycheck. Employees must pay their balance before making additional charges.

Meal prices are as follows:

Lunch:

Free student lunch - 0

Reduced student lunch - Free (Briceland Learning Center), .40 (Arcata, Learning Center, Eureka Learning Center, Cutten Learning Center, Cutten Resource Center)

Paid student lunch - Free (Briceland Learning Center), 4.40 (Arcata Learning Center) and 4.50 (Eureka Learning Center, Cutten Learning Center, Cutten Resource Center)

Student/adult milk - .50

Adult lunch - 5.00 (Briceland Learning Center), 4.90 (Arcata Learning Center), 5.00 (Eureka Learning Center, Cutten Learning Center, Cutten Resource Center)

Breakfast:

Free student breakfast - 0

Reduced student breakfast - Free (Briceland Learning Center), .30 (Willow Creek Learning Center, Cutten Resource Center, Yreka Learning Center, Mt. Shasta Learning Center)

Paid student breakfast - Free (Briceland Learning Center), 3.00 (Willow Creek Learning Center, Cutten Resource Center, Yreka Learning Center, Mt. Shasta Learning Center)

Adult breakfast - 5.00 (Briceland Learning Center), 3.50 (Willow Creek Learning Center, Cutten Resource Center, Yreka Learning Center, Mt. Shasta Learning Center)

Dropped meals will be replaced by food service at no additional charge.

Second meals may be purchased at full cost.

Reconciliation of Meals and Deposits:

Prior to the start of lunch, staff will count the number of lunches delivered. After lunch is served, they will count the remaining number of lunches. This number will be subtracted from

the original number of lunches delivered. The number remaining will be compared to the point of service system total, creating a balance point. Only the student counts will add to the monthly reimbursement reports. Non program foods, such as adult meals, ala carte items and second meals will be accounted for separately.

Northern United Charter Schools' staff will check their work and prepare the daily reports and deposits and send to the Northern United Charter Schools' Director of Food Services. The Director of Food Services reconciles the reports and the deposits and gives the deposit to the Northern United Charter Schools' Director of Fiscal Services. Deposits are taken to the bank once a week by the Northern United Charter Schools' Director of Fiscal Services. Until the Director of Fiscal Services takes them to the bank, they will be locked in a file cabinet which is locked in the Northern United Charter Schools' Director of Food Services' office. The Northern United Charter Schools' Director of Fiscal Services completes the bank reconciliations.

No changes will be made to these procedures without receiving written permission from the Northern United Charter Schools' Director of Food Services.

A-11 Food Service Procurement Procedures

Procurement Procedures General Information

Procurement is a multistep process for acquiring the best possible goods and services at the lowest possible price. Northern United Charter Schools will purchase goods and services for use in the School Nutrition Programs in compliance with Title 2, *Code of Federal Regulations (2 CFR)*, sections 200.318–200.326; Title 7, *Code of Federal Regulations (7 CFR)*, parts 210 and 220; and all applicable state and local rules.

When making procurement decisions, Northern United Charter Schools will use the following four fundamental principles of procurement:

1. Comply with the Buy American Provision by purchasing, to the maximum extent possible, agricultural commodities and products grown and processed in the United States.
2. Understand and comply with federal, state, and local requirements.
3. Ensure that full and open competition exists to the maximum extent possible as outlined in 2 *CFR*, Section 200.319(a).
4. Award contracts to responsible and responsive bidders.

Methods of Procurement

Micro-purchase Method (2 *CFR*, Section 200.320[a])

Micro-purchases may be awarded without soliciting competitive quotations or comparing prices among qualified suppliers if the following two conditions are met:

- The aggregate value of a single transaction is \$10,000 or less, effective August 1, 2018.
- Northern United Charter Schools' staff considers the price to be reasonable. Documentation (e.g., receipts and invoices) must be maintained for three years plus the current program year or until the next California Department of Education (CDE) review, to document costs that are reasonable.

Northern United Charter Schools will distribute micro-purchases equitably among qualified suppliers to the extent practical. The Charter School will ensure that purchases are made at a variety of stores. Northern United Charter Schools will not limit its purchases to only one store unless it is not practical to equitably distribute (e.g., due to the distance of another store from the district office).

Micro-purchases are not intended to be used to avoid a small, informal or formal procurement.

Small Purchase Method (2 *CFR*, Section 200.320[b])

The small purchase method is used to procure goods and services when the aggregate value of the purchase is equal to or less than the small purchase threshold adhered to by Northern United Charter Schools.

Northern United Charter Schools does not have a local small purchase threshold; therefore, Northern United Charter Schools is required to adhere to the federal small purchase threshold of \$250,000, effective August 1, 2018

Northern United Charter Schools will check the Federal Acquisition Regulation (FAR), Part 2, on the FAR web page at <https://www.acquisition.gov/?q=browsefar> annually on January 1 to verify the federal small purchase threshold.

Northern United Charter Schools will follow the following steps when conducting procurements using the small purchase method:

- Step 1: The Northern United Charter Schools' Director of Food Services will develop and provide a clear and accurate description of the technical requirements of the goods or services to be procured from potential sources per 2 *CFR*, Section 200.319(c)(1), including the requirement to comply with the Buy American Provision per 7 *CFR*, sections 210.21(d) and 220.16(d) when procuring food. The same specifications will be provided to each potential vendor so that each vendor can provide price quotes on the same goods or services.
- Step 2: Price or rate quotations will be obtained from a minimum of two responsible and responsive sources. Price quotes must be documented in writing per Northern United Charter Schools' policy. [If price quotes are provided verbally, describe how you will document the information provided to the vendor and their responses. If you use a form, provide form number].

Northern United Charter Schools Small Purchase Quotation forms and other forms of written quotes submitted by potential vendors will be retained by the Northern United Charter Schools' Director of Food Services with other related procurement documentation (e.g., invoices) for the term of the contract plus extensions and three additional school years, or until the next review by the CDE, whichever is longer.

- Step 3: The Northern United Charter Schools' Director of Food Services will evaluate the written quotes received based on stated evaluation criteria in order to determine responsiveness.
- Step 4: The Northern United Charter Schools' Director of Food Services will evaluate

the written responses and references received based on stated evaluation criteria to determine responsibility.

- Step 5: The Northern United Charter Schools' Director of Food Services will award small purchases to the lowest priced responsible and responsive vendor.
- Step 6: The Northern United Charter Schools' Director of Food Services will monitor the contract to ensure goods or services solicited for are the ones received and all deliverables are met per 2 *CFR*, Section 200.318(b).

Northern United Charter Schools will check for any changes to the - and small purchase thresholds approved by the federal awarding agency, the U.S. Department of Agriculture (USDA).

Noncompetitive Procurement Method (2 *CFR*, Section 200.320[f])

Northern United Charter Schools will only enter into a noncompetitive agreement when one or more of the following circumstances apply:

- The item is available only from a single source.
- An emergency exists, and the urgency for the requirement will not permit a delay resulting from competitive solicitation.
- Northern United Charter Schools received prior approval from the CDE after submitting a written request to the CDE with justification for conducting a noncompetitive procurement.
- After solicitation from a number of sources, competition is determined inadequate.

Purchasing Cooperatives and Intergovernmental Procurement (2 *CFR*, Section 200.318[e])

Northern United Charter Schools may choose to make purchases through a cooperative agreement with a group of other schools to increase purchasing power or the Charter School may piggyback on contracts awarded to a vendor from another school district when all procurement principles are followed.

While intergovernmental agreements can benefit Northern United Charter Schools, the Charter School may only enter into an intergovernmental agreement with a local government (e.g., school district). Northern United Charter Schools may also join or piggyback onto a cooperative when that agreement was procured and awarded consistent with federal and state procurement regulations.

The Northern United Charter Schools' School Director and local counsel will carefully review the solicitation issued by a cooperative. The Northern United Charter Schools' School Director and

local counsel will ensure the procurement of the contract, and the contract itself, complies with applicable federal, state, and local procurement rules. The Northern United Charter Schools' School Director and local counsel will confirm that the addition of their purchasing power to the procurement does not create a material change in scope or in services.

For cooperative purchasing, the Northern United Charter Schools' Director of Food Services must maintain a copy of the solicitation and contract, proof of advertising, and bid award documents (e.g., evaluation documentation) from the lead entity on file for the term of the contract, plus any extensions, and three additional school years.

For piggybacking, the Northern United Charter Schools' Director of Food Services must obtain prior written permission from the lead entity awarding the bid and the vendor who was awarded the bid. A copy of the solicitation and contract, including the piggyback clause, proof of advertising, and bid award documents (e.g., evaluation documentation) must be retained for the term of the contract plus extensions and three additional school years.

A copy of all documents listed above will be made available during a procurement review.

Buy American Provision (7 *CFR*, sections 210.21[d] and 220.16[d]; U.S. Department of Agriculture Policy Memorandum SP 38-2017)

Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 Public Law 105-336 added a provision, Section 12(n), to the National School Lunch Act (NSLA) (42 *United States Code* Section 1760[n]), that requires all school food authorities (SFA) to purchase, to the maximum extent practical, domestic commodities or products. Section 12(n) of the NSLA defines a domestic commodity or product as an agricultural commodity (i.e., meat/meat alternate [M/MA], grain, fruit, vegetable, and fluid milk) or processed product (i.e., processed food product that includes components that contribute to a reimbursable meal, such as a chicken patty that contains an M/MA and grain component) that is processed in the United States using substantial agricultural commodities that are produced in the United States. Substantial means that over 51 percent of the final processed product consists of agricultural commodities that are grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowed under this provision as territories of the United States.

When funds are used from the nonprofit school food service account, SFAs must ensure that procurement transactions for food products comply with the Buy American Provision requirement in 7 *CFR*, sections 210.21(d) and 220.16(d), whether food products are purchased by SFAs or entities that are purchasing on their behalf.

Note: The SFA is not required to adhere to the domestic requirement for foods that are not creditable food components.

In compliance with this policy, the Northern United Charter Schools' Director of Food Services will ensure that the solicitation and contract language include the requirement for domestic agricultural commodities and products and retain records documenting any exceptions in advance of accepting deliveries. Implementation of the Buy American Provision by the Northern United Charter Schools' Director of Food Services will be ensured by:

- Including the Buy American Provision requirement in food bid specifications, IFBs, RFPs, contracts, purchase orders, and other procurement documents issued
- Monitoring the contract to ensure that the domestic products solicited are the ones received
- Requiring suppliers to provide certification of domestic origin for all food products, from bids and proposals through receipts and invoices
- Conducting monthly reviews on storage facilities to ensure the domestic products received are the ones solicited for and awarded

Exceptions to the Buy American Provision will be used as a last resort and are only allowable for one of the two exceptions listed below and outlined in further detail in the USDA Policy Memorandum SP 38-2017: Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program.

- The product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality.
- Competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product as determined by Northern United Charter Schools over 10 percent higher.

Note: Ingredients used to flavor, enhance, or prepare products (e.g., oil, yeast, spices, condiments, salad dressing) must also comply with the Buy American Provision requirement only if the first ingredient (or second after water) is one of the five components (breads/grains, fruits, vegetables, M/MA, and fluid milk) that contribute to a reimbursable meal. If the first ingredient in these products is not one of the five components that contribute to a reimbursable meal, the product does not have to comply with the Buy American Provision requirement. For example, catsup with tomato paste as the first ingredient must comply with the Buy American Provision requirement since tomato paste is creditable as a red/orange vegetable, even though catsup is not a creditable item. Mustard with distilled white vinegar as the first ingredient does not need to comply with the Buy American Provision requirement since vinegar is not a component that contributes to a reimbursable meal. Additionally, nonagricultural products such as paper, water, packaging, and labor do not need to comply with the Buy American Provision requirement.

The Northern United Charter Schools' Director of Food Services or vendor must document exceptions to the Buy American Provision requirement prior to accepting each and every nondomestic agricultural commodity or product. This documentation must be on file for at least the current year plus three years, and must be made available during an on-site administrative review and an off-site procurement review.

The documented exception will include the following:

- A description of the nondomestic item
- Alternative domestic commodities or products that the Northern United Charter Schools' Director of Food Services considered or the vendor offered and the reason they were not substituted for the nondomestic item
- A synopsis of what third-party verification (e.g., USDA Agricultural Marketing Service Run a Custom Report web page at <https://marketnews.usda.gov/mnp/fv-report-config-step1?type=termPrice>) was done by the vendor or the NUCS Program Operator to determine cost and availability
- Documentation by the vendor or the Northern United Charter Schools' Director of Food Services or products or lack of availability to justify the exception
- The dates that the: (1) vendor informed the Northern United Charter Schools' Director of Food Services of the nondomestic commodity or product, (2) Northern United Charter Schools' Director of Food Services agreed to accept this food item in advance of delivery, and (3) commodity or product was received by NUCS

Small and Minority Businesses, Women's Business Enterprises (2 CFR, Section 200.321)

The Northern United Charter Schools' Director of Food Services will ensure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible by taking the following affirmative steps:

- Placing qualified small and minority businesses and women's business enterprises on solicitation lists
- Assuring that small and minority businesses and women's business enterprises are solicited whenever they are potential sources
- Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises
- Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises
- Using the services and assistance, as appropriate, of organizations such as the Small Business Administration and the Minority Business Development of the Department of Commerce
- Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section

Duplication of Goods or Services (2 CFR, Section 200.318[d])

Northern United Charter Schools will avoid the acquisition of unnecessary or duplicative items by determining whether the goods or services are necessary and ensuring that their purchase does not duplicate items or bids that Northern United Charter Schools already has in place. The Northern United Charter Schools' Director of Food Services will maintain documentation justifying that the purchase of all goods and services requested are required and not duplicative prior to conducting a procurement.

Competition (2 CFR, Section 200.319[a][1–5, 7])

Northern United Charter Schools will conduct all procurement transactions in a manner providing full and open competition. Situations where competition is limited will be avoided by the Charter School. Some of these situations include but are not limited to:

- Placing unreasonable requirements on firms in order for them to qualify to do business
- Requiring unnecessary experience and excessive bonding
- Organizational conflicts of interest
- Specifying only a brand name product instead of allowing an equivalent product to be offered
- Any arbitrary action in the procurement process

When a procurement has been properly conducted, and there is only one respondent, Northern United Charter Schools will evaluate the scope of work or services requested to determine whether they were too restrictive by contacting potential respondents who did not participate, and by reviewing the requested services for possible modification. Northern United Charter Schools will then resolicit. If, after the second solicitation, there is only one respondent, the Charter School will move forward with that award.

Brand Name or Equivalent (2 CFR, Section 200.319[a][6])

When using a brand name or product code in the specification, the Northern United Charter Schools will adhere to the following procedures:

- The Northern United Charter Schools' Director of Food Services will ensure that the description in the specification will always include a clause that an equivalent product is acceptable.
- A copy of the specified brand or code will be posted on the Northern United Charter Schools' website by the purchasing manager so vendors can verify that the product they are bidding on is actually an equal.
- Vendors bidding an item as an equal product to the brand name specified will be required to provide the Northern United Charter Schools' Director of Food Services with a product specification sheet and a sample case of the product for taste testing and verification by

all Northern United Charter Schools' nutrition department staff and a selected number of students to ensure that the product is an equal product to the brand name specified.

Contractor Involvement (2 CFR, Section 200.319[a])

Northern United Charter Schools will ensure objective contractor performance and eliminate unfair competitive advantage by excluding contractors that develop or draft specifications, requirements, statements of work, and IFBs and RFPs from competing for such procurements. The Northern United Charter Schools' Director of Food Services will maintain documentation to prove that the appropriate procurement procedures were used and that the final selection is the most efficient and economical for the Charter School.

Clear and Accurate Description of Technical Requirements Required (2 CFR, Section 200.319[c][1-2])

Northern United Charter Schools will have written procedures for procurement transactions. These procedures will ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service being procured and will not contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service being procured and minimum essential characteristics and standards. A brand name or equivalent description may be used as a means to define the performance or other salient requirements of procurement. The specific desired features of the named brand must be clearly stated, along with all requirements which the offerors must fulfill, and all other factors to be used in evaluating bids or proposals.

Bid Protest (2 CFR, Section 200.318[k])

Northern United Charter Schools is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve Northern United Charter Schools of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

All solicitations over the Simplified Acquisition Threshold must include bid protest language. Northern United Charter Schools accepts a prospective bidder's protest to a bid award if the protesting party believes the award is not in compliance with the law, does not follow bid procedures, or does not meet bid specifications. A protest must be filed with the Northern United Charter Schools' designated point of contact for that bid. Such protests must be made in writing and received by the Northern United Charter Schools' Business Services Office within five working days of bid award date and shall include all documents supporting or justifying the protest. The protesting party must mail or deliver copies of the protest to the Northern United Charter Schools' Business Services Office. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of their right to protest the award of the contract.

Maintenance of Records (2 CFR, Section 200.318[i])

Northern United Charter Schools will maintain records sufficient to detail the history of the procurement. These records will include, but are not necessarily limited to, the following: Rationale for the method of procurement, selection of contract type, contractor selection or rejection, a copy of the solicitation and contract, the basis for the contract price (the bidding history), rationale and approval for noncompetitive procurements, any contract amendments, billing and payment records, and a history of contractor claims and for the full term of the contract plus extensions and three additional school years, or until the next review by the CDE. The CDE and USDA reviewers shall have full access to and the right to examine all procurement documentation occurring during this time period.

Contract Management (2 CFR, Section 200.318[b])

Northern United Charter Schools must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Northern United Charter Schools will perform the following tasks to ensure compliance:

- Communicate regularly with vendor
- Compare number of meals billed with daily meal count
- Compare invoice to price per meal on contract
- Communicate with staff regarding food temperature checks to ensure meals arrive at appropriate temperature
- Communicate with staff regarding pick up to ensure food is ready at the contracted time

Certifications (including, but not limited to 2 CFR, Appendix II)

Northern United Charter Schools will require any successful respondent to provide proof of having and maintaining, during the life of any contract with the Charter School, Public Liability and Property Damage Insurance to protect themselves and Northern United Charter Schools from all claims for personal injury, including accidental death, as well as from all claims for property damage arising from the operations any contract that Northern United Charter Schools enters into.

Northern United Charter Schools will not enter into a contract with any company or individual that has been debarred or suspended. Northern United Charter Schools will require that vendors and potential vendors certify their compliance with the Lunsford Act, which prohibits anyone required to register as a sex offender under Article 27A of Chapter 4 of the General Statutes from knowingly being on the premises of any school.

Vendors that are awarded contracts are required to submit a completed Debarment and Suspension Certificate, and Disclosure of Lobbying Activities. These forms must be completed prior to commencement of work.

Continuing Education/Training Standards (7 CFR, sections 210.30[b][3],[c][1–5], [d][1–6], [e][1–2])

Northern United Charter Schools operates the School Nutrition Programs (SNP) and must ensure that all SNP directors (7 CFR, Section 210.30[b][3]), SNP managers (7 CFR, Section 210.30[c][1–5]), and staff (7 CFR, Section 210.30[d][1–6]) with responsibility for SNP, complete their required annual trainings. The annual training should include, but is not limited to, the following topics as applicable: training in procurement procedures, and any other specific topics identified by USDA Food and Nutrition Service as needed to address program integrity or other critical issues. Annual training requirements for SNP managers, directors, and staff are summarized under 7 CFR, Section 210.30[e][1–2].

Contact Information

For questions and concerns regarding procurement solicitations, contract evaluations, and awards, please contact the following Northern United Charter Schools staff:

Food Services Program Director: Abby Armstrong Cassidy at 707-445-2660 x115

This institution is an equal opportunity provider.

A-12 Special Dietary Needs Policy & Procedure

Overview

The Americans with Disabilities Act (ADA) Amendments Act made important changes to the meaning and interpretation of the term “disability”. In September 2016 these updates were issued to USDA school meal programs. The ADA Amendments Act simplified the question of whether a child has a disability by requiring a broad interpretation of what constitutes a disability. Under the ADA, anything that substantially limits a major life activity (most physical and mental impairments) constitutes a disability. This includes conditions that impair immune, digestive, neurological, and bowel functions, as well as many others. Schools shall focus on what can be done in order to ensure equal opportunity for all children to participate in school meal programs.

The process of providing modified meals for children with disabilities shall be as inclusive as possible. The school shall work collaboratively with parents and guardians to ensure children receive a safe meal and have an equal opportunity to participate in the school meal programs. The nutrition department shall use a team approach that includes parents and guardians and (as age-appropriate) the child, when providing modified meals.

Accommodating Children with a Disability

Northern United Charter Schools will provide food substitutions to a child with a disability when the need for a substitution is supported by a written medical statement or completed CDE medical statement form that is signed by a licensed physician, a physician assistant, or a nurse practitioner.

According to the ADA, most physical and mental impairments will constitute a disability. This includes conditions that impair immune, digestive, neurological, and bowel functions, as well as many others. General health concerns, such as a parent’s preference that a child eat a gluten-free diet because the parent believes it is healthier for the child, are not disabilities and do not require a modification. All disability considerations must be viewed on a case-by-case basis.

In order to receive reimbursement for meals served to children with disabilities that do **not** meet Program meal pattern requirements, the written medical statement must clearly identify/include the following details:

- Disability
- Information about the child’s physical or mental impairment that is sufficient to allow the SFA to understand how it restricts the child’s diet
- Diet prescription or an explanation of what must be done to accommodate the child
- Food or foods to be omitted from his or her diet
- Food or choice of foods that must be substituted in his or her meals

Medical statements are not required to be updated on an annual basis. However, when Northern United Charter Schools do receive updated medical information, those updates must be reflected in the medical accommodations. If medical accommodations are no longer required, the school will maintain a record of the request to end the medical accommodation, such as a copy of an email from the parent stating the child no longer needs a meal accommodation.

Accommodating Children without a Disability

Northern United Charter Schools are not required but will attempt to provide food substitutions to a child with a special dietary preference that is not considered a disability. An individual who does not have a disability but is unable to consume a particular food because of a non-disability reason, such as religious or moral reasons, is considered to have a food preference. All meals served to students with a food preference **must** meet USDA meal pattern requirements in order to qualify for reimbursement. These accommodations will be considered on a case-by-case basis.

Recordkeeping

The “Medical Statement to Request Special Meals and/or Accommodations” form must be returned to the school nutrition program staff for meal accommodations that do not meet program meal pattern requirements. In addition, special meal accommodations made by cafeteria staff shall be documented on the daily menu production records as part of the record of meals served to students.

Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877 - 8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD - 3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632 - 9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250 - 9410;
- (2) fax: (202) 690 - 7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

A-13 Sale and Disposal of Books, Equipment, and Supplies Policy

Adopted on 12/10/2019

The Northern United Charter Schools' Board of Directors recognizes its fiscal responsibility to maximize the use of all Northern United Charter Schools' equipment, supplies, instructional materials, and other personal property while providing up-to-date resources that facilitate student learning and effective Charter School operations. When the Northern United Charter Schools' Board of Directors, upon recommendation of the Northern United Charter Schools' School Director or designee, declares any school-owned personal property unusable, obsolete, or no longer needed, the Northern United Charter Schools' Board of Directors shall determine the estimated value of the property and shall decide whether the property will be donated, sold, or otherwise disposed of as prescribed by law and administrative regulation.

The Northern United Charter Schools' Board of Directors shall approve the price and terms of any sale or lease of personal property of the School.

If the Board members who are in attendance at a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500 in value, the property may be sold without advertising for bids. (Education Code 17546)

If the Board members who are in attendance at a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of in the local public dump. (Education Code 17546)

Instructional materials shall be considered obsolete or unusable by the Charter School if they have been replaced by more recent editions or new materials, are not aligned with the School's academic standards or course of study, and have no foreseeable value in other instructional areas. Such materials may be sold or donated if they continue to serve educational purposes that would benefit others outside the School.

Instructional materials are not appropriate for sale or donation if they meet any of the following criteria:

- Contain information rendered inaccurate or incomplete by new research or technologies
- Contain demeaning, stereotyping, or patronizing references to any group of persons protected against discrimination by law or Northern United Charter Schools' Board Policy
- Are damaged beyond use or repair

The Northern United Charter Schools' School Director or designee shall establish procedures to be used whenever the School sells equipment or supplies originally acquired under a federal grant or sub-grant. Such procedures shall be designed to ensure the highest possible return. (2 CFR 200.313)

Instructional Materials

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be sold by the School. Alternatively, such materials may be donated to: (Education Code 60510)

- Another district, county free library, or other state institution
- A United States public agency or institution
- A nonprofit charitable organization
- Children or adults in California or foreign countries for the purpose of increasing the general literacy of the people

Any organization, agency, or institution receiving obsolete instructional materials donated by Northern United Charter Schools shall certify to the Northern United Charter Schools' Board of Directors that it agrees to make no charge to any persons to whom it gives or lends these materials. (Education Code 60511)

At least 60 days before selling or donating surplus or undistributed obsolete instructional materials, the Northern United Charter Schools' School Director or designee shall notify the public of the Charter School's intention to do so through a public service announcement on a local television station, in a local newspaper, or by other means that will most effectively reach the entities described above. Representatives of those entities and members of the public also shall be notified of the opportunity to address the Board regarding the distribution of these materials.

Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified above may be disposed of by either of the following: (Education Code 60530)

- Mutilated as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest obtainable price
- Destroyed by any economical means, provided that the materials are not destroyed until at least 30 days after the Charter School has given notice to all persons who have filed a request for such notice

Equipment/Supplies Acquired with Federal Funds

When Northern United Charter Schools has a need to replace equipment originally purchased with funds from a federal grant or sub grant, it may, subject to the approval of the agency that awarded the grant, trade in the original equipment or sell the property and use the proceeds to offset the cost of the replacement property. (2 CFR 200.313)

When any original or replacement equipment or supplies acquired under a federal grant or sub-grant are no longer needed for the original project or program, or for other federally supported activities, Northern United Charter Schools may retain or sell such items or, if the item has a current fair market value of less than \$5,000, may otherwise dispose of the item in a manner approved by the Northern United Charter Schools' Board of Directors. Whenever the Charter

School sells equipment or supplies that have a current fair market value of \$5,000 or more, it shall provide an amount to the federal agency equal to the agency's share of the current market value of the equipment or the proceeds from the sale of the equipment or supplies. (2 CFR 200.313, 200.314)

In the event that Northern United Charter Schools is provided equipment that is federally owned, the Charter School shall request disposition instructions from the federal agency when it no longer needs the equipment. (2 CFR 200.313)

Other Personal Property

Northern United Charter Schools may sell other surplus or obsolete school-owned personal property through any of the following methods:

- The Northern United Charter Schools' School Director or designee may advertise for bids by posting a notice in at least three public places in the district for at least two weeks, or by publishing a notice at least once a week for at least two weeks in a newspaper having a general circulation in the Charter School and, if possible, publishing within the Charter School. Northern United Charter Schools shall sell the property to the highest responsible bidder or shall reject all bids. (Education Code 17545, 17548)
- Property for which no qualified bid has been received may be sold, without further advertising, by the Northern United Charter Schools' School Director or designee. (Education Code 17546)
- The property may be sold by means of a public auction conducted by Northern United Charter Schools' employees, employees of other public agencies, or by contract with a private auction firm. (Education Code 17545)
- Northern United Charter Schools may sell the property without advertising for bids under any of the following conditions:
 - The Northern United Charter Schools' Board of Directors' members in attendance at a meeting have unanimously determined that the property does not exceed \$2,500 in value. (Education Code 17546)
 - Northern United Charter Schools sells the property to agencies of the federal, state, or local government, to any other school, or to any agency eligible under the federal surplus property law and the sale price equals the cost of the property plus the estimated cost of purchasing, storing, and handling. (Education Code 17540; 40 USC 549)
 - Northern United Charter Schools sells or leases the property to agencies of the federal, state, or local government or to any other school district and the price and terms of the sale or lease are fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.4 Public Hearing for A-G Completion Improvement Grant Plan - NU-HCS

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Schools with 9th through 12th grade will be receiving funds to improve their A-G completion rates. The A-G Completion Improvement Grant Plan must be developed for these funds. The plans will be adopted next month.

Fiscal Implications:

\$150,000

Contact Person/s: Shari Lovett, Tammy Picconi

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Northern United - Humboldt Charter School	\$150,000

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

To increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility, the funds will be used on professional development for teachers and tutors, additional A-G curriculum, additional A-G online courses, expansion of A-G visual and performing arts and world language elective course offerings, and additional support services for students, such as access to tutors.

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students, including foster youth, low-income, and English learners, will have access to A-G courses approved by the University of California by only enrolling students in A-G courses, unless there are extenuating circumstances, providing professional development to staff, and providing additional supports to students, such as access to tutors.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 18

Students identified by the school counselors as having received a "D" or "F" during the 2020 spring semester or the 2020-21 school year will be contacted individually by phone, email, Parent Square and by mail. This notification will explain A-G eligibility and the impacts if A-G eligibility is not met. The notification will also give options for retaking these courses, including during the school year and the summer.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

This plan and described services, and associated expenditures, supplement services in the Local Control and Accountability Plan's Goal 1: Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas. This goal has actions to employ highly qualified staff, content specialists, instructional aides, and school counselors, as well as offering high quality professional development and curriculum with the purpose of improving student performance outcomes by increasing rigor in our current courses, offering additional course options and increasing support for students who require it.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide access to Pre-AP courses at Northern United - Humboldt Charter School	\$140,000
Provide 5 days of teacher and/or administrator professional development to obtain AP certification	\$5,000
Provide access to AP Computer Science courses at all high schools	\$5,000

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.5 Public Hearing for A-G Completion Improvement Grant Plan - NU-SCS

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Schools with 9th through 12th grade will be receiving funds to improve their A-G completion rates. The A-G Completion Improvement Grant Plan must be developed for these funds. The plans will be adopted next month.

Fiscal Implications:

\$150,000

Contact Person/s: Shari Lovett, Tammy Picconi

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Northern United - Siskiyou Charter School	\$150,000

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

To increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility, the funds will be used on professional development for teachers, additional A-G curriculum, additional A-G online courses, and additional support services for students, such as access to tutors, both in-person and online.

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students, including foster youth, low-income, and English learners, will have access to A-G courses approved by the University of California by only enrolling students in A-G courses, unless there are extenuating circumstances, providing professional development to staff, and providing additional supports to students, such as access to tutors.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students:

30

Students identified by the school counselors as having received a "D" or "F" during the 2020 spring semester or the 2020-21 school year will be contacted individually by phone, email, Parent Square and by mail. This notification will explain A-G eligibility and the impacts if A-G eligibility is not met. The notification will also give options for retaking these courses, including during the school year and the summer.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

This plan and described services, and associated expenditures, supplement services in the Local Control and Accountability Plan's Goal 1: NU-SCS will improve student performance on statewide assessments and other performance outcomes. This goal has actions to provide high quality professional development, increase academic counseling services, expand academic intervention support (including tutors), provide high quality curriculum, and expand A-G course offerings with the purpose of improving student performance outcomes by increasing rigor in our current courses, offering additional course options and increasing support for students who require it.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide access to Pre-AP courses at Northern United - Siskiyou Charter School	\$140,000
Provide 5 days of teacher and/or administrator professional development to obtain AP certification	\$5,000
Provide access to AP Computer Science courses at all high schools	\$5,000

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 5.
DISCUSSION ITEMS

Subject:

5.1 Childhood Vaccination Requirements and In-Person Instructional Opportunities

Action Requested:

Information

Previous Staff/Board Action, Background Information and/or Statement of Need:

With the Governor's announcement regarding a COVID-19 vaccination mandate for students, we should examine our current vaccination practices. SB277, SB276 and SB714 are laws that guide our current practices regarding student vaccinations, exemptions and in-person participation.

Fiscal Implications:

None at this time

Contact Person/s: Shari Lovett

Agenda Item 5.
DISCUSSION ITEMS

Subject:

5.2 Willow Creek Learning Center Overnight Field Trip to Shasta Lake Proposal

Action Requested:

Information

Previous Staff/Board Action, Background Information and/or Statement of Need:

The NUCS Board is to approve all overnight and out of county field trips. This discussion is to review the overnight proposal from the Willow Creek Learning Center overnight field trip.

Fiscal Implications:

None at this time

Contact Person/s: Shari Lovett

WCLC Overnight Field Trip Proposal Shasta Lake Campout: May 10-13 (8th Grade Trip)

Background Information: 8th grade trips are not customary at WCLC, as graduating classes often consist of only a few students. This year is exceptional for many reasons. First, we have a group of 13 students who will be graduating or leaving the class. They call themselves the “last of the originals” because they were students at our center before the new buildings were built, back when we had only a trailer and a shade tent. Many of them have been in the same class for nine years, and I have been their teacher in one way or another for the entirety. Additionally, many of their parents helped build this center. They volunteered with the construction process, they organized fundraisers, and contributed money to help when we needed it most. Our beautiful buildings and commercial kitchen were certainly a community effort. We are a family, and as this is my last year of teaching, we would like to celebrate the end of our time together with a special trip.

We understand that safety is the concern and responsibility of the board and we appreciate this. In a commitment to this same effort, we have designed a trip with safety in mind.

- This proposal is for an outdoor camping trip. All activities and sleeping will be done outside with appropriate distancing.
- The house we have reserved will be for bathrooms and cooking only.
- All students and parents are from the same cohort
- Masks will be worn in vehicles and when inside

Note: These students and their parents are all friends outside of school. This trip was their idea and, in my opinion, we will not have disagreement about following safety protocols.

We appreciate the board’s time and consideration on this matter that is very important to us.

Respectfully,
Michaela Walston
WCLC

Proposed Itinerary for Shasta Lake Campout

Tuesday, May 10

- 9:30 Arrive at school, pack gear, load up vehicles
- 10:00 Departure from school
- 12:00 Bathroom and snack break at Whiskeytown Recreation Area
- 1:30 Picnic lunch and hike at Castle Crags State Park
- 3:00 Load up for final drive to Shasta Lake
- 3:45 Estimated Arrival Time
- 4:00-5:00 Set up camp/explore local area/down time
- 5:00-6:30 Cook, eat dinner, clean up
- 7:00-10:00 Outdoor evening activities, music, etc.

Wednesday, May 11

No driving today. All activities take place at or near camp.

- 8:30 Breakfast
- 10:00 Hike
- 12:30 Lunch
- 1:30-3:30 Group Kayaking Adventure
- Afternoon and evening at camp with games, activities and down time

Thursday, May 12

No driving today. All activities take place at or near camp.

- 8:30 Breakfast
- 10:00-3:00 hike/picnic/nature art
- Afternoon and evening at camp with games, activities and down time.

Friday, May 13

- 8:30 breakfast
- 9:30 Pack up and clean
- 11:00 Load up vehicles and depart
- Lunch at Whiskeytown Lake
- 3:00 Estimated Arrival back at school

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 6.

REPORTS

Subject:

6.1 Student Enrollment and Attendance Report

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Each month the Board receives this report to keep the Board apprised of enrollment and attendance patterns. As our revenue is generated by our enrollment and actual daily attendance, there are fiscal implications based on student numbers each day.

Enrollment as of 12/17/21:

NU-Humboldt Charter School - 324

NU-Siskiyou Charter School - 116

Attendance as of 12/17/21:

NU-Humboldt Charter School - 94.65%

NU-Siskiyou Charter School - 98.38%

Fiscal Implications:

To be determined.

Contact Person/s: Shari Lovett, Lynda Speck

**NORTHERN UNITED CHARTER SCHOOLS
ATTENDANCE AND ADA SUMMARY REPORT BY LEARNING PERIODS**

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL					NORTHERN UNITED-SISKIYOU CHARTER SCHOOL				
Date Range	End Enroll	ADA Enroll	% ADA		Date Range	End Enroll	ADA Enroll	% ADA	
08/30-9/24	326	316	95.99%		08/30-9/24	119	116	98.57%	
09/27-10/22	327	315.35	96.35%		09/27-10/22	119	117.2	98.40%	
10/25-11/19	324	310.21	94.03%		10/25-11/19	121	116.68	96.10%	
11/22-12/17	324	310.27	94.65%		11/22-12/17	116	117.2	98.38%	
12/20-1/28	324				12/20-01/28	118			
1/31-2/25					1/31-2/25				
2/28-3/25					2/28-3/25				
3/28-4/22					3/28-4/22				
4/25-5/20					4/25-5/20				
5/23-6/16					5/23-6/16				
Year Overall					Year Overall				

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 6.

REPORTS

Subject:

6.2 Financial Report

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Each month a Financial Report is given in order to keep the Board apprised of the fiscal condition of each school.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Tammy Picconi

Account classifications selected
FD RESC Y OBJT GOAL FUNC SCH LOCAL

Field ranges selected
FI RANGE

1.	-	-	-	-	-	-
2.	-	-	-	-	-	-
3.	-	-	-	-	-	-
4.	-	-	-	-	-	-
5.	-	-	-	-	-	-
6.	-	-	-	-	-	-
7.	-	-	-	-	-	-
8.	-	-	-	-	-	-
9.	-	-	-	-	-	-
10.	-	-	-	-	-	-

Primary sort/rollup levels: FD

Income summary level: 4

Expense summary level: 4

Data source: GLSTEX Standard Extract

Report template: /var/opt/qss/data/CTFAR300: 07/07/2020 17:07:13

Budget type: R Revised

Include budget transfers: U

GL Transactions: B Approved and Unapproved

Exclude Pre-encumbrances: N

Use Reference Values: N

Restricted Fld Nbr: 02 RESOURCE

Separation Option: No Separation of Restricted and UnRestricted

Extraction Type: Restricted and UnRestricted

Report prepared: 02/01/2022 10:52:38

FUND :62

CHARTER SCH. ENTERPRISE FUND

01/01/2022 - 01/31/2022

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Beginning balance						
9110 CASH IN COUNTY TREASURY	810,947.40	46,740.84-	246,189.27	0.00	1,057,136.67	
9209 A/R SET-UP ODD YEARS	755,426.97	30,300.00-	244,385.36-	0.00	511,041.61	
9330 PREPAID EXPENDITURES	9,683.26	0.00	0.00	0.00	9,683.26	
9508 USE TAX LIABILITY	60.04-	0.00	41.77-	0.00	101.81-	
9509 ACCOUNTS PAYABLE SET UP-ODD YR	86,488.85-	0.00	39,426.54	0.00	47,062.31-	
9510 ACCOUNTS PAYABLE CURRENT LIAB	0.00	0.00	7,145.16	0.00	7,145.16	
9511 STRS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9512 PERS PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9513 OASDHI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9514 H & W PASS THROUGH	7,360.17	1,078.12-	19,133.52	0.00	26,493.69	
9515 SUI PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9516 W/COMP PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9518 MEDICARE PASS THROUGH	0.00	0.00	0.00	0.00	0.00	
9556 MISC DISTRICT VOL-DEDS	3,370.26-	0.00	0.00	0.00	3,370.26-	
9650 DEFERRED REVENUE	547,412.11-	0.00	529,145.75	0.00	18,266.36-	
TOTAL Beginning balance	946,086.54	78,118.96-	596,613.11	0.00	1,542,699.65	
Current year revenue						
8011 STATE AID - CURRENT YEAR	1,587,080.00	0.00	721,756.00	0.00	865,324.00	45.5
8012 EPA REVENUE	27,704.00	0.00	13,852.00	0.00	13,852.00	50.0
8290 ALL OTHER FEDERAL REVENUES	199,830.00	0.00	555,055.75	0.00	355,225.75-	277.8
8550 MANDATED COST REIMBURSEMENTS	0.00	0.00	4,554.00	0.00	4,554.00-	N/A
8560 STATE LOTTERY REVENUE	25,725.00	10,502.81	10,502.81	0.00	15,222.19	40.8
8590 ALL OTHER STATE REVENUES	169,050.00	33,821.00	33,821.00	0.00	135,229.00	20.0
8660 INTEREST	5,000.00	0.00	1,096.16	0.00	3,903.84	21.9
8699 ALL OTHER LOCAL REVENUES	30,021.00	796.80	25,217.72	0.00	4,803.28	84.0
8792 TF OF APPORT FROM COE	39,145.00	0.00	0.00	0.00	39,145.00	0.0
8980 CONTRIBUTIONS FR UNRESTR REV	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL Current year revenue	2,083,555.00	45,120.61	1,365,855.44	0.00	717,699.56	
*TOTAL Beginning balance + Revenue	3,029,641.54	991,207.15	2,311,941.98			*
Expense						
1100 CERTIFICATED TEACHERS SALARIES	548,690.00	43,235.50	191,681.66	2,029,273.15	1,672,264.81-	404.8
1300 CERTIFICATED SUPERV & ADM SAL	0.00	4,809.16	21,641.22	299,512.08	321,153.30-	N/A
1900 OTHER CERTIFICATED SALARIES	0.00	0.00	0.00	0.00	0.00	N/A
2100 INSTRUCTIONAL AIDE SALARIES	250.00	731.00	3,723.00	39,576.00	43,049.00-	7319.6
2200 CLASSIFIED SUPPORT SALARIES	9,504.00	1,506.00	6,539.00	85,092.00	82,127.00-	964.1
2400 CLERICAL/TECHNICAL/OFFICE SAL	98,170.00	6,873.32	47,794.08	737,675.28	687,299.36-	800.1
2900 OTHER CLASSIFIED SALARIES	60,453.00	10,359.50	63,850.50	601,752.28	605,149.78-	1101.0
3101 STRS CERTIFICATED	142,048.35	8,129.14	36,824.07	395,418.50	290,194.22-	304.3
3102 STRS CLASSIFIED	0.00	0.00	363.78	0.00	363.78-	N/A
3201 PERS CERTIFICATED	0.00	0.00	1,344.62-	0.00	1,344.62	N/A
3202 PERS CLASSIFIED	38,575.17	1,646.12	14,425.76	198,433.46	174,284.05-	551.8
3301 SOCIAL SECURITY CERTIFICATED	0.00	0.00	389.01-	0.00	389.01	N/A
3302 SOCIAL SECURITY CLASSIFIED	10,439.38	1,201.09	7,602.94	90,773.90	87,937.46-	942.4
3311 MEDICARE - CERTIFICATED	7,956.02	681.80	3,368.39	33,947.76	29,360.13-	469.0
3312 MEDICARE - CLASSIFIED	2,441.48	280.89	1,870.24	21,229.43	20,658.19-	946.1

FUND :62

CHARTER SCH. ENTERPRISE FUND

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance used
3401 HEALTH & WELFARE CERTIFICATED	99,898.80	8,973.30	42,737.90	564,033.70	506,872.80- 607.4
3402 HEALTH & WELFARE CLASSIFIED	7,812.00	2,166.60	11,094.30	162,445.80	165,728.10-2221.5
3501 UNEMPLOYMENT - CERTIFICATED	6,748.90	235.12	1,009.78	11,370.60	5,631.48- 183.4
3502 UNEMPLOYMENT - CLASSIFIED	2,071.05	96.08	619.19	7,175.25	5,723.39- 376.4
3601 WORKERS COMP - CERTIFICATED	5,871.00	479.60	2,095.72	23,707.10	19,931.82- 439.5
3602 WORKERS COMP - CLASSIFIED	1,801.64	197.63	1,280.91	14,927.36	14,406.63- 899.6
4100 APPRVD TEXTBKS/CORE CURRICULA	16,334.00	2,026.47	37,622.14	6,625.40	27,913.54- 270.9
4300 SUPPLIES	50,541.00	4,012.01	23,623.79	28,677.35	1,760.14- 103.5
4400 NON-CAPITALIZED EQUIP.	0.00	3,628.16	3,628.16	18,769.35	22,397.51- N/A
4700 FOOD	4,500.00	20.00	558.53	16,182.72	12,241.25- 372.0
5200 TRAVEL & CONFERENCE	20,250.00	249.99	6,583.84	0.00	13,666.16 32.5
5300 DUES & MEMBERSHIPS	7,510.00	0.00	10,364.00	1,944.13	4,798.13- 163.9
5400 INSURANCE	29,000.00	0.00	31,496.00	0.00	2,496.00- 108.6
5500 OPERATION & HOUSEKEEPING SERV	26,000.00	483.07	6,033.70	13,793.80	6,172.50 76.3
5510 HEATING BUTANE, OIL	2,000.00	0.00	102.39	1,897.61	0.00 100.0
5520 ELECTRICITY	15,000.00	1,748.25	4,959.22	14,362.28	4,321.50- 128.8
5530 WATER&/OR SEWAGE	3,500.00	87.75	1,357.95	2,142.05	0.00 100.0
5550 DISPOSAL/GARBAGE REMOVAL	2,000.00	0.00	0.00	0.00	2,000.00 0.0
5600 RENTALS, LEASES & REPAIRS,N.C.	12,600.00	1,269.43	6,915.09	14,113.51	8,428.60- 166.9
5612 NORTH UNITED RENT/LEASE BLDG	136,200.00	11,475.00	91,800.00	46,800.00	2,400.00- 101.8
5800 PROFES'L/CONSULTG SVCS/OP EXP	456,037.14	1,661.00	58,145.80	437,974.25	40,082.91- 108.8
5801 LEGAL FEES	3,000.00	1,677.00	8,409.40	288.79	5,698.19- 289.9
5830 AUDIT FEES	13,000.00	0.00	14,300.00	0.00	1,300.00- 110.0
5864 CO-OP / SCOE	4,500.00	2,250.00	2,250.00	5,000.00	2,750.00- 161.1
5899 UNAPPROPRIATED REVENUE	236,721.96	0.00	0.00	0.00	236,721.96 0.0
5912 COMMUN - INTERNET SVCS/LINES	10,995.00	0.00	1,231.69	5,268.31	4,495.00 59.1
5922 COMMUNICATION - TELEPHONE SVCS	10,330.00	1,049.59	2,862.83	8,118.50	651.33- 106.3
5930 COMMUNICATION - POSTAGE/METER	600.00	0.00	208.99	391.01	0.00 100.0
7142 OTH TUIT,EXC CST PMT TO COE	12,185.00	0.00	0.00	0.00	12,185.00 0.0
7310 TRANSFERS OF INDIRECT COSTS	0.00	0.00	0.00	0.00	0.00 N/A
TOTAL Expense	2,115,534.89	123,239.57	769,242.33	5,938,692.71	4,592,400.15-
Ending balance					
9790 FUND BAL-UNDESIG/UNAPPROP	31,709.49	0.00	0.00	0.00	31,709.49
9791 FUND BAL-BEGINNING BALANCE	946,086.54-	0.00	0.00	0.00	946,086.54-
TOTAL Ending balance	914,377.05-	0.00	0.00	0.00	914,377.05-
**Fund balance	914,106.65	867,967.58	1,542,699.65		**

FUND :77

SCHOOL / PAYROLL CLEARING 995

01/01/2022 - 01/31/2022

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Beginning balance						
9110 CASH IN COUNTY TREASURY	137,443.88-	0.00	2,323.97-	0.00	139,767.85-	
9620 DUE TO OTHER AGENCIES	137,443.88	0.00	2,323.97	0.00	139,767.85	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
**Fund balance	0.00	0.00	0.00			**

FUND :87 AP CLEARING (994)

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Beginning balance						
9110 CASH IN COUNTY TREASURY	109,818.50-	0.00	301.98-	0.00	110,120.48-	
9620 DUE TO OTHER AGENCIES	109,818.50	0.00	301.98	0.00	110,120.48	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
*TOTAL Beginning balance + Revenue	0.00	0.00	0.00			*
**Fund balance	0.00	0.00	0.00			**

Fund 62 - CHARTER SCHOOLS ENTERPRISE FND **Fiscal Year 2021/22 Through January 2022**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	REVENUE LIMIT ST AID-CURR YR	3,765,213.00	3,291,583.00	2,176,625.00	1,114,958.00	66.13
8012	REVENUE LIMIT-EPA	70,512.00	63,650.00	37,420.00	26,230.00	58.79
8096	TRANSFERS>CHARTERS IN LIEU TAX	7,150.00	6,027.00	2,816.00	3,211.00	46.72
	Total LCFF Revenue Sources	3,842,875.00	3,361,260.00	2,216,861.00	1,144,399.00	65.95
Federal Revenue						
8181	SP ED-ENTITLEMENT PER UDC	69,272.00	69,412.00		69,412.00	
8221	NATIONAL LUNCH PROGRAM			1,840.19	1,840.19-	NO BDGT
8290	ALL OTHER FEDERAL REVENUES	479,024.00	1,315,665.00	33,937.00	1,281,728.00	2.58
8295	ALL FEDERAL REV PRIOR YEAR		165,970.00	218,897.63	52,927.63-	131.89
	Total Federal Revenue	548,296.00	1,551,047.00	254,674.82	1,296,372.18	16.42
Other State Revenues						
8520	CHILD NUTRITION			188.02	188.02-	NO BDGT
8550	MANDATED COST REIMBURSEMENTS	8,989.00	8,989.00	9,155.00	166.00-	101.85
8560	STATE LOTTERY REVENUE	73,033.00	75,468.00	25,850.05	49,617.95	34.25
8590	ALL OTHER STATE REVENUES	506,779.00	210,084.00	138,987.00	71,097.00	66.16
	Total Other State Revenues	588,801.00	294,541.00	174,180.07	120,360.93	59.14
Other Local Revenue						
8634	FOOD SERVICES SALES			1,510.85	1,510.85-	NO BDGT
8660	INTEREST	4,164.00	4,164.00	1,687.67-	5,851.67	-40.53
8699	ALL OTHER LOCAL REVENUES	353,120.00	288,181.00	14,158.11	274,022.89	4.91
8792	TRANS OF APPORTION FROM COE	134,294.00	161,243.00	73,860.00	87,383.00	45.81
	Total Other Local Revenue	491,578.00	453,588.00	87,841.29	365,746.71	19.37
	Total Year To Date Revenues	5,471,550.00	5,660,436.00	2,733,557.18	2,926,878.82	48.29

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	TEACHERS SALARIES - REGULAR	1,119,231.00	1,206,583.00	56,900.00	565,318.24	584,364.76	46.85
1104	SPECIAL ED TEACHER	292,395.00	335,905.00	114,283.35	184,114.17	37,507.48	54.81
1140	TEACHER SALARY - SUBSTITUTES		1,000.00		1,890.00	890.00-	189.00
1150	TEACHER SALARY - OTHER PAY	60,500.00	17,890.00		18,873.50	983.50-	105.50
1200	CERT PUPIL SUPPORT SAL - REG	136,500.00	142,000.00	40,250.00	70,999.99	30,750.01	50.00
1300	CERT SUPRVRSR' & ADMINS' SAL	122,647.00	123,087.00	51,302.95	71,784.13	.08-	58.32

Fund 62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2021/22 Through January 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries (continued)							
1900	OTHER CERT SALARY- REGULAR	333,700.00	265,233.00	112,241.70	152,991.72	.42-	57.68
	Total Certificated Salaries	2,064,973.00	2,091,698.00	374,978.00	1,065,971.75	650,748.25	50.96
Classified Salaries							
2100	CLASS INSTR AIDE SAL-REGULAR	62,650.00	87,481.00		35,002.63	52,478.37	40.01
2122	INSTR AIDE SAL HRLY-SPECL ED	20,664.00	42,078.00		15,599.50	26,478.50	37.07
2210	FOOD SERVICE PERSONNEL	2,288.00	47,156.00		25,523.69	21,632.31	54.13
2214	CUSTODIAN	15,216.00	17,920.00		5,819.20	12,100.80	32.47
2218	COUNSELING/CAREER TECHNICIAN		3,440.00		3,440.01	.01-	100.00
2255	COMPUTER LAB TECHNICIAN	64,400.00	64,400.00		37,566.69	26,833.31	58.33
2304	BUSINESS MANAGER	66,400.00	66,400.00		38,733.38	27,666.62	58.33
2307	COORDINATOR	47,005.00	71,417.00		34,602.90	36,814.10	48.45
2308	DIRECTOR	64,400.00	66,400.00		38,733.38	27,666.62	58.33
2309	ADMINISTRATIVE ASSISTANT	51,600.00	51,600.00		27,376.69	24,223.31	53.06
2402	ACCOUNT TECHNICIAN	109,600.00	94,400.00		50,956.38	43,443.62	53.98
2403	CLERICAL TECHNICIAN	37,912.00	44,908.00		21,274.00	23,634.00	47.37
2405	ATTENDANCE TECHNICIAN	87,020.00	87,020.00		50,204.38	36,815.62	57.69
2900	OTHER CLASS SALARIES-REGULAR	104,059.00	50,025.00		57,181.47	7,156.47-	114.31
	Total Classified Salaries	733,214.00	794,645.00	.00	442,014.30	352,630.70	55.62
Employee Benefits							
3101	STRS - CERTIFICATED	565,566.00	507,407.00	63,366.00	164,276.55	279,764.45	32.38
3201	PERS - CERTIFICATED		32,557.00	63.00	17,483.20	15,010.80	53.70
3202	PERS - CLASSIFIED	156,602.00	154,313.00		85,732.31	68,580.69	55.56
3311	SOCIAL SECURITY-CERTIFICATED	7,604.00	5,921.00	5.95	4,428.87	1,486.18	74.80
3312	SOCIAL SECURITY-CLASSIFIED	47,067.00	41,151.00		27,265.53	13,885.47	66.26
3331	MEDICARE-CERTIFICATED	28,164.00	31,010.00	5,403.45	15,411.08	10,195.47	49.70
3332	MEDICARE-CLASSIFIED	11,008.00	9,624.00		6,376.69	3,247.31	66.26
3411	HEALTH & WELFARE BENEFITS-CRT	492,482.00	506,681.00	110,696.50	248,923.98	147,060.52	49.13
3412	HEALTH & WELFARE BENEFITS-CLS	169,364.00	185,820.00		97,807.00	88,013.00	52.64
3501	ST UNEMPLOYMENT INS-CERTIF	25,399.00	10,566.00	1,863.40	5,314.35	3,388.25	50.30
3502	ST UNEMPLOYMENT INS-CLASSIFD	9,338.00	3,319.00		2,198.90	1,120.10	66.25
3601	WORKER'S COMP-CERTIFICATED	22,095.00	20,074.00	3,540.15	10,152.64	6,381.21	50.58
3602	WORKER'S COMP-CLASSIFIED	8,123.00	6,305.00		4,220.82	2,084.18	66.94
	Total Employee Benefits	1,542,812.00	1,514,748.00	184,938.45	689,591.92	640,217.63	45.53
Books and Supplies							
4110	TEXTBOOKS	139,345.00	31,500.00		12,856.24	18,643.76	40.81

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 1, Ending Account Period = 7, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fund 62 - CHARTER SCHOOLS ENTERPRISE FND

Fiscal Year 2021/22 Through January 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4212	LIBRARY BOOKS		2,000.00		1,642.49	357.51	82.12
4310	MATERIALS & SUPPLIES	71,982.00	210,923.00		48,131.61	162,791.39	22.82
4312	SUBSCRIPTIONS/PERIODICALS	5,000.00	10,726.00		7,269.23	3,456.77	67.77
4314	TESTS	8,800.00	1,517.00			1,517.00	
4351	OFFICE SUPPLIES	1,000.00	13,700.00		9,849.91	3,850.09	71.90
4364	GASOLINE	3,000.00	1,320.00		634.26	685.74	48.05
4374	CUSTODIAL SUPPLIES	30,000.00	12,864.00		1,604.11	11,259.89	12.47
4377	GROUNDS SUPPLIES		8,023.00		1,502.91	6,520.09	18.73
4381	BUILDING MAINTENANCE SUPPLS		10,699.00		3,006.04	7,692.96	28.10
4392	MEDICAL SUPPLIES	25,891.00					NO BDGT
4393	WORKSHOP REFRESHMENTS		625.00		605.36	19.64	96.86
4396	FOOD SERVICE SUPPLIES	5,000.00	4,154.00		105.45	4,048.55	2.54
4445	COMPUTERS	67,500.00	8,644.00		5,839.72	2,804.28	67.56
4450	COMPUTER SOFTWARE	20,000.00					NO BDGT
4453	OTHER TECHNOLOGY	25,000.00	13,900.00		12,450.69	1,449.31	89.57
4459	PERIPHERALS		1,500.00		880.13	619.87	58.68
4710	FOOD	25,409.00	21,375.00		23,027.38	1,652.38-	107.73
4720	PREPARED FOOD	4,500.00					NO BDGT
	Total Books and Supplies	432,427.00	353,470.00	.00	129,405.53	224,064.47	36.61
Services and Other Operating Expenditures							
5201	EMPLOYEE MILEAGE	18,376.00	16,002.00		3,954.97	12,047.03	24.72
5202	REIMBURSABLE TRAVEL	4,000.00	2,000.00			2,000.00	
5205	AIRFARE	4,000.00	4,000.00		1,650.85	2,349.15	41.27
5207	REGISTRATION FEES	18,000.00	11,045.00		5,824.90	5,220.10	52.74
5209	ACCOMMODATIONS	20,500.00	14,000.00		7,719.44	6,280.56	55.14
5261	BUS TICKETS FOR STUDENTS	3,250.00	1,000.00		500.00	500.00	50.00
5300	DUES & MEMBERSHIPS	6,400.00	33,581.00		22,586.19	10,994.81	67.26
5450	OTHER INSURANCE	30,500.00	60,576.00		30,075.28	30,500.72	49.65
5500	UTILITIES & HOUSEKEEPING SRV	4,800.00	4,800.00		2,000.00	2,800.00	41.67
5510	HEATING FUEL	750.00					NO BDGT
5512	PROPANE		1,000.00		139.75	860.25	13.98
5520	ELECTRICITY SERVICES	15,000.00	10,000.00		6,548.19	3,451.81	65.48
5530	WATER SERVICES	2,100.00	2,600.00		2,251.42	348.58	86.59
5560	WASTE DISPOSAL	3,500.00	2,000.00		1,921.47	78.53	96.07
5565	HAZARDOUS WASTE DISPOSAL	500.00	250.00		20.00	230.00	8.00
5610	RENTALS AND LEASES		94.00		94.00		100.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 75, Starting Period = 1, Ending Account Period = 7, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fund 62 - CHARTER SCHOOLS ENTERPRISE FND		Fiscal Year 2021/22 Through January 2022					
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5612	RENTALS AND LEASES-BUILDINGS	261,456.00	268,544.00		178,477.32	90,066.68	66.46
5623	RENTALS AND LEASES-EQUIPMENT	4,500.00	2,500.00		1,367.76	1,132.24	54.71
5637	MAINTENANCE AGREEMENTS	16,000.00	12,000.00		9,855.48	2,144.52	82.13
5800	CONTRACTED SERVICES	216,074.00	99,544.00		86,169.74	13,374.26	86.56
5801	STUDENT TRAVEL/FIELDTRIPS		500.00		100.00	400.00	20.00
5805	PRINTING SERV-OUTSIDE VENDOR	2,000.00	1,160.00		102.80	1,057.20	8.86
5811	CO-OP CONTRACT	6,656.00	5,814.00		3,742.00	2,072.00	64.36
5812	LIBRARY CONTRACT	6,795.00	3,295.00			3,295.00	
5819	OTHER INTER-LEA CONTRACTS	51,279.00	25,869.00		245.61	25,623.39	0.95
5822	AUDIT FEES		13,500.00		13,800.00	300.00-	102.22
5823	LEGAL FEES		10,000.00		9,063.68	936.32	90.64
5831	ADVERTISEMENT	1,000.00	6,250.00		5,506.45	743.55	88.10
5845	INFORMTN NETWORK SERV CONTR	20,000.00	9,500.00			9,500.00	
5861	FINGERPRINTING		650.00		561.00	89.00	86.31
5881	OTHER CHARGES/FEES	4,500.00	300.00		.24	299.76	0.08
5884	LICENSE, PERMIT, USE FEE, TX		1,500.00		466.00	1,034.00	31.07
5885	STUDENT AWARDS	813.00	514.00			514.00	
5909	TELEPHONE/COMMUNICATIONS		48,000.00		25,142.68	22,857.32	52.38
5922	TELEPHONE LINES - TECHNOLOGY	500.00	1,620.00		799.53	820.47	49.35
5950	POSTAGE	1,000.00	10,470.00		7,301.14	3,168.86	69.73
	Total Services and Other Operating Expenditures	724,249.00	684,478.00	.00	427,987.89	256,490.11	62.53
Tuition							
7142	OTH TUITN, EXCESS CSTS> COE				11,440.26	11,440.26-	NO BDGT
	Total Tuition	.00	.00	.00	11,440.26	11,440.26-	NO BDGT
	Total Year To Date Expenditures	5,497,675.00	5,439,039.00	559,916.45	2,766,411.65	2,112,710.90	50.86

Fund 62 - CHARTER SCHOOLS ENTERPRISE FND		Fiscal Year 2021/22 Through January 2022		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	CASH IN COUNTY TREASURY	1,002,272.59	395,962.39	1,398,234.98
9135	CASH W/FISCAL AGENT/TRUSTEE	61,032.17	61,032.17-	
9201	ACCOUNTS RECEIVABLE-PRIOR YR	1,449,374.89	1,345,762.54-	103,612.35
9204	ACCT RECVBL-EMPLOYEE REIMB		1,243.10	1,243.10
Total Assets		2,512,679.65	1,009,589.22-	1,503,090.43
Liabilities				
9510	ACCOUNTS PAYABLE-PRIOR YEAR	19,178.21	19,178.21-	
9537	EMPLOYER H&W SUSPENSE ACCNT	19,682.79-	26,797.36-	46,480.15-
9540	EMPLOYER S.U.I. SUSP ACCNT	30.80-	1,295.95	1,265.15
9542	EMPLR WORKERS COMP SUSP ACCT	4,567.23-	9,681.54-	14,248.77-
9555	DEFERRED NET PAY SUSP ACCT		48,697.92	48,697.92
9569	BENEFIT MAPPING ERROR	16,413.29		16,413.29
9580	SALES TAX LIABILITY ACCOUNT	2,913.32		2,913.32
9641	TAX ANTICIPATN NOTES (TRANS)	865,469.88	865,469.88-	
9650	UNEARNED REVENUE	105,601.63	105,601.63-	
Total Liabilities		985,295.51	976,734.75-	8,560.76
Calculated Fund Balance		1,527,384.14	32,854.47-	1,494,529.67
Beginning Fund Balance				
9791	BEGINNING BALANCE-ADPTD BDGT	1,527,384.14		1,527,384.14
Beginning Fund Balance Proof		.00	32,854.47-	32,854.47-
Change in Fund Balance - Excess Revenues (Expenditures)			(32,854.47)	

Memo Only - Ending Fund Balance Accounts				
		Adopted	Revised	
Reserves				
9720	RESERVE FOR ENCUMBRANCES			559,916.45
Other Designations				
9790	UNDESIGNATED/UNAPPROPRIATED	1,126,144.00	1,748,781.00	

Fund 62 - CHARTER SCHOOLS ENTERPRISE FND		Fiscal Year 2021/22 Through January 2022					
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget	
Revenues, Expenditures, and Changes in Fund Balance							
A. Revenues	5,471,550.00	5,660,436.00		2,733,557.18	2,926,878.82	48.29	
B. Expenditures	5,497,675.00	5,439,039.00	559,916.45	2,766,411.65	2,112,710.90	50.86	
C. Subtotal (Revenue LESS Expense)	26,125.00-	221,397.00		32,854.47-	814,167.92		
D. Other Financing Sources and Uses							
Sources							
LESS Uses							
E. Net Change in Fund Balance	26,125.00-	221,397.00		32,854.47-	814,167.92		
F. Fund Balance:							
Beginning Balance (9791)	1,152,269.00	1,527,384.00		1,527,384.14			
Audit Adjustments (9793)							
Other Restatements (9795)							
Adjusted Beginning Balance	1,152,269.00	1,527,384.00		1,527,384.14			
G. Calculated Ending Balance	1,126,144.00	1,748,781.00		1,494,529.67			
*Components of Ending Fund Balance							
Legally Restricted (9740)							
Other Designations (9780)							
Undesig/Unapprop (9790)	1,126,144.00	1,748,781.00					
Other				559,916.45			

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 6.

REPORTS

Subject:

6.3 Director's Report -WASC Update

Action Requested:

Information

Previous Staff/Board Action, Background Information and/or Statement of Need:

Each month the Director may give a report on the state of the schools. The WASC self study reports for both NU-HCS and NU-SCS are completed and uploaded to the WASC portal. The reports are included with this packet for your review. Both schools' WASC visits will be virtual. The WASC visit for NU-SCS is March 14th, 15th and 16th. The WASC visit for NU-HCS is March 21st, 22nd and 23rd.

Fiscal Implications:

None

Contact Person/s: Shari Lovett



Northern United-Humboldt Charter School Self Study Report

2120 Campton Rd. St I
Eureka, CA 95503

Humboldt County Office of Education

Visit Date: March 21-23rd, 2022

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Preface

Northern United-Humboldt Charter School (NU-HCS) is in its fourth year of operation (2021-22) as a countywide benefit, non-classroom based, independent study public charter school, authorized by Humboldt County Office of Education (HCOE). Prior to the 2018-19 school year, our students, staff and facilities were a part of Mattole Valley Charter School (MVCS). The reasons for, and the impact of, this change will be explored further in the first chapter. NU-HCS has a small, close knit, community feel that is the primary appeal of our program. Staff get to know their students and families over multiple years of working together, with some relationships lasting many years after students graduate. Our learning centers are designed to give the students a familiar base to focus their educational energies, while allowing personalized learning that is tailored to individual family needs.

Our current WASC self study began in September, 2020 when Mary Havens was chosen to be our WASC Coordinator. The leadership team was established and composed of the WASC Coordinator and administration. They attended WASC self study trainings in September 2020, February 2021, and March 2021. A general calendar of events was then established by the WASC Coordinator and administration to map out the timeline for the Self-Study process.

The WASC Focus Group Survey was sent out to staff in March 2021 and administration provided professional development where discussions on WASC, student assessment data and areas of concern/interest were held, as well as a WASC self-study Orientation. During this month, NU-HCS resumed in-person instruction in learning centers.

In April and May of 2021, the focus turned to reviewing the progress of the LCAP and completing a data analysis which included a review of progress on the Learning Continuity and Attendance Plan and the Annual update from the 2019/2020 LCAP. During this time additional WASC training was attended by the WASC Coordinator and leadership team. In June the School Director gave a presentation to the Board of Directors on the NUCS' Board Annual Goals and the Board conducted a public hearing on the adoption of the NU-HCS LCAP and budget. The LCAP and budget were then adopted unanimously.

NUCS' annual Fall Summit staff development was held in August of 2021. This included the staff reviewing pre-meeting slides that informed staff of updates and changes to our program, CAASPP scores and information for the WASC self study process. Focus groups met and worked on the topics each group was assigned. In September and October the WASC Coordinator and the leadership team met to discuss progress on the self study and the NUCS' Board Annual Goals, and reviewed data and input from our educational partners for completing Task 1 (Chapter I:

Progress Report) and Task 2 (Chapter II: Student/Community Profile and Supporting Data and Findings).

The end of 2021 was busy as the WASC Coordinator met with the focus groups and staff to discuss Chapter III: Self Study Findings with the focus being on categories B (curriculum) and C (Learning and Teaching) in November and in December focusing on Categories D (Assessment and Accountability) and E (School Culture and Support for Student Personal, Socio-emotional and Academic Growth).

In January of 2022, the WASC Coordinator consulted with staff at staff meetings to complete Chapter IV: Summary from Analysis of Identified Major Student Learning Needs and Chapter V: Schoolwide Action Plan/SPSA.

Throughout this WASC self-study process, data was collected, analyzed and shared with staff and community partners at the Response To Intervention (RTI)/Data Champion meetings, Fall Summit sessions, NUCS Board reports on progress on annual goals, LCAP feedback meetings, CAASPP professional development, staff meetings, administrator meetings, surveys, Teacher Circles, whole staff professional development, AVID training, back to school nights, open house events, learning record meetings, Bridges parent workshops, Missed Assignment Policy (MAP) meetings, and IEP meetings.

The WASC document is reflective of ongoing and active educational partner engagement and contributions as indicated in the following timeline of major NU-HCS events. The self-study experience allowed for increased collaboration, reflection, and relationship building among all educational partners. We look forward to the future with optimism derived from the story we've created together. Our agreed-upon vision, mission and SLOs will anchor collaborative efforts in the journey ahead.

Timeline of significant events:

2016-2017

March 2017 - MVCS Visiting Committee report from mid-cycle review. Action Plan oversight committee formed.

April 2017 - Charter Council discussed final WASC mid-cycle report.

May 2017 - Charter Council discussed the future of MVCS. Amy Cambou was chosen to support WASC efforts for NU-HCS. Amy created the initial NU-HCS LCAP.

2017-2018

December 2017 - NU-HCS Charter Petition submitted to HCOE and approved for a 5 year term by HCOE, which expires on June 30, 2023.

2018-2019

July 2018 - NU-HCS began operations. The initial WASC leadership team worked on NU-HCS WASC Initial Report.

August 2018 - WASC leadership team continued refining the initial report. WASC Initial Report submitted. Disaggregated data for Humboldt County MVCS students' CAASPP results was shared and analyzed with staff at [Fall Summit](#). Review of Initial WASC visit information, and vision, mission and SLOs at Fall Summit.

September 2018 - NUCS Board Annual Goals developed. PCSGP application submitted.

October 2018 - WASC initial visit

November 2018 - WASC Accreditation approved. The visiting committee report indicated critical areas for follow up:

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

In lieu of having created an action plan during this initial accreditation process, we focused on our LCAP actions that addressed the critical areas for follow-up as identified by the visiting committee.

PCSGP application approved. Award money (\$550,000) to be spent by June 30, 2019.

January 2019 - PCSGP planning activities with staff. WASC update to NUCS Board.

March 2019 - LCAP educational partner input meetings were held.

April 2019 - Presentation of progress on NUCS Board Annual Goals.

June 2019 - NUCS Board public hearing about, and subsequent adoption of, the NU-HCS LCAP and budget.

2019-2020

August 2019 - Disaggregated data for NU-HCS 2019 CAASPP Summative results was shared and analyzed with staff at Fall Summit.

September 2019 - NUCS Board Annual Goals reviewed and updated. PCSGP application submitted.

March 2020 - Closure of facilities to in-person instruction and standardized testing due to pandemic.

April 2020 - Presentation of progress on NUCS Board Annual Goals.

May/June 2020 - Final expenditures for PCSGP completed. NUCS Board public hearing about, and subsequent adoption of, the NU-HCS LCAP and budget. Rather than a 2020-21 LCAP, schools were asked to complete a Learning Continuity and Attendance Plan to focus on pandemic related issues.

2020-2021

July 2020 - Began closeout of PCSGP.

August 2020 - The 20-21 school year began with facilities closed for in-person instruction. Disaggregated data for NU-SCS 2020 Renaissance Learning Star growth reports was shared and analyzed with staff at Fall Summit.

September 2020 - The WASC leadership team is composed of the WASC Coordinator and administration. Leadership team attended Self Study Training. NUCS Board Annual Goals reviewed and updated.

October 2020 - PCSGP grant closeout. All awarded funds spent.

February 2021

- A general calendar of events was established by the WASC Coordinator and administration to map out the timeline for the Self-Study process. Mary Havens was chosen as the WASC Coordinator for NU-HCS
- Attended WASC training
- Created survey to place teachers in Focus Groups
- Survey sent out 2/22 (after Feb break)
- Created leadership team
- Asked staff to begin gathering data needed for 18/19, 19/20, 20/21 analysis
- Met with counselors to discuss progress report, graduate profile, and data
- Leadership group attended WASC Self-Study training

March 2021

- Created Focus Groups
- Created Home Groups
- Established a process to communicate ongoing WASC information with staff, and further discuss WASC goals. Initially orient staff to WASC process (This was done at our 3/12/21 PD)
- Met with LCAP Coordinator to review how LCAP and WASC fit together
- Coordinated and organized the gathering of evidence
- Drafted Task 1
- Leadership team met regularly. Leadership team attended WASC PD.
- [WASC Focus Group Survey](#) sent to staff. Third WASC Self-Study training.
- March Staff Development Day included a session on student achievement data for analysis and discussion among all staff. Celebrations, areas of potential concern/interest, and general student achievement and success were noted and shared. Administration provided a [WASC Self-Study Orientation](#) to staff. Utilizing their input from the August Staff Development WASC session, staff members were assigned to Focus Groups. Staff Focus Groups reviewed Action Plans. Progress Notes were taken to capture reflections, celebrations, areas potentially in need of more attention and/or modifications. Group participants subsequently familiarized themselves with updated criterion and indicators within their assigned WASC area.

April 2021

- Analyzed data
- Drafted Task 2
- Home groups met and discussed goals and progress toward goals. They recorded evidence on a Google form.
- Focus groups met to review progress and their particular goal. Began writing ideas for where we have made progress, where progress still needs to be made.
- Reviewed and updated LCAP. Attended WASC Training webinar. Presentation of progress on [NUCS Board Annual Goals](#). WASC update to NUCS Board.

May 2021

- Trained Leadership Team and Focus/Home Group leaders in roles and responsibilities, including strategies in group dynamics and data analysis
- Data analysis for the development of the 2021-22 LCAP, which included a review of progress on Learning Continuity and Attendance Plan and the Annual Update from the 2019-20 LCAP. WASC update to NUCS Board of Directors.

June 2021

- Attended WASC Additional Office Hours
- NUCS Board public hearing about and subsequent adoption of the NU-HCS LCAP and budget

2021-2022

August 2021

- Staff Development Fall Summit, school staff reviewed the 2018 Initial Report and 2018 Updated Schoolwide Action Plan submitted in June 2018. Staff provided input on which WASC Focus Group they would like to join in the future self-study.
- Fall Summit
 - LCAP overview
 - Review SLOs
 - Review WASC goals
 - Set: What are our goals for all students
 - Set: How do we measure outcomes of our goals for the students
 - Define: Parameters to use: Some/Few/Many, Not Effective/Somewhat/Effective by using specific definition/percentage so every group uses the same
 - Describe: What does quality work look like?
 - List: What are we doing? Is it effective? What evidence supports the effectiveness of our program?
 - Review leadership, focus, and home group roles

September 2021

- NU-SCS WASC Coordinator and NU-HCS WASC Coordinator met to discuss Self-Study report progress
- NUCS Board Annual Goals reviewed and updated
- WASC update to NUCS Board
- Home groups met, gathered evidence

October 2021

- Groups set new student learner goals, overall goals for all students

- Leadership team reviewed data and input from educational partners to begin completing Task 1 (Chapter I: Progress Report) and Task 2 (Chapter II: Student/Community Profile and Supporting Data and Findings).
- Focus Groups met

November 2021

- Home Groups met
- CAASPP survey
- Met with staff to discuss Chapter III: Self-Study Findings, with a focus on Categories B (Curriculum) and C (Learning and Teaching) at staff meetings and through comments on shared documents
- WASC update to NUCS Board

December 2021

- Final Focus Group Meeting
- Final Home Group Meeting
- Leadership Team met to discuss findings
- Created graphs and charts
- Met with staff to discuss Chapter III: Self-Study Findings, with a focus on Category D (Assessment and Accountability) and E (School Culture and Support for Student Personal, Social-Emotional, and Academic Growth) at staff meetings and through comments on the shared documents

January 2022

- Completed Chapter IV: Summary from Analysis of Identified Major Student Learning Needs.
- Consulted with staff
- Chapter V: Schoolwide Action Plan/SPSA
- Final edits- draft sent out to all staff for edits, additions, and thoughts
- Whole staff meeting to prepare for visit
- Upload documents: Humboldt - February 7, 2022

February 2022

- Humboldt visit - March 21st-23rd, 2022

Northern United-Humboldt Charter School WASC Team:

NU-HCS WASC Team					
Leadership	Focus Group A:	Focus Group B:	Focus Group C:	Focus Group D:	Focus Group E:
	Organization	Curriculum Category	Learning & Teaching	Assessment & Accountability	School Culture, and Support for Student Personal & Academic Growth
Janna Churchill-Bos	Asia Lindauer	Lisa Ambrosini	Alina Alishoev	Trevor Kerr	Janna Churchill-Bos
Rebekah Davis	Shari Lovett	Julia Anderson	Mitch Block	Mary Ann Lyons	Lacy Conti
Mary Havens	Tomire Lyons	Abby Armstrong	Nona Ikeda	Reada McConnaughy	Teal Cyrek
Shari Lovett	Liberty Pinto	Rebekah Davis	Sarah Gomes	Heather Scharlack	Judith Fraser
Kirk Miller	Cathie Shermer	Ella Early	Rene Michel	Jannah Sylvia	Roxy Kennedy
Julie Smith	Debbi Sholes	Shane Harmon	Jennifer Rand	Cam Trujillo	Wendy Kerr
	Julie Smith	Crystal Linde	Shannon Rinehart	Lori Wyler	Crystal Linde
	Lynda Speck	Tim Mueller	Amanda Sharpe	Trevor Kerr	Melissa Nakoa
	Sara Thompson	Maritza Popoca	Ryan Smith	Mary Ann Lyons	
		Sarah Schaefer	Barbara Rybeck		
		Kaleigh Tusso	Michaela Walston		
		Lisa Ambrosini	Rebecca Zuspan		

Chapter I: Progress Report

Section 1: Significant Developments

Opening a New School

To describe the significant developments over the last three and a half years, it is helpful to understand why Northern United Charter Schools (NUCS) was created. A ruling in the case of Shasta vs Anderson (original filing in 2013, appellate court filing 2015, Supreme Court filing 2016) meant that Mattole Valley Charter School (MVCS) could no longer operate as it had since 1998, forcing the school to close on June 30, 2018. After the California Supreme Court Ruling in January of 2017, the administrative team of MVCS began preparing to petition Humboldt County Office of Education and Siskiyou County Office of Education to authorize countywide benefit charter schools in each county. The goal was to have both new charter schools up and running by the beginning of July, 2018, so there would be no interruption in services for students and employment for staff. Petitions were submitted to the county offices in the fall of 2017 and approved by the State Board of Education in the spring of 2018. The instructional calendar for both NUCS schools, Northern United - Humboldt Charter School (NU-HCS) and Northern United - Siskiyou Charter School (NU-SCS) began August 27, 2018.

Start-Up Grant on Short Notice

In April of 2018, the administrative team submitted start-up grant applications to the Public Charter Schools Grant Program. In May we were notified that there were weaknesses in our applications that resulted in denial of the applications. In July, we were notified that a new application window was available, so both schools submitted revised applications. We were notified in October that our applications were approved and that each school would receive \$550,000 to purchase supplies, materials, curriculum, technology, transportation and to pay for professional development. The window to spend the funds extended through the end of June, 2020.

With the grant money, NU-HCS able to upgrade curriculum in ELA, math, science and social studies (both hard copy and online based) including RTI curriculum, to stock up on art supplies and general classroom supplies, to purchase enough chromebooks for every student, purchase hotspots to improve student access to the internet at home, purchase four Ford Transit vans with all-weather tires, install fire alarms and security cameras and alarms, provide professional development by sending staff to AVID Summer Institute and other professional development, and pay for induction programs for new teachers. Staff and some parents spent significant time prioritizing, budgeting, planning, purchasing, receiving and maintaining the materials and services that the

grant funding made possible. Spending that much money without wasting it or leaving any on the table over the course of 18 months was challenging, but our team rallied and worked together to meet our goals and improve our school.

Impacts of COVID-19

NU-HCS has been impacted by COVID-19. Staff, students and members of their families have become ill and the mental, emotional and societal toll has been enormous.

The COVID pandemic has created challenges for our school, as it has with schools worldwide. In the last two years, staff has attempted to figure out how to deliver high quality curriculum and instruction at home, during which time a lot of students and parents became disengaged with the school process. We have also had lapses in some of the programs we usually offer related to college and career readiness. There were no AP or SAT testing administrations in 20-21, a lack of an availability of concurrent enrollment classes, less or no CTE or internship programs operating, and less of an ability to take students on field trips, college visits, and to local businesses. We have also struggled with the recruitment of younger students into our high school programs due to COVID restrictions.

Due to the pandemic, our school provided home based independent study to our students via Zoom from March 2020 until the end of March 2021. This worked well for many students, but not all. Some students lacked access to the internet at the sufficient quality to be able to participate in Zoom meetings. We issued internet hot spots to students who had sufficient cell coverage for them to be useful. Some students lived in such remote locations that hot spots could not provide enough bandwidth to be useful. Some of our students did not lack internet bandwidth, but were not ready developmentally or emotionally to participate in Zoom classes. In addition, some parents did not want their students interacting on a computer for extended hours each day. Communication was an issue with some parents not checking their emails, or school related announcements regularly which would sometimes lead to students missing out on important dates for school assignments or SEL Zoom sessions to be missed.

As we enter our second full year of COVID, and our third school year where the pandemic has been present, the toll feels heavier than ever. Last year, as many families scrambled to make personal decisions based on how safe they felt sending a student into a classroom, or how much confidence they had in a school newly taking on independent study or distance learning, our enrollment soared. We had a large influx of students seeking at-home enrichment, with the peace of mind that an independent study school would know how to handle students needing to be at home. In May and

June of 2021, when it seemed like everything would open back up and life would return to relative normalcy, many students left our IS setting to return to a site-based classroom. Then, due to a new law requiring every school district to offer an independent study program, we started the current school year with low enrollment. We are now seeing an influx of students who are truly looking for an at home personalized approach to schooling. Our methods of tying students to a learning center, or asking for Zoom participation are not meeting the new needs of families that are enrolling in our school at this time.

This has led to some big questions overall for our school: is the niche we fill changing? Are students and parents looking for something different: a true independent study model that we can deliver, but at times hasn't looked to be the most successful for our students? As these changing needs come up, it also leads to questions about our overall goals as a school.

Student Trends

Since Northern United - Humboldt Charter School opened, the staff have noticed some general student trends. However, at this point it is difficult to separate trends within our school or county from trends due to the COVID-19 pandemic. For instance, we have observed:

- Students leaving this school for a more traditional (and social) option
- The need for intervention/same curriculum across the board
- An increase in students needing A-G classes, entering with credit deficits, and needing prompting to take college and career readiness paths

Some of those trends have led to these thoughts:

- Year 1 of the pandemic, our student population increased because families wanted home study, they were scared of the larger schools, worried about mandates, etc
- Year 2 our numbers dropped: possibly because districts were directed to run their own independent study programs, or because parents pulled kids out of school entirely due to the masking mandates, or with the social void in community, school was a place students were guaranteed to get in person interaction
- There was an overall nationwide pause on kids meeting A-G, taking college and career paths, concurrent enrollment, SATs or other college readiness exams because a lot of those things were suspended. Our focus had to switch to mental health and stability to keep kids cared for and engaged in school.

Now we are at a place of rethinking this new normal. What exactly do our students/parents want? Many students/parents enrolling with us now are not looking for centers or any program that reflects the traditional norms. Rather, they are looking for

true home based independent study, which leads us to looking into what our program offers and how we can meet the needs we are currently seeing. It also leaves us asking whether this is a need that will continue long term, or if things will switch again when the pandemic ends.

Staffing Challenges

In addition to COVID, there has been a great deal of fluctuation within our staff. We have lost some teachers, and also have had some teachers move into new positions. In some cases, that leaves us with some gaps in knowledge of school programs.

Although we have worked to improve in many of our self-determined areas, it becomes increasingly difficult to continually offer high quality professional development that targets returning teachers when there are new teachers who are not familiar with the current strategies in the classroom (such as PBIS and AVID), and why our school agrees those strategies are important for growth. This leads to the need for basic training for the new teachers, while leaving our seasoned teachers frustrated that they are being asked to repeat professional development and workshops that they have already completed.

With the pandemic, the passage of AB130, and a daily push to get the job done has led to increased stress levels, leading to less participation in school-wide initiatives and goals, like our WASC process. Although there have been many outreach attempts to gather opinions and evidence, a lot of those attempts have fallen short of getting good staff participation. For example, the teachers were all asked to complete our recent CAASPP familiarity survey, but at the deadline, there were only seven responses. Even when the survey was re-sent by our School Director, only fourteen responses were collected altogether. This is less than 50% of our 30 teachers. This points to a larger struggle in the organization of teachers lacking the complete picture of what we are trying to achieve as a school. Teachers seem so bogged down with the ins and outs of every day instruction in the classroom, or delivering high quality independent study lessons, that it is hard for them to make the space and time to understand the overarching goals of the school. Even with multiple PD hours spent, and the use of powerpoints, surveys, and other tools to explain the WASC process, and impressing the importance of their input, it was still very difficult to get participation.

The NU-HCS counseling department has undergone numerous changes since the school opened. The focus to create a full compilation of A-G courses was implemented during MVCS and carried over to both NUCS' schools. The counselor responsible for this resigned at the end of the 18/19 school year. At the beginning of the 2019-20 school year NU-HCS was able to hire a new full time counselor. This counselor was

new to high school academic counseling and their strengths were in the social/emotional aspect of counseling. Anytime a counselor is new to high school academic counseling, there is a steep learning curve, especially in regards to the importance of enrolling students in A-G courses, maintaining our A-G course catalog, testing enrollment for PSATs, SATs, and AP exams, coordinating concurrent enrollment, and FAFSA. Counselors are also tasked with meticulously looking over every high school master agreement to ensure students are meeting both high school graduation requirements and A-G eligibility. Despite the pandemic, the number of students enrolled in A-G courses has increased since 2019-2020, especially for our independent study students. Our current counselor was instrumental in increasing our student participation in taking the PSAT and we were on track to administer the SAT for the first time at our learning centers. However, the spring administration of the SAT was canceled due to the pandemic.

When COVID-19 forced the closure of our facilities in March 2020, the staff had to work remotely from home. More students (and their families) needed social/emotional support. We weren't always able to give them the help they needed as arranging phone calls and Zoom meetings was challenging. In addition, without students (or their parents) being a captive audience at centers, a larger number than usual of families became disengaged. This year we also have an abundance of high school students transferring to our school with gaps in their transcript. Creating a plan for them, and for families in emotional turmoil, has been very strenuous. At the beginning of the 2021-2022 school year NU-HCS was able to hire another full time counselor. Despite this counselor being the former Counseling Technician, and therefore knowledgeable of high school academic requirements, they are new to this demanding position. Our counselors are trying to find the balance of addressing the overwhelming social and emotional needs of students and their families, while still encouraging students and families to focus on pursuing a rigorous academic path.

High Quality Professional Development

Over the past three years we have focused heavily on professional development. There have been schoolwide expectations set for the types of PD every teacher has access to as the school provides at least four full days of professional development for all staff that covers areas of need identified by administration and staff. There is a schoolwide requirement for teachers to get at least 8 hours of PD on their own. This allows us as a school to focus on certain topics, such as social emotional learning, assessments, and AVID, while also allowing teachers to have some choice in which type of PD they participate in. All professional development is tied directly to student achievement and student support. There is a post-professional development survey sent to all staff to gain insight on the effectiveness and the level to which the information learned is

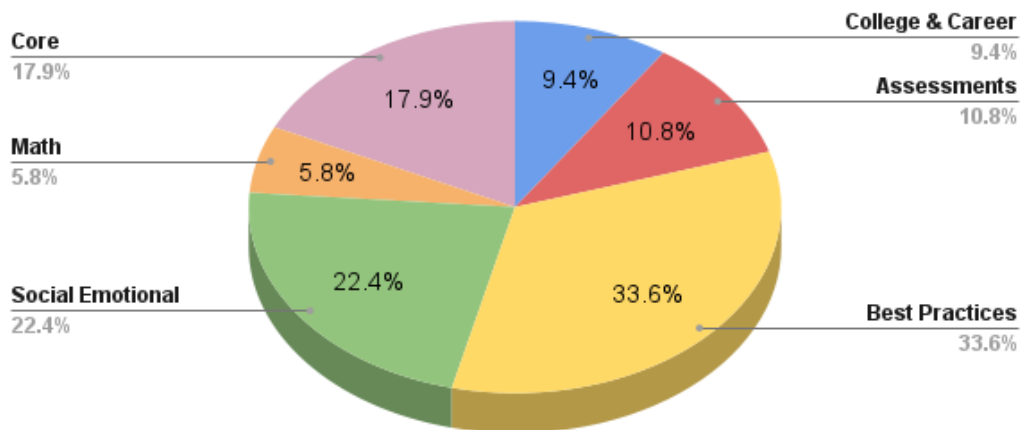
applied and the extent to which that application supports measurable student outcomes. This strategy is part of the continuous cycle of inquiry that is carried out by administration and the many committees/teams on which the staff sit.

Teachers are encouraged to attend professional development opportunities and within the Board adopted LCAP and budget there are actions and line items for professional development. Resources have been provided to give staff training, curriculum and materials for social emotional learning, such as Second Step and PBIS.

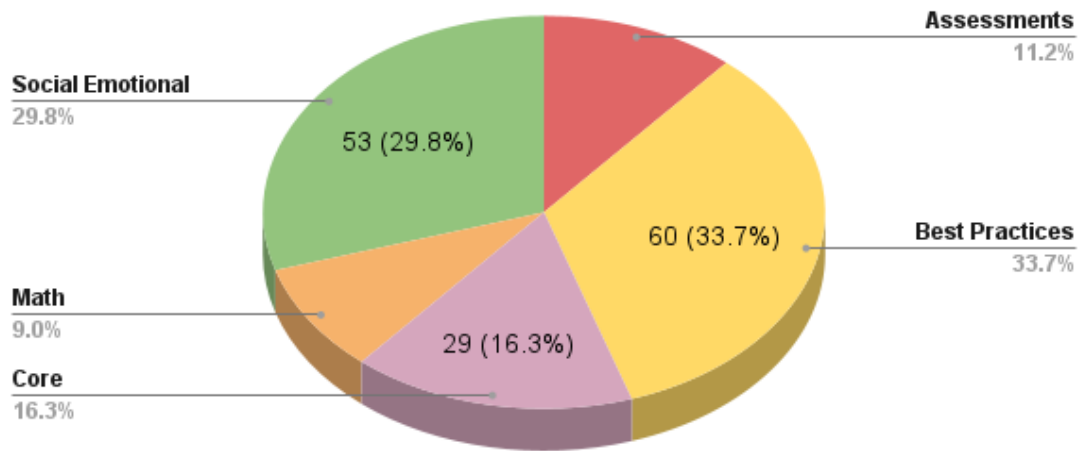
Teacher Circles where all staff are invited to learn and collaborate with respected colleagues providing subject specific training occur monthly. Learning center staff meetings and Independent Study Teacher meetings are also regularly offered professional development opportunities.

We use data to analyze whether teachers are receiving the amount of professional development in a school area of weakness that they need for improvement. For instance, increasing our math scores is an important goal schoolwide, and yet if you look at the pie charts below, you see that only 5.8% in 18/19, 9% in 19/20, and 1% in 20/21 took math related PD of their own choosing. That guides us to see where we may need to be more conscious in aligning the schoolwide PD opportunities we offer with our goals moving forward.

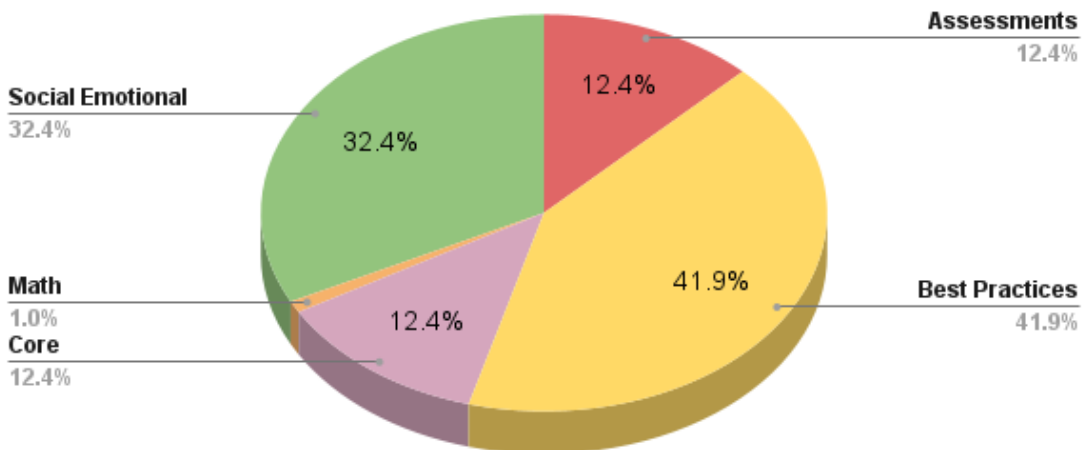
Professional Development 2018-2019



Professional Development 2019-2020



Professional Development 2020-2021



Section 2: School Wide Growth Areas for Continuous Improvement

Our 2021-2022 self-study represents Northern United - Humboldt Charter Schools' first full self-study in the WASC accreditation process. As a result of our Initial Visit 2017-2018, the visiting committee identified the following list of Critical Areas for Follow Up:

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

Since our initial visit, Northern United - Humboldt Charter has continued on our journey of self improvement to make the school a better, more successful learning environment for students, and to invite more feedback from stakeholders. Here is some of the work we have done in our Critical Areas:

Progress Report on Critical Area # 1: Continue to work to raise low math scores

Significant developments in the area of raising our math scores have come from focusing on interventions and intervention strategies. Staff have been trained in MTSS, and have focused on the types of support students received in Tier I, II and III. Using Renaissance Learning Star for math, grades 2-11 and reading grades 2-8, we have created a system of assessing students during three universal screening windows to gather data on student progress. This diagnostic assessment identifies which students are below grade level in math or reading and may need targeted intervention or are on watch to meet grade level benchmarks.

We have developed a system for teachers to analyze this assessment data, and then use that data to place students into the proper intervention plan. They accomplish this by setting goals and using progress monitoring (often within the Renaissance Learning system). Teachers are asked to track student progress in their chosen interventions: for instance, a student may be asked to meet with a tutor for one hour per week, and complete 3 hours of targeted practice on IXL Learning. Then, the student will be

reassessed using Renaissance Learning to track progress. Students are involved in the goal setting process. If there is not enough progress towards the goal after 2-3 months of intervention then the SST process may be initiated. This process gives the student, parents and teachers time to discuss what the intervention strategies have been and brainstorm how they could be changed to better support the student. At this time, the student might move into a Tier III category where they have more intensive support/interventions. Oftentimes we find that these students might need more tutoring support, or an additional type of support such as counseling/mental health support to progress.

The procedures we've developed do seem to be working. We have seen growth for our students in using the Renaissance Learning Star assessment tool to target students for needed interventions. This seems to be translating into our CAASPP scores. Overall, in the 18/19 school year, 30% of our students received a combined score of exceeded standards or met standards on the math portion of the CAASPP and in 20/21 we have 42% of our students that have reached a combined score of exceeded standards or met standards.

Progress Report on Critical Area # 2: Continue to find ways to have more students enroll in higher level classes

NU-HCS has focused on this goal in multiple ways. Primarily, we have concentrated our attention and outreach toward both students and families by helping them understand the importance of their students enrolling in A-G coursework. In order to provide successful outreach to our families, NU-HCS has restructured our school's culture to emphasize an expectation that all high school teachers are enrolling students in A-G classes. In other words, NU-HCS views college/career readiness as a graduation requirement. In order to successfully restructure our school's culture, NU-HCS provided our teachers with ample professional development with a focus on A-G requirements, college readiness and academic rigor. Our professional developments emphasised how it is our school's priority to ensure that all of our students are both college/career ready. In providing our teachers with a greater understanding of the differences between A-G coursework and general education classes, college-readiness and academic rigor, NU-HCS teachers are careful to ensure that their students are on track and will have the knowledge and skills needed and be prepared for both college/career. Equally important, our teachers are able to explain to their families the significance of this type of preparedness.

Another important facet in meeting this goal is our academic counselors. NU-HCS counselors meet with students to create four-year plans, review transcripts, and mentor teachers when gaps are seen in class schedules and course selections. Our counselors also make regular visits to our learning centers to present to students the importance of taking entrance exams, concurrent enrollment classes, AP exams, SAT and PSATs in order to prepare themselves in a variety of ways for college and career readiness. In addition, NU-HCS academic counselors work as a team with teachers to find innovative ways to offer concurrent and dual enrollment classes. College of the Redwoods, our local junior college, is primarily the institution our students attend for concurrent enrollment. Our counselors, along with our high school teachers, work together to help students maneuver through the process of applying to college. Through this process, as a team, counselors and teachers help students in enrolling in specific high interest courses. While attending their courses, students are supported by their teachers, instructional aides and classmates. Another way in which NU-HCS prepares our student body for college is by offering dual enrollment courses. By involving students in a dual enrollment course while at their learning center, students are introduced to a college level class in a safe, supportive environment. At this time, we are offering Get Focused, Stay Focused as a freshman seminar course. This particular course encourages college/career readiness by introducing students to life skills, organizational skills, interest assessments, specific colleges and decision-making.

NU-HCS has added two important CTE Pathways, Horticulture/Hydroponics and Building Trades. With the help of our counselors and teachers, our school continues to explore ways to engage students and offer exploration into career paths that might interest students post graduation. Currently, our counselors are exploring opportunities for different CTE Pathways courses that might be added in the future. As a school, we are working to strengthen our community partnerships in order to introduce our students to more opportunities. These opportunities will allow them to access courses leading to college and career readiness.

Our school uses several methods to encourage our students to enroll in higher level coursework including, Back to School Nights, orientations, counselor visitations promoting concurrent enrollment with College of the Redwoods and Humboldt State University, AVID elective, internships with local businesses, promotion of AP and SAT exams and CTE Pathway coursework, our students are offered a wide variety of robust classes encouraging them in both college/career readiness.

Prior to COVID-19, NU-HCS often had representatives from College of the Redwoods and Humboldt State University come to our learning centers to discuss the importance of college and career readiness. Additionally, the counselors work with Humboldt State

University, providing instant admissions to students who are on track to graduate while meeting the A-G criteria.

We have made tremendous progress in this area, but there are obstacles we face and are working to overcome. For example, many of our students and families are living in very rural areas geographically and struggle with transportation. In order to support those families, we provide daily and monthly bus passes. Another obstacle we face is the completion of the FAFSA process. In order to expedite the process, our academic counselors invite families with graduates to meet with them and walk them through the FAFSA process. In this way, families are supported and the process is less intimidating.

Another barrier we are working to overcome is that many of our students are first generation college attendees. This has proven to be problematic in that some students have not always received positive messaging around attending college. We have discovered that the messaging the student has received at home is inconsistent with the school's focus on making sure every student is well-prepared for whatever path they choose.

We made progress in increasing enrollment in rigorous A-G courses, as in the 18/19 school year, we had 97% of our students enrolled in one or more A-G courses, and in the 20/21 school year we have 100% of our students enrolled in at least one A-G course. We also have seen an increase in the number of students graduating with A-G eligibility. In the 18/19 school year, we had six graduates A-G eligible and in the 20/21 school year we had twelve graduates A-G eligible.

Progress Report on Critical Area # 3:

Ensure staff members are aware of early warning signs of at risk kids through PBIS and SST meetings

Northern United - Humboldt Charter has spent significant time and resources strengthening our intervention plans and processes. There has been a big push from leadership down to focus on interventions. We put in place a system to screen students for needed focus skills in both ELA and math by using Renaissance Learning diagnostic assessments.

Along with training on the assessments, we created an assessment calendar for students to be tested during three universal screening windows each school year using the Star Math and Star Reading. We have three Renaissance Learning Star windows calendared out within each school year- early Fall, Winter and Spring. These three windows allow us to assess students on math and ELA, and then track their data to

record whether they are improving, or whether they need focused interventions. Teachers set up a progress monitoring timeline with goals for the students to move them closer to grade-level benchmarks and possibly out of needing intervention. Within the Renaissance system, teachers are able to set goals for specific students manually, or the system provides us automatically with the next goal for a student to reach on an upcoming math or ELA assessment. With that tool, we are able to track scores and progress for each student (grades 3-11) and use this data to enter a student into a focused intervention path, or exit them out of an intervention path, if appropriate.

Universal Screening Windows and Intervention Procedures using Renaissance Learning Star Diagnostic Assessments:

- A baseline score for students in math grades 2-11 and reading grades 2-8 is gathered during our Fall Screening Window or as soon as possible after a student enters our school if that is outside of the screening window.
- For students who score below benchmark and in Level 1 (red) they will have an intervention plan created for them including appropriate goals. This information is added to a school-wide tracking document and overseen by our Intervention Coordinator.
- Progress monitoring includes tracking assessment data, reassessing the student every 2-4 weeks to check progress and evaluate the data. Intervention goals may be adjusted. Students may also attain the goal and no longer need targeted interventions.
- The SST process may be warranted at this time if interventions are not helping.
- All students in math grades 2-11 and reading grades 2-8 will be assessed during the Winter Screening Window to monitor growth and progress.
- Any student who moves down to below benchmark and into Level 1 (red) may be reassessed to determine if an intervention is needed.
- All students in math grades 2-11 and reading grades 2-8 will be assessed during the Spring Screening Window (Learning Period 8 after 4/1 and Learning Period 9) to monitor growth, progress and for future data based decision making.

In addition to using Star to target students who need more focused interventions, we use the CAASPP interim assessments multiple times per year. This is to help familiarize teachers and students with the testing process, and with the types of questions the test asks. This has been a bumpy road. As teachers have gotten more familiar with the Star assessment system, they have resisted the CAASPP. Some teachers have the opinion that the CAASPP induces too much stress for students and parents, and that they (the teachers) do not feel prepared to give this assessment. Teacher feedback shows they believe the students are overassessed. This has created

an issue within the organization of teachers choosing to focus on Star assessments and rushing through the CAASPP.

We have decided as a school that going forward we need to focus more on CAASPP prep and rebranding. We find that it is important to explain to the teachers, students and parents why we take the CAASPP and how the CAASPP scores reflect on our school as a whole. Teachers themselves need to become more invested in the way the questions on that test are asked, and what sort of knowledge the test is looking for. We are trying to make a move schoolwide to more inquiry-based assignments and assessments to come more in line with the CAASPP expectations. There is a lot of work to be done in this realm as there has been a great deal of feedback from teachers that the test is stress inducing. They fear losing valuable teaching time to the test itself. As a school, we need to focus on repackaging the importance of the test and reminding teachers about best practices in terms of assessing students and tailoring curriculum to the state standards which are what the CAASPP reflects.

By making a concerted effort to give teachers multiple professional development opportunities around the Renaissance Learning Star and the CAASPP, we focus on making the how and why of assessing students accessible to all. Also, by setting out a specific calendar and guidelines for what a successful assessment and intervention cycle looks like, we are trying to demonstrate for teachers why we are doing this and what it looks like. We have administrators and Data Champions who work closely with each teacher to ensure that the test process and schedule are being followed with fidelity. This includes monthly staff meetings to discuss the data they are collecting from the Star assessment system, and bimonthly Data Champion meetings, where there are specific goals laid out for the Champions to help keep the staff they worked with on a timeline and meeting our overall intervention and assessment goals.

We have created a large menu of interventions based on where a student falls in the intervention process. Our Tier II interventions include:

Language Arts

- Tutoring for reading and writing
- Orton Gillingham programming on site and at home
- Parent training and ongoing consultation with school psychologist for delivering at home instruction using All About Reading, Barton Method, Read Naturally, IXL Reading
- Personalized research based spelling and writing practices.

Math

- Tutoring
- IXL Math
- Khan Academy
- Parent Training and Consultation with the School Psychologist for accommodating general education math assignments using research based practices.

As explained above, we use the Star Renaissance system of assessment to assign interventions and monitor progress. If a student has been placed in targeted interventions and are not showing progress between one testing window and the next, then we must reassess whether the interventions that student is participating in are working. Usually after the teachers assess the intervention program and find the appropriate progress is not being made, then the next step is to alert the Intervention Coordinator and plan an SST (Student Support Team meeting).

Number of SSTs at NU-HCS		
Year	Student's with SSTs	Total Meetings
2019/2020	29	48
2020/2021	26	48
2021/2022	11	18

At an SST meeting, teachers, parents, students and support staff come together to discuss the progress (or lack of progress) that a student is making in ELA and/or math, and write a plan for what strategies they are going to employ going forward. Sometimes this plan includes the continuation of Tier II level interventions, and usually it includes some Tier III interventions. At times, this process will reveal that a student needs more specialized and targeted interventions, and may trigger assessment for special education. The focus of an SST is to ensure a student is being supported in the individualized way that they need to succeed. The goal of the SST process is growth.

Some examples of our Tier III interventions are:

- Administer informal academic skills screenings (decoding, reading fluency, reading comprehension, and mathematical skills)
- Administer and review curriculum based assessments and student work samples
- Utilize direct instruction intervention English and math curriculum with individual students
- Small pull-out direct instruction groups with intervention curriculum for math and English
- Formal assessment for special education services
- If a student qualifies for an Individual Education Plan (IEP), a case manager meets with that student (one-to-one or in a small group) to deliver specialized academic instruction based on the student's challenges and areas of need.

In addition to academic RTI, we also have a system of support for behavior RTI. The process for a student receiving behavioral intervention is a referral process. Any staff member may refer a student for behavioral intervention, and that referral is followed up on by support staff, often resulting in an SST. All personnel who work directly with students are trained and receive refresher training on PBIS to ensure the development of clear behavioral expectations and routines for staff and students. Our staff works closely with the Humboldt County Office of Education in regards to training for staff and restorative practices as part of our continuing practice of fostering a positive school climate and mitigating the loss of academic progress of our students. Some of the Social/Emotional interventions we are utilizing at NU-HCS are as follows:

- Check In/Check out - A Tier II Positive Behavioral Interventions and Supports (PBIS) intervention. Student(s) participating in CICO will work with a designated staff member who they will check in with in the morning and check out with in the afternoon. The purpose of CICO is for the student to meet behavioral goals with the intention to get the student back to tier 1.
- Small Student Groups - These are small student groups (3-5 students) who have the opportunity to come together under the guidance of a counselor. These small groups allow the students to strengthen relationships with their peers and also address any concerns they might have while at school.
- Circle Time - Time set aside for an entire class with their teacher. The class, along with the teacher, will sit in a circle where one person will speak at a time. The purpose is to talk collectively as a group to discuss one overarching problem that has become a distraction.
- Restorative Circles - Circles can be used to intentionally create a space that lifts barriers between people; circles open the possibility for connection, collaboration, and mutual understanding. Participants gain valuable life skills that will not only positively contribute to improved

interpersonal relationships and academic success, but will also prepare them for their future endeavors and relationships.

- 1 on 1 counseling
- Learning Center Assemblies- typically Zoom or in person assemblies to address SEL needs
- ORBE - The Outdoor Resiliency Building Education program is an activity based program that seeks to help students with social and emotional challenges or who have experienced trauma or who are lacking consistent healthy adult relationships. While in the program the students engage in individual as well as group activities that are personalized to heighten their awareness of self and to strengthen their relationship with others. The activities are focused and designed to offer opportunities to challenge their abilities within a safe set of parameters. Additionally, the activities offer varying degrees of personal success, and focus on keeping each individual in the resilience building mindset for a substantial duration of time. These experiences are the driving force to embed the protective factors that we are prioritizing within this program.
- Expressive Arts Therapy Groups - students with IEPs, currently, but want to expand to all students
- Teacher Circles - Professional development related to growth mindset and trauma-informed teaching and many other SEL opportunities

Progress Report on Critical Area # 4: Continue to pursue community partnerships

At Northern United - Humboldt Charter School we reach out to the community to help strengthen our programs for students to become more college and career ready, and to allow our students to enrich themselves through interacting with the community at large.

We participate in several county-wide programs, such as the Spelling Bee, History Day, and Science Fair. We circulate and encourage participation in local contests, and scholarship opportunities. We partner with local organizations to bring the STEAM Family Maker Night to our students and into our centers when possible.

We work closely with the Humboldt County Office of Education. They provide several important services for our school such as nursing, LCAP support, CTE teachers and access to local CTE pathways, and a library of curriculum and manipulatives. We often attend professional development opportunities through HCOE. That partnership also includes working with local charter schools Alder Grove Charter and Pacific View and our local court and community school.

In addition, we have a strong relationship with our local colleges, specifically Humboldt State University and College of the Redwoods. Humboldt State hosts field trips for our students, and visits our learning centers to discuss programs and their enrollment process. We also have a relationship with the HSU art department which allows our students to use their facilities for our art classes, and also invites HSU students who are majoring in Art and Education into our learning centers to teach classes (under the guidance of a credentialed teacher).

College of the Redwoods offers our students dual enrollment with our Get Focused, Stay Focused class. (Previously, we have also had a CR satellite classroom at our Eureka Learning Center, where CR taught their own classes with their professors at our learning center to make it more accessible to the community at large.) We also support students in co-enrollment in CR classes to allow students to experience a college class for themselves and begin building a college transcript. Some examples of co-enrollment courses that our students have participated in are Introduction to Auto Tech, Criminal Law, Introduction to Plant Science, and Early Childhood Education.

We also build community partnerships with local businesses by using their services during field trips or our extra curricular programs like the Outdoor Resiliency Building Education (ORBE) program. Some of the local businesses we have utilized are: Friends of the Dunes, HealthSport, Blue Ox, Kayak Zack, Moonstone Surf Camp, Far North Climbing Gym, Kayak Trinidad, No Limits Dance, the Arcata Pool, and Fire Arts.

We also partner with businesses in the community to help students get services based in the community, such as dance lessons, or additional tutoring. Some of our businesses and community organizations have included: Eureka Learning Center Educational Foundation, Beginnings Inc, Friends of the Dunes, HealthSport, Blue Ox, Scrap Humboldt, Lady Bird Johnson Grove, Stone Lagoon, Patrick's Point, Kayak Zack, Moonstone Surf Camp, RCAA, Pacific Outfitters, Far North Climbing Gym, Kayak Trinidad, No Limits, Arcata Pool, among others.

We are working on strengthening our CTE pathways, and also the opportunities to offer students internships with local businesses. We offer field trips and college tours. Students are invited to participate in extra-curricular activities such as: The Hamilton Project, Science Fair, History Day, ceramics lab, HSU art classes, among others.

We work with several entities to help us promote our school as well. The most notable are:

- The City of Eureka is great at assisting with hanging our banner in places throughout the city for advertising.
- Lost Coast Communications is the business that does our radio advertisements for new board members as well as enrollment.

- The North Coast Journal and Mad River Union publish print ads, and the Times Standard publishes our Super Student.
- Visual Concepts, Color Me Rad, and Verum Printing make our swag and sign items.
- Ray Morgan is our business that maintains all of our printing equipment and ink.

Overall, we have made a lot of progress in this area. Specifically, our partnership with HCOE has been extremely beneficial to our students, without this partnership we would be unable to provide the CTE pathways we currently offer. We would like to add to our CTE pathways and increase enrolment in those paths. We would like to increase co-enrollment with our college partners. We are continuing to work to strengthen local business partnerships because we would like to offer students more opportunities to visit local businesses, and intern with them.

Progress Report Critical Area # 5: Increased participation in PSAT, SAT, and AP testing

We were on track for hitting this goal of increasing student participation in the SAT, PSAT, and AP exams, with positive growth each year, until we hit the COVID related shutdown of March 2020. At that time, not only were many student programs amended to be more conducive to learning and working at home, but also the College Board suspended giving their college readiness exams. Because of that, for the year 2019/20, we have the numbers of students that were originally registered to take exams as our data point. For 2020/2021, none of our students took the SATs. However, as a school, we still see positive movement forward in the number of students enrolling in and completing A-G coursework. We also see students interested in dual enrollment courses and our newer CTE pathways. All of these things contribute to students being college and career ready.

One challenge we have faced both in increasing participation in college readiness exams and concurrent enrollment is in getting parents engaged. There is a paperwork process that comes before the student ever takes the test or the class that a lot of our population seem to get tripped up in. There has been a large shift now that students and parents are aware that the SATs are not required for college and career readiness, or for getting admitted to college. The explanation of how these exams help students is hard to substantiate when students and parents themselves are doing research into the topic and are finding that standardized exams are not always the best way to display college readiness.

We are working to increase parent engagement by expanding our outreach. Our new Branches workshops are monthly parent workshops that target specific needs that parents, families and other community members might have. These workshops will help support parents in getting their students to be college and career ready. In conjunction with the Zoom workshop, we also offer a monthly newsletter to parents and families. We also have teachers and counselors reach out to families, but we sometimes find a lack of follow through from the families. This can often be most heavily displayed in our senior population where students have deadlines to meet.

**Progress Report on Critical Area # 6:
Promote awareness between graduating 8th grade students and high school programs**

We did make progress in this area during the 18/19 to 19/20 school years, in that we retained a higher percentage of our 8th grade students. However, from the 19/20 to 20/21 school year, this percentage decreased. This is due in part to the COVID-19 pandemic. Arcata Learning Center planned for the Willow Creek Learning Center 8th graders to visit, but this was cancelled because of concerns for safety. The Cutten Learning Center was able to transition their planned trip to the Eureka Learning Center to a Zoom format. This retention of students we have maintained is in large part due to a connection between our Cutten Learning Center and our Eureka Learning Center. The Eureka Learning Center invites 8th graders onto their campus to see their programs and meet the teachers. Once students and parents see and understand the variety of programs we can offer, we are hopeful more students will make the choice to continue with us for high school.

NU-HCS 8th grade Retention to High School NU-HCS Program			
School Year	Total 8th graders	NU for 9th grade	Percentage
2018/2019	37	16	43.2%
2019/2020	31	18	58.0%
2020/2021	28	13	46.4%

Additionally, many parents report that after allowing their younger children to have a less anxiety inducing/lower key elementary or middle school school experience, they are searching for a more traditional approach to high school. Some parents do not know enough about our high school centers to understand that we try to deliver a more traditional approach in that students are expected to attend campus multiple times a week. We try to offer activities for socializing such as: Talent Show, group lunches/celebrations, off campus trips to colleges, art and cultural activities in the community, etc. However, our limited size and population does keep us from doing some of the more traditional high school things, like participating in sports competitions, and holding prom or other large school dances.

By working on new ways to connect with parents and families outside of the classroom, such as our Branches program, we are working toward educating families on what our school can provide for them in each grade level. We are strengthening our recruitment and advertising methods. Regular promotion of our programs within the school will help students make an educated decision about whether moving on to one of our high school programs is right for them. As part of our goal of continued engagement we hope to strengthen the messaging around the different educational options we can provide and promote students within our school to our high school programs.

Section 3: Ongoing Follow Up Process

The 2021-22 LCAP includes two goals, down from three in previous LCAPs. In addition, some actions were moved to a different goal and some new actions were added. Improving student performance on CAASPP assessments, improving student performance on college readiness measurements, and providing professional learning opportunities for staff remained a priority through each of the subsequent plans.

The following tools are used to implement, elicit feedback, and monitor progress towards the goals and plans. We use a variety of tools and means to elicit feedback and make decisions on where to focus our efforts.

- Fall Summit- Agenda items specifically focus on our overall goals for the school year
- Professional Development
- Staff meetings-Centers/Home groups hold smaller staff meetings once a week, and often these topics get on the agenda there as well
- Staff surveys- LCAP, WASC, CAASPP specific, plus overall climate surveys
- WASC timeline- this encapsulates some of the meetings and other tools we have employed to get feedback

- Parent meetings- held at each Center, also the use of Parent Square, and the new Branches workshop to not only strengthen our parents-school bridge, but also to elicit feedback. Parents are also welcome to attend Board meetings, and we are currently creating a Site Team which will include parent input.
- Parent surveys-LCAP, WASC, CAASPP specific, plus overall climate surveys
- Board meetings-Parents, students and staff attendance welcome

We discuss our ongoing goals (both LCAP and WASC) at all school wide professional developments. These normally happen 3-4 times each school year. Additionally, we run Teacher Circles and IST meetings monthly. At these meetings, our goals are often brought up and discussion revolves around how we are targeting these goals.

We also have a Data Champion group. A Data Champion ensures the success of Renaissance Learning and the use of data with fidelity to guide instruction and interventions. Staff members from each learning center are selected to serve as the Champions. The Champions develop the deep knowledge and skills they need to serve as the embedded experts to facilitate the use of the programs data at their site. The Champions take on increasing responsibility by providing direct training to teachers on the programs and for guiding teachers in their data analysis and action planning.

This group meets quarterly for training and decision making with NU-HCS content specialists, Intervention Coordinator, and administration. Each Data Champion will lead a monthly meeting at their learning center and/or with the Independent Study Teacher group.

Our WASC and LCAP organically align with one another. As we work toward goals in one, we are simultaneously working on the other. This makes our goal-oriented process within the school more streamlined. It also helps us to ensure we are getting maximum participation, and success out of our improvement plan.

Major School Needs - Initial Description Report submitted to WASC:

- Overall Improvement in math and ELA CAASPP scores; increase in MET and EXCEEDED scores for students in grades 3-8 and 11; increase in EAP scores for grade 11 students
- Increased participation in ACT/SAT testing
- Increased number of students taking a-g courses/ a-g eligibility
- Increased participation in students taking AP examinations
- Increase participation in high quality, research based professional development

- Improve early warning systems and tie them to evidence based interventions for at risk students
- Partnerships with organizations that help students explore and plan for careers
- Self paced Accelerated Math strategies and interventions for students below standard

2018 WASC Visiting Committee Report:

Schoolwide Areas of Strength

- February, 2018 NU-HCS petition to become a county-wide benefit charter was approved. Attained AVID certification in 2018.
- Increase of students attending 2 and 4 year colleges.
- The Get Focused, Stay Focused dual enrollment course pilot at two centers.
- Complete buy-in of staff on the PBIS mantra of Be Safe, Be Respectful, Be Responsible.
- All students taking A-G courses and more students taking AP classes.
- 7-12 grade students participating in the Humboldt State Trio program.
- The enthusiasm of the staff and love that is demonstrated for the students.
- Significant partnerships with parents, local artists, Humboldt State University, community members, the local Native American tribes, and the local Rotary Club.
- The communication and articulation between school centers.

Critical Areas for Follow-Up

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

Section 4: Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Schoolwide Action Plan/SPSA Goals

LCAP Goal # 1

Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas

This relates directly to critical areas 1 (continue to raise the low math scores) and 2 (continue to find ways to have more students enroll in higher level classes). Diagnostic assessments such as the Renaissance Learning system allow us to monitor student progress and identify students who are below grade level in math or reading. Interventions such as tutoring or practice on IXL learning help these students learn concepts and skills that allow them to progress. The CAASPP assessment also helps us to understand how we are doing overall as a school in meeting state standards and how we can improve. We are continuing to increase our outreach to students to help them understand the importance of A-G courses, college entrance exams, and other ways in which they can be college and career ready. This goal also relates to critical areas 2 (continue to find ways to have more students enroll in higher level classes), 3 (have all staff members be aware of early warning signs of at-risk kids through PBIS and SST meetings) and 5 (increased participation in PSAT, SAT, and AP testing). Our counselors are focused on giving students opportunities for concurrent enrollment and dual enrollment in our local community college, as well as helping them understand the importance of college entrance exams and AP courses in meeting their future goals. In the future, we hope to expand our current CTE offerings and increase our partnerships with businesses in the community in order to provide students with additional ways to explore career possibilities. We also want to give students more opportunities to explore visual and performing arts, and expand our digital curriculum.

LCAP Goal # 2

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

This relates to critical areas 4 (continue to pursue community partnerships) and 6 (promote awareness between graduating 8th grade students and high school programs). Continuing to find new ways to build community partnerships and involve parents in their students' education are goals for Northern United - Humboldt going forward. We would like to build more opportunities for our

students in the community, especially those that will prepare them for college and career readiness. We would also have a plan to strengthen our advertising and promotion of our programs to recruit new students.

Section 5: Growth Areas for Continuous Improvement (formerly Critical Areas for Follow-up) not currently in the Schoolwide Action Plan/SPSA

We have not designated any areas for critical follow up that are not already included in our LCAP or ongoing plan.

Chapter 2: School Profile

A. General Background and History-Description of Programs

Northern United - Humboldt Charter School is a TK-12 non-classroom based independent study charter school serving students through a standards based comprehensive curriculum. Students representing local demographics and academic levels are enrolled. Northern United - Humboldt Charter School petitioned the Humboldt County Office Education and was approved to become a direct funded countywide benefit charter in Humboldt County on February 14, 2018.

We serve students all over Humboldt County, and have learning centers in Arcata, Briceland, Cutten, Eureka, and Willow Creek. We seek to serve students that need a more personalized learning style, or that have encountered issues in more traditional style learning environments. One of our goals is to work with each family to provide the style of education that is successful for them, while adhering to the state standards and goal to move all learning into the 21st century. We attempt to meet that need by a variety of methods that include: in person activities and classes at centers, tutoring and one on one meetings with teachers, accessible standards based curriculum, personal choice for supplemental curriculum, classes at local colleges and with artisans in the community, online learning through learning management systems such as Apex and IXL. Our teachers and staff reflect a passion for affording each student individual attention, and working with families to reach agreements about what each student needs to be successful.

Each of our learning centers reflects the spirit of the community around them. Needs that are met at the centers change based on the interest and involvement of parents and students. All of our learning centers employ AVID strategies for college and career readiness and PBIS for behavior management. NU-HCS serves some of the most rural students in this rural county through the independent study model of a teacher meeting the student one on one and additionally serves students in a classroom setting in the more populated areas of the county.

Arcata Learning Center: This center is located near Humboldt State University campus and offers interaction and academic support for independent study high school students; as well as curriculum support for home study parents of primary students K-8. We focus on a hybrid method of instruction which combines class time and direct instruction for students with self-led learning at home. Students find the small group classes and one on one attention helpful to their success. They also enjoy the close-knit, accommodating atmosphere of our Arcata Learning Center.

Briceland Learning Center: Located in a rural part of southern Humboldt, we provide center-based classes for students TK-6th grade, as well as providing electives. The

location of the center offers an excellent opportunity for environmental education which begins and ends each year with a camping trip. Parents participate by volunteering in the classrooms, as well as helping with day-to-day operations, and offering an organic breakfast and lunch. All benefit from the smaller student-teacher ratio as well as the community-oriented, loving environment. Most students attend four days per week.

Cutten Learning Center: Our elementary program located in Eureka is a center-based program that serves TK-8th grade students. All grades utilize a traditional classroom approach with textbooks, classroom labs, and other learning activities. The teachers differentiate instruction within the core classes. Most students attend four days per week.

Eureka Learning Center: This high school based program offers a blended learning model where students attend live courses and labs and have access to a wide range of electives that are all A-G and recognized by both the CSU and UC system. We offer AP and honors classes as well as College of the Redwoods classes through dual and concurrent enrollment. We offer a technology based program that provides pathways for students who need remediation, credit recovery, advanced placement, honors for core subject matter. Most students attend four days per week. Students also have the option of attending on Fridays for a half-day of additional student academic support.

Willow Creek Learning Center: Our learning center in Willow Creek is a progressive educational alternative for Trinity River families that offers project-based and standards-based, non-age-segregated education for students who are of TK-8th grade. Our mission is to provide self-paced, individualized learning that will inspire students' confidence, happiness, and enthusiasm, as well as their creativity, civic responsibility, and critical thinking. Our rich and uniquely structured, hands-on program also fosters students' deep connections with one another, their community, and the natural environment. Most students attend four days per week.

Cutten Resource Center: The resource center is a hub of activity and resources for all of the school. It houses our library, curriculum, and manipulatives. It is also the location of several classrooms that are used by itinerant Independent Study Teachers. The space at the CRC allows teachers to gather students together for classes and activities, and allows teachers to gather and collaborate as well. We offer tutoring and art classes and the large space has allowed additional enrichment programs such as Steelhead in the Schools and the Hamilton Education program. Additionally, this building holds the special education and counseling departments, as well as the business office and administrative wing of the school.

Reasons that students enroll in NU-HCS include:

- Students who want to attend a personalized learning program
- Students desiring a personalized learning approach to state standards including developing projects to meet their educational goals
- Home-schooled students who want the support and accountability of a standards-based public school
- Students who are looking for a hybrid program to include home-based learning, onsite classes, curriculum delivered by online platforms, and/or college classes
- Students who are struggling academically in the traditional classroom, or other alternative setting or who desire an alternative education placement
- Students of all ability levels
- Students who want to combine career and technical training with their core academic subjects

Every NU-HCS staff member takes part in utilizing data to make informed decisions to support student learning, and to ensure a positive school climate that supports student learning with a focus on college and career readiness. A continuous cycle of improvement is utilized by NU-HCS in every aspect of its functioning from academics to the inner-workings of the business office. Charter-wide initiatives such as on-boarding Advancement Via Individual Determination (AVID) serve to strengthen pedagogy and to create a college and career culture. The use of research based common assessments, such as Star Math and Star Reading through Renaissance Learning provides a platform for the Student Study Team (SST) process and informs Response to Intervention (RTI) through data collection and analysis. NU-HCS has implemented a strong special education program that provides students with access to a school psychologist, speech therapist, counselors and highly trained Specialized Academic Instructors. The SST process and Tier II program help to determine the need for special education services. Within our RTI Model there is a dynamic path for all students that allows them to move organically through the tiers with support and constant monitoring. We believe that all students can achieve at high academic levels and strive for that outcome in every aspect of designing, implementing and monitoring services at all levels.

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

1. Community

Humboldt County is located in the far north of California and has a population of 134,186 as of 2021. The county seat is the city of Eureka. According to the Humboldt County Office of Education, Humboldt County “boasts a scenic 110-mile coastline and encompasses 2.3 million acres, 80 percent of which is forestlands, protected redwoods and recreation areas”. The county is primarily rural, and is located about 270 miles north of San Francisco. Indigenous tribes such as the Wiyot, Yurok, Hupa, Karuk and Tolowa have long made this part of the world their home. Currently, Humboldt County Board of Supervisors has been working towards voluntary repatriation of tribal land back to the Indigenous people, as well as restoring the original names of places back to the original tribal names.

Humboldt County has two colleges: College of the Redwoods, located in Eureka, and Humboldt State University, located in Arcata. Both offer a wide variety of degrees and certificates. Humboldt State University is part of the California State University system. It is currently in the process of becoming a polytechnic university. According to the university’s prospectus, this will involve “a comprehensive strategy to address the workforce shortage in STEM fields, expand opportunities for students while addressing equity gaps, and revitalize the North Coast economy. A polytechnic university in the northern part of the state will give more California students access to high-demand programs, arm them with hands-on experience, and a strong understanding of sustainability.” This transition is expected to increase the university’s enrollment significantly in the future and offer new opportunities for the students of Humboldt County.

The demographics of Humboldt County:

- 83.5% white alone non-Hispanic or Latino
- 11.3% Hispanic or Latino
- 5.5% two or more races
- 6.4% American Indian or Alaskan Native
- 1.4% Black or African American
- 2.9% Asian
- 56% are socioeconomically disadvantaged
- 12.1% are foster youth
- 7.6% are English learners
- 11% speak a non-English language
- 96.8% are U.S. citizens
- 20% is the average special education rate for schools in Humboldt County

The demographics above don’t paint the full picture of our County. Humboldt County, being located behind the redwood curtain, is in need of more services due to our rural geographic location. It is difficult to keep medical services, causing families to have to leave the county to receive specialized medical attention. It is often difficult to get social services or mental health support quickly, as there always seems to be a shortage of

providers and a long wait list. According to First5center.org, Humboldt County has one of the highest ACEs scores in California. About 31% of Humboldt County residents have an ACEs score of four or higher, roughly double the percentage of California residents who have a high ACE score. Additionally, there is a housing crisis in Humboldt county that can often leave families with no stable housing situation. During the last point-in-time count (held January 23, 2019), more than 1,470 unsheltered people were counted in Humboldt County. This does not include children and families couch surfing, or living with family members temporarily. Because of these issues, as well as: a stagnant economy, high poverty rates, and the health consequences of long-term alcohol, tobacco, and drug use, the mortality rate in Humboldt County is 804.4 per 100,000 people, compared to 612.2 per 100,000 statewide. According to Humboldtgov.org, Humboldt County has a much higher rate of mental illness, including general poor mental health, and suicidal ideation.

Operating within Humboldt County as a county-wide benefit charter school, we work toward building community relationships with other educational and local business partners. NU-HCS works closely with the Humboldt County Office of Education (HCOE). They provide several important services for our school such as nursing, LCAP support, a CTE teacher and access to local CTE pathways, and a library of curriculum and manipulatives. NU-HCS staff attend professional development opportunities offered by HCOE and our students participate in the countywide spelling bee, History day and the Science fair which HCOE organizes. We also collaborate with other local charter schools and the local court and community school.

We have a strong relationship with our local colleges: Humboldt State University and College of the Redwoods. Humboldt State hosts field trips for our students, comes into our learning centers to discuss their programs and the enrollment process. We also have a relationship with the HSU art department which allows our students to use their facilities for our art classes, and also invites HSU students who are majoring in Art and Education into our learning centers to teach classes (under the guidance of a credentialed teacher). College of the Redwoods offers our students dual enrollment with our Get Focused, Stay Focused class, which is a freshman seminar that teaches students strategies for managing high school academics and preparing for college and career readiness. (Previously, we have also had a CR satellite classroom at our Eureka Learning Center, where CR taught their own classes with their professors at our learning center to make it more accessible to the community at large.) We also support students in co-enrollment in CR classes to allow students to experience a college class for themselves and begin building a college transcript. Some examples of co-enrollment courses that our students have participated in are Introduction to Auto Tech, Criminal Law, Introduction to Plant Science, and Early Childhood Education.

We also build community partnerships with local businesses by using their services during field trips or our extra curricular programs like the Outdoor Resiliency Building Education (ORBE) program. Some of the local businesses we have utilized are:

Friends of the Dunes, HealthSport, Blue Ox, Kayak Zack, Moonstone Surf Camp, Far North Climbing Gym, Kayak Trinidad, No Limits Dance, the Arcata Pool, and Fire Arts.

We employ local businesses as vendors where students can take lessons for electives not directly taught by staff within our school. To enrich the programs we provide and allow for exploration outside of what we can offer, we use local vendors. Examples of our local vendors include: Bayside Ballet, Blue Ox, Fire Arts, Flips for Kids, Healthsport, Humboldt Light Opera Company - KidCo, Humboldt Arts Council, Phoenix Ceramics.

2. Staff

Northern United - Humboldt Charter School employs a total number of 85 staff members. This includes an administrative team made up of a School Director, two Regional Directors, a Director of Special Education, and a certificated Director. The special education department is made up of a school psychologist, two and a half special education teachers, a speech and language pathologist and special education aides. We also employ two school counselors, thirty general education teachers and instructional aides. In addition to the instructional staff, we have classified staff in business, technology, student records, food services and administrative roles. Our staff is predominantly female and caucasian.

3. School Purpose and ACS WASC Accreditation History

The Core Beliefs, Vision, Mission and Schoolwide Learner Outcomes (SLOs) of Northern United- Humboldt Charter School (NU-HCS), clearly reflect our schools' purpose. It is the goal of our school to enable students to become self-motivated, competent, lifelong learners. It is also a goal of this school to help students become educated individuals, who possess a self-motivated ability to learn, a diverse yet well-developed set of interests, and the desire to master academic skills to the best of his or her ability. Northern United-Humboldt Charter School's Vision, Mission and Schoolwide Learner Outcomes reflect that of the 21st century skills developed as part of a movement to ensure all learners are prepared to be successful employees, learners and global citizens.

There is an intentional focus on the needs of the student population, which mirror the demographics of Humboldt County as a whole: primarily Caucasian and low socio-economic. In addition, there is heightened awareness and serious schoolwide planning around the fact that Humboldt County is at the top of the list of the counties in California as having alarmingly high Adverse Childhood Experience (ACE) scores.

Northern United - Humboldt Charter School Core Beliefs

- Students come first.
- Each student has the right to a personalized education.

- A continuous cycle of improvement is essential for the success of our students.
- The success of each student is the shared responsibility of all stakeholders.

Northern United - Humboldt Charter School Vision

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

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

Northern United - Humboldt Charter School Mission

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

Strategic Goals of the Mission:

- Goal 1 Northern United – Humboldt Charter School will design and implement dynamic learning experiences to ensure that all students are future-ready learners.
- Goal 2 Northern United – Humboldt Charter School will recruit, develop, retain and recognize an exceptional, highly motivated staff to optimize student engagement, and learning.
- Goal 3 Northern United – Humboldt Charter School will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.
- Goal 4 Northern United – Humboldt Charter School will provide resources and support systems that enhance a positive learning environment and foster student and community pride.

Northern United - Humboldt Charter School Schoolwide Learner Outcomes

(SLOs)

- A Northern United - Humboldt Charter School graduate reads and writes effectively.
- A Northern United - Humboldt Charter School graduate sufficiently understands and functions in the world.
- A Northern United - Humboldt Charter School graduate appreciates the history of mankind in all its diversity, and understands the political process.
- A Northern United – Humboldt Charter School graduate applies math principles and operations to solve problems.
- A Northern United - Humboldt Charter School graduate applies scientific concepts and skills to explain the world and find solutions to its problems.
- A Northern United - Humboldt Charter School graduate realizes personal special interests, talents and abilities.

For schools who were required to restructure due to the Anderson court ruling, WASC created an abbreviated initial self study in order to ensure WASC accreditation for those schools that were affected. Northern United - Humboldt Charter School completed and submitted an Initial Report in August 2018. In October of 2018 we hosted our initial WASC visit. In November 2018, we received our WASC accreditation approval through the 21/22 school year.

The initial visiting committee report indicated critical areas for follow up:

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

In lieu of having created an action plan during this initial accreditation process, we focused on our LCAP actions that addressed the critical areas for follow-up as identified by the visiting committee.

During the 20/21 school year, we began focusing on our current self-study cycle, which has led us to review our data and establish new goals.

4. LCAP

In creating our 21/22 LCAP, Northern United - Humboldt Charter School diligently worked to produce a document that promoted greater communication and involvement from our community partners, parents and staff. As a school, we used a variety of avenues to elicit input into this process. In sending out various surveys, holding LCAP meetings at our individual learning centers, our ISTs (Independent Study Teachers) discussing LCAP at parent meetings, and providing information about LCAP at our monthly Board meetings, we were able to gain great insight into what our community viewed as areas for Northern United - Humboldt Charter School to concentrate on and our areas for growth.

Upon reflection of our current and historical student performance, data on the California School Dashboard, our local data, and feedback from all partners, it was determined that our identified need was to first focus on the academic progress of our students. With this in mind, our primary LCAP goal is: Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas. Specifically, due to the COVID-19 pandemic and related facility closures, some students may have

experienced gaps in their learning. Because of this, student performance must continue to be a central focus for our school.

The metrics that are used to measure our progress and goal are as follows: CAASPP; % UC/CSU A-G course completion with a C or better; % of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways; % of ELs who progress in English proficiency (ELPAC); % of students that pass AP exams with a score of 3 or higher; EAP college ready; % of students who have successfully completed a CTE pathways; Access to standards aligned instructional materials; Implementation of academic content and performance standards; Students have access and are enrolled in a broad course of study; programs and services developed and provided to students with exceptional needs and our own internal data growth on Renaissance Star assessments in both ELA and mathematics.

Upon addressing our primary LCAP goal, the improvement of student performance outcomes in all academic areas, the feedback received from our partners assisted in the creation of our second LCAP goal. Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

Because of the pandemic and its impact on students, staff, parents and all community partners, Northern United - Humboldt Charter School is aware that we will need to support and promote a positive school climate, and student/parent engagement can only occur when the mental health needs of our community are met. This is a very important area of concentration for our school given the unprecedented times we have been living through.

The metrics that are used to measure our progress and goal are as follows: Parent satisfaction survey results; School connectedness; Parent participation in programs for individual with exceptional needs; School facilities in good repair using the Facilities Inspection Tool (FIT); Student safety survey results; Student satisfaction survey result; Attendance rate; Chronic Absenteeism; Suspension rate; Expulsion rate; High School graduation rate; Middle School drop out rate; High School dropout rate; Parent participation in programs for all students, including unduplicated students and parent input in decision making.

It is our belief that the metrics chosen will help us achieve this goal by placing greater emphasis on community engagement, school connectedness, parent communication, and school satisfaction.

B. School Program Data

1. General Education Program

Northern United - Humboldt Charter School is a nonclassroom-based, independent study charter. We offer a variety of educational programs that students and parents may select based on personal instructional needs. We have facilities throughout the county that allow students to meet with their teachers on a regular basis. Some programs allow students to meet with their teacher four days a week, all school day. These programs look very traditional, though the students are still independent study students. Many of our high school students have a schedule that resembles a college student, in that they come to a facility when they have a scheduled class. Some students and families choose a more home-based style of learning. These students may meet with their teacher once a week or every other week. As a personalized learning school, there are a broad range of options for our students to receive their education.

Our teachers provide small group instruction, and differentiate instruction to provide a rigorous and appropriate education to all our students. The small size of our school allows us to get to know each student and their strengths as well as areas they need more practice. We differentiate instruction and expectations based on individual student needs and assessment results. We use state adopted curriculum for Math, ELA, Science, and History. The teachers use AVID best practices in their lessons. We use PBIS for behavior management. As a staff, we check in with each other; we are constantly collaborating to support each other's needs.

Parents who enroll their children are co-facilitators of their child's education. The parents can become the primary facilitators in their children's learning program if they choose a more home-based style of learning. We work with students and parent facilitators by providing them with educational resources, an assigned Independent Study Teacher (IST), and access to a team of educational staff. Parents/guardians and their children may collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning. The type of program parents select determines the degree to which the teacher is involved. This involvement may vary from an advisory and assessment capacity to one of complete administration of the student learning process. Professional learning and parent education will be available and encouraged.

2. Preparing students for college and careers is a major goal of education in California. Provide a succinct summary of the programs you offer students, some of which may be generic to the overall school program.

NU-HCS implements educational programs that are successful and data driven. Our

high school programs are stringent about supporting students on an A-G path to have them college ready by the time they graduate. We offer CP, Honors and AP courses as well as dual enrollment with CR. We currently offer two CTE pathways in Horticulture and Building Trades. We also offer a Get Focused, Stay Focused freshman seminar through Colleges of the Redwoods that helps students learn tools for academic success. We offer a work experience program for students wanting to explore job opportunities and learn more about possible careers. We also schedule and facilitate field trips to local businesses.

NU-HCS has a close working relationship with both College of the Redwoods and Humboldt State University. We organize field trips to their campuses, invite them into our classrooms, and promote dual enrollment into their classes. Both CR and HSU advise our students on admissions processes, and often there are special programs that our students are invited to participate in, such as instant admissions and I've Been Admitted to College events. Our students receive tutoring through the HSU Trio program.

We offer students local, regional, and state art competition opportunities, as well as encourage our students to participate in local science fairs, history day, spelling bee, and writing contests. We promote and support attendance at locally held events, such as: College Night, FAFSA workshops, job shadowing with local organizations, and community service opportunities.

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

The AVID Elective class targets students, who have the desire to go to college and are capable of completing a rigorous curriculum using the will to work hard. In the AVID Elective, students are routinely required to enroll in their school's toughest courses, such as honors or Advanced Placement.

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

3. Address the types of online instruction and programs provided for the students.

As an independent study school, many of our students do a hybrid program with some instruction done in person and some done through online curriculum. Apex and E-Dynamics are both popular A-G approved curriculum we use online. We use Zoom as an online platform to allow students to attend live taught classes, such as science labs.

Many of the curriculums we currently use also include an online component. Some of those that NU-HCS currently use are: National Geographic Science, Reach for Reading, Impact Social Studies, MCGraw-Hill high school history, Inspire and Math in Focus. We also use supplementary or intervention curriculum on the Renaissance platform, IXL, and Khan Academy. Students are offered the ability to use other online platforms for elective work as well.

We are a Google school, and as such students and teachers use a whole host of Google apps. Many teachers use Google Classroom to help students stay organized, communicate with fellow classmates and turn in assignments. We use Google Docs regularly for students to turn in work, and also for students to work in groups to complete assignments online. Students are allowed to create surveys using forms, visuals using Jamboard, and projects using Google Slides.

4. Support Programs

For students in our school who require additional academic support, we offer a variety of programs to meet students' individual needs. For students qualifying for special education, the special education department includes two full time and one half time specialized academic instructors who meet with students individually or in small groups to deliver specific special education services. The special education department also has a speech and language pathologist and a school psychologist to deliver services to students with IEPs. They use some specific intervention curriculum programs such as: All About Reading, All About Spelling, Cracking the Code, and Do The Math!. Students who do not qualify for special education but are identified as needing intervention, specifically in reading and math, are still offered support through our RTI program. We use Renaissance Learning Star as our diagnostic tool for math grades 2-11 and reading grades 2-8, and we have created a system of assessing students during three universal

screening windows to gather data on student progress. This diagnostic assessment identifies which students are below grade level in math or reading and may need targeted intervention or are on watch to meet grade level benchmarks and then offer specific interventions such as: IXL, Khan Academy and one to one tutoring. Staff have been trained in MTSS, and have focused on the types of support students received in Tier I, II and III.

Our school does qualify and receive Title I and II funds, as well as the LCFF Supplemental/Concentration grant. Due to our high number of students who fall within the unduplicated categories, these funds are spent school-wide. They are used to help support students who are low income and high risk. We employ instructional aides and tutors, in order to provide increased direct instruction to our students. We have few students who are classified as English Learners. However, we have an EL Coordinator who administers the ELPAC assessment and ensures EL students are receiving appropriate instruction. Our English/Language Arts curriculum has ELD standards embedded within the program of study. Students who are redesignated continue to be monitored. We have a McKinny/Vento liaison in order to support our students who are homeless and foster youth. We provide supplies such as: computers, hot spots, food, transportation, bus passes, gas, school materials, backpacks, as well as offer support in navigating social service resources. We also provide mental health counseling and support students in seeking their own healthcare professionals. All of these special programs, actions and services are written into our LCAP.

C. Schoolwide Learner Outcomes/Graduate Profile

Overall, we feel proud of the growth that we have shown. We see an increase in students approaching prepared and students that are prepared on the Dashboard. Our 2019 California Dashboard shows that 10.5% of our students are prepared, 21.1% are approaching prepared, and 68.4% are not prepared. We have seen an increase in our graduation rate. On the 18/19 California School Dashboard, we have a graduation rate of 61.4%. Based on Dataquest, the 19/20 graduation rate was 94.1%. On the California School Dashboard, the 20/21 graduation rate was 84.2%

Students show growth in their CAASPP scores as well. For all students, in 18/19, 16% of students scored exceeds standards in ELA, and in 20/21 22% of students scored exceeds standards. In 18/19, 26% of students earned met standards and in 20/21 37% of students earned met standards in ELA. In 18/19 22% of students earned nearly met, and in 20/21 20% of students hit this goal. The not met category went from 35% down to 22% in 20/21.

For all students in 18/19, 11% of students scored exceeds standards in math, and in 20/21 16% of students scored exceeds standards. In 18/19, 19% of students earned met standards and in 20/21 26% of students earned met standards in math. In 18/19 28% of students earned nearly met, and in 20/21 25% of students hit this goal. The not met category in math went from 43% down to 32%.

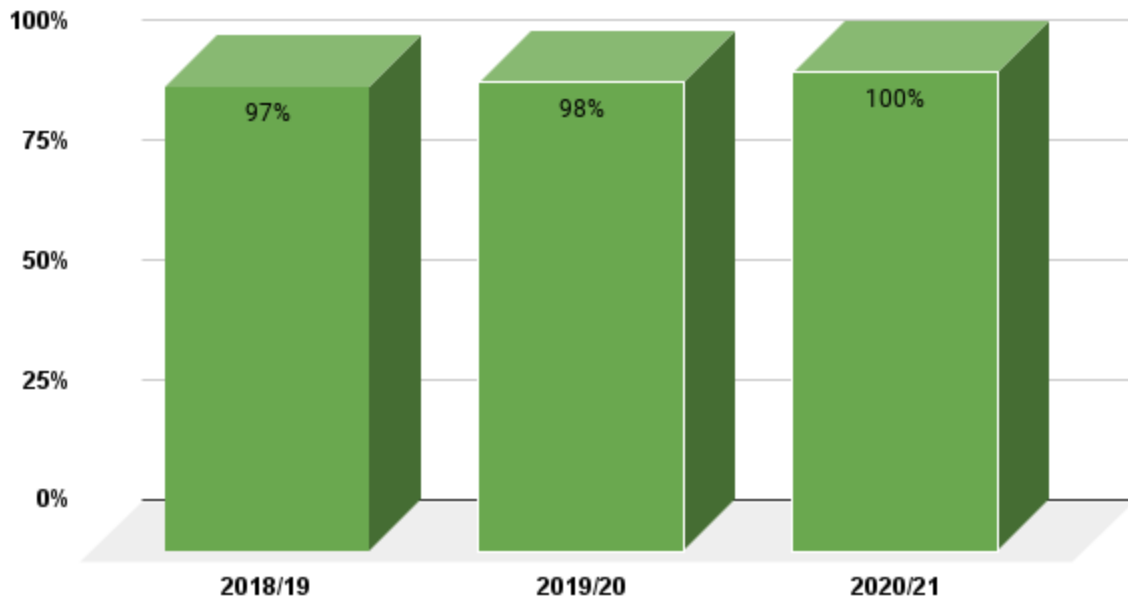
For 11th grade in 18/19, 29% of students scored exceeds standards in ELA, and in 20/21 21% of students scored exceeds standards. In 18/19, 42% of students earned met standards and in 20/21 42% of students earned met standards in ELA. Our largest category of growth is in the nearly met category. In 18/19 4% of students earned nearly met, and in 20/21 13% of students hit this goal.

For 11th grade in 18/19, 4% of students scored exceeds standards in math, and in 20/21 5% of students scored exceeds standards. In 18/19, 24% of students earned met standards and in 20/21 24% of students earned met standards in math. Our largest category of growth is in the nearly met category. In 18/19 20% of students earned nearly met, and in 20/21 38% of students hit this goal. The not met category in math went from 52% down to 33%.

We are increasing in A-G completion, but not making as much progress on the CCI- many of our students are not meeting the different indicators. We have been increasing in the number of CTE pathways we are offering. In the 20/21 school year, we had one CTE pathway, and in the 21/22 school year, we increased it to two CTE pathways. However, not as many high school students are enrolled in them as we'd like. We do have students concurrently enrolled in college courses. We have not had students receive a score of three or more on AP exams.

Students at NU-HCS are offered participation in CTE pathways classes. The classes our CTE program offers are Introduction to Ornamental Horticulture and Introduction to Buildings and Trades. We have 48 students participating.

A - G Course Enrollment Over 3 years



UC/CSU (A-G) Course Completion at NU-HCS		
2018/2019	2019/2020	2020/2021
6 Graduates	11 Graduates	12 Graduates
Students with Successful CTE & A-G Completion		
2018/2019	2019/2020	2020/2021
N/A	N/A	18.75%

D. Demographic Data

1. Socioeconomic status of the school according to the district data collections

NU-HCS Parent Education Level			
Education Level	2018/2019	2019/2020	2020/2021
College Graduate	137	119	109
Declined	37	38	34
Graduate Degree	66	62	47
High School Graduate	73	81	60
Less than High School Graduate	17	12	7
Some College	154	130	98

Students Eligible for Free & Reduced Meals		
2018/2019	2019/2020	2020/2021
69.10%	61.40%	67.10%

2. Student Enrollment

NU-HCS Student Enrollment by Grade			
Grade	2018/2019	2019/2020	2020/2021
TK	9	5	1
KG	42	35	24
1st	40	34	30
2nd	41	39	33
3rd	39	33	25
4th	42	39	28
5th	47	35	29
6th	39	42	35
7th	26	35	27
8th	37	31	33

9th	29	33	16
10th	23	34	21
11th	32	20	21
12th	38	27	32

NU-HCS Student Gender			
	2018/2019	2019/2020	2020/2021
Female	239	206	198
Male	245	234	236
Unspecified	0	1	0

NU-HCS Ethnicity			
	2018/2019	2019/2020	2020/2021
Hispanic	71	63	63
Not Hispanic	413	379	371

In the 21/22 school year of our 348 currently enrolled students 83% are White, 16.9% Hispanic, 11% are American Indian, 3% are African American, and 2% are Asian.

Additional Programs			
	2018/2019	2019/2020	2020/2021
Honors	31	32	22
AVID	29	39	29
AP	10	5	1
CTE	N/A	11	5

3. Language Proficiency

Primary Languages Other Than English		
2018/2019	2019/2020	2020/2021
Spanish	Spanish	Spanish
Filipino		

Language Proficiency Numbers for NU-HCS					
Year	English Learners (EL)	Fluent English Proficient (FEP)	Redesignated FEP	English Language Proficiency Assessments for California (ELPAC) Initial	English Language Proficiency Assessments for California (ELPAC) Summative
2018/2019	5	1	3	0	5
2019/2020	3	3	7	1	3
2020/2021	4	8	5*	1	3

*information obtained from Languages Summary was "acquisition status" for student

In the 21/22 school year, 2% of our student population are English Learners.

NU-HCS Title I Students		
2018/2019	2019/2020	2020/2021
403	371	413

Currently we have about 10% of our students receiving special education services and 2% of our students receiving 504 services. In the 21/22 school year, 10% of our student population are designated Homeless and 3% are Foster youth. Overall, our EL and SPED numbers are a little lower than the county average. We reflect the overall makeup of the county in regards to Free and Reduced lunch, ethnic balance and gender. Our high school graduation rate and A-G rates are a little lower than the overall county, but these are areas we are focusing on for improvement.

E. Data on Addressing the Eight State Priorities:

Current LCAP goals that encompass all eight state priorities:

- Northern United-Humboldt Charter School will improve student performance outcomes in the core academic areas.
- Northern United-Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive and safe environment for all.

1. LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)

On the 20/21 California School Dashboard, Northern United - Humboldt Charter School had one misassigned teacher. This was a teacher who was serving an EL but did not have their EL authorization. This misassignment has now been resolved. On the 18/19 California School Dashboard we had zero misassigned teachers, and internal data for 19/20 reflects the same. We have 8 certificated staff members with advanced degrees. Currently we have no teachers working in an intern program. Our staff attend regular professional development.

On both the 18/19 and 20/21 California School Dashboard, Northern United - Humboldt Charter School has 100% of their pupils with access to standards aligned-instructional materials. Due to COVID-19, this data was not reported on the 19/20 California School Dashboard, however, based on internal data, this year also had 100% of pupils with access to standards aligned-instructional materials.

On both the 18/19 and 20/21 California School Dashboard, Northern United - Humboldt Charter School reported our school facility repair status as Good. Due to COVID-19, this data was not reported on the 19/20 California School Dashboard, however, based on internal data, the Facilities Inspection Tool was performed during this year and all facilities fell into the Good category.

2. LCFF Priority 2 – Implementation of Academic Standards

NU-HCS requires our teachers to use curriculum that is state adopted or aligns to the state standards. Each year, the school does an internal audit of our curriculum to ensure that it follows the requirements. Each month, teachers list the curriculum used or standards covered in their learning logs which is an added layer of oversight to check that the state adopted content standards are being covered with fidelity. When the state adopts a new curriculum, our staff, including an administrator and content specialists, participates in the county sponsored vetting process. During the vetting process, the selected team reviews the potential curriculum and compares it to the state standards. They also look for other details like offering EL support, and its ease of use both for staff and students.

Once the team gives their recommendations, NU-HCS staff visits the county office to preview the recommended curriculum. One thing we focus on is the user-friendliness of the curriculum and how it will benefit students in an independent study setting. From

there, our school adopts and purchases the curriculum that meets our needs the best. If a teacher would like to use another curriculum that wasn't selected by the school, they are able to talk with the administrator over curriculum and present how the curriculum covers the standards. If it is agreed that the curriculum is a satisfactory fit, the teacher can order their own personalized curriculum.

In addition to the above process, each year the LCAP Coordinator administers a survey based on CDE's LCFF Priority 2 survey template. The survey focuses on the staff's opinion of the school's progress in providing instructional materials and professional development related to the adopted standards. The survey results are compiled and shared with the NUCS Board and posted on the California School Dashboard.

3. LCFF Priority 3 – Parent Engagement

NU-HCS staff communicate with families through multiple mediums. Our independent study model allows for us to meet with each student and their family on an individual basis to get input into the learning style that will work best for them. Families are asked to engage in the instruction of their students in a personalized way. Many teachers meet monthly with their families to discuss the educational progress of their students and check in on what is successful or where the student may need support. In this way, teachers and families can make changes to the learning program to meet student needs. Additionally, we hold a monthly workshop for families called the Branches (in person and virtually). These workshops offer parents specific training in a variety of areas related to education. We send notifications and alerts via Parent Square, as well as a monthly newsletter. NU-HCS asks for feedback from families regularly, mostly through surveys. Parents also attend LCAP meetings and Board meetings as a means of engaging with the school. Finally, parents are encouraged to volunteer for school activities and field trips.

On the 18/19 California School Dashboard, eight of the twelve categories for parent engagement, we achieved Full Implementation status. We achieved Initial Implementation in the other four categories (Creating Welcoming Environments for All Families, Providing Professional Learning and Support to Teachers and Principals to Improve a School's Capacity to Partner with Families, Supporting Families to Understand and Exercise their Legal Rights and Advocate for their Own Students and All Students, Building the Capacity of and Supporting Family Members to Effectively Engage in Advisory Groups and Decision Making). In 19/20, due to COVID-19, the data is not reported on the California School Dashboard. On the 20/21 California School Dashboard, we show a big improvement in this area as all twelve categories for parent engagement show either Full Implementation or Full Implementation and Sustainability.

4. LCFF Priority 4 – Performance on Standardized Tests

Results from our California Assessment of Student Performance and Progress is an area of extreme focus for our school and was pointed out in our initial WASC visit as a critical area of need. Overall, our numbers are not where we would like them to be. However, after analyzing our data, we are seeing growth.

CAASPP Results at NU-HCS - All Students						
	2018/2019		2019/2020		2020/2021	
Standards	ELA	Math	ELA	Math	ELA	Math
Exceeds	16%	11%	Waived due to Covid-19		22%	16%
Met	26%	19%			37%	26%
Nearly Met	22%	28%			20%	25%
Not Met	35%	43%			22%	32%

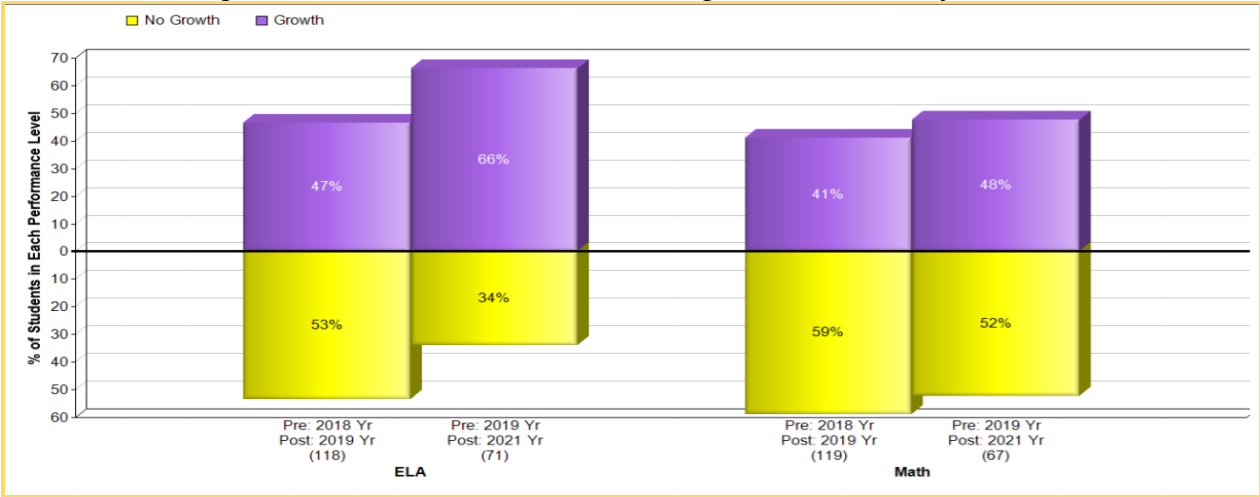
CAASPP/EAP Results at NU-HCS - 11th Grade						
	2018/2019		2019/2020		2020/2021	
Standards	ELA	Math	ELA	Math	ELA	Math
Exceeds	29%	4%	Waived due to Covid-19		21%	5%
Met	42%	24%			42%	24%
Nearly Met	4%	20%			13%	38%
Not Met	25%	52%			25%	33%

CAASPP Results at NU-HCS - Students with Disabilities						
	2018/2019		2019/2020		2020/2021	
Standards	ELA	Math	ELA	Math	ELA	Math
Exceeds	5.21%	5.13%	Waived due to Covid-19		21.42%	15.78%
Met	11.14%	7.48%			27.59%	17.98%
Nearly Met	19.29%	15.95%			22.69%	25.50%
Not Met	64.35%	71.43%			28.30%	40.74%

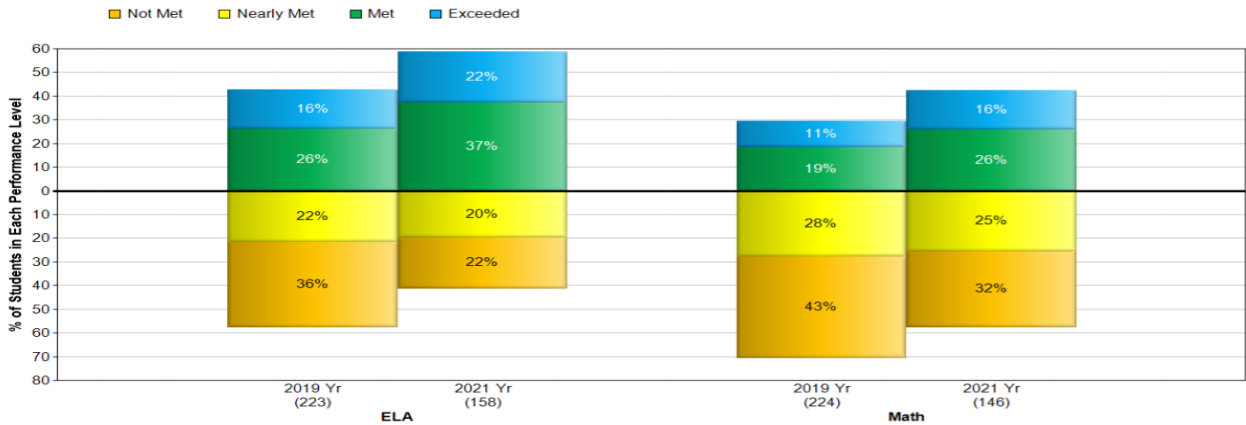
CAASPP Results at NU-HCS - Hispanic						
	2018/2019		2019/2020		2020/2021	
Standards	ELA	Math	ELA	Math	ELA	Math
Exceeds	16.67%	13.33%	Waived due to Covid-19		25%	0%
Met	10%	6.67%			25%	28%
Nearly Met	23.33%	30%			29.17%	24%
Not Met	50%	50%			20.83%	48%

CAASPP Results at NU-HCS - Economically Disadvantaged						
	2018/2019		2019/2020		2020/2021	
Standards	ELA	Math	ELA	Math	ELA	Math
Exceeds	13%	10.34%	Waived due to Covid-19		11.98%	6.67%
Met	26.19%	17.14%			24.41%	13.65%
Nearly Met	25.63%	27.52%			25.50%	26.18%
Not Met	35.17%	45.00%			38.11%	53.50%

CAASPP NU-Humboldt Student Growth
 Percentage of students who demonstrated growth from one year to the next



CAASPP Achievement Levels - NU-Humboldt Percentage of students in each achievement level



b. Student group data on numbers and percent of students in each of the three College and Career Indicator (CCI) levels on the Dashboard.

On the 18/19 California School Dashboard, 10.5% of our graduates were in the prepared category, 21.1% are approaching prepared and 68.4% are not prepared. Our disaggregated data is as follows: Of our socioeconomically disadvantaged graduates 3.6% were prepared and 16% of white graduates were prepared. Due to COVID-19, the 19/20 data was not reported to the California School Dashboard.

This information hasn't been released for the 20/21 school year.

c. College Scholastic Assessment Test (SAT) and/or ACT results, including numbers/percentage of students taking the exams and percentage meeting college readiness on the CAASPP.

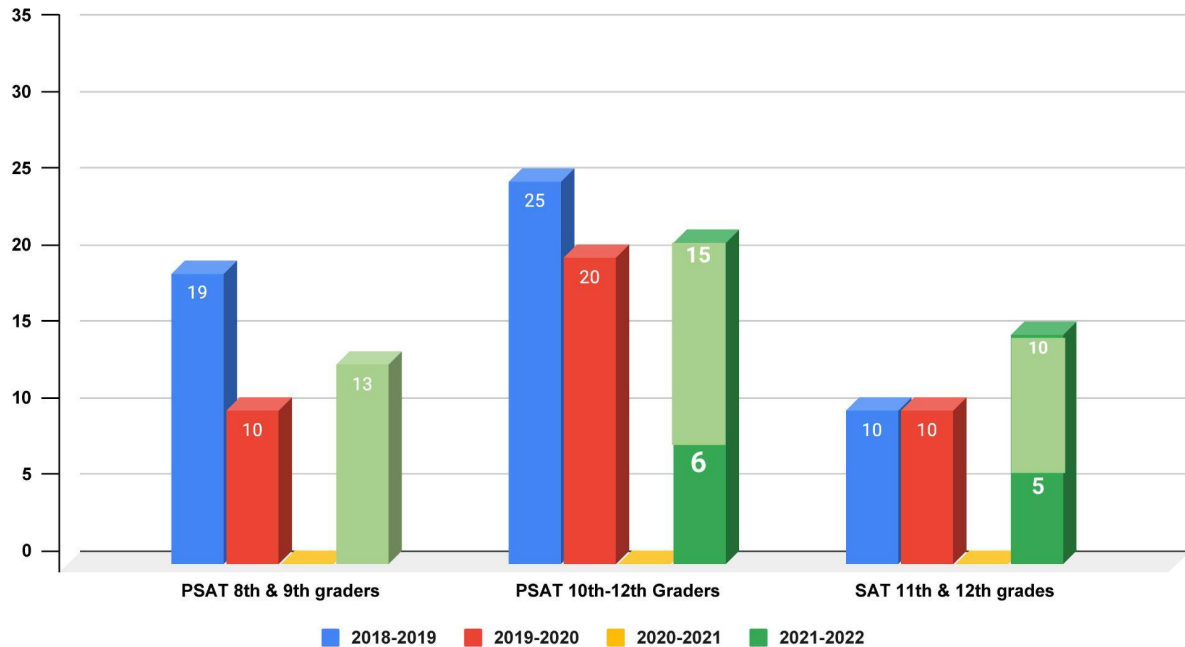
PSAT and SAT Participation at NU-HCS			
School Year	PSAT 8th & 9th graders	PSAT 10th-12th Graders	SAT 11th & 12th grades
2018-2019	19	25	10
2019-2020	10	20	10
2020-2021	0	0	0
2021-2022 Fall	0	6	5
2021-2022 Spring*	13	15	10

*Projected

In the 20/21 school year, Northern United - Humboldt Charter School was scheduled to administer the SAT at our school for the first time. Prior to this, our students had to go to another school in order to take the test. Unfortunately, due to COVID-19, this administration was cancelled. We had 18 students scheduled to take the SAT prior to it

being postponed. For the 21/22 school year, we've had 5 students take the SAT and 6 students take the PSAT. We have registered 10 additional students to take the SAT and 15 additional students to take the PSAT in the spring.

PSAT and SAT Participation at NU-HCS



d. Advanced placement and International Baccalaureate test results, including the number and ethnicity of students enrolled in AP and IB courses, the percentages taking the exams, and the percentage of students passing exams.

During the 18/19 school year, we had one student take the AP exam. This student did receive a score of 3 or greater. During the 19/20 and 20/21 school years, no student took an AP exam. As a school, our focus is shifting to college and career indicators that are a better fit for our students and easier for them to attain. Since we live in a community with two colleges, we focus on co-enrollment. Additionally, we are working on increasing access to CTE pathways.

e. English Learner Proficiency, including performance on EL indicator from the California School Dashboard and other relevant data

In the 19/20 school year, 3 students were designated English Learners, 5 students were designated as English Proficient (FEP) and 5 students were Redesignated FEP

(R-FEP). In the 19/20 school year, 1 student took the Initial ELPAC and 3 students took the Summative ELPAC.

In the 20/21 school year, 3 students were designated English Learners, 6 students were designated as English proficient (FEP) and 4 students were Redesignated FEP (R-FEP). In the 20/21 school year, 0 students took the Initial ELPAC and 3 students took the Summative ELPAC.

In the 21/22 school year, 4 students were designated English Learners, 3 students were designated as English proficient (FEP) and 3 students were Redesignated FEP (R-FEP). One student took the Initial ELPAC and 4 students will take the Summative ELPAC.

f. Other Local Assessments, As Applicable

As an additional standardized assessment we have adopted a local assessment. This data was added for the first time to our 21/22 school year LCAP.

We put in place a system to screen students for needed focus skills in both ELA and math by using Renaissance Learning Star diagnostic assessments. Using this assessment, we test students three times per year per year within universal screening windows using the Star Math and Star Reading. Moving forward, we are going to report on the Growth score reports as a metric in our LCAP. As a baseline, from the 20/21 school year we have seen 73.6% average student growth in reading and 68.3% average student growth in English from the Fall testing window to the Spring test administration.

5. LCFF Priority 5 – Pupil Engagement

On the 18/19 California School Dashboard, we have a graduation rate of 61.4%. Based on Dataquest, the 19-20 graduation rate was 94.1%. On the California School Dashboard, the 20/21 graduation rate was 84.2%.

Our baseline for Hispanic students graduating was determined in 18/19. We had 3 Hispanic students graduating. Based on our SIS, during the 19/20 school year, 1 Hispanic student graduated. During the 20/21 school year, we had 2 Hispanic students graduate.

Based on our 18/19 California School Dashboard, 11.4% of our students were chronically absent. It also shows that the following groups that were chronically absent:

American Indian 23.1%, students with disabilities 20%, Hispanic 8.5%, Homeless 40%, Socioeconomically disadvantaged 14.5%, two or more races 12.5%, and white 10.2%. There is no data recorded for 19/20 on the California School Dashboard or DataQuest. This information does not yet display on the Dashboard for 20/21, but on DataQuest our overall chronic absentee percentage is 17.9%, American Indian 42.9%, Hispanic 28.6%.

Based on the CalPads report 8.1b, in the 18/19 and 19/20 school years, Northern United - Humboldt Charter School maintained its middle school dropout rate with 0 students dropping out of middle school. However we had one middle school dropout in the 20/21 school year.

In DataQuest for 18/19 we had 17 students dropout of high school. In the 19/20 school year we had 1 student dropout of high school. For the 20/21 school year, we had 2 students dropout of high school. In the 18/19, 19/20 and 20/21 school years, based on our CalPads report 8.1b, we had 0 Native American students drop out of high school. In the 18/19, 19/20 and 20/21 school years, based on our CalPads report 8.1b, we had 0 Hispanic students drop out of high school.

Average Daily Rate of Attendance at NU-HCS		
2018/2019	2019/2020	2020/2021
400.98	374.88	372.14
95.13%	96.65%	95.20%

6. LCFF Priority 6 – School Climate

Suspension Rate

During the 18/19 school year, we had a 1.2% suspension rate for all students on the California School Dashboard, American Indian 0%, Hispanic 0%, Homeless 0%, Socio-economically disadvantaged 1.8%, two or more races 1.8%. For the 19/20 school year on DataQuest we had: 1.6% total suspension rate, with American Indian 0%, Hispanic 0%. For the 20/21 school year we had zero suspensions.

Satisfaction and Safety Survey

At Northern United - Humboldt Charter School we do not give the California Healthy Kids Survey, instead we give local surveys related to student satisfaction and safety.

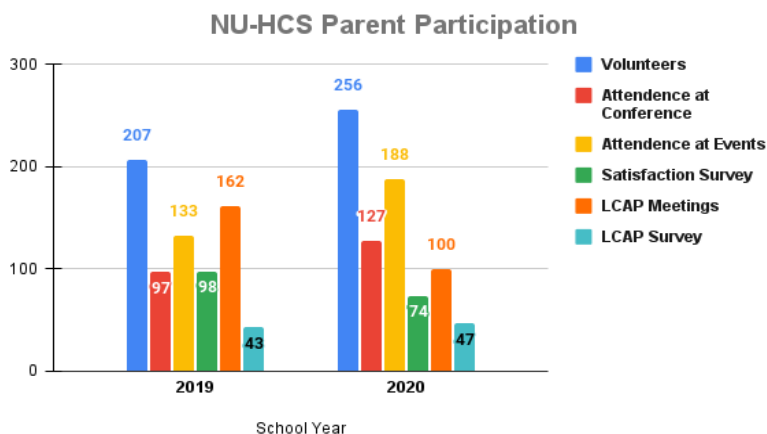
In the 18/19 school year, Northern United - Humboldt Charter School administered the School Climate survey to students, staff and parents. The survey elicited 183 responses from participants. Participation in the survey is as follows: 89 students, 42 staff and 52 parents participated in the process. Of the 89 students who participated, 23 students were in the grade span of K-5th. When asked if they felt safe at their school, students in the K-5th grade span responded with an 85% rate of feeling safe. In the 6th-8th grade, 23 students participated in the survey process. Of these 23 students, 95.5% believed that Northern United-Humboldt Charter School placed a high priority on safety and felt safe at their school. In the 9th-12 grade, 46 students participated with 95.5% of students responding that they felt safe at their school and that Northern United - Humboldt Charter School places a high priority on their safety. The same survey was given to parents/guardians, 52 parents participated in the survey. 96.2% of the parents responded that they felt that Northern United - Humboldt Charter School places a high priority on their student's safety. Moreover, 92.2% responded that they are provided ample opportunities to participate in their student's education. 86.5% of parents feel welcome to participate at school and 88.5% responded that school staff take their concerns seriously. Staff participated in the same survey with 43 staff members responding to the prompts provided. Of the 43 participants, 92.7% strongly agreed that they felt connected to their students. Staff also responded that 86.6% of them feel connected to all staff and are regularly able to collaborate. Overall, based upon the above mentioned percentages, students, parents/guardians and staff feel safe and a strong sense of connectedness to their school.

During the 19/20 school year we had 35 students participate in a school satisfaction and safety survey. This survey was given before the school closed due to COVID-19. Of these participants, all of them were 9-12 graders. 82.9% of the students stated that they were satisfied with the academic program being provided to them at Northern - United Humboldt Charter School. Of these participants, 100% of students felt safe at their school and felt that Northern United-Humboldt Charter School places a high priority on safety. The high school students' satisfaction level increased by 5%. However, the other grade levels were not able to complete the survey. We received 6 responses from parents and staff, 83.3% staff and 16.7 parents. 100% of parents said they are satisfied with our academic program, and they were not satisfied with the timeliness of communication. 100% were satisfied with our facilities and they had ample opportunities to participate in their students' education, and that we prioritized student safety. For the staff, 100% said they were satisfied with the academic programs, 100% said they were satisfied with the timeliness and clarity of communication, 100% satisfied with our facilities, 100% were satisfied with the level of support services we offer to our students, and 100% were satisfied with the materials and supplies available to our students, they all felt connected to staff and students.

In the 20/21 school year, Northern United - Humboldt Charter School administered the School Climate Survey to students, parents and staff. While we did receive 76 responses from our participants, our participation rate in this survey is much lower than in past years. I would say that Covid 19 and the absence of students on campus played a large part in this lack of participation. A breakdown of participants is as follows: 22 students, 53 parents and 6 staff members participated in the School Climate Survey.

Of the 22 students who participated in the survey, 21 of the students were in grades 9-12th. When asked if they felt their school adequately prioritizes their safety, 93.8% of the students stated that they felt safe at school and that their school prioritizes their safety. In the 6th-8th grade, 1 student participated in the survey process. The student who participated, 100% stated that their school did not place a high priority on school safety. 53 parents participated in the survey with 100% of the parents responding that they felt that Northern United - Humboldt Charter School placed a high priority on their student's safety. Moreover, 94.1% responded that they are provided ample opportunities to participate in their student's education. 6 Staff participated in the survey with 100% stating that they feel connected to their students. Staff also responded with an 83.3% saying that they feel connected to all staff and are regularly able to collaborate.

Despite a lower participation rate than usual, the data provides a clear picture that students, parents and staff feel safe and a strong sense of connectedness to their school. Given that there were so few students participating in both the K-5th and 6-8th grades, we will be placing emphasis on gaining greater participation in the upcoming school year. Covid 19 and the lack of being on-site did play a major role and lend to the disadvantage of a small sample size. However, in moving forward, we will provide ample time and opportunities for all stakeholders to participate in our survey. This should help significantly in avoiding sampling errors and bias.



Expulsion Rate

Northern United - Humboldt Charter School has maintained a 0% expulsion rate for the 18/19, 19/20 and 20/21 school years.

7. LCFF Priority 7 – Access to a Broad Course of Study

There is only one year of College and Career Indicator data on the California School Dashboard, 2019. In the 18/19 year, we had 10.5% graduates designated as prepared, 21.1% designated as approaching prepared, and 68.4% designated as not prepared.

The school counselor is responsible for maintaining the UCOP A-G course approval list. To date, NU-HCS has had the following numbers of students graduate fully A-G eligible: 18/19 6 students, 19/20 11 students, 20/21 8 students. This year, we have nine students on track to graduate with full A-G eligibility. Currently, ten of our juniors are on track to graduate A-G fully eligible, but this is pursuant on them completing their outstanding A-G courses. However, most of our students are enrolled in a-g courses.

8. LCFF Priority 8 – Other Pupil Outcomes

Per pupil expenditures for 2019-2020: \$15,130

Per pupil expenditure for 2018-2019: \$12,220

Funding sources: Title I, Title II, Title IV, LCFF - Basic and Supplemental/Concentration, Lottery (Restricted and Unrestricted), Education Protection Account (EPA), Special Education (State and Federal), ESSER I, ESSER II, ESSER III, Child Nutrition Program, Educator Effectiveness, as well as special COVID-19 funds (Learning Loss Mitigation, Expanded Learning Opportunities Grant)

G. Summary of Profile

1. What are the implications of the data with respect to student performance?

We continue to make growth, but we have not hit the markers of success we would like to see. Looking over the data in this profile, the administrative team notes that we are still not meeting our goals in terms of academic progress and graduating students being college and career ready. The primary concern we have is in our performance in CAASPP math assessments. ELA performance is not where we want it to be either, but math is particularly an area in which we struggle, especially with respect to high school

math. Looking at our local assessment, Star Math and Star Reading, it is in alignment with our CAASPP results. It shows our students showed growth from the 2019 to the 2020 administration, and again showed growth in the 2021 administration. We also need to improve our number of students who are graduating with full a-g eligibility. However, we are showing significant growth in this area.

2. Select two to three major preliminary student learner needs based on the data.

Based on the data three major identified needs are as follows: raising performance levels on both summative ELA assessments and summative math assessments; increasing the number of students graduating prepared for college and career. Increasing the number of students graduating prepared for college and career encompasses several data points identified as needs, including eleventh grade CAASPP scores, a-g eligibility, AP scores, CTE pathways and college concurrent enrollment; and increasing student engagement, including decreasing our chronic absentee rate and increasing our graduation rate.

3. List important questions that have been raised by the analysis of student performance, demographics, and perception data.

We have a math specialist and use Renaissance assessments to help track student data, but has there been an increase in our scores? Should we be focusing more on CAASPP preparation and success? Have we looked at in person math instruction versus at home math instruction? Is there a difference? (disaggregated data by teacher)

Are our interventions working? Do students getting targeted interventions become more adept than our students not receiving support?

Do we need to rethink our structure/strategy based on our enrollment data? Are parents/students leaning more toward home based over all, or only during COVID?

Do we reach out to our students/parents enough, and ensure that programs are being offered with fidelity across the board? Do our students have equity of resources if we leave it up to teacher discretion to offer specific programs? Do teachers themselves engage in all school programs and then offer them to their students? Personal choice sometimes brings up the question of whether a parent is fully informed of all the choices or programs that are available.

Why was our chronic absenteeism rate so high in 2019-20? Does a high chronic absenteeism rate mean we aren't engaging our students?

Chapter 3: Assessment of Program

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all community partners in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other community partners of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The Core Beliefs, Vision, Mission and Schoolwide Learner Outcomes (SLOs) of Northern United- Humboldt Charter School (NU-HCS), a Countywide Benefit Charter, clearly define the beliefs and precepts of the school. There is an intentional focus on the needs of the student population, which mirror the demographics of Humboldt County; primarily Caucasian and low socio-economic. In addition, there is heightened awareness and serious schoolwide planning around the fact Humboldt County is at the top of the list of the counties in California as having alarmingly high Adverse Childhood Experience (ACE) Score.</p> <p>NU-HCS diligently works to meet the individual needs of all students by offering center based classes, independent study, classes with community vendors, online courses, and dual enrollment.</p> <p><u>The Core Beliefs</u></p> <ol style="list-style-type: none"> 1. Students come first. 2. Each student has the right to a personalized education. 3. A continuous cycle of improvement is essential for the success of our students. 	<p>Parent Handbook</p> <p>Website</p> <p>Vision, Mission and SLO Poster at Each Facility</p> <p>LCAP</p> <p>Charter Petition</p>

4. The success of each student is the shared responsibility of all community partners.

The Vision

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

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

The Mission

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

Strategic Goals of the Mission:

Goal 1

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

Goal 2

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

Goal 3

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

Goal 4

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

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

2021-2022 LCAP Goals

Goal 1: Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.

Goal 2: United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

Schoolwide Learner Outcomes (SLOs)

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

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

<p>A Northern United - Humboldt Charter School graduate appreciates the history of mankind in all its diversity, and understands the political process.</p> <p>A Northern United – Humboldt Charter School graduate applies math principles and operations to solve problems.</p> <p>A Northern United - Humboldt Charter School graduate applies scientific concepts and skills to explain the world and find solutions to its problems.</p> <p>A Northern United - Humboldt Charter School graduate realizes personal special interests, talents and abilities.</p>	
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Findings	Supporting Evidence
<p>A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: Continual engagement with our community, as needed, to ensure our vision, mission, and schoolwide learner outcomes are updated and relevant. We strive to communicate our vision, mission, and SLOs with everyone. We could have a more formal way to encourage, and perhaps track, that all community partners, especially families, have the opportunity to review our vision, mission, and SLOs. We want to continue to build bridges, particularly with rural families. We hope to make our families feel like part of the whole school, rather than solely connected to their learning center/teacher.</p> <p>We want to draw parents in with caring and compassion to be involved with the mission, vision, and SLOs of the whole school. The Branches meetings are designed and implemented to reach out to all of our families. The Branches meetings were created as a response to meet families needs and support students and families.</p> <p>The WASC Team is headed by a school administrator and consists of Administrators, staff, students and parents. The Team has oversight over ensuring that all community partners have a voice in the process. There will be a bi-annual gathering of the team during which the school purpose and SLOs are looked at and modified as dictated by the determined needs of the school. The Team seeks out input from the larger group of community partners for input through meetings and electronic surveys. The Action Plan will be monitored by the team using the same methods.</p>	<p>Stakeholder Meetings</p> <p>Staff Meetings</p> <p>Fall Summit</p> <p>Board Agendas</p> <p>Branches Meetings</p> <p>Electronic Surveys: Yearly School Climate Survey, Yearly LCAP Surveys</p> <p>Parent Handbook</p>

Findings	Supporting Evidence
<p>A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: The school website has the vision, mission and SLOs posted. The vision, mission, and SLOs are posted at points of contact for staff, students, families, and community members. The vision and mission are printed and distributed in the Parent handbook, accessible in print or electronically through the school website.</p> <p>Parents and community members are informed about the school’s vision, mission, and schoolwide learner outcomes through the school’s website, during stakeholder meetings, signage at points of contact, and in the parent handbook.</p> <p>Orientation meetings are held at learning centers for parents. Independent Study Teachers regularly meet with parents and discuss student progress</p>	<p>Website</p> <p>Vision, Mission, and SLOs Poster at Each Facility</p> <p>Parent Handbook</p> <p>Employee Policy Handbook</p> <p>LCAP</p>

and goals.	
Staff receives and acknowledges the Employee Policy Handbook.	

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how community partners can be involved.

A2.2. Relationship between Governing Board and School: The school’s community partners understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A2.1. Understanding the Role of the Governing Board and District Administration: The Northern United Charter School Board of Directors is the governing body of two schools, Northern United - Siskiyou Charter School and Northern United - Humboldt Charter School. The School Director has direct and constant communication with the Board. All Board policies are in alignment with Education Code and serve to protect and support staff and students, including conflict and resolution procedures. The Board bylaws, as well as all school policies, were developed with guidance from the School Director and legal counsel and have been adopted by the sitting Board members.</p> <p>The School Director is the leader of the school and is hired by the NUCS Board. The School Director ensures that school policies are followed and that decisions are made in alignment with the mission and vision of the school in order to maximize student-learning experiences. The School Director reports directly to the NUCS Board of Directors, and is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.</p> <p>The School Director provides monthly reports to the NUCS Board regarding the status of the schools, including programmatic and fiscal updates.</p>	<p>Website</p> <p>Board Meetings</p> <p>Parent Handbook</p>

Findings	Supporting Evidence
<p>A2.2. Relationship between Governing Board and School: Board of Directors information is clearly displayed on the school website including the</p>	<p>School Website</p>

<p>members, meeting dates and times, and the purpose of the corporation. Board information is printed in the parent handbook that is sent by email and Parent Square.</p> <p>Community partners are encouraged to attend and participate in Board meetings as viable sources of input to the Board through letters, public comment, communication with administrators, teachers, or staff that is relayed to the Board. Each learning center hosts a zoom to ensure access for all community partners.</p> <p>Meeting documents are accessible on the school website. Minutes, Agendas, packets and video recordings of the meetings.</p> <p>Monthly reports from learning centers and teachers are encouraged and compiled by administration to include in the Board packet. The Board loves to hear about what is happening each month.</p>	<p>Board Meetings</p>
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Findings	Supporting Evidence
<p>A2.3. Uniform Complaint Procedures: All employees have free access to the Northern United Charter Schools' School Director to express their work-related concerns. Internal complaint policy is detailed in the Employee Policy Handbook. Employees receive and acknowledge receipt of the handbook each year.</p> <p>Community partners have access to Northern United Charter Schools' School Director through phone, email, or in person at the School Director's office. Prior to directing community partners to our Complaint Procedures, the administration attempts to understand the complainant's concern and helps to resolve the issue.</p> <p>School Director attends training on Title IX and Uniform Complaint Procedures. Community members who request to make a generic complaint about an employee are directed to administration.</p>	<p>Employee Policy Handbook</p> <p>Parent Handbook</p> <p>Website</p>

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data

and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A3.1. Broad-Based, Inclusive, and Collaborative: Through a carefully designed process, the School Director leads the staff in diving deeply into the school purpose, student accomplishments of the SLOs and academic standards. The School Director, through the Administrative Team, guides the process, empowering the members of the Team to interface with the staff over which they serve with a focus on maintaining a shared responsibility for student success. Strategic discussions take place at regular staff meetings at learning centers and with the Independent Study Teachers (ISTs). The outcomes of those discussions are brought back to the Team and are used to inform the continuous cycle of inquiry. Through this method, all staff have a voice and those voices are evident in decisions that are made in instructional practices, professional development, and data driven decision making.</p>	<p>Learning Center Staff Meetings</p> <p>Monthly Admin Meetings</p> <p>Data Meetings</p> <p>Data Champion Meetings</p> <p>Academic Observations at a Glance Schedule</p> <p>LCAP Meetings</p> <p>Parent/Teacher Meetings</p> <p>Website</p> <p>Board Agendas</p> <p>Fall Summit Notes</p> <p>School Budget aligned with LCAP</p>

Findings	Supporting Evidence
<p>A3.2. School Action Plan/SPSA Correlated to Student Learning: Leadership works with staff on the implementation of curriculum and pedagogical methods that support student achievement. Staff is consulted about topics for professional development that will serve to support them in designing delivery of the standards. A follow-up survey is sent to all staff in regard to the school-side professional development opportunities. Additionally, California School Dashboard data and internal school data is shared with staff regularly. The data gathered is used as part of the LCAP process and reporting progress towards each of California's Eight State</p>	<p>LCAP</p>

Priorities each year. Goal 1 of the current LCAP is correlated to student learning.	
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Findings	Supporting Evidence
<p>A3.3. Collective Accountability to Support Learning: NU-HCS provides personalized learning based on academic standards. Teachers implement programs that support each student, regularly assess data, and continually assess student progress to make decisions about assignments, curriculum, pacing, and student success.</p> <p>The School Director reports annually to the Board at the April Board meeting regarding progress on our annual goals. LCAP updates with analyzed data to monitor student achievement data and inform decisions for our next goals are given.</p> <p>Leadership works with staff on the implementation of curriculum and pedagogical methods that support student achievement. Staff is consulted about topics for professional development that will serve to support them in designing delivery of the standards. A follow-up survey is sent to all staff in regard to the school-side professional development opportunities. The data gathered is used as part of the continuous cycle of inquiry.</p> <p>Data Champion meetings, coupled with learning center data meetings, help staff to successfully navigate and implement the Star assessments.</p> <p>Fall Summit, at the beginning of each school year, serves as a unifying and productive time for all staff to receive and share information, make decisions regarding implementation of services that support student learning, discuss programs, and collaborate with colleagues.</p> <p>Staff meetings at each learning center encourage reflection, collaborative problem solving, resolving differences early, and shared work to best serve student learning. Monthly meetings for all Independent Study Teachers who are not associated with a learning center.</p> <p>School leadership and staff communicate regarding Response to Intervention (RTI), 504 Plans, and IEPs. SST meetings are used to work together and communicate. School leadership and staff make decisions together and with parents and students to best support each student. Intervention Coordinator position helps to ensure shared decision making and responsibility.</p> <p>Teacher and parent communication through meetings, in person interactions, email, and phone calls is a vital component that encourages accountability for all community partners regarding student learning and success. Teachers collect and review portfolio samples for each student for each semester to demonstrate student work.</p>	<p>Data Meetings</p> <p>Admin Meetings</p> <p>LCAP</p> <p>Fall Summit</p> <p>Staff Meetings</p> <p>RTI Tracking Sheet</p> <p>SST Meetings</p> <p>504 Meetings</p> <p>IEP Meetings</p> <p>Teacher/Parent Emails and Meetings</p> <p>Parent Square</p>

Findings	Supporting Evidence
A3.4. Internal Communication and Planning: Staff meetings are an	Learning Center Staff

<p>effective way for staff to communicate at each learning center. Staff meetings are often collaborative and interactive. Small staff size at each learning center and within the Independent Study Teacher group allows staff to communicate items of importance or concern quickly and then work to find solutions.</p> <p>Teacher Circles, data meetings, Data Champion meetings, and Coffee with Colleagues serve as a way to share and disseminate information. Staff can voice their ideas, ask for assistance to implement a program, assessment, or action.</p> <p>Monthly staff newsletters are distributed digitally, highlighting important dates and recent happenings such as conferences attended, super students, new staff, fundraisers, and other unifying and inspiring information.</p> <p>Gmail serves as a quick and accessible form of communication for staff that is located in various sites across the county. The staff directory with email and phone contact for all staff is updated annually and accessible to all staff in the Teacher Resources on the school website.</p> <p>Fall Summit serves as an efficient and effective way to start each year with unity, clarity, and clearly defined communication channels.</p> <p>Teacher and staff evaluations provide an excellent opportunity to communicate clearly.</p>	<p>Meetings</p> <p>Independent Study Teacher Meetings</p> <p>Data Champion Meetings</p> <p>Monthly Teacher Circles</p> <p>Monthly Staff Newsletters</p> <p>Surveys/Google Forms</p> <p>nucharters.org Gmail</p> <p>Parent Square</p> <p>Website</p> <p>Staff Directory</p> <p>Fall Summit</p> <p>Teacher Evaluations</p> <p>Due Dates at a Glance</p> <p>Paperwork Flow Chart</p>
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective

processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>A4.1. Qualifications and Preparation of Staff: The staff of the school is highly qualified and placed in the most optimal setting for their skill set. NU-HCS utilizes Instructional Aides and small group instructors to support students in small group and one-on-one settings to support student learning.</p> <p>A very clear hiring process is in place and is adhered to. There is one single point of contact who works with administration to identify positions that are in need of posting, collect application packets and make them available to administration to preview, set up the interviews with standardized interview protocols and questions, perform the reference checks and notify all candidates of the outcome. Administration works to ensure that the skill set of a staff member meets the needs of the position.</p> <p>New hires are required to attend an orientation. Teachers attend training with the registrar, administrators, and student records personnel. All new hires and new teachers attend an orientation to go over the website, internal communication, job expectations, and internal procedures.</p> <p>All staff attend Fall Summit where administration and district personnel go over responsibilities, operational practices, and flow charts for communication and due dates. Staff attend professional development provided by the school two days within the year. Teachers complete a requested 8 hours of geographically local, core subject professional development.</p> <p>All staff completes Keenan Safe Schools trainings on mandated reporting, bloodborne pathogens, sexual harassment, suicide prevention and other required topics.</p> <p>Staff trains in First Aid/CPR every two years.</p>	<p>Credentialed Teachers</p> <p>Teacher Induction Program</p> <p>New Staff Training and Orientation</p> <p>Keenan Safe Schools Trainings</p> <p>Suicide Prevention</p> <p>CPR/First Aid</p> <p>PBIS Trainings</p> <p>ALICE Training</p> <p>PD at a Glance</p> <p>Professional Development Tracking Form</p>

Findings	Supporting Evidence
<p>A4.2. Professional Development and Learning: The school provides at least four full days of professional development for all staff that covers areas of need identified by administration and staff.</p> <p>Monthly Teacher Circles where all staff are invited to learn and collaborate with respected colleagues providing subject specific training. Regular learning center staff meetings and Independent Study Teacher meetings.</p>	<p>Professional Development Tracking Form</p> <p>Teacher Circles Dates and Notes</p>

<p>Teachers are encouraged to attend professional development opportunities and within the Board adopted LCAP and budget there are actions and line items for professional development.</p> <p>Resources have been purchased to facilitate student achievement such as Chromebooks, Internet Hotspots, bus passes, smart boards, APEX licenses, IXL licenses, curriculum, materials, Renaissance Learning Star, and supplies.</p> <p>AP courses, dual enrollment, and CTE courses available to all high school students. Hydroponics and building trade are favorites of many high school students. Many CTE courses encourage community partnerships and involvement and partnership with other charter schools.</p> <p>Resources have been provided to give staff training, curriculum and materials for Social Emotional Learning, such as Second Step and PBIS.</p> <p>Staff provides Digital Citizenship lessons to all students.</p> <p>All professional development is tied directly to student achievement and student support. There is a post-professional development survey sent to all staff to gain insight on the effectiveness and the level to which the information learned is applied and the extent to which that application supports measurable student outcomes. This strategy is part of the continuous cycle of inquiry that is carried out by administration and the many committees/teams on which the staff sit.</p>	<p>AVID</p> <p>PBIS Training Dates and Notes</p> <p>Second Step Curriculum</p> <p>Digital Citizenship Lessons</p> <p>LCAP</p> <p>Budget</p> <p>CTE</p> <p>AP Courses</p>
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Findings	Supporting Evidence
<p>A4.3. Measurable Effect of Professional Development on Student Learning: High Participation rate in implementing Second Step, Digital Citizenship lessons, suicide awareness, PBIS, Sex Ed, and CPR for graduation. Learning records show the lessons related to professional development being taught to students.</p> <p>Implemented curriculum aligns with Common Core and current standards in Science and Social Studies. Teachers are provided training for new standards and/or curriculum. A yearly curriculum audit shows that a high amount of the curriculum is aligned with current standards, providing all students with trained staff and adopted curriculum that aligns with current standards.</p> <p>Staff is provided training in how to administer Star and CAASPP assessments.</p>	<p>Learning Records</p> <p>Teacher Evaluations</p> <p>Curriculum Audit</p> <p>Star Assessment</p> <p>CAASPP</p>

Findings	Supporting Evidence
<p>A4.4. Supervision and Evaluation: Staff evaluations are performed on a two year rotation, unless there is an indication that an evaluation would be needed each year. The evaluations are based upon the California Standards for the Teaching Profession (CSTP) as well as in-house scoring rubrics that are completed by the head of each department with which a staff</p>	<p>Teacher Evaluations</p> <p>Support Staff Evaluations</p> <p>Admin Meeting Notes</p>

<p>member interfaces. The administration is assigned staff for whom they will perform the observation, evaluation and the feedback session. During the feedback session, staff may be apprised of specific professional development that is suggested for them, or there may be an open discussion about professional growth out of which may come a plan for the staff member. Written improvement plans can be part of the process for supporting, supervising, and evaluating staff.</p> <p>Administration dedicates one or more meetings a year to the topic of staffing. During the discussion, there may be recommendations of a position change for a staff member due to fluctuation in student population or a schoolwide need.</p>	
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Findings	Supporting Evidence
<p>A4.5. Communication and Understanding of School Policies and Procedures: Fall Summit provides the opportunity for each department to communicate guidelines, policies, and operational practices specific to our school.</p> <p>Digital copies of employee handbooks are provided annually to all staff. Can be found on the website and emailed to all staff. Paper copies are available upon request.</p> <p>At signing of employment work agreements, employees are provided with written expectations, job descriptions, and requirements specific to their position (such as Independent Study Teacher, small group instructor, etc.)</p>	<p>Fall Summit</p> <p>Employee Handbook</p> <p>Employee Handbook Acknowledgement Form</p> <p>Parent Handbook</p> <p>Website</p> <p>Paperwork Flow Chart</p>

A5. Resources Criterion

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

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>A5.1. Resource Allocation Decisions: On an annual basis, school administration analyzes student achievement data on State mandated assessments and that analysis is disseminated to the staff at staff meetings whereupon discussions are held to gain insights into possible causes and solutions. The data gathered, as well as data gathered from parent and community community partners, is analyzed and the outcome of the discussions are the basis for the decisions that are made for the creation of LCAP goals and actions and how resources are allocated. Acquiring and maintaining adequate instructional materials and equipment is a crucial component of student achievement. When data shows a need for additional resources, a sufficient allocation of resources is provided to address the need.</p> <p>For example, to address the need to improve math scores, NU-HCS implemented an RTI process. We have also created a new Intervention Coordinator position.</p>	<p>Budget</p> <p>Admin Meetings</p> <p>Board Meetings</p> <p>Staff Meetings</p>

Findings	Supporting Evidence
<p>A5.2. Practices: NU-HCS has developed effective and efficient processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. NU-HCS plans three years out into the future and holds a 10% cash reserve. This reserve level is adequate to ensure the financial stability of the school.</p> <p>Over 80% of the funding is used directly in support of student achievement in the categories of staff, curriculum, instructional support materials, professional development and facilities. NU-HCS has the human, material, physical and financial resources sufficient to support students in accomplishing the academic standards, the college and career readiness standards and the schoolwide learner outcomes.</p> <p>Fiscal reports mandated by law are provided to the Northern United Charter Schools Board of Directors and they make decisions on spending as advised by the School Director of the Charter. The Board of Directors approves all policies and procedures for the school including those pertaining to staffing, facilities, instructional materials and curriculum. The School Director of the Charter appraises the Board of Directors in an ongoing manner of all issues that pertain to the above.</p>	<p>Budget</p> <p>Board Meetings</p> <p>Admin Meetings</p>

Findings	Supporting Evidence
<p>A5.3. Facilities Conducive to Learning: The facilities are maintained and adequate for students' learning needs. Facilities Inspection Tool (FIT) Building inspections are completed annually to ensure all facilities are safe,</p>	<p>Presence of Fire Extinguishers and AEDs</p>

<p>functional, clean, well maintained and support student learning. All safety equipment such as fire extinguishers and AEDs are inspected and kept up to date. Safety plans and procedures are updated and distributed to all facilities.</p> <p>The safe and functioning facilities allows for students and teachers to interact and provides the physical space needed for NU-HCS to address the vision, mission and SLOs and help students achieve academically.</p>	<p>FIT Building Inspection</p> <p>Safety Plan and Procedures</p>
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Findings	Supporting Evidence
<p>A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.</p> <p>Cutten Resource Center (CRC) serves as a place for acquiring instructional materials. Independent Study Teachers and learning centers effectively acquire materials for students with purchase orders or approved reimbursements. The technology department at NU-HCS effectively supports staff and student technology needs with chromebook, internet sourcing, online safety, and software.</p>	<p>Chromebook Purchases</p> <p>Smartboard Purchases</p> <p>Student GSFE Accounts</p> <p>Staff Google Accounts</p> <p>CRC</p>

Findings	Supporting Evidence
<p>A5.5. Resources for Personnel: All new teachers at NU-HCS participate in a teacher induction program. NU-HCS pairs new teachers with a mentor teacher for two years to support and nurture new teachers.</p> <p>NU-HCS offers a competitive salary schedule and benefit program. The admin team works diligently to advocate with the local JPA to provide teachers and staff with access to health and welfare packages.</p> <p>We pay for teachers to take professional development in different areas that they choose.</p> <p>Teachers are allowed to manage a budget to purchase materials and supplies that they feel are beneficial.</p>	<p>Salary Schedule</p> <p>Health and Welfare Benefits</p> <p>Professional Development Line Items</p> <p>Induction Program</p>

A6. Resources Criterion [Charter Schools only]

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

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves community partners in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines

internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: Northern United-Humboldt Charter School’s leadership meets often to review the long range plan. This analysis focuses on both the long-term and short-term trends in the formative and summative test results. This frequent review provides an opportunity to be proactive in identifying growth areas and quickly take the appropriate action. The short term trends may require some adjusting in individual learning plans, curriculum shifts, or a different approach in the teaching methodology. The long term trends may involve, for example, a change in teaching assignments, a change in the focus of a particular learning center or independent study group, or a reallocation of resources. The discussion of leadership focuses on ensuring that all of NU-HCS’ education resources are operating to ensure the achievement of the schoolwide learner outcomes and are in line with the school’s vision and mission.</p>	<p>Budget</p> <p>Board Meetings</p> <p>Admin Meetings</p> <p>LCAP</p>

Findings	Supporting Evidence
<p>A6.2. Regular Accounting and External Audit Procedures: NU-HCS has strict controls and procedures that must be followed. All contracts must be signed by the School Director. With regard to payments, all bills are paid by check and the following procedure is used. A pre-list of proposed expenses is prepared by the Chief Business Official. It is created based on completed and approved purchase orders and invoices. That list is then reviewed and approved in writing by the School Director. All items that are approved are finalized, and the final pre-list is sent to the Humboldt County Office of Education who then prepares and signs the warrants. NU-HCS personnel then pick up the checks and mail them to the appropriate vendor. All purchases are also approved by the NUCS Board of Directors. This same procedure is followed with all payroll checks as well. The NU-HCS’s Chief Business Official retains full accounting responsibility for being on task and on budget for each learning center and each independent study student as well.</p> <p>Every year, D.L. Moonie & Co., LLP, an independent auditing firm, audits NU-HCS’s records. This firm reviews all aspects of the school’s financial, attendance data, student and personnel records and internal control procedures, as well as all other required areas of review. The auditor reports</p>	<p>Annual Audits</p> <p>Budget</p> <p>Board Meetings</p> <p>Purchasing Request and Reimbursement Guidelines</p>

findings to the School Director and the Northern United Charter Schools Board of Directors. The audit report is also submitted to the Humboldt County Office of Education.	
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Findings	Supporting Evidence
<p>A6.3. Processes for Implementation of Financial Practices: The Chief Business Official personally reviews every purchase order or expense request to ensure compliance with NU-HCS’s budget policies and procedures. The purchase request process, obtaining written approval by the School Director, having all purchases approved by the NUCS Board of Directors and having the final processing completed by the Humboldt County Office of Education ensures the integrity of the process, accountability of the leadership involved in the process, and prompt payment of all appropriate NU-HCS’ expenses. In addition, these multiple independent reviews of every expense allows for any questions, issues or problems that arise to be addressed immediately.</p> <p>By approving all expenses, having monthly fiscal and expenditure reports by staff, as well as adopting the annual and first and second interim budgets, the NUCS Board is able to make informed decisions regarding the fiscal standing of the school and appropriate resource allocation.</p>	<p>Annual Audit</p> <p>Budget</p> <p>Purchase Order Procedures</p> <p>Monthly Fiscal Reports</p> <p>Financial Policy</p> <p>PR Procedures</p>

Findings	Supporting Evidence
<p>A6.4. Budgeting Process — Transparency: Using data gathered from all community partners, administration and the CBO, with support from the Humboldt County Office of Education, NU-HCS develops an annual budget. The budget is presented to the NUCS Board first in a public hearing format, allowing all community partners an opportunity to comment on the budget. A subsequent NUCS Board meeting is held for final adoption. All NUCS Board meetings are held in public with an agenda item for a public comment opportunity. Staff reports at NUCS Board meetings also help to inform the public about the school’s financial needs.</p> <p>The Chief Business Official is responsible for the day-to-day financial health of NU-HCS and is responsible for ensuring each learning center and all independent study students operate within their individual budget restraints while at the same time ensuring that quality educational tools are available to each student. The budget is reviewed at the first, second, and if necessary, third interim periods through the Humboldt County Office of Education. NU-HCS maintains a constant internal accounting that keeps each learning center on budget and ensures that every expense or purchase order is in line with NU-HCS’s expense parameters. This regular audit and these controls are in place with an eye toward the annual independent audit conducted by an independent CPA firm. Any deficiencies or findings in the audit report will be addressed immediately and the corrective action will be included in the final report and presented to the Board of Directors and Humboldt County Office of Education Board of Directors.</p>	<p>Budget</p> <p>LCAP Meetings LCAP Surveys</p> <p>Admin Meetings</p> <p>Board Meetings</p>

Findings	Supporting Evidence
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<p>A6.5. Adequate Compensation, Staffing, Reserves: NU-HCS provides adequate salaries to faculty, administrators, and staff and these salaries are based on the adopted NUCS Pay Schedule. In addition to salary, staff employed .5 FTE or more are offered a health and welfare benefits package. NU-HCS pays a portion of the health benefits package. Staffing decisions are guided by enrollment and LCAP goals, as well as the individual needs of each center.</p>	<p>Payroll</p> <p>Salary Schedule</p> <p>Employee Stipends</p> <p>Work Agreements</p>
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Findings	Supporting Evidence
<p>A6.6. Marketing Strategies: NU-HCS employs a diverse marketing strategy to reach as many interested students and families as possible in our rural area. This consists of traditional media such as radio and newspaper, as well as lawn signs and banners/posters in or near local businesses.</p>	<p>Radio Ads</p> <p>Newspaper Ads</p> <p>Banners</p>

Findings	Supporting Evidence
<p>A6.7. Informing the Public and Appropriate Authorities: Budget topics are discussed in LCAP stakeholder feedback meetings, staff meetings and school Board meetings. Most learning centers regularly hold fundraisers. While these are more informal in nature and small in scope, they provide opportunities for the public to find out more about NU-HCS, come to a NU-HCS facility for firsthand information about a variety of issues (including budget and financing) and face-to-face interaction with NU-HCS staff, and make a connection with NU-HCS through participation in the fundraising activity.</p> <p>When developing the school budget, NU-HCS meets with Humboldt County Office of Education (HCOE) to ensure the accuracy of the budget and financing and to review the financial needs of NU-HCS. Prior to a budget being adopted by the NUCS Board, a public hearing is held. Notices of the public hearings are posted at each facility and on the website. The adopted LCAP with a budget overview for parents is posted on the school website.</p> <p>NU-HCS, as a non-classroom based program, submits a SB740 to the California Advisory Commission on Charter Schools for review and approval.</p>	<p>LCAP Meetings</p> <p>Staff Meetings</p> <p>Board Meetings</p> <p>APLUS+ Conference</p>

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.

Areas of Strength

1. Student centered core beliefs, mission, vision, and purpose that guide our school
2. Allocation of resources to counselors, tutors, small group instructors, RTI, ORBE, chromebooks, hotspots, materials and supplies that directly support student learning, growth, and happiness
3. Strong internal communication and staff support
4. NU-HCS provides professional development for our staff, such as Fall Summit, Teacher Circles, CPR/First Aid, PBIS, and AVID
5. Branches program which is specifically designed for parents of independent study students.

Areas of Growth

1. Continue to expand parent/family involvement with the whole school
2. Create a more formal way to encourage, and perhaps track, that all community partners, especially families, review and understand our vision, mission, and SLOs.
3. Discuss Vision, Mission, SLOs, and goals with students at the beginning of each school year.
4. Continue to work to implement all of the requirements of the new independent study rules for AB130.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B1.1 Current Educational Research and Thinking: NU-HCS implements educational programs such as AVID, PBIS, and Renaissance, that are successful and data driven. We vet curriculum in house and ensure it is high quality and rigorous. We maintain a database of acceptable curriculum, and keep curriculum available at our resource center.</p>	<p>Standard Based Curriculum</p> <p>Course Catalogue</p>
<p>B1.2 Academic and College- and Career- Readiness Standards: Our high school programs are stringent about supporting students on an A-G path to have them college ready by the time that they graduate. We offer CP and Honors courses as well as dual enrollment with CR.</p>	<p>AVID Elective</p> <p>PBIS Guidelines</p>
<p>B1.3 Congruence with Student Learner Outcomes and Standards: NU-HCS adheres to the California Common Core State Standards in all subject areas. This is reflected in the learning records teachers create ten times each school year. Learning records are generated by giving students assignments and entering assessments into the digital gradebook. Learning records track the standards that each assignment focuses on. Many teachers provide handwritten documents, or have students enter their own assignments into a planner (an AVID Strategy), however all teachers must enter assignments into our SIS.</p>	<p>CTE Pathways</p>
<p>In addition, all staff have been trained to utilize the Frameworks and UCOP approved syllabi to ensure the assessments and approach to teaching are aligned to the standards in the subject area(s) in which they teach. All staff</p>	<p>Vendor List</p>

are aware of and realize the connection of the standards for English Language Development and technology and interweave them throughout their subject areas. All staff support the SLOs through strict adherence to the standards and use of formative assessment. A continuous cycle of inquiry is performed using standardized assessment data at each learning center to determine the contributing factors to the successes and the areas that need improvement.

All curriculum that is purchased by the school and used by the staff are standards aligned and are used to ensure student success. All curriculum is carefully vetted by staff members and approved by the Board of Directors to ensure that the SLOs are supported and the standards are being taught. Student achievement is at the forefront of every curricular decision that is made. Common standardized and research-based assessments such as Star Reading and Star Math are used three times a year. Data is collected and analyzed by the staff with the oversight and guidance of the Data Champion and content area specialist in each subject area. Results of data informs our curricular decision making process. Identified areas of need are tended to in the cycle of inquiry around this data.

B1.4 Integration Among Disciplines: We are exploring CTE pathways and currently offer two CTE pathways in Horticulture and Building Trades. We need to focus on more outreach in the community to help connect students with college and career readiness and opportunities. We work to ensure that these programs align with standards based curriculum and other school core subjects (such as science and math).

B1.5 Community Resources and Articulation and Follow-up Studies: We continue to partner with other community organizations and the local colleges, including Humboldt State University, College of the Redwoods, 299 Center for the Arts, and DreamQuest, the local youth center, Friends of the Lost Coast for Environmental Education, Friends of the Dunes, HealthSport, Blue Ox, Scrap Humboldt, Lady Bird Johnson Grove, Stone Lagoon, Patrick's Point, Kayak Zack, Moonstone Surf Camp, RCAA, Pacific Outfitters, Far North Climbing Gym, Kayak Trinidad, No Limits, Arcata Pool (among others).

B2. Equity and Access to Curriculum Criterion

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

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational

goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B2.1 Variety of Programs — Full Range of Choices: Our high school has diverse electives both online and in-person including CTE pathways in Horticulture and Building Trades, AVID Elective, My Future My Plan dual enrollment, and electives through Apex and E-Dynamics.</p> <p>B2.2 Accessibility of All Students to Curriculum, including Real World Experiences: NU-HCS provides a rigorous, relevant curriculum, along with local field trips, hands-on activities, and student-chosen projects to maximize cohesion and show the real-world application of topics. Teachers interact with parents on a regular basis, and collaborate on strategies to help students meet their educational goals. Many parents volunteer at our learning centers, and all are involved in their childrens' educational process. We strive to meet individual needs, which can be reflected in the number of electives or outside programs our students choose to participate in. Hotspots and CBs were purchased for students to use to access online classes and direct instruction whether onsite or working independently. We are nearly at a 1:1 student to device ratio. Additionally, CTE coursework addresses real world experiences, as does our Work Experience Education and Career Exploration courses.</p> <p>B2.3 Student-Parent-Staff Collaboration: We hold meetings with each student and their family to complete the master agreements (which lays out courses for the year). There are monthly learning report meetings where teachers and students get together, often with parent involvement to discuss what has been accomplished in the period, and what the student will focus on next. Parents are invited to meetings about college and career readiness, FAFSA, SAT, and college informative sessions. Students and parents are asked to complete graduate forms indicating what students plan to do post high school.</p> <p>B2.4 Post High School Transitions: By monitoring Master Agreements, offering educational opportunities and asking students and parents to complete forms regarding post graduate plans, students are given multiple opportunities to plan for post high school life. Teachers and counselors are available to help students with job searches by holding mock interviews, helping students with resumes, and discussing how to conduct job searches. Our school promotes many college and career readiness programs (such as Get Focused, Stay Focused, co-enrollment, AVID elective, college workshops) to help students better plan for post high school life and opportunities. We evaluate and adapt these programs each year, and strive toward more students rated as prepared on our CCI and by graduating A-G complete.</p>	<p>A-G Approved Course List</p> <p>CTE Pathways</p> <p>AVID Elective</p> <p>My Future My Plan Syllabus</p> <p>Curriculum List</p> <p>Technology Tracking Sheet</p>

ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Promotion of rigorous A-G courses, dual enrollment opportunities.
2. Individualized differentiated instruction through small group size and frequent communication with parents.
3. Using state adopted standards based curriculum for math, ELA, science, and history.

Areas of Growth

1. High school transition and parent involvement in transition plans, AP courses, Concurrent Enrollment.
2. Continued professional development for ELA, math, the arts, science, history, project/inquiry based learning (specifically for our grade levels).
3. Ensure all students have access to all our offered programs.
4. Strengthen CTE pathways.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C1.1 Results of Student Observations and Examining Work: Learning Record Coordinators are responsible for monitoring the portfolios of student work submitted by the teacher's of record to ensure students are completing challenging assignments. Portfolios are also checked by the auditor.</p> <p>As part of the Data Champion meetings, staff members review results of diagnostic testing and samples of student work to help them provide challenging and relevant work for their students. This, combined with observations of students working in class and their work product, leads to the belief that our math and writing instructional practices need to be more fully developed.</p> <p>Through clear guidelines, regular professional development, and careful monitoring, our school ensures that the classroom curriculum is engaging, challenging, and relevant. Teachers are trained in AVID strategies that encourage collaborative and engaging activities. AVID Weekly articles are current and relevant and can be used in conjunction with collaborative activities for deeper questioning and understanding.</p> <p>C1. 2 Student Understanding of Learning Expectations: Each student who enrolls with NU-HCS receives a personalized learning plan. At the point of enrollment, the teacher of record creates a master agreement detailing the plan for academics based upon: assessment data, grade level, proximity to access to outside academic institutions and interest. Some teachers have students complete a learning style inventory to help them tailor their instruction to the learning style and needs of the student. All students are presented with a rigorous curriculum, differentiated instruction, and students who fall within Tier II or Tier III receive interventions and support designed to meet their unique needs. Class work is collected, reviewed, and revised with students to promote greater understanding of the material, a higher quality work, and a clear understanding of the expected performance levels.</p> <p>Upon high school enrollment, students receive instruction about the requirements, expectations and outcome related to earning a high school diploma. Students are empowered to take personal responsibility for the</p>	<p>AVID Training</p> <p>Learning Records</p> <p>ORBE Program</p> <p>Small Group Instruction</p> <p>Graded Student Work</p>

<p>expectations coupled with their preparing for college or career readiness.</p> <p>AVID is a complete college and career readiness program. The culture of college and career readiness starts at the elementary level and is continued throughout middle school; wherein a student can choose to be enrolled in an AVID elective course during which they are explicitly taught and guided on how to navigate their way to the college and career goals they have set. AVID brings solid strategies to the table of academics for teachers and supports the students in their courses of rigor, reaching educational standards, meeting the SLOs and in making their way to their academic goals. The AVID tutorial supports students in developing their voice and ability to advocate for themselves.</p>	
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C2.1 Teachers as Facilitators of Learning: As an independent study school, the role of the teacher is primarily to be a facilitator of learning who works in a partnership with parents to provide instruction to students. The roles and responsibilities outlined in the parent/student compact elaborate on this. Essentially, the nature of IS is not that we are providing direct instruction, although we do offer more and more of that, but instead we help facilitate learning by supporting parent and student learning goals. For example, teachers help pick out curriculum, plan and pace it out while also providing strategies to support the teaching at home. Many students attend our in-person classes and benefit from having small class sizes, which allows teachers to more effectively provide direct instruction geared towards the needs of their students.</p> <p>Through regular professional development, teachers are trained in current instructional methodologies to improve rigor, collaboration, critical thinking, organization, and engagement.</p> <p>C2.2 Creative and Critical Thinking: Students are challenged daily to think critically and apply acquired knowledge in order to develop arguments for</p>	<p>AVID Training</p> <p>Expository Reading and Writing Curriculum</p> <p>Redwood Writing Project</p> <p>SEL Trainings</p> <p>Professional Development List</p> <p>Weekly Socratic Seminars</p> <p>Regular Philosophical Chairs</p>

<p>Socratic Seminars and other classroom discussions. Students learn to use their acquired knowledge to ask deeper questions. Students become proficient in using technology to research answers to these important questions. Students are trained to seek reputable sources. Students are taught to use textbooks, curriculum, the internet, and outside sources to find information. They are encouraged to collaborate with peers, and work with teachers and tutors. Students are encouraged to find people and businesses within the community, and outside the community, to broaden their worldview. Students are asked to participate in small group instruction, one on one tutoring, large group classes, zoom sessions and independent work.</p> <p>C2.3 Application of Learning: Students are challenged to think critically and apply acquired knowledge during laboratory science, in which newly learned information is used to complete hands-on experiments. Students are asked to apply knowledge to larger tasks such as projects and reports. They are asked hypothetical and level 3 questions to apply their classroom knowledge to real world situations. Students are encouraged to participate in community service and community programs. Students participate in art and elective classes taught by HSU interns or visiting artists.</p> <p>C2.4 Career Preparedness and Real World Experiences: Our school is committed to preparing our students for college, work, and the real world. Various courses are offered in career preparedness. Counselors offer a course called Get Focused Stay Focused, an initiative designed to provide every student with the necessary information and experiences to develop college and career readiness skills. Students are encouraged to take an interest in their future by engaging in discussion with guest speakers from local businesses and various career fields. We collaborate with the local university and junior college to introduce middle school and high school students to the experience of higher education. We provide real world experience through various courses including: hydroponics, building trades, ceramics, cooking, plant identification, and field science.</p>	<p>Costa's Levels of Questioning</p> <p>Weekly Science Labs FOSS Science Kits</p> <p>Field Science at WCLC with Watershed and Forest Ecology</p> <p>Credit for Work Study</p> <p>Get Focused Stay Focused Course</p>
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. AVID Strategies such as socratic seminars, inquiry based-learning, etc. that use collaboration and critical thinking to increase student engagement.
2. A philosophy of growth-mindset which builds student confidence.
3. Students gain real-world experience through classes such as hydroponics, building trades, ceramics, cooking, plant identification, and field science.
4. Small class sizes help teachers build relationships that help students feel more connected and invested in their school.

Areas of Growth

1. Continue to strengthen CTE pathways, offer more opportunities for visual and performing arts.
2. Increase connections with community partnerships, such as offering internships, bringing in guest speakers, etc.
3. Ensure all students have access to all our offered programs.
4. Continue to update course offerings, including virtual options and keeping approved curriculum up to date.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other community partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all community partners.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D1.1 Professionally Acceptable Assessment Process: Our school uses Renaissance Learning Star Math and Star Reading assessments to set learning goals and monitor progress and interventions. Our staff administers Star assessments to all students in grades 3-12 at least three times per school year in designated screening windows in the fall, winter and spring (Tier I). Teachers and support staff test students receiving reading and math intervention (Tier II) more regularly to assess the intervention's effectiveness.</p> <p>Test administrators share data with parents, students, teachers, and support staff. Our school staff evaluates our school-wide performance twice per year using Star assessment results, and shares the information with our school Board.</p> <p>In addition to regular implementation of Star Reading and Star Math assessments, our school administers CAASPP interim block assessments at least twice per year. At least one of these interim blocks is required to be a performance task. Teachers use interim blocks both for assessment data, but also to familiarize students with the CAASPP format and navigation.</p> <p>Primary teachers (k-2) do use Core Growth to assess reading and math</p>	<p>Data Tracking Sheet</p> <p>Data Meetings Agendas</p> <p>Renaissance Learning Reports</p> <p>Formative Assessments</p> <p>Board Reports</p>

<p>progress.</p> <p>SPED teachers use a variety of other tests to assess the academic progress of students receiving specialized academic instruction (Tier III) including: Woodcock Johnson 4, WIATT 3, and TOWL 4. SPED instructors use these assessments to gather academic data for initial and triennial IEPs.</p>	
<p>D1.2 Basis for Determination of Performance Levels: All teachers also use assessments included in their state approved curricula. These may include chapter tests and quizzes, writing projects, oral reports, projects.</p> <p>Our school uses standards based grade scale for elementary students (K-6). These grade scales vary by learning center and Independent Study Teacher, and include C-M and check plus/minus, but are all based on California state standards.</p> <p>Middle and high school teachers (7-12) assign A-F grades determined by student performance.</p> <p>California state standards determine our academic content, and teachers use California state benchmarks to determine progress levels using Star Reading and Star Math assessments.</p>	<p>Student Handbook</p> <p>Digital Gradebook</p> <p>Learning Records</p> <p>Portfolio Samples</p> <p>Report Cards</p>
<p>D1.3 Monitoring of Student Growth: Our school uses Renaissance Learning Star Reading and Star Math assessments to set learning goals, monitor progress, and evaluate interventions. Teachers give these assessments school-wide during a fall, winter, and spring screening window, but students receiving intervention or specialized academic instruction are assessed more regularly.</p> <p>Our staff also administers a minimum of two CAASPP interims each year.</p> <p>Data Champions from each learning center receive additional training in our assessment programs and help ensure regular testing and appropriate interventions at their center.</p> <p>Our school offers a complete list of A-G classes for high school students. Academic counselors monitor progress toward graduation and A-G college and career readiness. Moreover high school students are allowed dual and concurrent enrollment and the local community college.</p>	<p>Four Year Plans</p> <p>PSAT and SAT</p> <p>Universal Screening Windows</p> <p>Academic Data Tracking Sheet</p> <p>A-G Course Guide</p> <p>Dual Enrollment Courses</p> <p>CAASPP Testing Coordinator</p> <p>Data Meeting Agendas</p>
<p>D1.4 Assessment of Program Areas: School personnel including administrators, teachers, and content specialists meet to evaluate programs and discuss improvements. Staff members are also given evaluations and asked to complete surveys in which they present information to administrators to help guide future training topics. Northern United Charter School staff engages in professional development designed to help educators design and implement rigorous lessons.</p> <p>Our school employs academic counselors that monitor and help maintain student progress toward meeting high school graduation standards and college and career readiness. Moreover, staff will often help struggling</p>	<p>Staff Surveys</p> <p>Staff Meetings</p> <p>Teacher Circles</p> <p>AVID Trainings</p> <p>Professional Development Survey</p>

students find tutors to support them through homework. Students may earn partial credit on submitted work and teachers will assign the appropriate grade.	Fall Summit Agenda Spring PD agenda
D1.5 Schoolwide Modifications Based on Assessment Results: Schoolwide, Northern United - Humboldt Charter School's staff participates in monthly data meetings in which site teams review assessment data, evaluate student progress, and collaborate on data-driven intervention plans for reading and math. Further, staff participates in professional development to learn to effectively use assessments, intervention programs, and supplemental learning programs. Data is collected and used to make decisions about changing school programs, intervention processes and additional curriculum needs.	Data Meetings Teacher Circle Professional Development for IXL Learning and Renaissance Learning

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

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D2.1 Demonstration of Student Achievement: Staff may review CAASPP scores prior or during data meetings to preview which standards may need more attention and better engagement for future lessons.</p> <p>Teachers use quickwrites, summaries, quizzes, tests, think-pair-share to check for understanding of material. Teachers use blended learning methods to check with student understanding and modify or adjust as needed.</p>	<p>Supplemental Curriculum</p> <p>Data Meetings</p> <p>CAASPP Data</p> <p>Online Curriculum: Apex Learning</p>
<p>D2.2 Teacher and Student Feedback: Teachers meet with students to discuss progress and address areas of concern. They use online learning systems such as Google Classroom and Apex. Teachers use a variety of informative assessments, such as Renaissance Learning Star and CAASPP assessment to provide data and assign targeted interventions.</p> <p>Teachers meet regularly with students to check progress and discuss individual goals. Teachers grade work and return it, often asking for students to rework, or reflect on their experiences.</p>	<p>Teacher Circles</p> <p>Staff Meetings</p> <p>Independent Study Teacher Meetings</p> <p>Teacher/Student Meetings</p>

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Using Renaissance Learning Star Reading and Star Math assessments, and EL Assessment results which identifies focus skills and aids in progress monitoring
2. Using assessment results appropriately with parents, present interventions
3. Using IXL Learning for Tier I and II interventions/support
4. Utilizing communication across programs, subjects

Areas of Growth

1. Focus on CAASPP testing/test familiarity
2. Need to share assessment results with parents and set goals for growth with students schoolwide, increase student buy-in and agency
3. Continue to build clear expectations with gathering assessment data and progress monitoring for students needing interventions
4. Discuss A-G courses with students. Explain the importance of A-G options and other college and career readiness indicators.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>E1.1. Parent Engagement: NU-HCS staff communicate with families through multiple mediums. We hold monthly community groups with families called the Branches (in person and virtually). We send notifications and alerts via Parent Square and newsletters. NU-HCS asks for feedback from families regularly, mostly through surveys.</p> <p>During the enrollment process, each parent and student are given a Parent Handbook and shown certain critical pieces that have to do with the role of the parent in an independent study setting. During the intake meeting, the parent is encouraged to be an active participant in the student's education and examples are given of how that can happen. The parents of our students who participate primarily in home-based independent study are the main facilitators of their children's education. The teacher of record is the primary connection to the school for the parent and the student. The plan for communication between staff, parents, and students is created at the time of intake. The parent, student, and teacher responsibilities are spelled out in the school compact.</p> <p>Communication methods include email, text messaging, phone calls and ParentSquare. Student email addresses are only allowed to communicate with other students or staff within the nucharters.org domain. NU-HCS recently began using the ParentSquare messaging for whole school and small group communication. Parents and guardians and students have access to the Student Information System (SIS) through the Parent Portal. Through the portal, information such as course schedule, assignments and grades can be accessed freely.</p> <p>Parents and community members are invited and encouraged to actively participate in NU-HCS. Parent input and feedback on student success is sought through surveys and in face to face meetings. Input from parents and community members on WASC and LCAP goals are crucial and actively sought. They are encouraged to attend educational partner meetings to inform the school of their thoughts on LCAP. Foundation meetings, and learning center events are other ways in which educational partners can work together to support student outcomes. Learning center open-houses and parent nights have proven to be an effective method for increasing communication between teachers, students, parents and administration. At the onset of each school year NU-HCS's School Director sends every family a welcome letter which includes ways in which families can become involved in the school community.</p>	<p>Branches Workshops</p> <p>Family Ties Newsletter</p> <p>Parent Engagement Surveys</p> <p>Family Maker Nights</p> <p>Parent Conferences</p> <p>Fundraisers</p> <p>Parent Groups</p> <p>Parent Square</p>

E1. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E2.1 Safe, Clean, and Orderly Environment: NU-HCS creates a safe, clean and orderly environment for staff and students. We have increased safety measures and set new protocols in regards to Covid safety. Safety inspections occur annually. All staff complete necessary safety and cleaning training. Increased measures of environmental protocols with regards to Covid safety (signing in and out, taking temperatures upon entry to a school site, masking, distancing, increased cleaning, etc). Centers and staff have received: Air purifiers for all the classrooms, and offices, new filters for existing heating/cooling units, hand sanitizer, counter and surface cleaners, anti-bacterial wipes, child face masks (reusable and disposable), adult face masks (reusable and disposable), face shields.</p> <p>A top priority and one of the sources of school pride is that a safe, secure, clean, orderly and nurturing environment is maintained. Administration and staff work together to ensure our facilities are inviting, hygienic, well maintained and that they meet the requirements of local mandates. Each year the Facilities Inspection Tool (FIT) is administered at each of our facilities, which is reported on the School Accountability Report Card (SARC) and the California School Dashboard.</p> <p>NU-HCS has adopted and implemented the precepts of Positive Behavior Interventions and Supports (PBIS). The staff and students understand the school rules, which are to be safe, be respectful and be responsible, and have been explicitly taught NU-HCS behavior expectations. There is a survey soliciting feedback on school climate for parents and students annually. Previously, MVCS and NU-HCS had implemented the use of the Second Step curriculum in grades TK-8. Due to the turnover in staff, many current staff members have not been trained in this curriculum.</p> <p>To teach safe and responsible use of the internet, NU-HCS uses the Common Sense curriculum. To comply with the Children's Internet Protection Act (CIPA), teachers are required to report student progress in lessons on their learning records in grades 2, 5, 6 and 9. Additionally, we</p>	<p>Covid Safety Protocols</p> <p>Purchase Orders</p> <p>Receipts</p> <p>Safety Inspections/Equipment Tracking sheets</p> <p>FIT</p> <p>Staff Trainings on IIPP, Bloodborne Pathogens, and Covid (Safe Schools)</p> <p>PBIS Norms</p> <p>Uniform Complaint Procedure</p> <p>Common Sense Curriculum</p> <p>Securly Filter</p>

use Securly to filter the email and online searches of our students. This software monitors for statements of harm to self or others, as well as blocking inappropriate websites. Our internet hot-spots, provided by Kajeet, also have internet filter features built in.

Complaint procedures and forms, including the Uniform Complaint Procedure, are posted on the school website, discussed in the Parent Handbook and distributed to parents through the school's annual notice process.

E2.2 High Expectations/Concern for All Students: NU-HCS staff have high expectations (academically and behaviorally) for all students. Teachers and support staff show concern for the well-being of all students. We have worked hard to put different support systems in place that go beyond academics, and seek to address social and emotional needs of students. There are counseling staff at NU-HCS that support students, academically, behaviorally and socio-emotionally.

As mentioned above, NU-HCS prioritizes maintaining a positive school culture through the use of PBIS and other social and emotional learning strategies. The staff has clear expectations for behavior and explicitly teaches these expectations to students. An which concern for student well-being is fostered is the fact that teachers often develop long-term relationships with families as students stay enrolled with the same teacher over multiple grade spans, and often multiple children from the same family are enrolled with the same teacher. These long term relationships make the teacher more inclined to go above and beyond to serve the student's needs.

Staff are accessible to both students and parents via phone and email as well as in-person during center hours and by appointment. Many opportunities exist for parents and students to collaborate with teachers, whether it be in a more formal parent teacher conference setting, or informally via volunteer opportunities at centers.

Students enrolling in our program often have experienced unresolved bullying issues in their previous schools, and they find our school to have more of a safe, welcoming, and inclusive environment that respects individuals and their differences.

E2.3 Atmosphere of Trust, Respect, and Professionalism: NU-HCS fosters an atmosphere of trust, respect, and professionalism between staff, students and families. All staff participate in varied professional development opportunities. PBIS fosters a school culture that is one of trust, respect, equity, and professionalism. Staff and students are expected to be safe, respectful, and responsible in their interactions with others. This is modeled by all staff and explicitly taught to students. In order to ensure students identifying as LGBTQ+ feel comfortable, we provide bathrooms that are gender neutral. We analyze all data to look for any negative trends in student outcomes for students in significant subgroups. Our goal is to not have disproportionate representation of subgroups in lower performance levels. All students with disabilities (SWD) receive the same instructional opportunities as any other student.

PBIS Handbook

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E3.1 Academic Support Strategies for Students: NU-HCS implements evidence-based intervention strategies for students in Tier II and Tier III of the Multi-Tiered Support System based on their Star Reading and Star Math screening results given in the Fall screening window. Each child placed on an intervention is progress-monitored throughout the rest of the school year by re-assessing during the Winter and Spring assessment windows. Teachers meet with students and their families for monthly meetings to assess academic progress and give additional support as needed using tools such as: IXL, Khan Academy, tutoring, SSTs, and counseling.</p> <p>E3.2 Multi-Tiered Support Strategies for Students: IXL, Read Naturally and Explode the Code (among other supports) are given to Tier II and Tier III students immediately following the Fall Star assessment, which determines their baseline levels for reading and math, as well as grade level competencies. Teachers continually add levels from Star assessments, along with goals to meet by specific dates (the subsequent assessment windows during the school year, of which there are three: Fall, Winter, Spring).</p> <p>NU-HCS provides ongoing individual counseling to students and provides frequent check-ins to support behavioral and social emotional functioning with a rotating group of students (appx 30-40 per year) based upon teacher, parent and SST referrals. NU-HCS works with three cohorts of six students through the Outdoor Resiliency Building Experiences program on Fridays throughout the school year.</p>	<p>Star Reading and Star Math Assessment Tracking Sheet</p> <p>Parent Square</p> <p>IXL Usage Data</p> <p>Intervention Process</p>

E3.3 Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: Staff track student interventions both academic and Social-Emotional, and follow up with students and parents on progress toward goals. SSTs are scheduled and conducted for students not making sufficient progress. These meetings offer a comprehensive review of accomplishments and strengths of the student as well as challenges that a student is navigating. The team reviews strategies that have worked and goals are set as well as a plan to monitor growth using assessment data to measure outcomes. Student improvement is tracked.

With input from the parent, administrator, counselor, and teacher; if a student is suspected of needing testing for special education, that student is immediately referred to the special education department. Students who qualify for special education services receive the support needed as determined by the IEP process.

Identified students participate in ELPAC testing and results are communicated to teachers and parents. Teachers are English Learner authorized or Crosscultural Language and Academic Development (CLAD) certified by completion of appropriate coursework and the CTEL examination.

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

E3.4 Co-Curricular Activities: NU-HCS provides supplementary curriculum for students, reading materials that support the various reading programs including the AR system with our library. We display student art, promote Family Maker Nights, and support entrepreneurial spirit. We offer field trips and college tours. Students are invited to participate in extra-curricular activities such as: The Hamilton Project, Science Fair, History Day, ceramics lab, HSU art classes, among others.

E3.5 Student Voice: As mentioned above, NU-HCS tries to foster students' sense of self within school, as well as within the larger community by promoting community programs and opportunities for students to participate in programs outside of school. We encourage students to participate in community service or job experience programs. We have strong relationships with College of the Redwoods and HSU. We make time in our teaching and curriculum to address the whole student and allow students to develop their own voice and sense of self. The AVID tutorial supports students in developing their voice and ability to advocate for themselves. Small class sizes help students feel more supported and feel they have a voice that will be heard. Through one on one weekly meetings and check-ins with teachers, the students learn to advocate for

Expressive Arts Therapy Groups

[ORBE \(Outdoor Resilience Building Education\)](#)

Counseling Groups

Intervention Tracking Data

[Check In/Check Out](#)

Data Champion Meetings

Intervention Meetings

SST Meeting Notes

IEP

Parent Conferences

[Field Trip Permission Slip](#)

[Science Fair Flyer](#)

[Hamilton Information](#)

[Spelling Bee Invite](#)

[Sports Flyer](#)

[Family Maker Night Flyer](#)

Cross Grade Level Buddies

[Community Events](#)

their own educational needs.	
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ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Track multiple measures of academic data
2. Offer multi-tiered levels of academic and social-emotional interventions
3. Use of PBIS within our Centers
4. Individualized co-curricular activities

Areas of Growth

1. Schoolwide norms for classroom expectations and curriculum
2. More observation among colleagues to identify areas of growth
3. More SEL and social-emotional and behavioral interventions
4. Continue to forge community partnerships to allow students growth in extra curricular areas.

Chapter 4: Summary of Identified Major Learner Needs

1. Increase student scores on math and ELA CAASPP tests

Addressing the needs of all students in regards to their state testing continues to be a focus at Northern United - Humboldt Charter School. In our surveys of teachers and our professional development discussions, we have found that the first step to addressing this need is to clarify to staff, students and parents why the CAASPP assessment is an important part of their child's education. We will focus on streamlining messaging to students and parents, and promoting the importance of doing your best on state testing.

We have learned that one of the biggest hurdles seems to be test familiarity. We can use this knowledge to teach the style of test questions to students, which may be different from our everyday in class questions. We can continue to provide professional development to staff so that their test familiarity grows, and the messaging around testing becomes more streamlined schoolwide. We can also promote students knowing their SSID number, and being comfortable with the log on process and the online format of the test itself. We have to ensure that students as young as first grade are being given ample time to use the technology, so that when it is time for them to take a test on a computer, they are not overwhelmed with the newness of the process.

We have received some feedback about how overwhelming and anxiety-inducing the test can be. We can use this information to provide supportive strategies to reduce test anxiety, and strengthen our SEL professional development for teachers, and employ SEL strategies with students. We can also continue to work toward communicating with families about the importance of State testing, and give them strategies to lessen test anxiety.

We will continue to use intervention strategies for those students that are scoring lowest on the CAASPP tests, but also focus on increasing the scores of all students. By addressing our approach to messaging around the test, supporting students with SEL and anxiety reduction strategies, test technology and question familiarity, we hope to strengthen our scores on the CAASPP in ELA and math across the board.

2. Increase number of students meeting the prepared mark on the College and Career Indicator

Through this process, we found a need for a greater emphasis on the California School Dashboard College and Career Indicator (CCI). Based on the CCI, very few of our graduates are considered college and career prepared. In order to improve in this area, we need to offer more career exploration curriculum options like Get Focused, Stay Focused, increase focus on tracking longitudinal data following students from K-12 into the workforce, increase numbers of students graduating fully A-G eligible, and increase the number of students who are concurrently enrolled in college courses.

While we are progressing in the number of our students taking A-G courses, and how many of them are graduating A-G complete, we have not met all our goals in this area. To be prepared, students need to not only take and complete A-G courses, but also challenge themselves to do things such as: take CTE courses, take SAT exams, and complete concurrent enrollment courses with a local college. Many of our students focus on getting their HS graduation requirements complete and don't understand the importance of other indicators to their readiness for life outside of high school. Since we focus so much on personalized education, we need to ensure that we are offering the appropriate college and career readiness opportunities that fit with our students and their interests. We want our students to become adults that can contribute to their community in a meaningful way. Therefore, we would like to continue to strive for more students meeting the prepared mark on the CCI, proving we are creating students ready for the challenges of the post high school world.

3. Strengthen engagement with our educational partners

The vision of a school must be reflected and upheld by all its stakeholders. In our school, we find that it is important for staff members to understand why we adopt new programs and procedures, and how best to communicate our expectations around participation in school with families. Our teachers and staff keep the students first mantra firmly embedded in their teaching, and yet we can see that in some areas the actions that we are taking in communication with students may be minimizing programs and assessments that are essential to the success and growth of our school.

As a school that embraces personalized learning, sometimes there can be too many irons in the fire. There have been a number of programs or ideas that we have tried to introduce to teachers for use as a school overall that fail, mostly because teachers aren't always engaged with the process of choosing these programs. They are used to the pick and choose method many families use to create an individualized learning plan for their students. It takes work to make programs designed for a more traditional school approach successful in our setting. Sometimes it is an

embarrassment of riches: we have so many good, educational programs available to us that it becomes difficult to choose which to use, or which can be implemented with fidelity. Part of this is in the inherent nature of being an IS study program- teachers and parents often want a say in choosing curriculum, technology related programs, and instructional delivery for the students. But how can we ensure proper messaging and application of goals across all our programs? Administration needs to work to make the overarching goals for the school clear in order to engage staff to create buy-in to our overall goals and, and teachers need time to be trained and come together to share in the vision of the school that we have all built together.

As we completed the self-study, we have realized that the community is largely unaware of our school. We have found that even within our school community; staff, parents and students aren't always aware of all the programs we offer. In order to strengthen our engagement with our educational partners, we need to focus on promoting our school to the wider community and within our school. We offer many opportunities for our students, but not all students, families and teachers are aware of the breadth we have to offer. We need to strengthen our community engagement so our students are more college and career ready, and maintaining relationships with local colleges and businesses will help us reach that goal.

Chapter 5: Schoolwide Action Plan

Goal 1: Increase student scores on math and ELA CAASPP tests

(LCFF State Priority 4)

Monitor: The NUCS Board of Directors, school administration and staff will yearly monitor the progress of the Action Plan.

Objective #1	Strategies	Responsible	Resources	Assessment	Timeline
<p><i>Increase the number of students scoring at or above standard in math</i></p>	<p>Hire a math content specialist/teacher</p> <p>Create a math committee</p> <p>Conduct a math program needs assessment</p> <p>Develop a math program improvement plan</p> <p>Incorporate more CAASPP interim assessment blocks into our regular formative assessment practice.</p> <p>Potential strategies based on assessment:</p> <ul style="list-style-type: none"> ● Offer math PD based on needs assessment results ● Broaden math intervention materials choices ● Change our assessment tool ● Improve curriculum vertical alignment <p>Review all strategies and revise and update as needed</p>	<p>Administration</p> <p>Committee and math content specialist</p>	<p>Time for the mathematics committee and math content specialist to develop math needs assessment and program improvement plan</p> <p>Fiscal allocation</p>	<p>Work agreement</p> <p>CAASPP scores – interim and summative</p> <p>Committee meeting minutes</p> <p>Potential assessment based on needs assessment:</p> <ul style="list-style-type: none"> ● <i>Certificates of completion for professional development</i> 	<p>Spring-summer 2022</p> <p>Summer-fall 2022</p> <p>Fall 2022</p> <p>Ongoing</p>
	Objective #2	Strategies	Responsible	Resources	Assessment
<p><i>Increase the number of students scoring at or above standard in ELA</i></p>	<p>Create a ELA committee</p> <p>Conduct a ELA program needs assessment</p> <p>Develop a ELA program improvement plan</p> <p>Incorporate more CAASPP interim</p>	<p>Administration</p> <p>Committee and ELA content specialist</p>	<p>Time for the ELA committee and ELA content specialist to develop ELA needs assessment and program improvement plan</p> <p>Fiscal allocation</p>	<p>CAASPP scores – interim and summative</p> <p>Committee meeting minutes</p>	<p>Spring-summer 2022</p> <p>Summer-fall 2022</p> <p>Fall 2022</p>

	<p>assessment blocks into our regular formative assessment practice.</p> <p>Potential strategies based on assessment:</p> <ul style="list-style-type: none"> ● Offer ELA PD based on needs assessment results ● Broaden ELA intervention materials choices ● Change our assessment tool ● Improve curriculum vertical alignment <p>Review all strategies and revise and update as needed</p>			<p>Potential assessment based on needs assessment:</p> <ul style="list-style-type: none"> ● <i>Certificates of completion for professional development</i> 	<p>Ongoing</p>
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Goal 2: Increase the number of graduates designated as prepared on the College and Career Indicator on the California School Dashboard.

(LCFF State Priority 7)

Monitor: The NUCS Board of Directors, school administration and staff will yearly monitor the progress of the Action Plan.

Objective #1	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of graduates meeting A-G eligibility	Review all high school master agreements Create a four year plan Promote current in-person A-G courses Hire language teacher Increase A-G course options Review all strategies and revise and update as needed Create a path for A-G course makeup Review all strategies and revise and update as needed	Counselor Administration Teacher	Time to review master agreements and create plans Fiscal allocation	Master agreements Four year plan tracking sheet In-person course attendance records Work agreement A-G eligibility rate of graduates Number of students prepared on the CCI for the CA School Dashboard	Spring - fall 2022 Fall 2023 Ongoing
Objective #2	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of students enrolled in a CTE pathway	Hire CTE teacher(s) Submit CTE course for approval Purchase curriculum/supplies Review all strategies and revise and update as needed	Administration Teacher(s)	Fiscal allocation Time to develop course syllabus	Number of CTE pathways Approval notification from UCOP Purchase order CTE course enrollment rate Number of students prepared on the CCI for the CA School Dashboard	Spring - summer 2022 Spring - fall 2023 Ongoing
Objective #3	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of students who are concurrently enrolled in a college course	Invite CR and HSU to speak with students Contract with CR to host	Counselor Teacher	CR and HSU staff School van	Agenda MOU(s) with CR	Spring 2022

	<p>a satellite campus</p> <p>Create additional dual enrollment courses</p> <p>Create marketing materials for students and parents</p> <p>Plan for supporting students in the enrollment process</p> <p>Take a field trip to CR, HSU and other colleges</p> <p>Review all strategies and revise and update as needed</p>			<p>Field trip permission form</p> <p>Concurrent enrollment tracking sheet</p> <p>Promotional flyer</p> <p>Number of students Prepared on the CCI for the CA School Dashboard</p>	<p>Fall 2023</p> <p>Ongoing</p>
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Goal 3: Strengthen engagement with our educational partners.

(LCFF State Priorities 3, 5 and 6)

Monitor: The NUCS Board of Directors, school administration and staff will yearly monitor the progress of the Action Plan.

Objective #1	Strategies	Responsible	Resources	Assessment	Timeline
Create a unity of purpose	Break down vision to share and focus on with staff Monthly teacher newsletter Create vision circles Add vision work to schoolwide PD opportunities Review all strategies and revise and update as needed	Administration Teachers	Fiscal allocation School messaging app Social media	Parent response rate on surveys Sign in sheet at events Meeting notes	Spring 2022 Ongoing
Objective #2	Strategies	Responsible	Resources	Assessment	Timeline
Promote school to outside community	Make PSA Make preschool/8th grade visits Build/continue business relationships Advertise Create flyers/brochures Attend community events Review all strategies and revise and update as needed	Administration Teachers	Fiscal allocation Parent Square Social media	Parent response rate on surveys Sign in sheet at events Banners Brochures Flyers Enrollment	Spring 2022 Ongoing
Objective #3	Strategies	Responsible	Resources	Assessment	Timeline
Promote school programs within the school community	Educate parents in the use of Parent Square Strengthen the Branches program Hold school-wide Open House Offer a menu of services/flyers/brochure Review all strategies and revise and update as needed	Administration Teachers	Fiscal allocation Parent Square Parent Handbook	MOUs and other agreements Purchase orders Menu of services Brochures Parent Handbook	Spring 2022 Ongoing

Appendices:

- A. [Local Control and Accountability Plan \(LCAP\)](#): This includes a five page summary at the beginning of the plan
- B. [Results of student/parent//staff survey](#)
- C. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- D. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
- E. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, [AVID](#)
- F. [California School Dashboard performance indicators](#)
- G. [School accountability report card \(SARC\)](#)
- H. [CBEDS school information form](#)
- I. [Graduation requirements](#)
- J. Pertinent additional data: [21/22 Parent Handbook](#)
- K. [Budgetary information, including school budget](#)
- L. [Glossary of terms unique to the school](#)



NORTHERN UNITED - SISKIYOU CHARTER SCHOOL SELF-STUDY REPORT

**423 S. Broadway
Yreka, CA 96097**

Siskiyou County Office of Education

Visit: March 14-16, 2022

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional data about students and student achievement
4. The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Northern United - Siskiyou Charter School (NU-SCS) is in its fourth year (2021-22) as a countywide benefit, non-classroom based, independent study public charter school, authorized by Siskiyou County Office of Education (SCOE). Prior to the 2018-19 school year, our students, staff and facilities were a part of Mattole Valley Charter School (MVCS). The reasons for and the impact of this change will be explored further in the first chapter. NU-SCS has a small, close knit, community feel that is the primary appeal of the program. Staff get to know their students and families over multiple years of working together, with some relationships lasting 10 or more years.

Our self-study process began with Kirk Miller being chosen as the WASC Coordinator. The leadership team, composed of the WASC Coordinator and administration, attended the first [WASC Self-Study training](#) in September of 2020. A general calendar of events was established by the WASC Coordinator and administration to map out the timeline for the self-study process. In February 2021, the leadership team attended the second WASC self-study training.

During March of 2021, the [WASC Focus Group Survey](#) was sent to staff. The WASC Coordinator attended a third WASC Self-Study training. The [March Staff Development Day](#) included a session on student achievement data for analysis and discussion among all staff. Celebrations, areas of potential concern/interest, and general student achievement and success were noted and shared. Administration provided a [WASC Self-Study Orientation](#) to staff.

Beginning in April, the regional director reviewed and updated the LCAP. The leadership team attended another [WASC Training](#) webinar. The school director made a presentation to the Board of progress on [NUCS Board Annual Goals](#). During this month, NU-SCS resumed in-person instruction in learning centers.

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In May of 2021, the leadership team completed a data analysis for the development of the 2021-22 LCAP, which included a review of progress on the Learning Continuity and Attendance Plan and the Annual Update from the 2019-20 LCAP.

In June, the team attended WASC Additional Office Hours. Also in that month, the NUCS Board held a [public hearing](#) about and subsequently adopted the [2021-22 NU-SCS LCAP](#) and [budget](#).

In August 2021, the annual Fall Summit staff development was held. Prior to the Summit, staff were asked to review the [pre-meeting slides](#) for updates and news about our program, CAASPP scores, and other important information. At the [Summit](#), school staff reviewed the 2018 Initial Report and WASC self-study process. Due to staff turnover and a reduction in overall numbers, the WASC leadership team determined that it would be most effective to have all staff participate as one group. Siskiyou staff met in one breakout room to discuss actions taken relating to Chapter 3, Category B: Curriculum.

During the month of September, the NU-SCS WASC Coordinator and NU-HCS WASC Coordinator met to discuss progress on the Self-Study. The [NUCS Board Annual Goals](#) were reviewed and updated.

Beginning in October 2021, the leadership team reviewed data and input from educational partners to begin completing Task 1 (Chapter I: Progress Report) and Task 2 (Chapter II: Student/Community Profile and Supporting Data and Findings).

In November 2021, the WASC Coordinator met with staff to discuss Chapter III: Self-Study Findings, with a focus on Categories B (Curriculum) and C (Learning and Teaching) at staff meetings and through comments on shared documents.

In December 2021, the WASC Coordinator met with staff to discuss Chapter III: Self-Study Findings, with a focus on Category D (Assessment and Accountability) and E (School Culture and Support for Student Personal, Social-Emotional, and Academic Growth) at staff meetings and through comments on the shared document.

In January 2022, the WASC Coordinator consulted with staff at staff meetings and with the School Site Council. He completed Chapter IV: Summary from Analysis of Identified Major Student Learning Needs and Chapter V: Schoolwide Action Plan/SPSA.

Throughout this process, data was being collected, analyzed and shared with community partners at Response To Intervention (RTI)/Data Champion meetings, Fall Summit sessions, NUCS Board reports on progress on annual goals, LCAP feedback meetings, CAASPP professional development, staff meetings, admin meetings, surveys, PCSGP parent meetings, [Teacher Circles](#), whole staff professional development, AVID training, back to school nights, open house events, learning record meetings, Bridges parent workshops, Missed Assignment Policy (MAP) meetings, and IEP meetings.

The WASC document is reflective of ongoing and active educational partner engagement and contributions as indicated in the following timeline of major NU-SCS events. The self-study

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experience allowed for increased collaboration, reflection, and relationship building among all educational partners. We look forward to the future with optimism derived from the story we've created together. Our agreed-upon vision, mission and SLOs will anchor collaborative efforts in the journey ahead.

Timeline of significant events:

2016-2017

March 2017 - MVCS Visiting Committee report from mid-cycle review. Action Plan oversight committee formed.

April 2017 - Charter Council discussed final WASC mid-cycle report.

May 2017 - Charter Council began discussing the future of MVCS. Administration selected the WASC and LCAP coordinator. The coordinator created the initial NU-SCS LCAP.

2017-2018

November 2017 - NU-SCS Charter Petition submitted to SCOE.

December 2018 - NU-SCS approved for a two year term by SCOE, beginning July 1, 2018.

2018-2019

July 2018 - NU-SCS began operations. WASC leadership began work on NU-SCS WASC Initial Report. PCSGP application window announced.

August 2018 - Initial WASC leadership continues refining initial report. WASC Initial Report submitted. Disaggregated data for Siskiyou County MVCS students' CAASPP results was shared and analyzed with staff at [Fall Summit](#). Reviewed Initial WASC visit information, and vision, mission and SLOs at Fall Summit.

September 2018 - NUCS Board Annual Goals developed. PCSGP application submitted.

October 2018 - WASC initial visit

November 2018 - WASC Accreditation approved. [Visiting committee report](#) indicated three critical areas for follow up:

1. Improve CAASPP scores in math and ELA.
2. Increase the number of secondary students attending two and four year institutions.
3. Increase teacher, parents and administrative participation in high quality, research based professional development

In lieu of having created an action plan during this initial accreditation process, we focused on our LCAP actions that addressed the critical areas for follow-up as identified by the visiting committee.

PCSGP application approved. Award money (\$550,000) to be spent by June 30, 2019.

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January 2019 - PCSGP planning activities began with staff. WASC update given to NUCS Board.

March 2019 - LCAP educational partner input meetings were held.

April 2019 - Presentation given of progress on NUCS Board Annual Goals.

June 2019 - NUCS Board held a public hearing on the NU-SCS LCAP and budget and they were subsequently adopted.

2019-2020

July 2019 - The NU-SCS charter renewal process began.

August 2019 - Disaggregated data for NU-SCS 2019 CAASPP Summative results was shared and analyzed with staff at Fall Summit.

September 2019 - NUCS Board Annual Goals were reviewed and updated.

November 2019 - Charter renewal petition was submitted to SCOE.

December 2019 - SCOE approved the charter renewal, effective July 1, 2020 through June 30, 2025.

March 2020 - Closure of facilities to in-person instruction and standardized testing due to pandemic.

April 2020 - Presentation of progress on NUCS Board Annual Goals was given.

May-June 2020 - Complete final expenditures for PCSGP. NUCS Board public hearing about and subsequent adoption of the NU-SCS LCAP and budget. Rather than a 2020-21 LCAP, schools were asked to complete a Learning Continuity and Attendance Plan to focus on pandemic related issues.

2020-2021

July 2020 - Closeout of PCSGP began.

August 2020 - The 2020-21 school year began with the facilities closed for in-person instruction.

Disaggregated data for NU-SCS 2020 Star Renaissance growth reports was shared and analyzed with staff at Fall Summit.

September 2020 - Leadership team attended [Self-Study training](#). NUCS Board Annual Goals were reviewed and updated.

October 2020 - PCSGP grant was closed out. All awarded funds spent. SSC approved SPSA.

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November 2020 - NUCS Board approved NU-SCS SPSA. Applied for a loan through the California State Finance Authority due to impending cash flow issues as a result of state apportionment deferrals.

February 2021 - WASC coordinator attended second WASC Self-Study training. A general calendar of events was established by the WASC Coordinator and administration to map out the timeline for the Self-Study process. Kirk Miller chosen as WASC leader for NU-SCS.

March 2021 - [WASC Focus Group Survey](#) sent to staff. WASC coordinator attended third WASC Self-Study training. The March staff development day included a session on student achievement data for analysis and discussion among all staff. Celebrations, areas of potential concern/interest, and general student achievement and success were noted and shared. Administration provided a [WASC Self-Study Orientation](#) to staff.

April 2021 - Reviewed and updated LCAP. WASC coordinator attended a WASC training webinar. Presentation of progress on [NUCS Board Annual Goals](#) was given. During this month, NU-SCS resumed in-person instruction in learning centers. WASC update was given to NUCS Board.

May 2021 - Data analysis completed for the development of the 2021-22 LCAP, which included a review of progress on Learning Continuity and Attendance Plan and the Annual Update from the 2019-20 LCAP. WASC update to NUCS Board.

June 2021 - WASC coordinator attended WASC Additional Office Hours. NUCS Board held a public hearing and subsequently adopted the NU-SCS LCAP and budget.

2021-2022

August 2021 - At the annual Fall Summit, school staff reviewed the 2018 Initial Report and WASC self-study process. Due to staff turnover and a reduction in overall numbers, the WASC leadership team determined that it would be more effective to have all staff participate as one group. Siskiyou staff met in one breakout room to discuss actions taken relating to Chapter 3, Category B: Curriculum.

September 2021 - NU-SCS WASC Coordinator and NU-HCS WASC Coordinator met to discuss self-study report progress. NUCS Board Annual Goals were reviewed and updated. WASC update to NUCS Board was given.

October 2021 - Leadership team reviewed data and input from educational partners to begin completing Task 1 (Chapter I: Progress Report) and Task 2 (Chapter II: Student/Community Profile and Supporting Data and Findings).

November 2021 - Met with staff to discuss Chapter III: Self-Study Findings, with a focus on Categories B (Curriculum) and C (Learning and Teaching) at staff meetings and through comments on shared documents. A WASC update was given to the NUCS Board.

December 2021 - Met with staff to discuss Chapter III: Self-Study Findings, with a focus on Category D (Assessment and Accountability) and E (School Culture and Support for Student

Northern United - Siskiyou Charter School ACS WASC/CDE Self-Study Report

Personal, Social-Emotional, and Academic Growth) at staff meetings and through comments on the shared document.

January 2022 - Completed Chapter IV: Summary from Analysis of Identified Major Student Learning Needs. Consult with staff at staff meetings and with the School Site Council. The Chapter V: Schoolwide Action Plan was created.

February 2022 - Prepare for virtual visit.

- Create a pre-recorded tour of the facilities and classes.
- Interview students, parents, staff
- All samples properly labeled and put in Drive folder
- Create Zoom links
- Rehearse with technology

March 2022 - Siskiyou visit - 14th - 16th

Chapter I: Progress Report

Significant Developments

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Upheaval on Short Notice

To describe the significant developments over the last three years, it is helpful to understand why Northern United Charter Schools (NUCS) was created. A ruling in the case of Shasta vs Anderson made it so that Mattole Valley Charter School (MVCS) could no longer operate as it had since 1998, forcing the closure of that school. After the California Supreme Court Ruling in January of 2017, the administrative team of MVCS began preparing to petition Humboldt County Office of Education and Siskiyou County Office of Education to authorize countywide benefit charter schools in each county. The new schools would have to be up and running by the beginning of July, 2018, as MVCS would no longer be able to operate beyond the end of June. Petitions were submitted to the county offices in the fall of 2017 and approved by the State Board of Education in the spring of 2018. The instructional calendar for both NUCS schools, Northern United - Humboldt Charter School and Northern United - Siskiyou Charter School (NU-SCS) began August 27, 2018.

Start-Up Grant on Short Notice

In April of 2018, the administrative team submitted start-up grant applications to the Public Charter Schools Grant Program. In May we were notified that there were weaknesses in our applications that resulted in denial of the applications. In July, we were notified that another application window had been made available. We submitted a new application in September and were notified in October that our application was successful. Each school received \$550,000 to purchase supplies, materials, curriculum, technology, transportation and to pay for professional development. The window to spend the funds extended through the end of June, 2020.

Because of the grant, we were able to upgrade our curriculum in ELA, math, science and social studies (both hard copy and online based), including RTI curriculum, to stock up on art supplies and general classroom supplies, to purchase enough chromebooks for every student, purchase hotspots to improve student access to the internet at home, install a playground at one of our facilities, purchase four Ford Transit vans and all weather tires, install fire alarms and security cameras and alarms, provide professional development by sending staff to AVID Summer Institute, and pay for induction programs for new teachers. Prioritizing, budgeting, planning, purchasing, receiving and maintaining the goods and services the grant funding made possible required many hours. Most of our staff, and also some parents, devoted good chunks of time somewhere in the process. Spending that much money without wasting it or leaving any on the

table over the course of 18 months was challenging, but our team rallied and worked together to meet our goal and improve our school.

Staffing Turnover

The teaching staff at NU-SCS has had a high turnover rate¹, resulting in a dissipation of shared organizational knowledge and vision. In the 2016-17 school year, MVCS had 13 certificated teachers, including a full time specialized academic instructor (SAI), and one small group instructor. The small group instructor (SGI) earned an internship credential during the 2017-18 school year, giving a total of 14 certificated staff. Four teachers, including the SAI, left at the end of the 2017-18 school year, the final year for MVCS. NU-SCS hired all remaining MVCS teachers, and also added two certificated staff, for a total of 14 teachers to begin the 2018-19 school year. One teacher left midway through the year. One staff member who had left, our SAI, returned half way through the year. During the portion of the year in which we did not have a SAI, our special education director managed the special education caseload.

Two teachers left at the end of the 2018-19 school year, and five new teachers were hired, bringing the certificated staff count to 15 for the 2019-20 school year. One teacher left at the end of that year, and no new instructional staff were added for the 2020-21 school year, leaving 14. Six certificated staff left before the beginning of the 2021-22, and three were added, one certificated teacher and two classified small group instructors (SGI). In addition, the regional director stepped in as the independent study teacher for our 11th and 12th grade students in Yreka. Of the remaining 11, one certificated teacher left in October, leaving a current instructional staff of 10.

Of the staff members who began the 2016-17 school year as teachers for MVCS, only two are currently employed by NU-SCS. Half of the current staff are in their third year or less with NU-SCS. Reasons for staff members leaving include, retirement, career advancement, and leaving k-12 education. Two current certificated teachers earned their credential through an internship program with MVCS/NU-SCS. Two staff members starting employment with NU-SCS this year will be entering an internship teaching program with us soon.

One of the teachers who left after the first year of NU-SCS was the high school math teacher. Two other staff members stepped up to focus more energy on mathematics instruction as a result. However, one of those teachers left before the beginning of the 2021-22 school year, leaving one staff member focused on supporting high school math. That staff member is in the process of clearing a credential in CTE digital media arts and also entering an internship program. One of our other new SGI also shows promise as an effective math instructor, and will be entering an internship program soon.

¹ [Siskiyou Staff](#)

During the 2018-19 school year, NU-SCS shared one full-time, certificated school counselor with NU-HCS. NU-SCS was able to hire a 1.0 FTE certificated school counselor for the 2019-2020 school year, however, due to concerns related to State apportionment deferrals, this position was eliminated for the 2020-21 school year. NU-SCS now shares two full-time certificated school counselors with NU-HCS.

Student Trends

Enrollment trends had been fairly consistent over the last two years of MVCS and the first two years of NU-SCS.² Each year ended with between 151 and 164 students. Beginning of the year student counts have been less consistent, however, the first two years of NU-SCS saw beginning of the year enrollments between 120 and 127.

We received more enrollment requests than normal during the summer months leading up to the 2020-21 school year due to parents looking for independent study alternatives during the COVID-19 pandemic. NU-SCS was limited in terms of how many students we were able to enroll, partly due to staffing levels and partly due to the State's funding formula being based on the 2019-20 P2 ADA, regardless of growth before or during the 2020-21 school year. Many students who were looking for an independent study alternative switched back to district schools doing in-person instruction. Some students have fallen out of the system completely and are no longer enrolled in a public school.

The reduction in staff at NU-SCS during the summer leading up to the 2021-22 school year has limited the number of currently enrolled students. NU-SCS has a current wait list of approximately 40 students. At least 20 of those could be easily enrolled if we could hire one more staff member and our administrator continues to maintain a roster of students. All 40 could be enrolled if we could hire two more teachers.

Impacts of COVID-19

As is the case with most schools, the effects of COVID-19 have been stressful. We have had staff members and students become ill. Parents of three NU-SCS students have passed away from COVID-19. The mental, emotional and social toll on staff and students has been enormous. Our SAI has gone on a leave of absence. We have had to rely on our SAIs at Northern United - Humboldt Charter School (NU-HCS). Recently, we were able to hire an experienced special education tutor, who works under the guidance of the NU-HCS SAIs. We are also close to hiring a SAI for the remainder of the 2021-22 school year.

NU-SCS did not return for any in-person instruction until the end of March, 2021. The other 80% of the year was strictly home-based independent study. Many of our classes migrated from in-person to online via Zoom. This worked well for many students, but not all. Some students lacked access to the internet at the sufficient quality to be able to participate in Zoom meetings.

² [Siskiyou Student Enrollments](#)

We issued internet hot spots to students who had sufficient cell coverage for them to be useful. Some students lived in such a remote location that hot spots could not provide enough bandwidth to be useful. Some of our students did not lack internet bandwidth, but were not ready developmentally or emotionally to participate in Zoom classes. Some parents also did not want their student staring at a computer screen for extended hours each day.

Due to State budget concerns related to the pandemic, the Governor and legislature decided to defer school apportionments in order to balance the State budget. This had the potential of a major cash flow issue for NU-SCS. With this in mind, NU-SCS drastically reduced spending for the 2020-2021 school year and applied for and received a loan from the California School Finance Authority.

Dashboard

NU-SCS began operations in the fall of 2018, which meant that there was no data to report on the 2018 CA School Dashboard. Dashboard data for NU-SCS began in the fall of 2019.³ Because 2018-19 was the first year for NU-SCS, there were no growth indicators or performance colors. State and Local indicator Dashboard reporting was suspended due to COVID-19 in 2020. The only data available on the 2020 CA Dashboard was student population data. CAASPP data for the 2019 and 2021 administrations will be discussed in the Schoolwide Areas for Continuous Improvement section below.

Program Development

Outdoor Science Ed - NU-SCS has partnered with SCOE to offer regular Outdoor Science field trips and projects. This is our third year of doing so. COVID-19 impacted some of the field trips, but many still happened.

CTE Pathways - NU-SCS is in its third year of offering a two-course CTE pathway in Sustainable Agriculture. They are a-g approved courses. NU-SCS is also developing a two course CTE Pathway in Digital Media Arts.

Tutoring, MTSS, RTI - NU-SCS developed a Multi-Tiered System of Supports for students at the beginning of the 2018-19 school year. Star Renaissance diagnostic testing identified students in need of support. Tutors worked in conjunction with students' teachers of record and intervention curriculum is utilized to provide support. Results of subsequent Star testing windows informed staff about student progress and the effectiveness of the interventions.

AVID Certification - NU-SCS has been able to maintain our AVID certification by offering an AVID Elective to both high school and middle school students, sending a critical mass of staff to AVID Summer Institute, and by introducing AVID strategies in other classes besides the AVID electives.

³ [2019 CA School Dashboard](#)

This program has been challenged by the cancellation of AVID Summer Institute in summer of 2020, and being provided only virtually in the summer of 2021.

LCAP Alignment

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

Major School Needs - Initial Description Report submitted to WASC:

- Overall Improvement in math and ELA CAASPP scores; increase in MET and EXCEEDED scores for students in grades 3-8 and 11; increase in EAP scores for grade 11 students
- Increased participation in ACT/SAT testing
- Increased number of students taking a-g courses/ a-g eligibility
- Increased number of secondary students attending two and four year institutions
- Increase participation in high quality, research based professional development

2018 WASC Visiting Committee Report:

Schoolwide Areas of Strength

- Fiscal accountability and well structured administrative team
- Well qualified teacher and dedication to student success
- AVID Certification for 2018
- Continual increase in the number of students attending 2 and 4 year colleges
- Yreka Community Service Projects

Critical Areas for Follow-up From the Visiting Committee:

- Improve CAASPP scores in math and ELA
- Increase the number of secondary students attending two and four year institutions.
- Increase teacher, parents and administrative participation in high quality, research based professional development

Promoting college readiness through increasing participation in college prep exams, and increasing the number of students on-track and graduating with UC/CSU a-g eligibility requirements met are measurable outcomes that support the goal of increasing the number of students attending two and four year institutions, and as such are included in the NU-SCS LCAP.

The WASC process NU-SCS completed prior to the 2018-19 school year did not result in the formation of a formal action plan. Instead, the leadership team included the recommendations in each LCAP or SPSA. The 2018-19 and the 2019-20 LCAP goals were:

- NU-SCS will improve student performance outcomes in core academic area,
- ensure that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning, and

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- improve school climate, and parent and community involvement to promote and cultivate a positive, safe environment for all.

In prior years, neither MVCS nor NU-SCS was required to develop a SPSA, as the LCAP with the Federal Addendum served the same purpose with regard to receiving federal funding. Due to the COVID-19 pandemic, the 2019-20 LCAP Annual Update and the 2020-21 LCAP were suspended. They were replaced by the Learning Continuity and Attendance Plan. Because there was no Federal Addendum, NU-SCS developed a SPSA. The 2020-21 SPSA included two primary goals,

- improve student performance outcomes in the core academic areas and
- ensure that all students have access to an appropriate education, whether digitally or in-person, and are provided with the educational tools required to learn in environments that reflect 21st century learning.

This SPSA aligns with the LCAP from the 2019-2020 school year. In order to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs, Northern United Siskiyou initiated the following strategies:

- Administer assessments to identify those students who are at-risk academically
- Provide intervention tutors to support those at-risk
- Provide intervention curriculum to target needed support
- Provide devices and hot spots for equitable access to online learning
- Provide bus passes to students for equitable access to intervention tutoring and science labs
- Purchase science lab kits appropriate for home use
- Provide a program to teach life skills (Elevate)
- Offer induction for beginning teachers through the ATE Program Tehama County
- Utilize AVID strategies
- Offer college and career counseling

The 2021-22 LCAP includes the same three goals as the previous LCAPs, although slightly reworded (as will be explained below). In addition, some actions were moved to a different goal and some new actions were added. Improving student performance on CAASPP assessments, improving student performance on college readiness measurements, and providing professional learning opportunities for staff remained a priority through each of the subsequent plans.

The following tools were used to implement, elicit feedback, and monitor progress towards the goals and plans:

Fall Summit

Staff meetings

Staff surveys

WASC timeline

Parent meetings⁴
Parent surveys
Board meetings

Summarize Progress

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all schoolwide critical areas for follow-up (growth areas for continuous improvement) from the last full self-study and all intervening visits.

LCAP Goal 1

Goal 1 in the first two NU-SCS LCAPs (2018-19 and 2019-20) and the 2020-21 SPSA was *NU-SCS will improve student performance outcomes in core academic areas*. Goal 1 was reworded in the current LCAP (2021-22) to *NU-SCS will improve student performance on statewide assessments and other performance outcomes*. This goal addresses the first critical area for follow-up (growth areas for continuous improvement) identified by the visiting committee, improving CAASPP performance in math and ELA. This goal also includes actions and measurable outcomes (promoting college readiness through participation in college prep exams and increasing the number of students on-track and graduating with UC/CSU a-g eligibility requirements met) that support the second growth area identified by the committee, increasing the number of secondary students attending two and four year institutions.

Actions related to Goal 1 pertaining to standards based professional development also addresses a growth area for continuous improvement identified by the visiting committee, increasing teacher, parents and administrative participation in high quality, research based professional development.

Performance in statewide summative assessments has been an ongoing goal for MVCS and NU-SCS. Our student population is such that many of our students arrive at our school with gaps and deficits in their school attendance and performance, especially in high school. We have recognized the need to improve performance in this area for some time. We have made progress at times, and slid backwards others. In any case, the effort to improve continues.

All of our students are impacted by this goal. All of our students participate in the administration of the Star Renaissance assessment three times per year. All students who require intervention receive it. Also, all of our students take the CAASPP Interim Assessments, one block from each subject, each semester. This allows an opportunity for the teacher to give direct instruction and student practice for the CAASPP Summative Assessment. Additionally, with an increased focus on students meeting UC/CSU a-g eligibility, there is an increase in overall rigor of instruction in all high school courses.

⁴ [Parent slides](#)

CAASPP

Measurable Outcomes

- CAASPP 2019 baseline, all students in grades 3-8 and 11: ELA 43% met or exceeded; Math 22% met or exceeded
- CAASPP 2020 no test
- CAASPP 2021 not required, but administered to approximately 60% of students in grades 3-8 and 11: ELA 31% met or exceeded; Math 20% met or exceeded.

Actions

- Provide professional development to staff related to CAASPP Interim Assessment best practices
- Expand academic intervention program
- Purchase online curriculum, intervention and academic support platforms for students
- Create parent training program

Extra steps taken:

- Mandatory interim testing
- Mandatory STAR windows with progressing monitoring
- Data from the mandatory assessment provides areas to target instruction

College Readiness

The first two major needs identified by the visiting committee address college readiness. We incorporated college readiness in our 2021-22 LCAP in the following goal.

Measurable Outcomes

- PSAT: 2018-19 baseline, 3; 2019-20 actual 15 - exceeded goal
- SAT: 2018-19 baseline, 0 students registered; 2019-20 had 5 students registered, but the test was cancelled due to COVID-19 -would have exceeded goal
- UC/CSU a-g course completion - 1 - did not meet in 2019-20 school year
- Concurrently enrolled students: 2018-19 baseline 8; 2019-20 actual 13 - exceeded
- Advanced placement - 0 courses offered - did not meet in 2019-20 school year
- CAASPP 2019 baseline, all students in grades 3-8 and 11: ELA 43% met or exceeded; Math 22% met or exceeded
- Implementation of academic content and performance standards: 100% of learning records have data showing the academic content and performance standard that each student covered in each learning period.

Actions

- Create CTE pathway

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- Hire counselors
- Field trips to colleges
- Promote concurrent enrollment at COS
- Expand a-g course offerings
- Increase FTE of academic counselor
- Provide AP course opportunities
- Support AVID at all grade levels

Looking at last year, we were actually on track to meet or exceed the first two outcomes. We had a good increase in the number of students taking the PSAT. We were also on track to have the largest number of students take the SAT than we had ever had, before COVID-19 forced cancellation of test administrations.

In addition, NU-SCS has made progress towards increasing the number of students graduating fully eligible in a-g requirements. We should have two 2022 graduates fully a-g compliant, and more underclassmen who are on track. Our counseling department has been working closely with the high school teaching staff to focus on ensuring all of our students are enrolled in a-g approved courses. In the spring of 2021, they analyzed each high school student's a-g eligibility status, and created plans for how those students could fill gaps in their eligibility during our Extended Learning Opportunities summer program. Some students were missing a-g approved courses on their transcript, others took approved a-g classes, but received a D in the class. By retaking the course and earning a C or better, they restored a-g eligibility for that area. More needs to be done, certainly, but we're on the right track.

LCAP Goal 2

Goal 2 in the first two LCAP cycles and the 2020-21 SPSA was *ensuring that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning*. In the most recent LCAP (2021-22), it was reworded to: *NU-SCS will provide all students access to appropriate educational conditions of learning and a broad course of study*. One particular LCAP action in this goal in the 2018-19 and 2019-20 LCAPs addressed the professional development growth area identified by the committee, providing staff with *professional development* opportunities in the following areas: 21st century skills, CTE, technology, STEM/STEAM. Actions pertaining to staff professional development were consolidated to Goal 1 in the 2021-22 LCAP. Some actions related to a broad course of study were added to this goal 2021-22 LCAP, including *expanding our AVID Elective classes, increasing counseling department hours, creating a second CTE pathway, and hiring a high school Spanish teacher*.

Goal 2 was developed out of a desire to ensure that all of our students had access to what they need to be able to meet their college and career goals. Effective teachers are crucial to foster learning environments that reflect 21st century learning. Providing staff opportunities for professional learning, both in core subject standards based teaching and in best practices

relating to STEM and CTE Pathways is crucial for improving student outcomes. NU-SCS has sent teachers to workshops and conferences throughout the state. NU-SCS has also contracted with professional learning experts to provide services in-house. NU-SCS has also created some collaborative spaces called [Teacher Circle](#), [once a month](#), during which one of our staff shares their expertise in a particular area.

Recognizing that AVID is an effective program for helping students gain the organization and study skills necessary for success in college or career endeavours, we included an expansion of our program in this goal. Also, recognizing that as our students are all independent study and the level of parent support required for our students to grow academically, we decided to create a parent training program for the 2021-22 school year, utilizing Extended Learning Opportunities funding. Due to staffing turnover in the summer of 2021, NU-SCS was not able to create the program as planned, however, a similar program for parents was created by our sister school, NU-HCS, and one of our staff members is participating in developing and providing parent workshops. Our parents have been invited to participate in these workshops via Zoom.

As focus has been placed on this goal, our educational programs have become more robust and diverse. Having additional quality, research-based educational programs, such as increased a-g course offerings, our CTE pathway, concurrent enrollment and AVID elective, impacts all students in a positive way. Students are able to select courses that resonate specifically to them. They are challenged and engaged, as well as better prepared for college or careers.

Measurable Outcomes

- Number of students taking AVID Electives per year in middle school and high school
- Number of students that meet both a-g and CTE completion
- Percentage of parent training attendees who report initial implementation of standards

Actions

- Provide professional development designed to deepen teachers' understanding of the California State Standards.
- Hire high school counselor
- Designate time for meaningful collaboration between teachers of center and/or Zoom classes and independent study teachers to communicate individual student needs.
- Create AVID Elective class for middle school
- Expand AVID Elective for high school
- Provide training materials to parents regarding state standards.
- Provide training to parents relating to using standards based curriculum.
- Hire Spanish teacher

NUCS requires each teacher to attend a minimum of 8 additional hours of professional development above the mandatory, all school professional learning events. Teachers submit a response for each professional learning event they attend, including a reflection on what they

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learned. Staff members averaged over 15 additional hours of PD during the [2018-19](#) school year. In the [2019-20](#) school year, staff averaged over 17 additional hours of PD. The [2020-21](#) school year saw a drop to just over 8 hours, on average, of additional PD. Clearly, the pandemic had an impact on NU-SCS professional development efforts.

The NU-SCS counseling department has undergone numerous changes since opening. The counselor who had been with MVCS for the last few years, and with NUCS in the first year (splitting time between both NUCS schools) took a position at a different school before the 2019-20 school year. This counselor had been instrumental in creating a full complement of a-g courses and ensuring that all students had access to these courses. NU-SCS was able to hire a full time counselor at the beginning of the 2019-20 school year. This counselor was new to high school academic counseling. His focus was more towards social and emotional counseling, small groups, life skills building activities. When COVID-19 forced the closure of our facilities in March, he worked remotely from his home and much of the momentum gained in his group work throughout the year was lost. This counselor was also instrumental in increasing our participation in the PSAT and we were on track to administer the SAT for the first time at one of our learning centers. However, the spring administration of the SAT was cancelled due to the pandemic. During the 2020-21 school year, we again shared a counselor with NU-HCS. This counselor was very new to high school academic counseling, and her time was split between two schools, consequently, we did not make much progress in terms of getting students a-g eligible. At the beginning of the 2021-22 school year, NU-SCS paid for an additional counselor to assist in the process of creating four year plans that helped our high school students stay on track to be a-g eligible. We have many high school students arrive at our school with gaps in their transcript. Creating a plan for them is challenging.

NU-SCS has had a high school AVID Elective class for a few years. We made it a goal to expand the number of students taking the high school class, as well as adding a [middle school class](#), both of which we were able to do this year.

To expand our language other than English offerings, we hired a newly Spanish teacher who had completed a credential program before the beginning of this year, however, due to the fact that the CTC would not accept her bachelor's degree earned at a university in Mexico without a complete transcript analysis, she is currently employed as an SGI who is supporting our students who are taking Spanish online through Apex. Once her credential is approved by CTC, she will begin being the primary instructor for our high school Spanish students.

Actions to increase research based professional development

- [AVID - Summer institute](#)
- Academic Standards based PD at SCOE
- [SEL Community of Practice](#) created by SCOE
- Online teaching/Google - SCOE
- Intervention/SST

LCAP Goal 3

Goal 3 in the first two years was *NU-SCS will improve school climate, and parent and community involvement to promote and cultivate a positive, safe environment for all*. This goal was not included in the 2020-21 SPSA. In the 2021-22 LCAP, this goal has been reworded to: *NU-SCS will increase stakeholder engagement and maintain a positive school climate*. One particular action and measurable outcome in this goal addresses supporting growth in student performance in CAASPP testing, namely our MTSS/RTI program. This was included in the school climate goal because we view our MTSS program as something that goes beyond academics, but also includes the social and emotional well-being of our students.

Goal 3 was determined out of a desire to ensure that all NU-SCS students feel like they are part of a friendly, welcoming family. By creating a multi-tiered system of support, NU-SCS is working to ensure that students and their families feel engaged and supported in all of their school endeavours. Furthermore, by working to create a warm and welcoming environment that meets the social and emotional needs of our students, NU-SCS is fostering an atmosphere in which academic growth can occur.

With our additional school counselor and new intervention coordinator, we are able to place more focus on the social emotional needs of our students. Having an additional counselor means more one-on-one and small group counseling is available to students. The intervention coordinator assists teachers in determining appropriate interventions. All students benefit from these additional support provided to them. Through Parent Square, our new parent notification system, we are able to communicate easily and more frequently with parents regarding school events and announcements. Students benefit from an increase in the school to home communication.

Measurable Outcomes

- Parent engagement survey results
- School climate survey results
- Percent of stakeholders who respond to climate survey
- Attendance rate
- Chronic absenteeism rate
- Dropout rate
- Graduation rate
- Suspension rate

Actions

- Publicize School Board and School Site Council meetings.
- Provide a dedicated email address for parent input.
- Purchase a new, more engaging parent notification system.

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- Maintain school website parent and student resource page.
- Maintain and publicize back-to-school and open house events.
- Provide a 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.
- Provide behavioral interventions:
 - Hire intervention coordinator
 - Hire school psychologist
- Support student social, emotional, and mental health.
- Contract with Lassen Counseling for student counseling sessions.
- Provide teen life coaching classes.
- Build capacity for staff support and wellness.
- Provide professional learning opportunities, SEL, PBIS, MHFA, Restorative Justice.
- Create and distribute student surveys to aid in programmatic planning.
- 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

Growth Areas for Continuous Improvement not currently in the Schoolwide Action Plan/SPSA:

Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

There are no growth areas for continuous improvement that are not in the current action plan (LCAP).

Chapter II: Student/Community Profile and Supporting Data and Findings

A. General Background and History

Community

Community Served by the School

Siskiyou County demographics include the following data: 58.5% white alone non-Hispanic or Latino, 17.5% Hispanic, 5.5% two or more races, 6% American Indian or Alaskan Native, 1.1% Black or African American, and 1.4% Asian. Siskiyou County as a whole has a student population in which 64.5% are socioeconomically disadvantaged, 3.6% are English learners, and 2% are foster youth. Eleven percent of the people in Siskiyou County speak a non-English language and 96.8% are U.S. citizens. The average special education rate for schools in Siskiyou County is 10.2%.

Community Foundation Programs

NU-SCS has a foundation that performs fundraising activities for the school to help support primarily field trips and graduation ceremonies, and to purchase materials and supplies for students and teachers when NU-SCS budgetary conditions are tight. Fundraising activities include sales events like chocolate, coffee, donuts, bake sales, car washes, and garage sales.

School/Business Relationships

NU-SCS works with numerous businesses within the community to help provide an enriching education experience for students, businesses such as dance studios, martial arts studios, the YMCA, and other wellness/fitness centers. However, during the COVID-19 pandemic, student participation in these in-person activities has been curtailed or suspended.

Staff description

[NU-SCS staff](#) is composed of 21 individuals who reside in Siskiyou County, and 13 more who reside in Humboldt County that are shared with NU-HCS. Two are Hispanic and one is from the Pacific Islands. 27 are female and seven are male. Of the certificated working in Siskiyou County, six are multi-subject, two are CTE, and one is administrative (also multi-subject). In the 2018-19 school year, NU-SCS shared one high school counselor with NU-HCS. In 2019-20, NU-SCS hired a full time counselor, who did not return in 2020-21. NU-SCS again shared a counselor and counseling tech with NU-HCS. Beginning in 2021-22, NU-SCS shares two counselors with NU-HCS.

NU-SCS has had an over 50% [turnover](#) in staff since the first year of 2018-19. Only five NU-SCS staff members, or 23% of current in-county employees have been with the MVCS and NU-SCS organizations for 6 or more years. NU-SCS had 11 certificated general education teachers with

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rosters of students in 2020-21. There are currently seven such teachers (plus an administrator with a roster of students), or a 36% reduction in teaching staff.

Current Staff Data

Location	Certificated	Classified	Counseling	Pupil Support	Gender	Ethnicity
Siskiyou Residents	9	12	0	1	16 female 5 male	2 hispanic, white 19 white
Humboldt Residents	6	7	2	5	11 female 2 male	1 pacific islander 12 white

Of the certificated working in Siskiyou County, six are multi-subject, two are CTE, and one is administrative (also multi-subject).

School Purpose and WASC Accreditation History

Purpose

The Core Beliefs

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

The Vision

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

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

The Mission

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

Strategic Goals of the Mission: Northern United – Siskiyou Charter School will . . .

- design and implement dynamic learning experiences to ensure that all students are future-ready learners.

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- recruit, develop, retain and recognize an exceptional, highly motivated staff to optimize student engagement, and learning.
- communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.
- provide resources and support systems that enhance a positive learning environment and foster student and community pride.

Schoolwide Learner Outcomes (SLOs)

NU-SCS Schoolwide Learner Outcomes were carried over from the MVCS SLOs, and have remained unchanged. The SLOs were updated in 2014, during the MVC WASC Self-Study, and were reviewed during the self-study and initial accreditation report. They were revisited during the NUCS Fall Summit in August of 2018, and again in August of 2021.

The NU-SCS SLOs are as follows:

- A Northern United - Siskiyou Charter School graduate . . .
 - reads and writes effectively.
 - sufficiently understands and functions in the world.
 - appreciates the history of mankind in all its diversity, and understands the political process.
 - applies math principles and operations to solve problems.
 - applies scientific concepts and skills to explain the world and find solutions to its problems.
 - realizes personal special interests, talents and abilities.

During recent administrative discussions, we have decided that we should revisit the SLOs to perhaps add a social and emotional learning outcome to the list.

ACS WASC accreditation history

The NU-SCS WASC Accreditation history begins with MVCS. MVCS was at the end of a 6 year accreditation cycle when it closed and NU-SCS opened. The initial WASC accreditation process for NU-SCS was such that the self-study being performed by MVCS, using data from MVCS that is specific to Siskiyou County, was used for the initial report to the visiting committee. This process was led by an administrator who left the organization prior to the start of NU-SCS, and a director of special programs who left NU-SCS after year one.

LCAP Process and Identified Needs

As with the NU-SCS initial WASC accreditation process, the LCAP process started with the MVCS LCAP. The same staff members who led the WASC process led the LCAP process. The 2018-19 NU-SCS LCAP was based on Siskiyou specific data from the 2017-18 MVCS LCAP. As

with WASC, the LCAP leadership structure changed midway through the 2018-19 school year. The process in every instance included yearly surveys and meetings to garner feedback and suggestions from educational partners. Additionally, during the 2020-21 school year, School Site Council meetings served as more opportunities for input. Discussions from the SSC meetings were then reported to the rest of the administrative team and the NUCS Board. Information about the 2018-19 LCAP, the update for 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, and the new 2021-24 LCAP can be found [in this document](#) posted on our website.

2021-2022 LCAP Goals:

Northern United-Siskiyou Charter School will . . .

- improve student performance outcomes in the core academic areas.
- ensure that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning.
- improve school climate and parent/community involvement to promote and cultivate a positive and safe environment for all.

LCAP Goal 1

CAASPP

Measurable Outcomes

- CAASPP 2019 baseline, all students in grades 3-8 and 11: ELA 43% met or exceeded; Math 22% met or exceeded
- CAASPP 2020 no test
- CAASPP 2021 not required, but administered to approximately 60% of students in grades 3-8 and 11: ELA 31% met or exceeded; Math 20% met or exceeded.

Actions

- Provide professional development to staff related to CAASPP Interim Assessment best practices
- Expand academic intervention program
- Purchase online curriculum, intervention and academic support platforms for students
- Create parent training program

Extra steps taken:

- Mandatory interim testing
- Mandatory Star windows with progressing monitoring
- Data from the mandatory assessment provides areas to target instruction

College Readiness

Measurable Outcomes

- PSAT: 2018-19 baseline, 3; 2019-20 actual 15 - exceeded goal

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- SAT: 2018-19 baseline, 0 students registered; 2019-20 had 5 students registered, but the test was cancelled due to COVID-19 -would have exceeded goal
- UC/CSU a-g course completion - 1 - did not meet in 2019-20 school year
- Concurrently enrolled students: 2018-19 baseline 8; 2019-20 actual 13 - exceeded
- Advanced placement - 0 courses offered - did not meet in 2019-20 school year
- CAASPP 2019 baseline, all students in grades 3-8 and 11: ELA 43% met or exceeded; Math 22% met or exceeded
- Implementation of academic content and performance standards: 100% of learning records have data showing the academic content and performance standard that each student covered in each learning period.

Actions

- Create CTE pathway
- Hire counselors
- Field trips to colleges
- Promote concurrent enrollment at COS
- Expand A-G course offerings
- Increase FTE of academic counselor
- Provide AP course opportunities
- Support AVID at all grade levels

LCAP Goal 2

Access to an Appropriate Education

Measurable Outcomes

- Number of students taking AVID Electives per year in middle school and high school
- Number of students that meet both a-g and CTE completion
- Percentage of parent training attendees who report initial implementation of standards

Actions

- Provide professional development designed to deepen teachers' understanding of the California State Standards.
- Hire high school counselor
- Designate time for meaningful collaboration between teachers of center and/or Zoom classes and independent study teachers to communicate individual student needs.
- Create AVID Elective class for middle school
- Expand AVID Elective for high school
- Provide training materials to parents regarding state standards.
- Provide training to parents relating to using standards based curriculum.
- Hire Spanish teacher

Actions to increase research based professional development

- [AVID - Summer institute](#)

- Academic Standards based PD at SCOE
- [SEL Community of Practice](#) created by SCOE
- Online teaching/Google - SCOE
- Intervention/SST

LCAP Goal 3

Engagement And School Climate

Measurable Outcomes

- Parent engagement survey results
- School climate survey results
- Percent of stakeholders who respond to climate survey
- Attendance rate
- Chronic absenteeism rate
- Dropout rate
- Graduation rate
- Suspension rate

Actions

- 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 a 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.
- Provide behavioral interventions:
 - Hire intervention coordinator
 - Hire school psych
- Support student social, emotional, and mental health.
- Contract with Lassen Counseling for student counseling sessions.
- Provide teen life coaching classes. [has not happened yet]
- Build capacity for staff support and wellness.
- Provide professional learning opportunities, SEL, PBIS, MHFA, Restorative Justice.
- Create and distribute student surveys to aid in programmatic planning.
- 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

B. School Program Data — Description of Programs

General education program

Yreka Learning Center has an enrollment of 70 students (as of December 17, 2021). There are two facilities, 423 S. Broadway and 505 S. Broadway. 37 students are enrolled K-8 and 33 students are enrolled 9-12. Yreka Learning Center has a block schedule of classes. Elementary and middle school students have classes available to them two days a week. High school students have classes available to them four days a week. The center operates on Fridays by appointment only.

Classes at YLC are mostly in the subjects of English, math and science. The science classes focus on lab work. Students work with their teacher of record to complete readings and assignments that are supported by the labs. We have CTE Sustainable Agriculture pathway classes, as well as biology and earth science labs. We are in the process of creating a CTE technology pathway. The first course is in the a-g approval process. There are also middle school and high school math labs. There are AVID Elective classes for both middle school and high school. In previous years, we had an ASL teacher, however she retired at the end of last year. At the beginning of this year, we created a Zoom support hour with a Spanish instructor for our students taking Spanish online.

Our Mt Shasta program has two locations, 1124 Pine Grove Drive and 427 Alder Street. 47 students are enrolled in Mount Shasta. 33 students are enrolled K-8 and 14 students in grades 9-12. The Pine Grove location houses what we call our Acorns and Oak Leaf programs. The Acorns are grades K-2 and the Oak Leaf students are grades 3-6. We have two credentialed teachers, two SGI and a tutor. Students attend classes Monday through Thursday from 8:30 till 2:30. Students complete assignments at home on Fridays.

Our location at Alder Street is staffed by a credentialed teacher who specializes in grade 7-12. This staff member works with strictly home based families and independent study high school students. The tutor at Pine Grove and our recently hired special education tutor support students at Alder Street as well. Alder Street also acts as a resource center and the administrative office for the regional director and an administrative assistant. Prior to the pandemic, we were offering maker space classes and were in the planning stages of creating an in-person, four day a week

program for grades 7-8. Our maker space teacher started her own online business during the pandemic, which has now blossomed into a business with employees, so she will not be returning. We are hoping to find someone to take over the maker space classes soon. The staff member who was planning on starting a middle school program in Mt Shasta at the start of the 2022-23 school year, has taken another job, which is a setback, however we are still working towards creation of that program.

Preparing students for college and careers

Almost all NU-SCS students take classes with UCOP approved a-g syllabi. Some high school juniors and seniors arrive at our school with large credit gaps on their transcript. Some, but not all, of those students take general courses as part of a credit recovery process. All students have opportunities to enroll in concurrent courses at College of the Siskiyous. Prior to the pandemic, we took students on field trips to College of the Siskiyous to familiarize them with the campus and help them become comfortable with the idea of attending classes there. We expect these in-person trips to resume in fall of 2022. As mentioned above, we offer two different CTE pathways, and we are working with the CTE coordinator at SCOE to help us expand our program. Finally, also mentioned above, we offer AVID electives in both high school and middle school in Yreka, and teachers schoolwide use various AVID strategies in their teaching practice.

Online instruction and programs provided for the students.

NU-SCS uses primarily [Apex Learning](#) as our online curriculum in all subject areas. Primarily high school students utilize Apex, however some middle school students do as well. To be able to offer AP courses to our students, NU-SCS uses [Apex Learning Virtual School](#) (ALVS), which is slightly different from standard Apex classes in that ALVS provides a highly qualified, content areas specialist to guide students through the curriculum. Standard Apex classes provide only the curriculum, with the teacher of record providing the guidance and support to students. All Apex and ALVS courses are a-g approved. Recently, NU-SCS is piloting a new platform called [Emile](#) that offers a growing list of courses that are a-g approved, including a long list of AP courses. Emile utilizes a combination of lectures and readings that are accessed through their platform and assignments, quizzes and tests that are accessed on Canvas. In addition, teachers of in-person classes use Google Classroom to manage coursework. Online support programs like IXL, Woot Math, and Mystery Science are also utilized by many teachers.

Summary of the support programs

English Learners

NU-SCS has an EL Coordinator who resides in Humboldt County. The previous SAI was trained as the ELPAC Test Administrator. NU-SCS does not currently have any EL students enrolled, however we need to ensure someone becomes trained to be the new ELPAC Test Administrator to be prepared for when we do enroll EL students. Additionally, the most recent ELA adoption

was a curriculum that includes an EL component.

Low Income/SED students

On December 2, 2021, 78.88% of NU-SCS students were in an unduplicated category. All school actions and services are designed to benefit those unduplicated students, as noted in the LCAP for each year.

Foster and Homeless Youth

The NU-SCS foster and homeless liaison works with SCOE to provide services to those students like school supplies, extra tutoring support, and transportation.

Students designated with special learning needs

Up until the 2021-22 school year, NU-SCS employed a full time specialized academic instructor who focused on providing services to students with special learning needs. That SAI was not available to us at the beginning of the 2021-22 school year, consequently SAIs working for NU-HCS filled in the gap. We also hired an in-person special education tutor. NU-SCS hired a new SAI in January of 2022. She will provide services to students with IEPs and guidance to the tutor.

C. Schoolwide Learner Outcomes/Graduate Profile

Using data generated in this profile and other sources (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving all the identified schoolwide learner outcomes.

CTE attendance and pathway completion. NU-SCS’ CTE program is in its third year. The first pathway created was in Sustainable Agriculture. All students in that first year took the concentrator course. In year two, we had two students take the completer course, both of them are on track to graduate this year. In year three we have three students on track to complete the pathway.

Sustainable Agriculture CTE Pathway Data

	2019-20	2020-21	2021-22
Concentrator	5	4	2
Completer	1	2	3

NU-SCS is creating a CTE pathway called CTE Media Arts. The first course is in the process of being uploaded to UCOP for a-g approval.

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To date, NU-SCS has had one student graduate fully a-g eligible. This year, we have four students on track to graduate with full a-g eligibility. Five of our current juniors are on track to [graduate fully a-g eligible](#).

During the 2018-19 school year, NU-SCS had eight students concurrently enrolled at COS. In 2019-20, we had 13. COS did not offer in-person classes during the 2020-21 school year, and due to the stress related to the pandemic, no NU-SCS students were concurrently enrolled that year. This year, 2021-22, NU-SCS has two students concurrently enrolled.

Up until this year, NU-SCS has not offered Advanced Placement courses. Beginning this fall, NU-SCS enrolled one student in two different AP classes through Apex Learning Virtual School, AP Chemistry and AP Psychology.

D. Demographic Data

Comment on findings, including trends or patterns for the data areas.

NU-SCS enrollment data generally mirrors that of Siskiyou County in most areas, however, we have roughly 15% more students who qualify for free or reduced school meals, 21% more white students, and 5% more Hispanic students. 28.9% of NU-SCS students' most educated parents have a bachelor's degree or higher, 7% graduate degree or higher. 28.1% have some college. 23.9% are high school graduates, and 11% declined to state. By comparison, in Siskiyou County, 90.2% of residents age 25 and over have a high school diploma or higher. 23.2% have a bachelor's degree or higher. 45.4% of NU-SCS students are female. 54.6% are male.

NU-SCS Student Enrollment Data through 10/6/2021

*5,905 students

Group	NU-SCSTotal	NU-SCS Percentage	Siskiyou County*
SED/Free/Reduced	97	80.8%	64.5%
Homeless	6	4.7%	4.0%
Foster Youth	1	0.7%	0.8%
White	102	80.9%	58.5%
Hispanic	32	25.3%	17.5%
American Indian/ Alaska Native	13	10.3%	6%

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African American	6	4.7%	1.1%
Filipino	1	0.7%	0.2%
SWD	14	11.1%	10.2%
EL students	0	0%	3.1%
Kindergarten	5	3.9%	7.3%
Grade 1	11	8.7%	7.3%
Grade 2	4	3.1%	7.3%
Grade 3	4	3.1%	7.2%
Grade 4	12	9.5%	7.7%
Grade 5	9	7.1%	7.0%
Grade 6	10	7.9%	7.8%
Grade 7	7	5.5%	7.8%
Grade 8	8	6.3%	7.8%
Grade 9	7	5.5%	8.3%
Grade 10	12	9.5%	8.2%
Grade 11	14	11.1%	7.7%
Grade 12	13	10.3%	7.7%

The following further describes the students who enroll:

- Students who have been attending a personalized learning program
- Students desiring a personalized learning approach to state standards including developing projects to meet their educational goals
- Home-schooled students who want the support and accountability of a standards-based public school
- Students who are looking for a hybrid program to include home-based learning, onsite classes, curriculum delivered by online platforms, and/or college classes
- Students who are struggling academically in the traditional classroom, or other alternative setting or who desire an alternative education placement
- Students of all ability levels

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- Students who want to combine career and technical training with their core academic subjects

NU-SCS Enrollment Trends

Students	1617 (MVCS)	1718 (MVCS)	1819 (NU-SCS)	1920 (NU-SCS)	2021 (NU-SCS)	2122 (NU-SCS)
Start	150	137	120	127	153	115
Adds	74	60	56	68	27	13
Drops	69	31	25	31	37	3
End	155	166	151	164	143	
Total	224	197	176	195	180	125*
						*As of 11-27

Typically, 46 to 50 percent of students enrolled during the school year turn over from one year to the next. However, many NU-SCS students stay enrolled for many years. To illustrate the fact that NU-SCS families tend to establish long relationships with their school, it is helpful to note that NU-SCS has 17 (14%) students currently enrolled who first enrolled with MVCS during or before the 2015-16 school year, six years ago, and another 19 (15.7%) who enrolled with MVCS before it closed at the end of the 2017-18 school year. 29.7% of currently enrolled students are in their fifth, or more, year of enrollment with their teacher.

E. Data on Addressing the Eight State Priorities

LCFF Priority 1 – Teachers, Instructional Materials, Facilities

Teachers

Currently NU-SCS has zero teachers misassigned. NU-SCS has two teachers who recently earned their credential in an internship program. Additionally, three small group instructors are working towards enrolling in an internship program for the upcoming school year. The regional director, who is also currently acting as a teacher, has a Master’s Degree in Educational Administration. No other NU-SCS teachers have an advanced degree. Seven teachers hold clear multi-subject, and one teacher holds a preliminary multi-subject (currently in second year of induction) earned through an internship program (Cal State Teach). One of the clear multi-subject credentials was earned through an internship program. One teacher holds a clear CTE credential, and one teacher is in year one of an induction program with a preliminary CTE credential.

[Staff list](#)

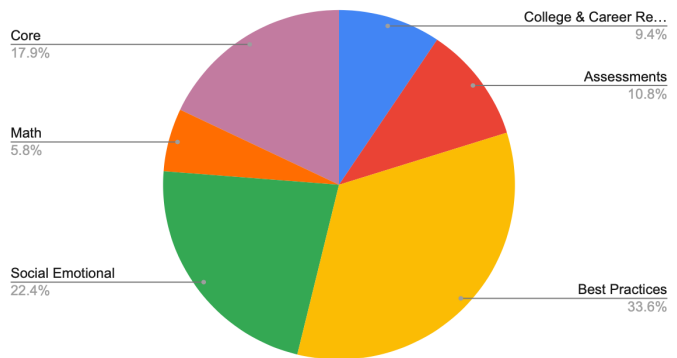
Professional Development Programs/Activities

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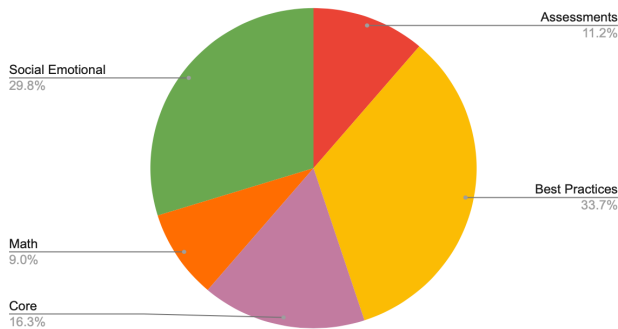
Year	Number of Staff	Average Hours Logged
2018-19	17	34.4
2019-20	14	17.4
2020-21	14	8.75

NU-SCS professional development efforts include four mandatory, all school days, and an additional eight hours of teacher driven professional learning, or events of their choice. A [PD at a Glance](#) document is shared with staff during the annual Fall Summit in late August, a two day event for returning staff, with a third day of training for new staff. Teachers submit post training responses on a [Google Form](#). The following charts summarize the areas of professional learning in which staff participated.

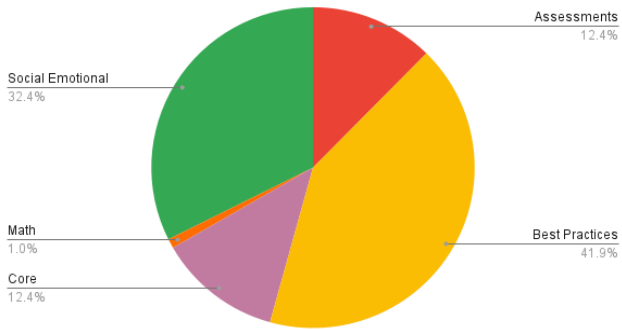
Professional Development 2018-2019



Professional Development 2019 - 2020



Professional Development 2020 - 2021



During the 2018-19 school year, many NU-SCS staff participated in professional learning opportunities at SCOE. That trend continued in the fall of 2019-20, but then abated once the pandemic hit in the spring. NU-SCS Coffee with Colleagues and Teacher Circles on the schedule were replaced by weekly all staff in both schools meetings on Zoom. The purpose of these meetings was to inform teachers of health department updates, facilities closure updates, and community updates, and to share ideas for keeping students engaged. Sometimes the purpose of these meetings was to just [have some fun!](#)

Instructional Materials

In advance of our first year, our curriculum coordinator surveyed all teachers and learning centers to determine which curricula they used in each subject area. After composing a master list, the coordinator presented the list to the admin team, who assessed the availability of standards aligned curricula for all students. Areas of need were identified and used to inform our purchasing priorities for the Public Charter Schools Startup Grant Program. The admin team also created a master list of standards aligned curricula that are the go-to, default choices. Teachers at NU-SCS are not limited to using only a state adopted curriculum, however they are responsible for ensuring anything they use can be used in a way that addresses the content area standards. The NUCS Board [approves all curricula used at NU-SCS](#). They hold a [public hearing](#) to allow any educational partners to provide feedback regarding the sufficiency of the curriculum used in the school.

School Facilities

Each year, NU-SCS has maintained its facilities in good repair. In many cases, NU-SCS has paid for improvements to the facilities, including installing fire alarms, security camera systems, play structures, and other play area improvements. Yreka Learning Center has a science lab that provides regular high school lab classes in CTE Agricultural Science, Earth Science, and Biology.

LCFF Priority 2 – Implementation of Academic Standards

As part of the annual process to monitor and evaluate progress towards priority two, NU-SCS asks all staff to respond to a survey in which they [self report](#) what they believe to be their own understanding and implementation of the standards, and also provide feedback on their view of the school leaderships efforts to provide appropriate training in content area standards. This information is reported on the CA School Dashboard. Additionally, a certificated teacher acts as the learning record checker to monitor individual teacher reporting of how students are meeting standards each learning period. She reports her finding to the school director.

LCFF Priority 3 – Parent Engagement

NU-SCS parents have had numerous opportunities to become involved in the school and provide input in the decision making process. Starting with the reorganization process, parent meetings were held in Yreka and Mt Shasta to inform parents of the necessity to close MVCS and create a new school in Siskiyou county. The meetings in November of 2017 provided a background about why MVCS needed to close, and an update on the administrative team's efforts to create two new schools, one in Siskiyou County and one in Humboldt county. We sought input from them as we were gathering petition signatures and asked for letters of support that we could present to the Siskiyou County Board of Education with our [petition](#).

The administrative team held [input meetings](#) in February of 2018 in preparation for NU-SCS first LCAP. Subsequent [LCAP meetings](#) have been held in the spring semester of each year.

In [March](#) and [May of 2019](#), we held meetings with parents in which we solicited feedback

regarding how they would like us to prioritize the balance of our available PCSGP funds.

State priority surveys for student and [family engagement](#), [satisfaction](#), and [school climate](#) have been distributed each spring. Results of the [Engagement and Climate Surveys](#) were presented to the NUCS Board each year.

NU-SCS has a foundation that supports fundraising efforts. FUndraisers are coordinated with staff, student, and parent input. Parent meetings were held until the pandemic forced the closure of facilities. Parents who were spearheading the meetings have since left the school. NU-SCS is seeking to find parents who want to lead the foundation efforts.

NU-SCS kept it's facilities closed through the end of March, 2021. In advance of reopening, each learning center hosted a [Zoom meeting](#) to go over the criteria used by the school director and the Board when deciding to reopen, the board adopted safety protocols and procedures for staff and students, and an update on the schedule of in-person classes, as not all classes in-person resumed, some stayed on Zoom. COVID-19 reopening Zoom meeting in March 2021.

As part of our Extended Learning Opportunities Grant planning, we administered an [ELO Grant Student and Parent Survey](#).

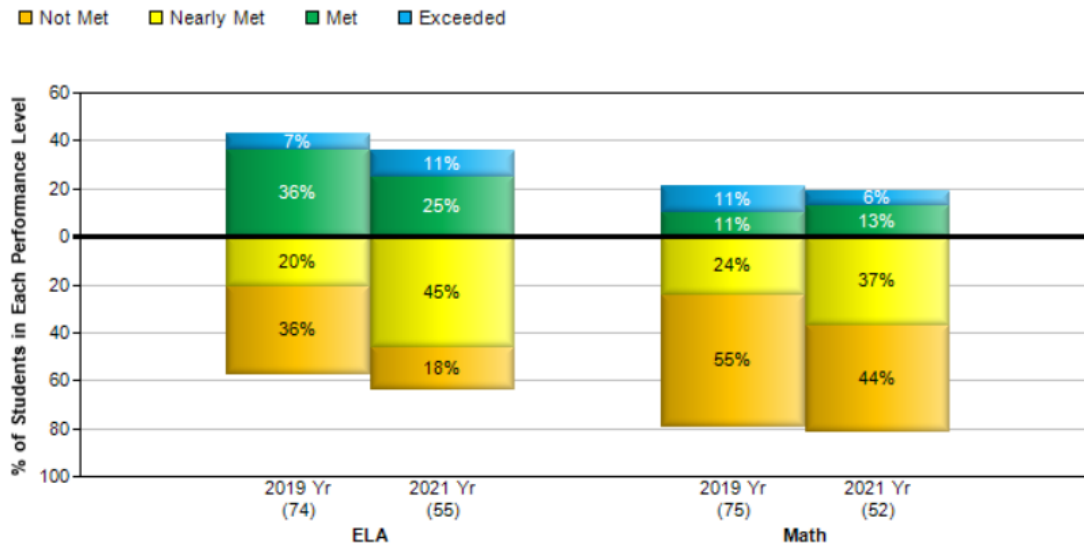
School Site Council (SSC) meetings began in [October of 2020](#) and ran through June of 2021. Meetings were publicized via the school messaging system and on the school website.

All meetings were publicized by teachers as they met with their students' families, through newsletters, on a messaging app, on social media, and by [email](#).

LCFF Priority 4 – Performance on Standardized Tests

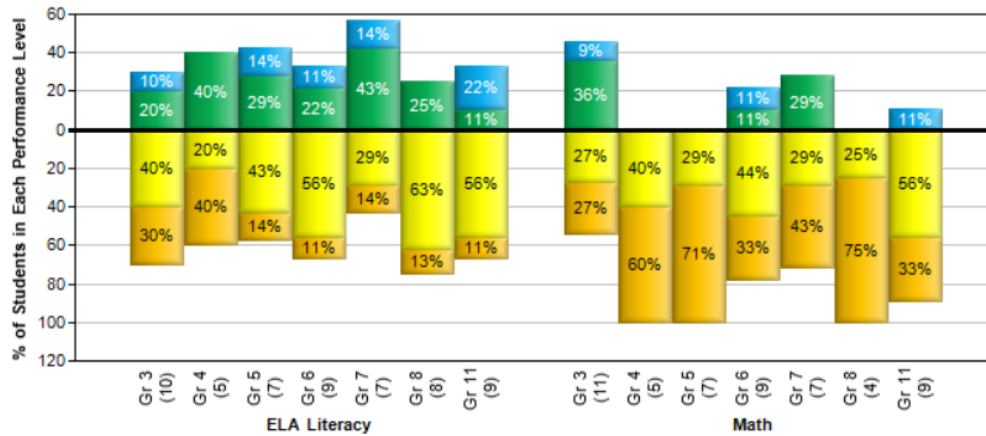
CAASPP Summative Test Results

CAASPP 2019 and 2021 Achievement Levels Comparison - All Students - All Grades

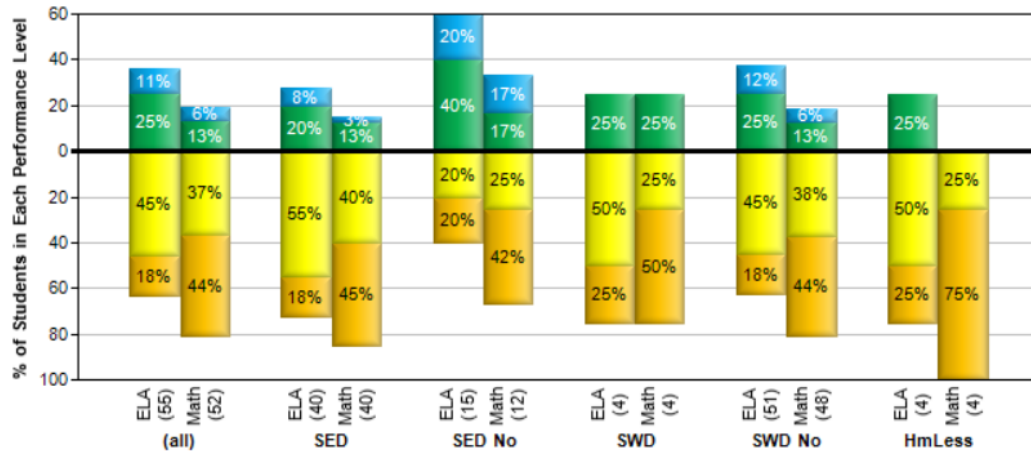
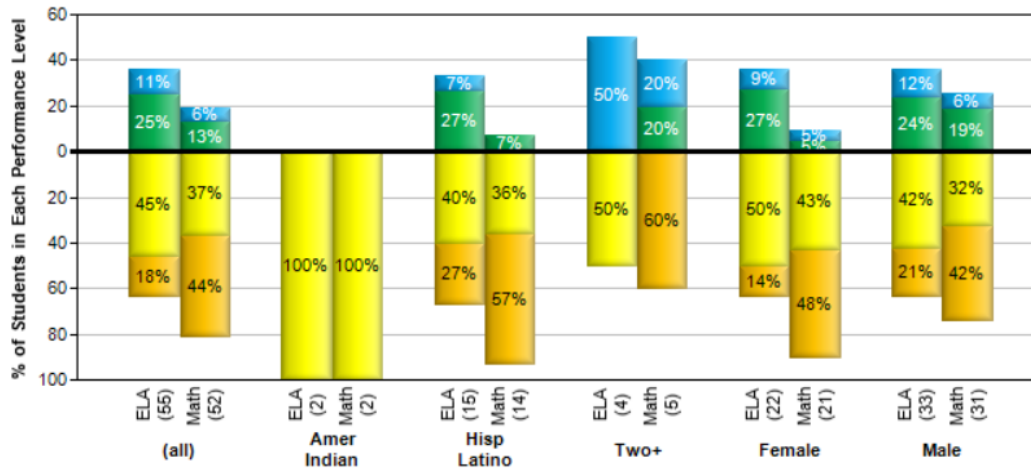


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CAASPP 2021 Achievement Levels - Each Grade

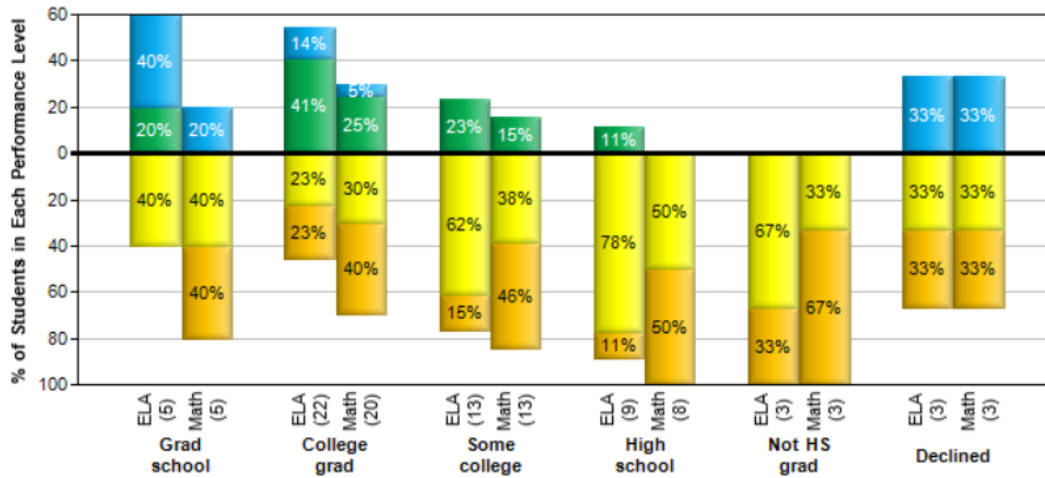


CAASPP 2021 Achievement Levels - Subgroup Comparisons - All Grades



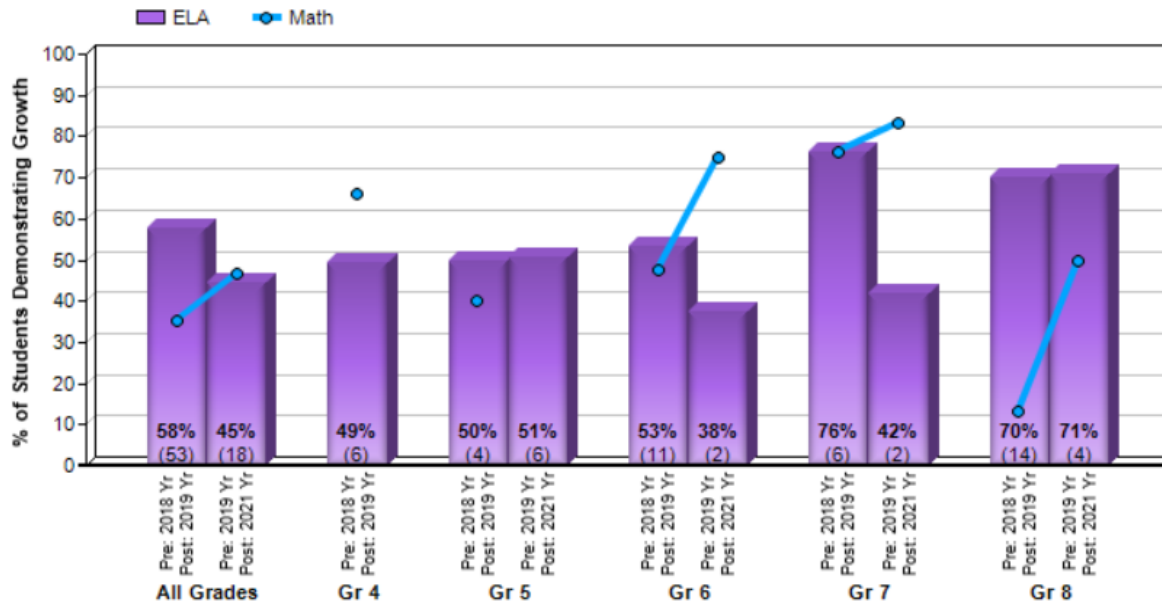
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Parent Education Level



Matched Students Growth - Grade Levels

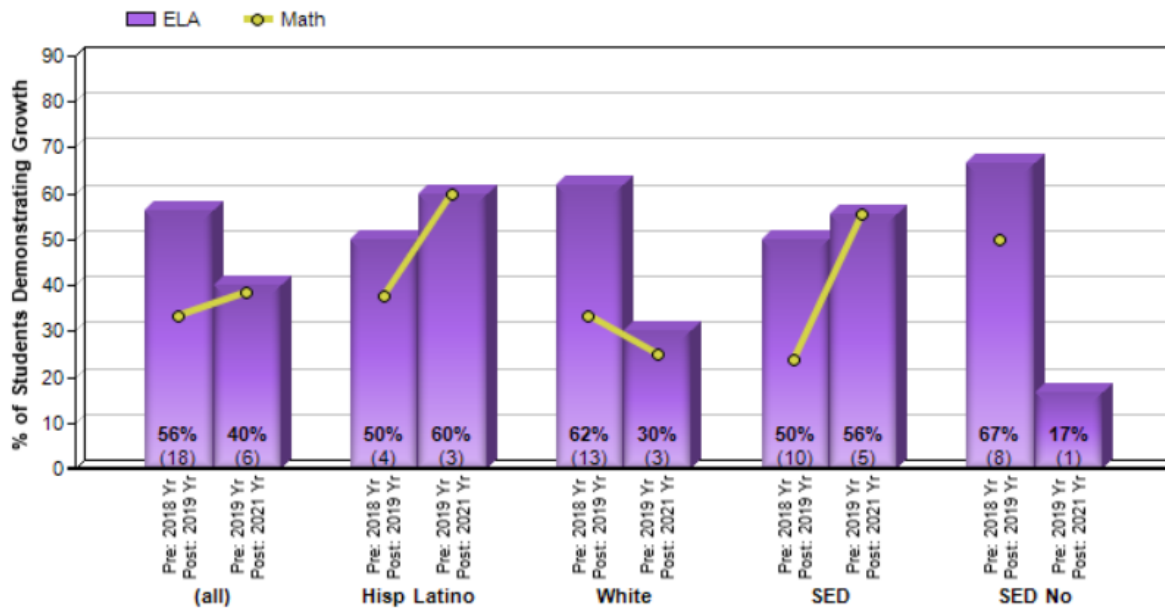
[Fourth grade students took the test for the first time in 2021, so they had no prior year to show growth] Percent of students demonstrating growth.



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Matched Student Growth - Subgroups

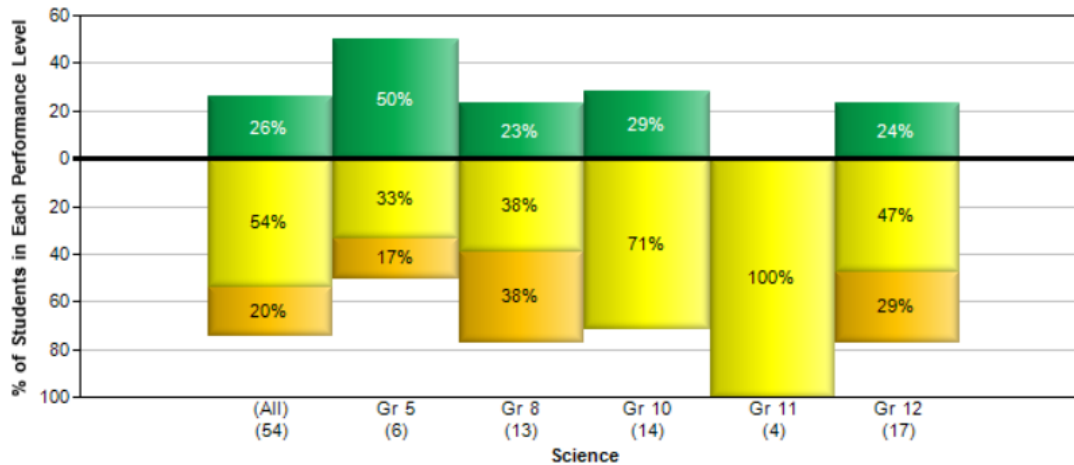
Percent of Students Demonstrating Growth



California Science Test (CAST)

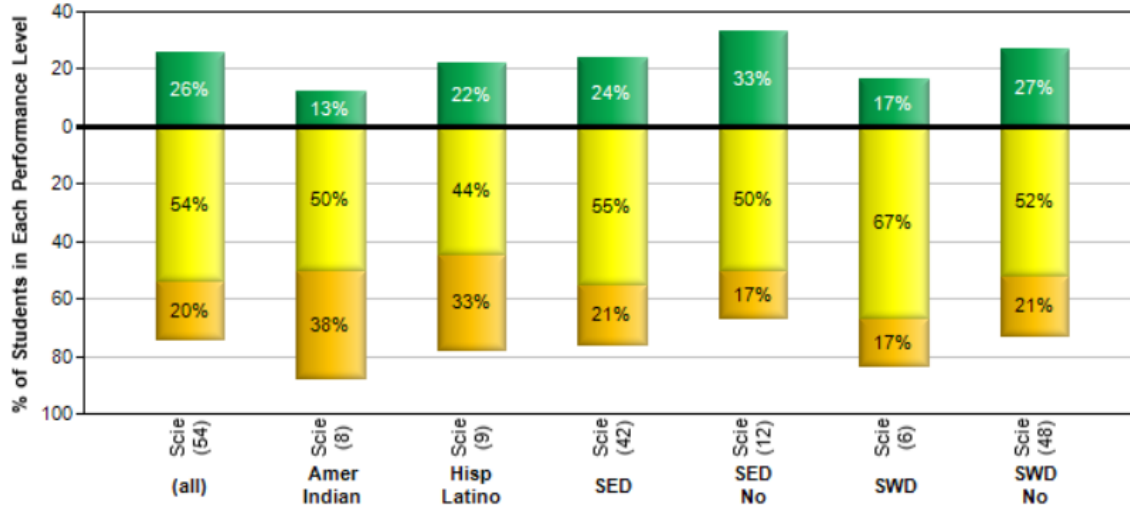
2019 - All Grades

[CAST was optional for the 2021 administration. No high school students chose to take it].



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CAST 2019 - Subgroups



California School Dashboard Performance Overview and Other Local Measures

Indicator	2019 Dashboard	2020 Data**	2021 Dashboard
Graduation Rate	75%	63.3% Additional Report	84.4% Additional Report
Chronic Absenteeism	7.9%	22.5%*	10.9%
Suspension Rate	2.3%	2.3%*	0%*
Instances Where Facilities Do Not Meet The "Good Repair" Standard	0	0	0
Enrollment	131	176*	164
Local Indicators - Access to a Broad Course of Study	2019 Dashboard Report		2021 Dashboard Report
Local Indicators - Implementation of Academic Standards	2019 Dashboard Report	Priority 2 Survey	2021 Dashboard Report
Local Indicators - Conditions and Climate	2019 Dashboard Report	Priority 6 Survey	2021 Dashboard Report
CA Dashboard College and Career Indicator	Class of 2019		

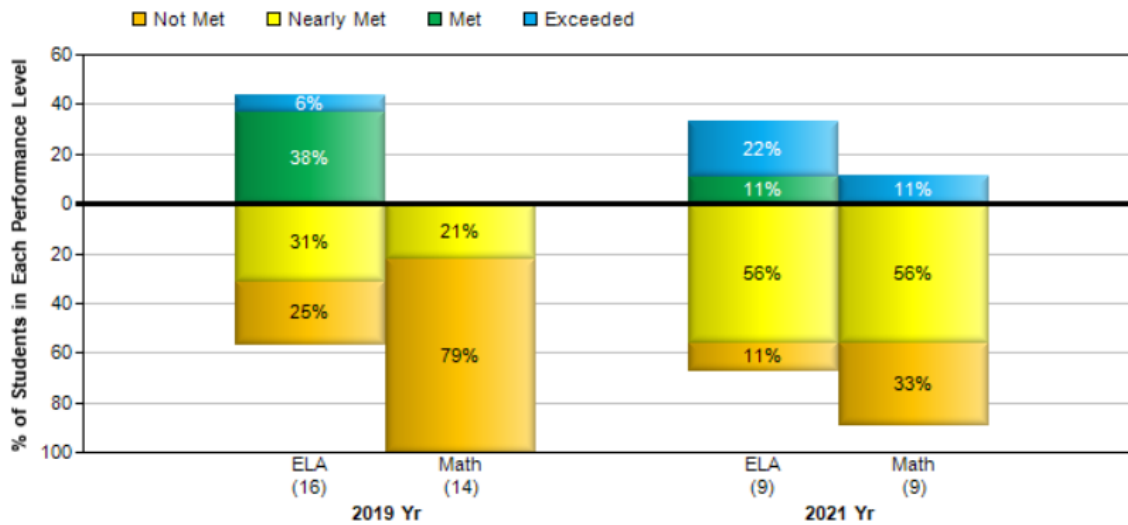
CA Dashboard Academic Performance Indicator	2019 Dashboard Report		2021 Dashboard Report
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* From SIS report

** No CA Dashboard for 2020

SAT and College Readiness on the CAASPP

We have no SAT results to report. We were on track to have students take the SAT at our Yreka Learning Center (YLC) in the Spring of 2020, however, COVID-19 forced cancellation of test administrations. We administered the SAT to students at YLC in October of 2021. NU-SCS had one grade 11 student perform at EAP Status Level 4 in ELA in 2019, and no students reached level four in math that year. Six students reached EAP status level 3 that year in ELA, and no students reached status level 4. In 2021, two students reached EAP Status Level 4 in ELA and one in math, while one student reached Level 3 in ELA.



For additional data on the number of students taking college entrance exams, see [College and Career](#) section above.

Advanced Placement

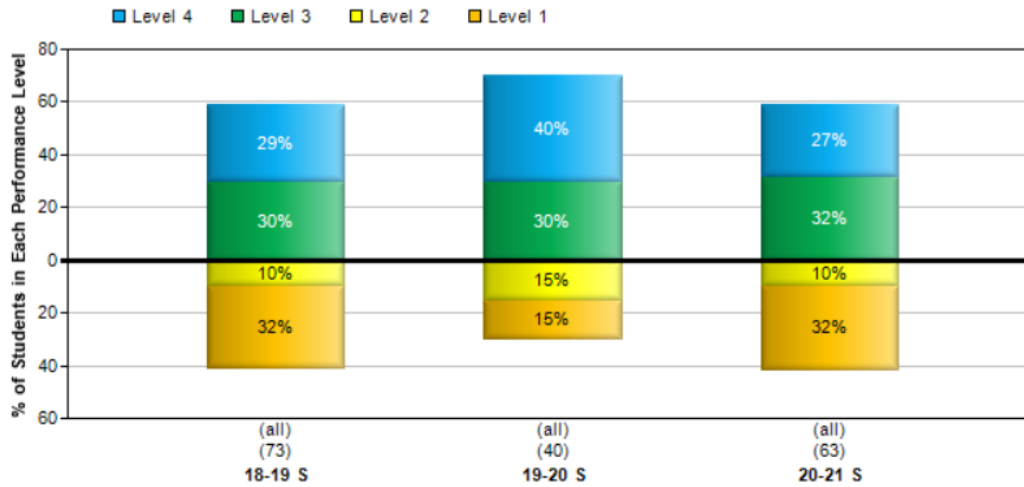
This is the first year NU-SCS students will be taking an AP exam. The school counselor is responsible for maintaining course approval.

English Learner Proficiency

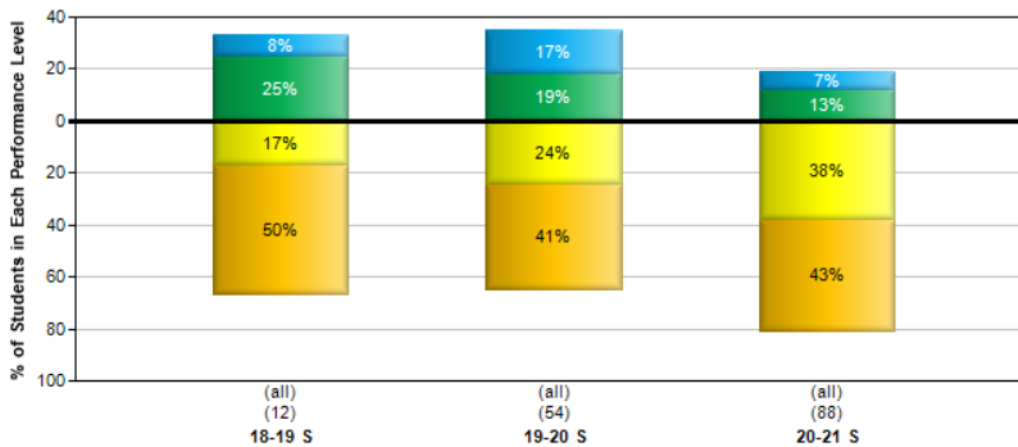
Currently, NU-SCS has zero EL students and one student classified as RFEP.

Star Renaissance Data

Reading - Spring



Math - Spring



Grade analysis for spring semester 2019-20 through spring semester 2020-21

Grade	A	B	C	D	F	NP	P	E	S
Count	1010	457	438	170	172	6	56	927	114
Pct.	30.15%	13.64%	13.07%	5.07%	5.13%	0.18%	1.67%	27.67%	3.40%

LCFF Priority 5 – Pupil Engagement

The [Graduation rate](#) reported on the 2019 California School Dashboard did not include any performance colors as it was our first graduating class. There were only two student groups with large enough data sets to be publicly reported, SED and white. Data from our School Information System for the class of 2020 and 2021 can be found in the [table above](#).

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In the 2018-19 school year, we reported three students as dropouts. In 2019-20, there were three more dropouts. In 2020-21, there were two, and this year there has been one senior who has left our school and not yet enrolled in another.

The [Chronic absenteeism](#) rate on the California School Dashboard for NU-SCS has varied from 7.9% in 2018-19, to 22.5% in 2019-20, and 10.9% in 2020-21. The high number reported for the 2019-20 school year included both a larger than usual number of students enrolling for a short time and garnering few attendance days and the beginnings of the pandemic, the stress of which impacted many of our families.

Year	Enrollments	ADA Possible	ADA Present	% Attended	ADA
2018-19	175	25717	24574	95.56%	137.51
2019-20	195	27738	17764	64.04%	138.53
2020-21	180	27779	27074	97.46%	149.58

The special programs coordinator administered school climate surveys for [middle school](#) twice in the 2019-20 school year as part of our PBIS program. Results of the survey informed our PBIS planning. The special programs coordinator left after the 2018-19 school year. The responsibilities for that position were divided up and assigned to other staff.

LCFF Priority 6 – School Climate

The [suspension rate](#) for NU-SCS in both 2018-19 and 2019-20 was 2.3% (4 students). NU-SCS did not suspend any students during the 2020-21 school year. NU-SCS has not expelled any students, nor had any discipline referrals aside from the eight instances of suspension.

NU-SCS was on track to participate in the CA Healthy Kids Survey in the spring of 2020 when the pandemic hit and cancelled administration of the survey. [Results of the annual school climate](#) survey taken in Spring of 2021 indicate that parents are happy with the overall climate of the school, feel like they have opportunities to be endangered, and that the school takes their questions and concerns seriously. Of the 23 respondents, 5 respondents did not agree that communication with school personnel was timely.

NU-SCS students have participated in both the County Spelling Bee and Science Fair. NU-SCS has had students participate in a skiing club at the Mount Shasta Ski Park. This year, our special education tutor has created a competitive gaming club, with the goal of creating an interscholastic gaming team to compete against other schools.

LCFF Priority 7 – [Access to a Broad Course of Study](#)

There is only one year of College and Career Indicator data on the CA School Dashboard, 2019. In the 2018-19 year, we had 13.6% graduates designated as Prepared, 13.6% designated as Approaching Prepared, and 72.7% designated as Not Prepared.

The school counselor is responsible for maintaining the UCOP a-g course approval list. To date, NU-SCS has had one student graduate fully a-g eligible. This year, we have four students on track to graduate with full a-g eligibility. Five of our current juniors are on track to [graduate a-g fully eligible](#). However, most of our students are enrolled in a-g courses.

LCFF Priority 8 – Other Pupil Outcomes

[2021-22 NU-SCS Budget](#)

Expenditures per pupil as reported on the SARC in the 2018-19 school year were \$10,453. In 2019-20 the per pupil expenditures were \$14,813. In the 2020-21 school year, our per pupil expenditures were \$9,682. This was less than previous years because the PCSGP had ended.

Funding sources: Title I, Title II, Title IV, LCFF - Basic and Supplemental/Concentration, Lottery (Restricted and Unrestricted), Education Protection Account (EPA), Special Education (State and Federal), ESSER I, ESSER II, ESSER III, Child Nutrition Program, Educator Effectiveness, as well as special COVID-19 funds (Learning Loss Mitigation, Expanded Learning Opportunities Grant).

F. Perception Data

Survey results ([2020](#) [2021](#)) have generally been positive. The numbers from 2020 suggest that 92% of parents, 86% of students, and 91.4% of staff have a favorable view of NU-SCS student engagement efforts. 94% of parents, 97.5% of students, and 95% of staff feel that NU-SCS has a positive school climate.

G. Summary of Profile

Looking over the data in this profile, the administrative team notes that we are still not meeting our goals in terms of academic progress and graduating students being college and career ready. The primary concern we have is in our performance in CAASPP math assessments. ELA performance is not where we want it to be either, but math is particularly an area in which we struggle, especially with respect to high school math. Looking at our local assessment, Star Math and Star Reading, it is in alignment with our CAASPP results. It shows our students showed growth from the 2019 to the 2020 administration, but declined in the 2021 administration. We also need to improve our number of students who are graduating with full a-g eligibility. While we

are making small improvements in this area, we hope to see significant improvements over the next several years.

Based on the data three major identified needs are as follows: raising performance levels on both summative ELA assessments; summative math assessments; and increasing the number of students graduating prepared for college and career. Increasing the number of students graduating prepared for college and career encompasses several data points identified as needs, including eleventh grade CAASPP scores, a-g eligibility, AP scores, CTE pathways and college concurrent enrollment.

An analysis of the performance data leads us to the following questions:

- Why are students performing poorly in math?
- Are the math interventions we're using working?
- Is Star diagnostic testing the best measure to use for informing the RTI process?
- Why was our chronic absenteeism rate so high in 2019-20?
- Does a high chronic absenteeism rate mean we aren't engaging our students?
- Do we award a grade of A too easily?

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all educational partners in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other educational partners of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: NU-SCS values the WASC and LCAP planning process of soliciting educational partner feedback. In the spirit of collaboration we have looked at the data provided by our educational partners during our LCAP process. We are committed to improving student performance, creating appropriate learning conditions and a broad course of study, and providing an emotionally and physically safe learning environment for all.</p> <p>Northern United - Siskiyou Charter School's (NU-SCS) Vision, Mission and Schoolwide Learner Outcomes reflect that of the 21st century skills developed as part of a movement to ensure all learners are prepared to be successful employees, learners and global citizens. Northern United - Siskiyou Charter School identifies an educated person in the twenty-first</p>	<p>NUCS Vision and Purpose</p>

century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own special talents, whether it be in the arts, sciences, or other areas. It is the goal of this charter school to help a student become an educated individual, one who possesses a self-motivated ability to learn, a diverse yet well-developed set of interests, and the desire to master academic skills to the best of his or her ability.

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

- Analyze and evaluate information and points of view
- Synthesize and make connections between information and arguments
- Question and use reason effectively
- Solve problems in conventional and innovative ways
- Apply acquired knowledge to effectively resolve current problems
- Demonstrate proficiency through reading, listening, speaking, writing, viewing and presenting
- Acquire, interpret, analyze, and respond to information from various sources, including technology
- Take initiative for the continuing acquisition of knowledge beyond high school
- Follow through with plans and goals
- Are productive and accountable
- Are self-directed and are persistent
- Have been prepared to make informed lifestyle choices that enhance and maintain a state of well-being
- Participate in a balanced program of intellectual, physical, social and aesthetic activities
- Demonstrate empathy toward peers and have a stake in the positive culture of the school

The Core Beliefs, Vision, Mission and Schoolwide Learner Outcomes (SLOs) of Northern United - Siskiyou Charter School (NU-SCS) clearly define the beliefs and precepts of the school. There is an intentional focus on the needs of the student population, which mirror the demographics of Siskiyou County; primarily Caucasian and low

socio-economic. In addition, there is heightened awareness and serious schoolwide planning around the fact that NU-SCS serves some of the most rural students in this rural county through the independent study model of a teacher meeting their students one-on-one at a learning center and additionally serves students in a classroom setting in the more populated areas of the county. State of the art methodologies such as AVID strategies are used to support students in both settings in their learning, regardless of the model they choose. Due to the fact that NU-SCS is a “school of choice” parents/guardians have a sense of purpose when enrolling their student(s).

NU-SCS employs a full-time K-12 counselor who oversees the processes through which the social-emotional (K-12) and academic (9-12) critical learner needs are met. The counselor works closely with administration, staff and the school psychologist to ensure that the whole student is tended to. Turnover in the counseling staff was addressed briefly in Chapter I.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:

A continuous cycle of improvement is utilized by NU-SCS in every aspect of its functioning from academics to the inner-workings of the business office. The staff takes part in using data to inform decisions that are made to support student learning, ensure there is a positive school climate and to bring about a college and career focus. Examples include Star Renaissance and CAASPP Interim Assessments. Charter-wide initiatives such as on-boarding Advancement Via Individual Determination (AVID) serve to strengthen pedagogy and to create a college and career culture. We have created both high school and middle school AVID Elective classes, and staff use AVID strategies in the instructional practices. The use of research based common assessments, such as Star Math and Star Reading through Renaissance Learning provides a platform for the Student Study Team (SST) process and informs Response to Intervention (RTI) through data collection and analysis. NU-SCS has a strong special education program, including a director of special education, a specialized academic instructor, a school psychologist, a speech and language pathologist, and a special education tutor. The SST process and Tier II program help to determine the need for special education services. Within our RTI model there is a dynamic path for all students that allows them to move organically through the tiers with support and constant monitoring. We believe that all students can achieve at high academic

[RTI Model](#)

<p>levels and strive for that outcome in every aspect of designing, implementing and monitoring services at all levels.</p> <p>A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:</p> <p>The belief that all educational partners have a part to play in the education of our students is held charter-wide. Staff, students, families and the greater educational community all work together to ensure that all students are well served. The old adage It takes a village is one that is alive and well at NU-SCS. The LCAP reflects the Core Beliefs, Vision and Mission. All educational partners are encouraged to be a part of the decision making process through input at educational partner meetings and through surveys. The WASC and the LCAP are aligned tightly so all efforts are directed toward the student learning outcomes. Our educational partners helped to create the Student Learning Outcomes (SLOs) and LCAP goals through their input and are informed on progress through parent meetings, SSC meetings, and NUCS Board meetings.</p> <p>Teachers have developed numerous ways for parents to be effective partners in their child’s education. Examples are learning record meetings, foundation meetings, monthly parent engagement meetings, LCAP meetings, PCSGP meetings, Back-to-School Nights, Open Houses, and special meetings like our COVID-19 reopening meetings. These meetings also allow collaboration among parents of Independent Study students and a venue for parents to express ideas and concerns with staff. NU-SCS uses newsletters and school messaging apps to communicate with parents.</p> <p>NU-SCS administration has oversight over ensuring that all educational partners have a voice in the various processes of the school. The administrative team seeks input from the larger group of educational partners through events, NUCS Board meetings, School Site Council meetings, staff meetings and surveys.</p>	<p>Educational Partner Meetings</p> <p>Surveys</p> <p>Newsletters</p> <p>Events and Meetings</p> <p>Surveys</p>
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates

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implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how educational partners can be involved.

A2.2. Relationship between Governing Board and School: The school’s educational partners understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A2.1. Understanding the Role of the Governing Board and District Administration</p> <p>The NUCS Board of Directors is the governing body of two schools, Northern United - Siskiyou Charter School and Northern United - Humboldt Charter School. The school director has direct and constant communication with the Board. All Board policies are in alignment with Education Code, when applicable, and serve to protect and support staff and students, including conflict and resolution procedures. The Board bylaws, as well as all school policies, were developed with guidance from the school dand legal counsel and have been adopted by the sitting Board members.</p> <p>The school director is the leader of the charter school and is hired by the NUCS Board. The school director ensures that school policies are followed and that decisions are made in alignment with the mission and vision of the school in order to maximize student-learning experiences. The school director reports directly to the NUCS Board of Directors, and is responsible for the orderly operation of the school and the supervision of all employees in the school.</p> <p>The school director provides monthly reports to the NUCS Board regarding the status of the schools, including programmatic and fiscal updates.</p> <p>A2.2. Relationship between Governing Board and School:</p> <p>Board of Directors information is clearly displayed on the school website</p>	<p>Bylaws</p> <p>School Goals Presentation</p>

<p>including the members, meeting dates and times, and the purpose of the Corporation. Board information is printed in the parent handbook that is sent by email and Parent Square.</p> <p>Meeting documents are accessible on the school website. Minutes, Agendas, packets and video recordings of the meetings are all posted and available for any member of the public to view.</p> <p>The Board participates, whether it be through action or information, in decisions that affect the school, the staff, the students and other educational partners. The Board approves the Annual Goals in the fall of each school year and ensures that they are aligned with the LCAP and the school mission and vision, and is updated on the progress of these goals each spring.</p> <p>The school director has developed an administration team that is composed of all certificated administrators that meets monthly to discuss pertinent issues brought forth by the school director or any member of the team. The team is apprised of items that are of concern to the school, creating a “one voice” method of communication to the school community at large. The results of decisions made by the team are monitored at ensuing team meetings to ensure positive and supportive outcomes. Members of the administrative team give monthly reports regarding the status of the schools to the NUCS Board. Staff members are encouraged to contribute to these board reports and they are encouraged to attend the meetings.</p> <p>Parents are encouraged to attend and participate in NUCS Board meetings as viable sources of input to the Board. Each Board agenda includes a public comment section for comments on items not on the agenda, as well as the opportunity for members of the public to comment on any item on the agenda. Each learning center hosts a zoom to ensure access for all stakeholders. The number of parents attending board meetings is usually very low.</p> <p>The school director initiated a School Site Council (SSC) in the fall of 2020. Meetings commenced in October of 2020 and ran through June 2021. During the 2021-22 school year there have been two open council member seats that have now been filled, so meetings will resume in January 2021. The NUCS Board ratifies items the SSC approves, such as the Comprehensive School Safety Plan. We have found that it is</p>	<p>nucharters.org/board-of-directors/</p> <p>Parent Handbook</p> <p>Annual Goals Update Agendas</p> <p>NUCS Director Responsibilities</p> <p>Organizational Chart</p> <p>Board Packet</p> <p>SSC Letter to Families</p>
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<p>difficult to get both staff and parents involved in the SSC.</p> <p>A2.3. Uniform Complaint Procedures: All employees have free access to the school director to express their work-related concerns. Internal complaint policy is detailed in the Employee Policy Handbook. Employees receive and acknowledge receipt of the handbook each year.</p> <p>Community members who request to make a generic complaint are directed to administration. Parents have access to the NU-SCS regional director and the NUCS school director through phone, email, or in person at their offices. Prior to directing educational partners to our complaint procedures, the administration attempts to understand the complainant's concern and helps to resolve the issue.</p> <p>Complaint procedures and forms, including the Uniform Complaint Procedure, are posted on the school website, discussed in the Parent Handbook and distributed to parents through the school's annual notice process.</p>	<p>Uniform Complaint Procedure Page</p> <p>Parent Handbook</p>
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal

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communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A3.1. Broad-Based, Inclusive, and Collaborative:</p> <p>The school director leads a collaborative team that meets regularly to discuss Board adopted policies and procedures, and to make plans for achieving Board adopted goals. The team discusses assessment data, CA Dashboard data, survey response data, and other data derived from ongoing business of the school, to track student progress towards the SLOs and academic standards. The school director, through the administrative team, guides the process, empowering the members of the team to interface with the staff over which they serve with a focus on maintaining a shared responsibility for student success. Strategic discussions take place at weekly staff meetings at each learning center. Feedback from those discussions is brought back to the team and are used to inform the continuous cycle of inquiry. Through this method, all staff have a voice and those voices are evident in decisions that are made in instructional practices, professional development, and data driven decision making.</p> <p>Board adopted policies guide the actions of the school and are utilized by staff as the cornerstone of their work. There is an electronic staff handbook complete with school policies and procedures as well as other resources. Many staff resources are housed on the school website as well. The culture of the flow of information is represented on the organizational chart.</p> <p>A3.2. School Action Plan/SPSA Correlated to Student Learning:</p> <p>Leadership works with staff on the implementation of curriculum and pedagogical methods that support student achievement. Staff is consulted about topics for professional development that will serve to support them in designing delivery of the standards. A follow-up survey is sent to all staff in regard to the school-side professional development opportunities. Additionally, California School Dashboard data and internal school data is shared with staff regularly. The data gathered is used as part of the LCAP process and reporting progress towards each of California's Eight State Priorities each year. Goal 1 of the current LCAP is correlated to student learning.</p>	<p>Staff Surveys</p> <p>Meeting Agendas</p> <p>Employee Handbook</p> <p>Organizational Chart</p> <p>Survey</p>

<p>A3.4. Internal Communication and Planning:</p> <p>As a county-wide school, much of the school-wide internal communication and planning is completed through email and Zoom. However, learning center specific staff meetings are held in-person on a weekly basis.</p> <p>Gmail serves as a quick and accessible form of communication for staff that is located in various sites across the county. Staff directory with email and phone contact for all staff is updated annually and accessible to all staff in the Teacher Resources on the school website.</p> <p>Teacher Circles and Data meetings/Data Champion meetings serve as a way to share and disseminate information. Staff can voice their ideas, ask for assistance to implement a program, assessment, or action.</p> <p>Monthly staff newsletters are distributed digitally, highlighting important dates and recent happenings such as conferences attended, super students, new staff, fundraisers, and other unifying and inspiring information.</p> <p>Staff members are encouraged to attend Board meetings and to speak freely and openly on any topic that stands to support student learning and the success of the school in meeting the students' critical learner needs.</p> <p>During the 2019-20 school year, the administrative team implemented monthly, voluntary, "Coffee with Colleagues" meetings aimed at improving communication between administration and staff. The purpose of the monthly meetings was to bring us closer together as a school and to increase opportunities for internal communication. These meetings provided an opportunity to update staff on what's going well, clarify information, resolve differences, share new ideas in curriculum, instruction and online resources to continually move toward improving student outcomes and promoting a positive and safe learning environment.</p> <p>When the COVID-19 pandemic first started, NUCS facilities closed for in-person instruction for a minimum of two weeks, beginning on March 16, 2020. Subsequently, the school director extended the suspension of in-person classes for two more weeks, then, ultimately, for the rest of the semester as the COVID-19 pandemic continued. The monthly "Coffee with Colleagues" meetings turned to weekly meetings on March 27th. The meetings did not usually have an agenda, other than finding ways to</p>	<p>YLC Meeting Agendas</p> <p>MSLC Meeting Agendas</p> <p>Newsletter</p> <p>CWC Agenda</p> <p>Urgent Update Regarding Center Classes</p> <p>COVID Update 3-23</p>
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support each other as best we all could. Most often, these weekly meetings included many moments of fun, laughter and celebration.	Zoom Screenshot
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A4.1. Qualifications and Preparation of Staff: The staff of the school is highly qualified and placed in the most optimal setting for their skill set. NU-SCS has staff that earned their credential through a traditional college or university based program, and others who have used an internship based Cal State Teach program. One staff member has a clear CTE sustainable agriculture credential and another has a preliminary media arts credential. NU-SCS utilizes small group instructors (SGI), who work under the supervision of a credentialed teacher. NU-SCS also utilizes instructional aids and tutors to support students in small group and one-on-one settings. NU-SCS also has a tutor devoted to working with students who have IEPs.</p>	

<p>Prior to each school year, at or around the time of our annual Fall Summit, all new staff members receive an orientation from the student records department, the personnel department, the business office, and the administrative team. Returning teachers also receive updates about new programs or initiatives at the Summit, and at staff meetings and professional development activities throughout the school year. The regional director, with help from the learning center lead teachers, provides additional support throughout the year, in both formal and informal settings, like staff meetings, or quick check-ins.</p> <p>All staff completes Keenan Safe Schools trainings on mandated reporting, bloodborne pathogens, sexual harassment, suicide prevention and other required topics. Also, teachers train in First Aid/CPR every two years.</p> <p>A4.2. Professional Development and Learning: All staff are encouraged and supported in creating their own professional learning plan to attend standards based professional development. Teachers are required to complete 8 hours of professional development of their choosing, in addition, the school provides at least four full days of professional development for all staff that covers areas of need identified by administration and staff. All professional development is tied directly to student achievement and student support. One area of weakness is the number of staff members participating in math professional development.</p> <p>A4.3. Measurable Effect of Professional Development on Student Learning: A post-professional development survey is sent to all staff to gain insight on the effectiveness and the level to which the information learned is applied and the extent to which that application supports measurable student outcomes. This strategy is part of the continuous cycle of inquiry that is carried out by administration and the many committees/teams on which the staff sit. Analyzing student data helps determine the effectiveness of professional development and helps to determine what additional staff training is needed.</p> <p>A4.4. Supervision and Evaluation: A very clear hiring process is in place and is adhered to. The regional director or director of special education consults with the school director</p>	<p>2018 Summit Slides</p> <p>Staff Meeting Agendas</p> <p>PD At a Glance</p> <p>PD Data Sheet</p> <p>PD Response Sheet</p>
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<p>and the personnel director to determine the hiring needs of the school, post positions on EdJoin (to the account managed by SCOE), conduct interviews and background checks, offer positions and manage completing the hiring process. Administration works to ensure that the skill set of a staff member meets the needs of the position.</p> <p>Administration dedicates one or more meetings a year to the topic of staffing. During the discussion, there may be recommendations of a position change for a staff member due to fluctuation in student population or a schoolwide need.</p> <p>Staff evaluations are performed on a two year rotation, unless there is an indication that an evaluation would be needed each year. The evaluations are based upon the California Standards for the Teaching Profession (CSTP) as well as in-house scoring rubrics that are completed by the head of each department with which a staff member interfaces. The administration is assigned staff for whom they will perform the observation, evaluation and the feedback session. During the feedback session, staff may be apprised of specific professional development that is suggested for them, or there may be an open discussion about professional growth out of which may come a plan for the staff member.</p> <p>A4.5. Communication and Understanding of School Policies and Procedures:</p> <p>Fall Summit provides the opportunity for each department to communicate guidelines, policies, and operational practices specific to our school.</p> <p>Digital copies of employee handbooks are provided annually to all staff. These can be found on the website and emailed to all staff. Paper copies are available upon request.</p> <p>At signing of employment work agreements, employees are provided with written expectations, job descriptions, and requirements specific to their position (such as independent study teacher, small group instructor, etc.)</p>	<p>Admin Meeting Agenda</p> <p>Teacher Evaluation Planner</p> <p>Standard 4 - Evaluation</p> <p>Employee Handbook</p> <p>At-Will Agreement Job Description</p>
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and

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appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A5.1. Resource Allocation Decisions: On an annual basis, school administration analyzes student achievement data on State mandated assessments and that analysis is disseminated to the staff at staff meetings whereupon discussions are held to gain insights into possible causes and solutions. The data gathered, as well as data gathered from parent and community educational partners, is analyzed and the outcome of the discussions are the basis for the decisions that are made for the creation of LCAP goals and actions and how resources are allocated. Acquiring and maintaining adequate instructional materials and equipment is a crucial component of student achievement. When data shows a need for additional resources, a sufficient allocation of resources is provided to address the need.</p> <p>A5.2. Practices: NU-SCS has the human, material, physical and financial resources sufficient to support students in accomplishing the academic standards, the college and career readiness standards and the schoolwide learner outcomes. NU-SCS has developed effective and efficient processes in</p>	<p>2021 Summit Slides</p>

<p>relationship with SCOE, for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. NU-SCS plans three years out into the future and holds a 10% cash reserve. This reserve level is adequate to ensure the financial stability of the school.</p> <p>Over 80% of the funding is used directly in support of student achievement in the categories of staff, curriculum, instructional support materials, professional development and facilities. Fiscal reports mandated by law are provided to the Northern United Charter Schools Board of Directors and they make decisions on spending as advised by the school director of the charter. The Board of Directors approves all policies and procedures for the school including those pertaining to staffing, facilities, instructional materials and curriculum. The school director apprises the Board of Directors in an ongoing manner of all issues that pertain to the above.</p> <p>Resources are also available to hire, nurture, and provide ongoing professional development for a well-qualified staff. This is represented in the LCAP goals and actions regarding schoolwide professional development, the identification of added resources and supports such as the Response to Intervention (RTI) for academics if needed and for the placement of staff, as well as all other decisions regarding resources for staff development.</p> <p>A5.3. Facilities Conducive to Learning: The school administration carries out a facilities inspection using the Facilities Inspection Tool (FIT) on a yearly basis to ensure they are safe, functional, clean, well maintained and that they meet the requirements of local mandates. Having a safe and functioning facility for students and teachers to interact allows an opportunity for NU-SCS to address the vision, mission and SLOs and help students achieve academically.</p> <p>A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are explained during new staff orientation. Additionally, staff are reminded of these processes annually at the Fall Summit. Staff may submit purchase requests to the business department for needed</p>	<p>NU-SCS Budget Audit Report</p> <p>LCAP</p> <p>2021 Dashboard</p> <p>Curriculum Audit</p>
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<p>instructional materials, curriculum or equipment.</p> <p>A5.5. Resources for Personnel: NU-SCS offers a competitive salary schedule and contribution to the health and welfare benefit package.</p> <p>NU-SCS provides for an induction program offered through Tehama County Office of Education for all beginning teachers. Through this program, NU-SCS pairs new teachers with a mentor teacher for two years to support and nurture their instructional skills. Additionally, all staff are offered professional development opportunities.</p>	<p>2020-21 Salary Schedule</p> <p>Board Packet</p>
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A6. Resources Criterion [Charter Schools only]

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

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and educational partner Involvement: The school regularly involves educational partners in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and educational partner involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A6.1. Long-range Financial (and Other Resources) Plan and educational partner Involvement:</p> <p>NU-SCS’s leadership meets often to review the long range plan. This analysis focuses on both the long-term and short-term trends in the formative and summative test results. This frequent review provides an opportunity to be proactive in identifying growth areas and quickly take the appropriate action. The short term trends may require some adjusting in individual learning plans, curriculum shifts, or a different approach in the teaching methodology. The long term trends may involve, for example, a change in teaching assignments, a change in the focus of a particular learning center or independent study group, or a reallocation of resources. The discussion of leadership focuses on ensuring that all of NU-SCS’s education resources are operating to ensure the achievement of the schoolwide learner outcomes and are in line with the school’s vision and mission.</p> <p>The chief business official is responsible for the day-to-day financial health of NU-SCS and is responsible for ensuring each learning center and all independent study students operate within their individual budget restraints while at the same time ensuring that quality educational tools are available to each student.</p> <p>Budget topics are discussed in LCAP educational partner feedback meetings, staff meetings and school board meetings. Also, most learning centers regularly hold fundraisers. While these are more informal in nature and small in scope, they provide opportunities for the public to find out more about NU-SCS, come to a NU-SCS facility for firsthand information about a variety of issues (including budget and financing) and face-to-face interaction with NU-SCS staff, and make a connection with NU-SCS through participation in the fundraising activity.</p> <p>A6.2. Regular Accounting and External Audit Procedures:</p> <p>NU-SCS’s fiscal policies and procedures are clearly stated in its administrative policy and handbook. They are well defined and meet State requirements. Fiscal control, which ensures compliance with all legal and state requirements, is an ongoing, continual process.</p> <p>Every year, D.L. Moonie & Co., LLP, an independent auditing firm, audits NU-SCS’s records. This firm reviews all aspects of the school’s financial, attendance data, student and personnel records and internal control</p>	<p>Admin meeting agenda</p> <p>Board Report</p> <p>LCAP slides</p> <p>Draft Handbook</p>

procedures, as well as all other required areas of review. The auditor reports findings to the school director and the Northern United Charter Schools Board of Directors. The audit report is also submitted to the Siskiyou County Office of Education.

[Audit Findings](#)

A6.3. Processes for Implementation of Financial Practices:

The chief business official (CBO) personally reviews every purchase order or expense request to ensure compliance with NU-SCS's budget policies and procedures. The purchase request process, obtaining written approval by the school director, having all purchases approved by the NUCS Board of Directors and having the final processing completed by the Siskiyou County Office Of Education ensures the integrity of the process, accountability of the leadership involved in the process, and prompt payment of all appropriate NU-SCS' expenses. In addition, these multiple independent reviews of every expense allows for any questions, issues or problems that arise to be addressed immediately.

[Sample signed PO](#)

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

With regard to payments, all bills are paid by check and the following procedure is used. A pre-list of proposed expenses is prepared by the CBO. It is created based on completed and approved purchase orders and invoices. That list is then reviewed and approved in writing by the school director. All items that are approved are finalized, and the final pre-list is sent to the Siskiyou County Office of Education who then prepares and signs the warrants. NU-SCS personnel then pick up the checks and mail them to the appropriate vendor. All purchases are also approved by the NUCS Board of Directors. The CBO retains full accounting responsibility for being on task and on budget for each learning center and each independent study student as well.

[Sample Warrant list approved by board](#)

A6.4. Budgeting Process — Transparency:

Using data gathered from input from all educational partners, administration and the CBO, with support from SCOE, NU-SCS develops an annual budget. The budget is presented to the NUCS Board of Directors first in a public hearing format, allowing all educational partners an opportunity to comment on the budget. A

[LCAP meeting slides](#)

<p>subsequent NUCS Board meeting is held for final adoption. All NUCS School Board meetings are held in public with an agenda item for a public comment opportunity. Staff reports at NUCS Board meetings also help to inform the public about the school's financial needs.</p> <p>The budget is reviewed at the first, second, and if necessary, third interim reports through SCOE. Due to staff challenges at SCOE, we have experienced delays in receiving our annual budget, first interim, second interim, and unaudited actuals. The impact of the delays has been that we have had to request an extension on our audit, rescheduling board meetings, being unable to provide a copy to board members and the public in advance of meetings, and having to provide a mitigating circumstance when determining our funding determination in our SB-740 application.</p> <p>NU-SCS maintains a constant internal accounting that keeps each learning center on budget and ensures that every expense or purchase order is in line with NU-SCS's expense parameters. This regular internal audit and these controls are in place with an eye toward the annual independent audit conducted by an independent CPA firm. Any deficiencies or findings in the audit report will be addressed immediately and the corrective action will be included in the final report and presented to the Board of Directors and Siskiyou County Office of Education Board of Directors.</p> <p>A6.5. Adequate Compensation, Staffing, Reserves:</p> <p>NU-SCS provides adequate salaries to faculty, administrators, and support staff and these salaries are based on the adopted NUCS Pay Schedule. In addition to salary, staff members who work a .5 FTE or more are offered Health benefits. In the 18/19, 19/20, and 20/21 school years the board of directors set a cap which paid part of eligible employees health benefits. In the 21/22 school year, the board voted to cover the full cost of health benefits for all full time employees and pay the FTE amount of any employee who worked part time at .5 or higher and was signed up for health benefits. This decision will be reviewed in the spring of 2022 and the board will make any changes necessary to keep a positive budget and provide the most benefits at an affordable rate to all employees who are receiving benefits. Staffing decisions are guided by enrollment and LCAP goals, as well as the individual needs of each center. NU-SCS has strict controls and procedures that must be followed. All contracts must be signed by the school director.</p>	<p>Public hearing notice</p> <p>Board approval minutes 2nd Interim Report</p> <p>SB-740 Mitigating Circumstances SB-74 Form</p> <p>Board Agenda Board Packet</p>
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Payroll expenses are managed by the payroll department. The payroll coordinator enters payroll information into SCOE's system. The regional director signs off on each payroll report, checking for discrepancies, before it is officially submitted to SCOE's business department for processing. Checks are issued twice monthly, and are mailed or held for pickup, according to individual employees wishes.

A6.6. Marketing Strategies:

The most effective marketing for our school has always been word of mouth. Families and students who attend our school and enjoy their experience tell their friends about the school. We also rely on our website and Google My Business to attract attention when families are searching for educational alternatives. We pay for quarterly ads in North State Parent Magazine, which includes a school directory once a year. We have a social media presence on Facebook and Instagram. From time to time we pay to boost posts on Facebook. We gain some exposure by participating in local events like the county spelling bee and the county science fair. We advertise events to our educational partners on ParentSquare. We also maintain a positive relationship with SCOE and administrators for other schools in the county, and from time to time we get referrals from them.

A6.7. Informing the Public and Appropriate Authorities:

Budget topics are discussed in LCAP stakeholder feedback meetings, staff meetings, SSC meetings and NUCS Board meetings.

When developing the school budget, NU-SCS meets with Siskiyou County Office of Education (SCOE) to ensure the accuracy of the budget and financing and to review the financial needs of NU-SCS. Prior to a budget being adopted by the NUCS Board, a public hearing is held. Notices of the public hearings are posted at each facility and on the website. The adopted LCAP with a budget overview for parents is posted on the school website.

[Google](#)
[nucharters.org](#)
[NSP Magazine](#)
[Facebook](#)
[ParentSquare](#)

[NU-SCS Budget](#)

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Many formal systems and procedures are in place to ensure a well oiled machine. We have systems allowing for two way communication between parents and teachers, staff and admin, admin and board, parents and board, etc. Plus we have good systems in place for all fiscal stuff.
2. Good fiscal management resulting in the ability to adequately compensate staff, purchase materials, maintain facilities, and run the business of the school.
3. A genuine focus on data.
4. Transparency in all areas.

Areas of Growth

1. Increase timeliness in the budget process.
2. Staff and parent involvement in governance.
3. More staff attending math professional development.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn

Northern United - Siskiyou Charter School ACS WASC/CDE Self-Study Report

about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B1.1. Current Educational Research and Thinking:</p> <p>Northern United – Siskiyou Charter School follows the curriculum adoption cycles dictated by the State of California and utilizes state of the art, research and standards based core and supplemental curriculum TK through 12th grade. Instructional practices that are upgraded continuously for the purposes of student engagement, access to academics, successful intervention, student success, and application to the greater context are utilized by all staff. The curriculum and instructional methodology may shift given the educational program chosen. NU-SCS offers a number of different learning options: home-based instruction, learning center offerings, a hybrid of both and online courses.</p> <p>Home-based independent study families have access to curriculum that would best serve the student in their academic program. A credentialed teacher is assigned to each family and serves as academic advisor and teacher of record. The instructional methodologies used by the caregiver(s) and/or teacher depend on the setting and the needs of the student(s).</p> <p>Students who attend a learning center have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to a learning center facility and meets the needs of the students several days a week at the learning center. The instructional strategies utilized vary given the grade and the needs of the students.</p> <p>Students who desire a hybrid home-based and learning center program have access to a curriculum that would best serve the student in his/her academic program. Teachers of record provide books and materials to students to use at home to complete assignments that support the activities and labs in the classes. Teachers have regular meetings with their students to provide instructional support, assess student work, monitor assignments and recommend additional support as needed, usually in the form of tutoring, or supported study hall, or lab based science. Teachers and small group instructors (SGI) provide direct instruction, assignments and labs that are aligned with the curriculum that students are using for their at-home assignments. The instructional strategies utilized vary given the grade and the needs of the students.</p> <p>Students who desire a virtual setting for their education may access that</p>	

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

Prior to the pandemic, some teachers at NU-SCS had started using Google Classroom to manage assignments and submissions. The curriculum being assigned was the same textbook based curricula that other teachers were using. Some teachers had also begun to explore online curricula such as Apex, UC Scout, and Mystery Science, and support programs such as Study.com, IXL, Khan Academy, American Safety Council, Sign Enhancers, and Woot Math. Once all in-person instruction was suspended in March of 2020, more teachers shifted to using Google Classroom to guide students through the curriculum.

Use of online curriculum increased in the 2020-21 school year, and again in the 2021-22 school year. 2021-22 saw the introduction of two new online learning programs into our menu of options, Outschool and Emile. Outschool offers a wide range of subjects. Classes are either online with approximately 10-15 other learners, or offered as Flex Courses (asynchronous). Emile is a new company. They have a couple dozen courses currently, but their offerings will increase soon. They already offer many AP Courses that our students might not otherwise have access to. Their courses are lecture based, with assignments, discussion, quizzes and tests through Canvas.

NU-SCS is promoting the use of online curriculum, providing all students with Chromebooks and hotspots as needed. We are also providing digital drawing pads in math classes. We are making sure our students are able to access the technology and know how to use it. We also are teaching students how to collaborate and be leaders in AVID.

We are starting to integrate SEL into our teaching practices which is a very current part of educational research and needed now more than ever. Beginning in the 2020-21 school year, NU-SCS staff members have been attending a Social and Emotional Learning Community of Practice (COP), facilitated through Siskiyou County Office of Education (SCOE). The COP is an ongoing effort to incorporate SEL competencies into their own teaching practice using a data tracking system called Aperture, which provides actionable data regarding risk factors in the social and emotional well being of students.

NU-SCS also had staff members attend the CA Health Framework Rollout with other educators from Siskiyou County. They learned about the new health framework and gained knowledge in how to design and

[YLC Master Schedule](#)

[Link to Apex](#)

[Link to Mystery Science](#)

[Link to Woot Math](#)

[Aperture Invitation](#)
[Aperture Education](#)

[Health Framework Training](#)

<p>implement health lessons into their instructional practices, and how to be a leader in health instruction to help other staff learn the new standards.</p> <p>NU-SCS has a supplemental curriculum program that includes Common Sense Media to meet Children’s Internet Protection Act (CIPA) requirements; Positive Prevention Plus (PP+), a student sexual health curriculum, once in middle school and once in high school for each student, as required by AB 329; Protect, a human trafficking awareness curriculum; and Second Step, a social and emotional learning curriculum to address the California Transformative SEL Competencies. To address the youth suicide prevention policy, NU-SCS utilizes both curriculum provided by the Health Services Department of SCOE and the Apex Learning HOPE curriculum. SCOE nurses provide NU-SCS students with CPR awareness training. Students who are not able to attend one of the SCOE CPR awareness lessons utilize an online curriculum from American Safety and Health Institute (ASHI).</p> <p>In addition to the PP+ curriculum, the NUCS Board has adopted an Availability of Condoms Policy in which students may request condoms from a staff member, in a confidential way.</p> <p>NU-SCS performs a yearly audit of the curriculum used in the school, updates the master list, presents the list in a public hearing, and has the Board adopt the list in a meeting the day after the public hearing.</p> <p>B1.2. Academic and College- and Career-Readiness Standards:</p> <p>NU-SCS high school teachers provide a clear and seamless path into integrating into college, either via co-enrollment, college visits and support in the enrollment process, financial aid applications, and an overall commitment to helping students enrolling in college.</p> <p>NU-SCS counselors meet with students to go over their 4-year plans, and what they plan to do after high school. Counselors offer FAFSA workshops and one-on-one help with student’s FAFSA. NU-SCS offers the PSAT and SAT to students interested in attending college post high school. For students interested in career readiness, counselors help students explore different careers, and the different paths available.</p> <p>NU-SCS strives to implement current state-of-the-art research-based strategies through which to support student success and to foster a safe and positive learning environment. NU-SCS is an Advancement Via Individual Determination (AVID) school, through which students are supported in academic rigor and exposed to college and career information and taught the tools needed to navigate the path to higher education.</p>	<p>Required Supplemental Curriculum Procedure</p> <p>Protect SEL Competencies</p> <p>HOPE</p> <p>ASHI</p> <p>NUCS ACP</p> <p>2021-22 Instructional Materials Curriculum Tracker 2018-19</p>
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<p>NU-SCS previously offered Get Focused, Stay Focused, a course and curriculum that helps students graduate with an informed career choice and up-to-date 10-year plan. The staff member who taught the course left the school and we have not been able to find someone to begin teaching that again.</p> <p>B1.3. Congruence with Student Learner Outcomes and Standards: NU-SCS adheres to the California Common Core State Standards in all subject areas. This is reflected in the learning records teachers create ten times each school year. Learning records are generated by giving students assignments and entering assessments into the digital gradebook. Learning records track the standards that each assignment focuses on. Many teachers provide handwritten documents, or have students enter their own assignments into a planner (an AVID Strategy), however all teachers must enter assignments into our SIS.</p> <p>In addition, all staff have been trained to utilize the Frameworks and UCOP approved syllabi to ensure the assessments and approach to teaching are aligned to the standards in the subject area(s) in which they teach. All staff are aware of and realize the connection of the standards for English Language Development and technology and interweave them throughout their subject areas. All staff support the SLOs through strict adherence to the standards and use of formative assessment. A continuous cycle of inquiry is performed using standardized assessment data at each learning center to determine the contributing factors to the successes and the areas that need improvement.</p> <p>All curriculum that is purchased by the school and used by the staff are standards aligned and are used to ensure student success. All curriculum is carefully vetted by staff members and approved by the Board of Directors to ensure that the SLOs are supported and the standards are being taught. Student achievement is at the forefront of every curricular decision that is made. Common standardized and research-based assessments such as Star Reading and Star Math are used three times a year. Data is collected and analyzed by the staff with the oversight and guidance of the data champion and content area specialist in each subject area. Results of data informs our curricular decision making process. Identified areas of need are tended to in the cycle of inquiry around this data.</p> <p>Major PCSGP Curriculum purchases included Pearson Envision Math at YLC, Fountas and Pinnell ELA at MSLC, and McGraw Hill Interactive Science at YLC. Curriculum purchased since the PCSGP ended include Pearson Envision Math for MSLC and McGraw Hill Impact social studies at MSLC.</p>	<p>Learning Record</p> <p>Assignment List</p> <p>A-G Course list</p> <p>A-G syllabus sample</p> <p>Instructional Materials Public Hearing</p> <p>Board Agenda</p> <p>Board Informational Packet</p> <p>FAR 110 1819</p> <p>FAR 110 1920</p>
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<p>B1.4. Integration Among Disciplines: NU-SCS’s CTE program is in its third year. The first pathway created is in Sustainable Agriculture. The first year of this pathway, Biology and Sustainable Agriculture, the second year is Advanced Interdisciplinary Science for Sustainable Agriculture. Both courses have Algebra 1 as a prerequisite. As D approved science classes, these CTE courses count towards a student’s life sciences graduation requirement. The second pathway that is being created is in Digital Media Arts. The syllabus for the first course is in the process of being submitted to UCOP for approval. The second course in the pathway will be created and submitted later this spring. This pathway will integrate creative arts and technology and is intended to help prepare students for Web3 and block chain technology.</p> <p>An additional way in which there is integration among disciplines is that NU-SCS will be participating in CS4NorCal, an initiative to promote building computer science education pathways at small and rural schools in California. The goal is to create an integrated K-12 coding pathway in our school.</p> <p>B1.5. Community Resources and Articulation and Follow-up Studies: Our high school students commonly are enrolled in the local community college, College of the Siskiyous, during their 9-12 grade years, so the path is already paved. There is a clear plan to expose our secondary level students to the local CSUs like Chico and Humboldt State University through physical visits, guest speakers and guided self-inquiry. Additionally, high school students may earn credit toward graduation through NU-SCS’ Work Experience Education program. This program combines real-world work experience with specific curricular instruction designed to improve work skills.</p> <p>For younger students, NU-SCS utilizes a variety of community resources to help support learning. Students may take classes at the local YMCA, dance studios, and martial arts studios to enrich the standards-based instruction they are receiving from their teacher and curriculum.</p>	<p>CTE Biology and Sustainable Agriculture</p> <p>CTE Advanced Agriculture Science</p> <p>CS4NorCal</p>
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B2. Equity and Access to Curriculum Criterion

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

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school

<p>B2.3. Student-Parent-Staff Collaboration</p> <p>NU-SCS students are most successful when there is a strong collaboration between students, parents, and staff members. Between monthly learning record meetings, weekly student teacher meetings, twice a year progress reports, meetings to create each student’s master agreement for the upcoming year, and meetings to develop each student’s high school four-year plan, NU-SCS has numerous avenues to promote collaboration among educational partners.</p> <p>B2.4. Post High School Transitions:</p> <p>NU-SCS offers only college preparatory courses at the 9-12 level in Tiers I and II. Students receiving Tier III support (special education) are offered courses that meet the accommodations in their IEP. Many students are co-enrolled or participate in dual enrollment at College of the Siskiyou, allowing them to gain college credit while in high school. All students in Tiers I and II have access to the courses of rigor offered through NU-SCS and are supported to the level they need through individual electronic live tutoring, face to face tutoring or small group intervention. Some of the students choose to use a digital platform, such as APEX to access curriculum and instruction, while others prefer a more traditional method of face to face classes at learning centers. Regardless of the choice, support is available and suggested at points of need. There is a clear process that the school counselor uses to monitor success throughout enrollment. Teaching staff and the school counselor share in the oversight of making students’ schedules following the student’s academic plan (see below) and that all students are on track for graduation based on their four year plan. The graduation requirements are discussed with the student and parent/guardian at the time of enrollment. There is a copy of the requirements in the Parent/Student handbook and on the school website.</p> <p>NU-SCS has partnered with College Options to aid students not only in exploring options for paying for post-secondary education, but also in investigating career pathways that suit their interests and learning styles. In the 2018-19 and 2019-20 school years, NU-SCS offered a course called Get Focused, Stay Focused (GFSF). The mission of GFSF is to empower every high school student to graduate with an updated ten-year career and life plan that will take them through post-secondary training or education and into the workforce.</p> <p>The school counselor meets with each student at the onset of the process and again periodically at key points to ensure success in meeting the A-G requirements. In addition, a student can request a meeting to talk about academics with the counselor at any time. Students are offered opportunities to hear from guest speakers who represent a myriad of career sectors and to ask questions of them.</p>	<p>Four Year Plan Sample</p> <p>Graduation Requirements</p> <p>College Options Agenda</p> <p>Counselors Trip</p>
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<p>College visits are also organized and conducted by staff for students throughout their enrollment. NU-SCS is an AVID school and in being so is steeped in creating a college and career atmosphere complete with research based strategies to ensure college readiness.</p> <p>During a student’s senior year, a survey is taken requesting information about their post-secondary plans and the path they traveled that led them to those plans. The data gathered from the survey is used to revise and update the methods used to bring post-secondary information to them. Information about our students’ post-secondary path is tracked on CalPASS, a clearinghouse of longitudinal data following students from K-12 into the workforce.</p>	<p>Reflection Essay</p> <p>CalPASS</p>
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**ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Providing curriculum that is suited to students’ instructional level. Some students need credit recovery, while others want to accelerate.
2. Variety of standards aligned curricular options aligned with standards that meet students’ diverse needs and learning styles.

Areas of Growth

1. Vertical alignment with curriculum among teachers.
2. Offer more career exploration curriculum options like Get Focused, Stay Focused.
3. Increase focus on tracking longitudinal data following students from K-12 into the workforce.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college

and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C1.1. Results of Student Observations and Examining Work:</p> <p>Learning record checkers are responsible for monitoring the portfolios of student work submitted by the teacher's of record to ensure students are completing challenging assignments. Portfolios are also checked by the auditor.</p> <p>As part of the data champion meetings, staff members review results of diagnostic testing and samples of student work to help them provide challenging and relevant work for their students. This, combined with observations of students working in class and their work product, leads to the belief that our math and writing instructional practices need to be more fully developed.</p> <p>C1.2. Student Understanding of Learning Expectations:</p> <p>Each student who enrolls with NU-SCS receives a personalized learning plan. At the point of enrollment, the teacher of record creates a master agreement detailing the plan for academics based upon: assessment data, grade level, proximity to access to outside academic institutions and interest. Some teachers have students complete a learning style inventory to help them tailor their instruction to the learning style and needs of the student. All students are presented with a rigorous curriculum, differentiated instruction, and students who fall within Tier II or Tier II receive interventions and support designed to meet their unique needs. Upon high school enrollment, students receive instruction about the requirements, expectations and outcome related to earning a high school diploma. Students are empowered to take personal responsibility for the expectations coupled with their preparing for college or career readiness.</p> <p>NU-SCS is an Advancement Via Individual Determination (AVID) school. Within this model, teachers receive training on the use of strategies to increase academic rigor and student engagement. AVID uses a model they designed called Writing, Inquiry, Collaboration, Organization and Reading (WICOR) that is embedded throughout the program. Teachers are asked to incorporate AVID strategies in all their classes. Teachers utilize the many strategies within each of the areas</p>	<p>Master Agreement Sample</p> <p>Four Year Plan Sample</p> <p>Inventory Sample</p> <p>Integrated Math Syllabus</p> <p>AVID Elective Middle School Syllabus</p>

<p>of WICOR to deepen learning and ensure engagement. AVID trained teachers utilize Costa’s levels of questioning and Webb’s Depth of Knowledge to guide students in thinking, reasoning and problem solving. In addition, AVID is a complete college and career readiness program. The culture of college and career readiness starts at the elementary level and is continued throughout middle school; wherein a student can choose to be enrolled in an AVID elective course during which they are explicitly taught and guided on how to navigate their way to the college and career goals they have set. AVID brings solid strategies to the table of academics for teachers and supports the students in their courses of rigor, reaching educational standards, meeting the SLOs and in making their way to their academic goals.</p>	<p>AVID SI Team Schedule</p> <p>AVID Site Team Agenda</p> <p>Costa’s Levels of Questioning</p> <p>Webb’s Depth of Knowledge</p>
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C2. Student-Centered Instruction through a Variety of Strategies and Resources
Criterion

All teachers use a variety of strategies and resources to create an **equity-centered** learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C2.1. Teachers as Facilitators of Learning: As an independent study school, the role of the teacher is primarily to be a facilitator of learning who works in a partnership with parents to provide instruction to students. The roles and responsibilities outlined in the parent/student compact elaborate on this. Essentially, the nature of IS is not that we are providing direct instruction, although we do offer</p>	<p>Compact</p>

<p>more and more of that, but instead we help facilitate learning by supporting parent and student learning goals. For example, teachers help pick out curriculum, plan and pace it out while also providing strategies to support the teaching at home. Many students attend our in-person classes and benefit from having small class sizes, which allows teachers to more effectively provide direct instruction geared towards the needs of their students.</p> <p>Beginning in the 2021-22 school year, a team of teachers at NU-HCS has created a monthly parent information and support meeting. Staff and families from both NU-HCS and NU-SCS participate in these Zoom meetings.</p> <p>C2.2. Creative and Critical Thinking: AVID Strategies such as Socratic seminars and philosophical chairs help students with critical thinking skills. Students' creative skills are enhanced by planning fundraisers and other events, such as the Siskiyou Community Food Bank food drive. In AVID Elective, students learn leadership skills that help them to be a leader among peers in other classes, demonstrating creative problem solving and critical thinking skills.</p> <p>Other NU-SCS courses that foster creative and critical thinking include CTE Media Arts (including 3D modeling); Apex Learning technology courses; Math labs; Science lab activities such as an egg drop, and rocket building; the CTE Sustainable Agriculture pathway; a Living Tree Mural project in elementary classes; and fundraising activities for the school foundation.</p> <p>C2.3. Application of Learning: Students who take an Apex Learning technology course can use the programs like blender and java coding to complete other animations or games.</p> <p>Students are challenged to think critically and apply acquired knowledge during laboratory science, in which newly learned information is used to complete hands-on experiments. In one such case, an unusual circumstance presented itself when a Fish and Game Officer brought in a mountain lion for dissection by the Biology class.</p> <p>Students in CTE Agricultural Science apply concepts learned in their</p>	<p>Branches</p> <p>CTE Media Arts Syllabus DRAFT Apex Syllabus Rocket Living Tree Project</p> <p>Apex Syllabus</p> <p>Science Lab Lion Dissection</p>
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<p>course work at the local community garden. Though we have three lab science options at our Yreka Learning Center, we do not currently have the same options in Mt Shasta.</p> <p>Students in AVID elective classes apply leadership skills learned in class to volunteer in the community.</p> <p>C2.4. Career Preparedness and Real World Experiences:</p> <p>Students who are enrolled in NU-SCS have access to a variety of resources, whether it be a live tutor, the school library/public library, a computer, the internet (hotspots are provided if need be), online courses, face to face courses, hybrid courses and community based resources. Secondary level students can participate in concurrent enrollment at the local community college, College of the Siskiyous (COS). Each year, there is an AVID field trip to COS to help students familiarize themselves with the campus, and hopefully be able to picture themselves taking classes there.</p> <p>NU-SCS is also an AVID School. AVID is not just another program. At its heart, AVID is a philosophy. AVID holds students accountable to the highest standards, provides academic and social support, and through that believes students will rise to the challenge. Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.</p> <p>AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call Schoolwide AVID.</p> <p>AVID:</p> <ul style="list-style-type: none">● Teaches skills and behaviors for academic success● Provides intensive support with tutorials and strong student/teacher relationships● Creates a positive peer group for students● Develops a sense of hope for personal achievement gained through hard work and determination	<p>Community Garden</p> <p>Food Bank Food Drive Raffle</p> <p>AVID Field Trip</p>
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AVID Elementary's implementation resources, trainings, and philosophy are all grounded in the idea that the "growth mindset" can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR and an explicit focus on high expectations, rigor, and developing a college readiness culture.

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

The AVID Elective class targets students, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard. Typically, AVID Elective students will be the first in their families to attend college. In the AVID Elective, students are routinely required to enroll in their school's toughest courses, such as honors or Advanced Placement. Northern United - Siskiyou Charter School offers the AVID Elective for secondary at our Yreka Learning Center. A 7th/8th grade combo AVID/ ELA elective is now offered at our Yreka Learning Center.

NU-SCS values "Beyond the Classroom Learning" and creates rich opportunities for our students to experience their community. NU-SCS students participate in field trips to cultural events, historical venues and college campuses, such as several field trips to College of the Siskiyous, trade school, the southern Oregon symphony, and science field trips to Turtle Bay Museum. They engage in their communities by becoming active in community service. Students participate in local science fairs, history days and maker labs. The makers' labs were discontinued when COVID-19 closed our facilities and we lost our teacher coordinating that program. NU-SCS students interact with their natural world by hiking, gardening and exploring. NU-SCS participated in the Siskiyou County Spelling Bee in 2019 at the elementary and middle school levels.

The teachers and administration seek to provide each student with the connections they need to gain knowledge beyond the textbook. Connections are made by getting students out in the community via field trips and community activities, such as outdoor science ed through SCOE, a local organic farm, Hunter Orchards tour, US Forest Service

[YLC MS AVID Class](#)

[Job Corps](#)
[How do seeds travel?](#)

[Makers Lab](#)

[Spelling Bee](#)

[Sustainable Ag](#)
[Cantera Loop Field](#)

<p>Ranger led hike to Panther Meadows on Mt Shasta, creating backdrops for Seussical Musical at Jefferson Center for the Arts, creating a collaborative mural for the Singing Tree Project, Avalanche Center presentation, Mt. Shasta Fire Department demonstration, Chess Club, Maker Space, cooking class, food drives for a local food bank, and Career Nights. NU-SCS is truly an individualized charter school wherein students are seen as individuals and programs are tailored to their specific needs.</p> <p>NU-SCS work experience education students earn high school credit and gain valuable real world experiences working at such places as the humane society and local restaurants. Some students have volunteered at organizations such as Stable Hands, Senior Nutrition Program and the Siskiyou County Land Trust. NU-SCS brings professionals, technicians and business owners to a yearly career night, put on by the AVID class.</p> <p>During the 2018-19 and 2019-20 school years, NU-SCS offered a class called Get Focused, Stay Focused. The class was discontinued in the 2020-21 school year due to the pandemic. The teacher who taught that class has since left the school.</p> <p>NU-SCS, in a partnership with Lassen Counseling, offered a teen leadership building program called Elevate. The counselor responsible for that program left before the beginning of the 2020-21 school year, consequently, the program was discontinued. NU-SCS did maintain a relationship with Lassen Counseling to provide counseling services to our students.</p> <p>Some NU-SCS staff participate in CaliReads Reciprocal Teaching strategy workshops. Students are taught to work in small groups with specific roles to facilitate reading comprehension. The roles include summarizing, questioning, including self-generated inferential and literal questions, predicting and clarifying.</p> <p>Gaining real world experience is the backbone of CTE. The CTE instructor has students work in the field at the garden plot set aside for NU-SCS at the Yreka Community Garden. Students also do site visits to local farms and business, as well as meet with professionals in the field, both on zoom and in the classroom.</p>	<p>Trip Horse Camp</p> <p>Singing Tree Mural Project Avalanche Center Fire Department Chess Club</p> <p>WEE Form</p> <p>Career Night Flyer</p> <p>GFSE</p> <p>Elevate</p> <p>Lassen Counseling MOU</p> <p>CaliReads CaliReads Team</p> <p>Community Garden Field Trip</p>
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**ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. NU-SCS is an AVID certified school.
2. We have small class sizes.
3. We tailor our programs to meet the needs of the students.

Areas of Growth

1. Improve math instruction
2. Improve writing instruction
3. Science lab opportunities in Mt Shasta
4. Increase training in RTI and math intervention for ISTs.
5. Create sustainable programs that are not based on the knowledge or skills of one person.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all

Northern United - Siskiyou Charter School ACS WASC/CDE Self-Study Report

students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D1.1. Professionally Acceptable Assessment Process:</p> <p>NU-SCS has built a system that incorporates the collection of data through which to make informed decisions and to report to parents and other stakeholders. Data showing a student's progress is made available to parents/guardians upon request, during learning record meetings and parent conferences, from progress reports, at Board reports in April and June, SSC meetings, on the School Accountability Report Card (SARC), as part of the LCAP educational partner input process, and on the NUCS website.</p> <p>Baseline assessments in mathematics and reading utilizing Star Math and Star Reading (Renaissance) are given within 30 days of a student's enrollment. The data derived from the math assessment is used to place the student in the correct math course at the secondary level and to determine areas of strengths and gaps in base knowledge that a student may have at every level. The data derived from the reading assessment in the primary and elementary grades is used to assess strengths and gaps in a student's reading comprehension and fluency. Decisions on what supports or accelerations are needed to support a student in their learning are made via this baseline data.</p> <p>All teachers receive professional development at our Fall Summit, during Teacher Circle meetings and at data champion meetings on the use of Renaissance Star Reading and Star Math, and also on using the CAASPP Interim Assessments as formative assessments. Data derived from the Star Math and Star Reading, CAASPP, and other state mandated assessments, such as CA PFT, ELPAC, and CAST, are used to determine areas of professional growth for the staff in groups or individually. Additionally NU-SCS began mandating Interim</p>	<p>Assessment Conference Form</p> <p>SARC</p> <p>Longitudinal Star Data - Reading</p> <p>Longitudinal Star Data - Math</p> <p>RTI Tracking Sheet</p>

<p>CAASPP assessments in the 2019-20 school year as yet another source of data to analyze and inform instruction.</p> <p>D1.2. Basis for Determination of Performance Levels</p> <p>Teachers meet regularly to discuss formative assessments, grading practices, and credit assignment practices to ensure that students are treated consistently. Data champion meetings are an example of a time when teachers can analyze performance data and collaborate on ideas for providing support to students identified as at risk.</p> <p>All teachers also use assessments included in their state approved curricula. These may include chapter tests and quizzes, writing projects, oral reports, projects.</p> <p>California state standards determine our academic content, and teachers use California state benchmarks to determine progress levels using Star Reading and Star Math assessments. All students who score in the level 1 red tier on the Renaissance Learning Diagnostic Report have an intervention program created for them, with growth targets and dates for regular progress monitoring. Red tier students receive support from our Title 1 tutors.</p> <p>D1.3. Monitoring of Student Growth:</p> <p>Three times a year, the same Star Renaissance assessments are used in reading and math. The results of these formative assessments provide “Growth Reports” through which the teacher, student (if age appropriate), and the parent/guardian can see the progress being made. In association with the intervention coordinator, when looking at the data, it is noted that the student is not progressing as they should, the teacher initiates the Student Study Team (SST) process. Through this process, plans are made by the team to provide further support for the student in a Tier II Intervention setting. Within the Tier II setting, designated and level appropriate research based instructional materials are used to support students in learning. Progress monitoring while in Tier II allows all of the stakeholders to watch progress. Teachers gather, analyze and utilize the data while in Tier II to adjust the support materials/strategies. Students move out of Tier II when the data shows that appropriate growth has been made.</p> <p>Students, as stakeholders in their own education, are informed of the CA standards and the SLOs when age appropriate. Through the</p>	<p>Data Champion Meeting</p> <p>Tutor schedule</p> <p>SST Data Sheet</p>
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process of explicitly teaching the expectations of behavior, the expectations of academic performance is taught. Teachers use formative assessment and feedback to meet learning expectations. Teachers use data from formal and informal assessment to engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life. Teachers regularly ask questions of their students about their work and the curriculum to evaluate the effectiveness of what they are using and what support may be needed to be put in place to make it more accessible and/or relevant.

D1.4. Assessment of Program Areas:

Staff meetings, administrator meetings, data champion meetings, Teacher Circles, LCAP meetings, and parent and student surveys give staff an opportunity to assess our programs in an intentional way and on an ongoing basis. Data is reviewed and discussed and necessary changes are made based on the analysis of the data.

[Admin meeting agenda](#)

[Data Champion Meeting](#)

Through an analysis of the assessment of our program areas we have identified using more CAASPP interim assessment blocks as a formative assessment tool as an area for growth. We have focused primarily on our RTI program, using Renaissance diagnostic assessments as our primary tool to drive support for students struggling academically. Though we are seeing some growth within the students' Renaissance score reports, we do not see this translated to their SBAC score reports. We feel that we now need to find ways to incorporate more IABs into our regular practice since they more closely align with the CAASPP SBAC summative assessments.

D1.5. Schoolwide Modifications Based on Assessment Results:

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

One example of a modification of graduation requirements is in physical education (PE). In prior years, we had required students who did not

[2018-19 graduation](#)

<p>pass at least five of the physical fitness areas to continue to take PE courses until they passed the sections they had not before, or until they graduated high school. This created a situation in which some students who were deficient in one or more areas of a-g eligibility or overall credits to have schedule conflicts, which at times required them to enroll for an additional semester, which impacts our graduation rate. This change to the PE requirements was made based on teacher feedback from an assessment of our graduation rate.</p> <p>Student achievement is the overarching focus for all decisions made with regard to staffing, instructional materials, programmatic initiatives, professional development and fiscal resources. During LCAP meetings each year, student success data is addressed. While those areas are discussed at the meetings, we feel that more time should be spent explicitly discussing and monitoring WASC and LCAP goals and the SLOs in order to refine them when appropriate.</p>	<p>requirements</p> <p>2021-22 graduation requirements</p>
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D2.1. Demonstration of Student Achievement: There is a system in place to monitor student progress. The first consists of a schoolwide system of assessment in the areas of mathematics and reading using the Star Math and Star Reading assessments, which are created by Renaissance and are research based and normed. Baseline assessments in both are conducted within 30 days of enrollment for all students in grades 2 – 12, in mathematics and in reading for students in grades K – 8. Decisions on placement</p>	

<p>and support are made based upon the data derived from those baseline assessments. Formative assessments are administered schoolwide at a minimum of three times a year. The growth report taken from the comparison between each assessment is used to inform all stakeholders of growth over time. Students who show the need for intervention support are identified through the baseline and formative assessments. The school supports a team of content specialists, teachers and administrators called Data Champions. Initially, the Data Champions attended monthly training sessions with a coach provided by Renaissance. After our first year, we had built the capacity to provide our own coaches for the meetings. Information from the coaching sessions is passed along to the staff through staff meetings. The content specialists in the areas of mathematics and reading are an integral part of the Data Champion group and serve not only as disseminators of information to staff, but as leaders in analyzing schoolwide, learning center and individual teacher student data. Using the data the content specialists provide, informs the data discussions that the Data Champions carry out with staff.</p> <p>D2.2. Teacher and Student Feedback:</p> <p>Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes when they give feedback on submitted work, have learning record meetings with students, give students mid-semester progress reports and parent teacher conferences, provide report cards at the end of the semester, and collect samples of student work for portfolios.</p> <p>In addition, teachers and counselors use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life when master agreements and four year plans are developed.</p>	<p>Assessments at a glance</p> <p>Data Champion Meeting</p> <p>Learning Record Sample</p> <p>Work Sample</p> <p>Master Agreement 4 Year Plan</p>
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**ACS WASC Category D. Assessment and Accountability:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in

Category D.*

Areas of Strength

1. Increase in the number of students taking the Renaissance Star assessments.
2. Improvement in tracking assessment and using the data to drive strategies to support students.
3. Additional professional development surrounding formative assessment

Areas of Growth

1. Spend more time at meetings focusing on WASC and LCAP goals.
2. Incorporate more CAASPP interim assessment blocks into our regular formative assessment practice.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E1.1. Parent Engagement: During the enrollment process, each parent and student are given a Parent Handbook and shown certain critical pieces that have to do with the role of the parent in an independent study setting. During the intake meeting, the parent is encouraged to be an active participant in the student's education and examples are given of how that can happen. The parents of our students who participate primarily in home-based independent study are the main facilitators of their children's education. The teacher of record is the primary connection to the school for the parent and the student. The plan for communication between staff,</p>	<p>Parent Handbook Enrollment Questionnaire Getting Acquainted School Compact</p>

<p>parents, and students is created at the time of intake. The parent, student, and teacher responsibilities are spelled out in the School Compact.</p> <p>Communication methods include email, text messaging, phone calls and ParentSquare. Student email addresses are only allowed to communicate with other students or staff within the nucharters.org domain. NU-SCS recently began using the ParentSquare messaging for whole school and small group communication. Parents and guardians and students have access to the Student Information System (SIS) through the Parent Portal. Through the portal, information such as course schedule, assignments and grades can be accessed freely.</p> <p>Parents and community members are invited and encouraged to actively participate in NU-SCS. Parent input and feedback on student success is sought through surveys and in face to face meetings. Input from parents and community members on WASC and LCAP goals are crucial and actively sought. They are encouraged to attend educational partner meetings to inform the school of their thoughts on LCAP. Foundation meetings, SSC meetings, PCSGP meetings, and learning center events are other ways in which educational partners can work together to support student outcomes. Learning center open-houses and parent nights have proven to be an effective method for increasing communication between teachers, students, parents and administration. At the onset of each school year NU-SCS's school director sends every family a welcome letter which includes ways in which families can become involved in the school community.</p>	<p>Acceptable Use Agreement</p> <p>ParentSquare Whole School Post</p> <p>COVID-19 Reopening Survey</p>
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual

differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E2.1. Safe, Clean, and Orderly Environment:</p> <p>A top priority and one of the sources of school pride is that a safe, secure, clean, orderly and nurturing environment is maintained. Administration and staff work together to ensure our facilities are inviting, hygienic, well maintained and that they meet the requirements of local mandates. Each year the Facilities Inspection Tool (FIT) is administered at each of our facilities, which is reported on the School Accountability Report Card (SARC) and the CA School Dashboard.</p> <p>NU-SCS has adopted and implemented the precepts of Positive Behavior Interventions and Supports (PBIS). The staff and students understand the school rules, which are to be safe, be respectful and be responsible, and have been explicitly taught NU-SCS behavior expectations. There is a survey soliciting feedback on school climate for parents and students annually. Previously, MVCS and NU-SCS had implemented the use of the Second Step curriculum in grades TK-8. Due to the high turnover in staff, many current staff members have not been trained in this curriculum.</p> <p>More recently, SCOE has instituted a SEL Community of Practice (COP) that includes staff from other schools in Siskiyou County. As part of this COP, NU-SCS is using a program called Aperture to track students’ areas of social and emotional strength and areas for growth, as well as identifying risk factors. As part of this COP several staff members attend monthly meetings to learn SEL teaching strategies. In weekly staff meetings, NU-SCS teachers and support staff are learning about a new curriculum called Hey Kiddo.</p> <p>To teach safe and responsible use of the internet, NU-SCS uses the Common Sense curriculum. To comply with the Children’s Internet Protection Act (CIPA), teachers are required to report student progress in lessons on their learning records in grades 2, 5, 6 and 9. Additionally, we use Securly to filter the email and online searches of our students. This software monitors for statements of harm to self or others, as well as blocking inappropriate websites. Our internet hot-spots, provided by Kajeet, also have internet filter features built in.</p>	<p>FIT</p> <p>Dr. Dale Training</p> <p>PBIS School Climate Survey</p> <p>Priority 2 Survey</p> <p>Priority 3 Survey</p> <p>Hey Kiddo</p> <p>Required Supplemental Curriculum Procedure</p> <p>Uniform Complaint Procedure Page</p>

Complaint procedures and forms, including the Uniform Complaint Procedure, are posted on the school website, discussed in the Parent Handbook and distributed to parents through the school's annual notice process.

E2.2. High Expectations/Concern for All Students:

As mentioned above, NU-SCS prioritizes maintaining a positive school culture through the use of PBIS and other social and emotional learning strategies. The staff has clear expectations for behavior and explicitly teaches these expectations to students. An which concern for student well-being is fostered is the fact that teachers often develop long-term relationships with families as students stay enrolled with the same teacher over multiple grade spans, and often multiple children from the same family are enrolled with the same teacher. These long term relationships make the teacher more inclined to go above and beyond to serve the student's needs.

Staff are accessible to both students and parents via phone and email as well as in-person during center hours and by appointment. Many opportunities exist for parents and students to collaborate with teachers, whether it be in a more formal parent teacher conference setting, or informally via volunteer opportunities at centers.

Students enrolling in our program often have experienced unresolved bullying issues in their previous schools, and they find our school to have more of a safe, welcoming, and inclusive environment that respects individuals and their differences.

E2.3. Atmosphere of Trust, Respect, and Professionalism:

PBIS fosters a school culture that is one of trust, respect, equity, and professionalism. Staff and students are expected to be safe, respectful, and responsible in their interactions with others. This is modeled by all staff and explicitly taught to students. In order to ensure students identifying as LGBTQ+ feel comfortable, we provide bathrooms that are gender neutral. We analyze all data to look for any negative trends in student outcomes for students in significant subgroups. Our goal is to not have disproportionate representation of subgroups in lower performance levels. All students with disabilities (SWD) receive the same instructional opportunities as any other student.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E3.1. Academic Support Strategies for Students: NU-SCS offers college preparatory, a-g approved courses. These courses are available and accessible to all 9-12 grade students. NU-SCS’s course list provides varied and rigorous courses; both digitally and using the traditional face-to-face model to meet the diverse learning interests and needs of NU-SCS students. When a master agreement is created, it is designed to meet graduation requirements and focuses on the educational and career goals of the students. The creation of the master agreement is supported by the high school graduation requirements, the a-g requirements, a Four-Year Planning Guide document created by the school counselor, and the students’ transcript. The counselor reviews all 9-12 grade master agreements to ensure that students are enrolled in the recommended rigorous coursework that meets high school graduation requirements. The</p>	<p>Master Agreement</p> <p>Course List</p> <p>Four Year Planning Guide</p>

<p>counselor regularly works with and trains teachers on course sequencing, courses of rigor and the various learning platforms that a student can utilize to meet these requirements, as well as available support to meet the varied needs of NU-SCS students. The school counselor is available to meet with students and families for learning assistance and college/career planning.</p> <p>High school students have the opportunity to co-enroll in courses at College of the Siskiyou, allowing them to gain college credit while in high school. All NU-SCS students are welcome to attend those classes as well as any other courses, as necessary, to meet a-g requirements. All students have access to the courses of rigor offered through NU-SCS and are supported to the level they need through online live tutoring, in-person tutoring, or small group instruction. If students need more support, they are referred to the RTI process. Digital platforms such as Apex, Study.com, and Emile support our more rural students in completion of a-g requirements.</p> <p>Prior to the COVID-19 pandemic, NU-SCS took students to College of the Siskiyou's Senior Day in the fall to explore the campus, meet staff and attend a college fair. The school counselor helps students navigate the application process and in filling out the FAFSA. Additionally, a representative from College Options holds a financial aid workshop each fall.</p> <p>Students in grades 8-12 are assisted in creating an account with the California Career Zone by the counselor. Students in grades 8-12 complete an interest profiler and investigate careers and colleges that offer pathways of education toward those careers. Eighth graders are also encouraged to make four year high school academic plans with the counselor. The counselor facilitates a series of 4-5 guidance lessons to 8-12 graders utilizing the California Career Resource Network (Cal CRN) electronic platform.</p> <p>Students in the secondary grades are encouraged to identify areas of interest through online interest inventories in order to determine their educational path. Yreka Learning Center has hosted career nights, which bring in community members to speak to students about their career and educational path.</p> <p>NU-SCS has five tutors who work with a wide range of grade levels and</p>	<p>Concurrent enrollment data</p> <p>RTI Process</p> <p>College Options</p> <p>College Options Zoom</p> <p>Career Night Photo Career Night Flyer Career Night Sign-In</p>
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<p>subjects. One of the tutors primarily serves SWD. Tutors work both in-person and on Zoom.</p> <p>E3.2. Multi-Tiered Support Strategies for Students:</p> <p>NU-SCS has in place a Response to Intervention (RTI) framework to ensure that guidance and support services that focus on students' personal, career, and academic interests are implemented charter wide. At the Tier I level, teachers utilize PBIS and SEL programs such as Second Step, Aperture, and Hey Kiddo to support all students in the area of personal/ social/ emotional development and interaction. In addition, as part of the SCOE SEL COP, NU-SCS has been provided with SEL Toolkits for each learning center for staff to use.</p> <p>NU-SCS is an Advancement Via Individual Determination (AVID) school, through which students are supported in academic rigor and exposed to college and career information and taught the tools needed to navigate the path to higher education. In the AVID elective class, students take personality tests and then match results to careers that they may enjoy or be good at to get the students to set goals for their future. AVID, coupled with PBIS, contributes directly to student success.</p> <p>A referral system is in place that teachers can access via a Referral for Support Services form. This referral process utilizes a strength-based approach to build upon student protective factors.</p> <p>The counselor will collaborate with the teacher, student, and family to determine additional supports necessary for school success. If a student is in need of additional support, they can also access that support through a Student Study Team (SST). These meetings offer a comprehensive review of accomplishments and strengths of the student as well as challenges that a student is navigating. The team reviews strategies that have worked and goals are set as well as a plan to monitor growth using assessment data to measure outcomes.</p> <p>Students are encouraged to seek the support of the counselor. The counselor presents at the back to school nights of learning centers to connect with families and is very visible at learning centers throughout the school year. All 9-12 students are encouraged to make appointments with the counselor to ensure that students have access to the academic planning and social emotional support systems needed for academic and personal growth. The counselor works closely with</p>	<p>Tutor Schedule Sample</p> <p>SEL Toolkit Seltrove Student Planner</p> <p>RTI Process Pre-Meeting Referral Form</p> <p>SST Data Sheet</p>
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<p>seniors to ensure that FAFSA deadlines are met and that college applications are completed and submitted on time. Teachers connect families and parents to the counselor and the counselor works closely with many families to support academic planning and post secondary planning. The counselor also works with families to facilitate any community referrals as needed. These community referrals range from accessing day-to-day basic needs such as shelter and food programs, to mental health referrals. NU-SCS has contracted with Lassen Counseling for three years for social and emotional counseling for our students. When a student needs this additional support, a staff member makes a referral to a counselor at Lassen Counseling. We have an MOU in place with Lassen Counseling wherein NU-SCS agrees to pay for counseling services for students who do not have insurance coverage for that. Unfortunately, due to staff shortages, Lassen Counseling does not currently have any one-on-one counselors available.</p> <p>NU-SCS learning centers send newsletters announcing student work and awards, Student of the Month, and any extracurricular activities happening on campus that month. Student government also takes place at learning centers with students from all grades participating.</p> <p>The personalized learning model employed by NU-SCS is the foundation of the charter. Curriculum is formed as a guideline, with pacing guides and syllabi used and adjusted to each students' needs and interests without compromising academic rigor. Administration and counseling review student progress regularly. Staff are especially diligent in facilitating tutoring services, remediation workshops, and small group tutoring for students identified as needing extra academic help in specific subjects.</p> <p>With input from the parent, director, counselor, and teacher; if a student is suspected of needing testing for special education, that student is immediately referred to the special education department for an SST or evaluation. Identified students participate in ELPAC testing and results are communicated to teachers and parents. Teachers are English Learner authorized or Crosscultural Language and Academic Development (CLAD) certified by completion of appropriate coursework and the CTEL examination.</p>	<p>Lassen Counseling MOU</p> <p>Student of the Month</p> <p>Tutor Schedule</p>
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<p>The EL coordinator attends yearly CELDT or ELPAC training for mandated test administration for English Learners (EL). EL students are reclassified RFEP (Reclassified Fluent English Proficient) based on testing, academic performance as well as teacher and parent recommendations. Students are evaluated periodically to review progress.</p> <p>Online resources such as Destiny Library, Encyclopedia Britannica, Khan Academy, Rosetta Stone, and APEX are used to assist English Learner (EL) and Special Education students in accessing the curriculum. They also provide opportunities for enrichment to the curriculum. Tutors provide support to all students so that they are able to access the curriculum at the appropriate levels.</p> <p>E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:</p> <p>The administration and staff track student interventions, both academic and social-emotional, and follow up with students and parents on progress toward goals. SSTs are scheduled and conducted for students not making sufficient progress. Student improvement is tracked. The administration gathers data about the MTSS/RTI program and annually presents it to the school board.</p> <p>E3.4. Co-Curricular Activities:</p> <p>NU-SCS students have participated in both the County Spelling Bee and Science Fair. NU-SCS has had students participate in a skiing club at the Mount Shasta Ski Park. This year, our special education tutor has created a competitive gaming club, with the goal of creating an interscholastic gaming team to compete against other schools. Prior to the pandemic, MSLC had an afternoon chess and board game club. More recently, MSLC has resumed the once a week afternoon club, but the focus is more on homework help.</p> <p>E3.5. Student Voice:</p> <p>Students in AVID Elective and the CTE Sustainable Agriculture classes volunteer at the Siskiyou Community Food Bank and hold a yearly food drive. Sustainable Agriculture students also work at the Yreka Community Garden. Small class sizes help students feel more supported and feel they have a voice that will be heard. Through one on one weekly meetings and check-ins with teachers, the students learn to advocate for their own educational needs. Additionally, a student</p>	<p>RTI Tracking Sheet</p> <p>SST Data Sheet</p> <p>Annual Report</p> <p>Spelling Bee</p> <p>Science Fair</p> <p>Gaming Club</p> <p>Chess Club</p> <p>Food Bank</p> <p>Food Drive Gift Basket</p> <p>Community Garden</p>
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representative is a member of the School Site Council. This student has the opportunity to voice the thoughts, concerns and opinions of the student body as a whole.	
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ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Tutoring
2. Technology
3. Family atmosphere
4. Provide a lot of support opportunities

Areas of Growth

1. Finding social and emotional counseling options
2. Increase attendance at parent engagement events and participation in surveys

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Improve math intervention and instruction
- Improve college and career readiness
- Improve writing instruction
- Improve educational partner engagement
- Find more social and emotional counseling options
- Increase use of CAASPP SBAC interim blocks
- Create sustainable programs that are not based on the knowledge or skills of one person
- Improve vertical curriculum alignment

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Our analysis of the identified student learner needs in the Student and Community Profile in Chapter 2 and the Focus Group findings in Chapter 3 helped us identify three themes, or areas in which we can focus our school improvement efforts; academic performance; college and career readiness; and engagement.

1. Academic Performance

As part of the academic performance theme, we identified several major student learner needs. Through our work in focus groups, we found that we have not been doing a thorough process of vertical alignment with the curriculum among teachers. Based on our CAASPP scores in mathematics, we need to improve our instruction in mathematics. Additionally, our review and analysis of student work samples indicates we need to improve our writing instruction. Though we've been focusing on student growth, our emphasis has been on the Renaissance Star assessments. This has been successful for diagnostic purposes and intervention, however, we have not seen a translation of this work to our students' CAASPP scores. With this in mind, we need to incorporate more CAASPP interim assessment blocks into our regular formative assessment practice. During our work in focus groups, we saw a common theme related to staff leaving and the subsequent loss of a valuable education program. We need to design a system in which we are able to create sustainable programs that are not based on the knowledge or skills of one person.

2. College and Career Readiness

Through this process, we found a need for a greater emphasis on the CA School Dashboard College and Career Indicator (CCI). Based on the CCI, very few of our graduates are considered college and career prepared. In order to improve in this area, we need to offer more career exploration curriculum options like Get Focused, Stay Focused, increase focus on tracking longitudinal data following students from K-12 into the workforce, increase numbers of students graduating fully a-g eligible, and increase the number of students who are concurrently enrolled in college courses. Our students who attend our Yreka Learning Center have more opportunities for laboratory science courses than our students in Mt Shasta. Science lab opportunities in Mt Shasta are needed so our high school students in southern Siskiyou County have a greater chance of meeting a-g eligibility requirements.

3. Student and Family Engagement

Several identified learner needs fall within the realm of student and parent engagement. Currently, Lassen Counseling does not have adequate staffing to meet the counseling needs of our students. While this is outside of our control, we feel we need to find other options for social and emotional counseling for our students. While reviewing data from the School Community Profile, we saw a large swing in our chronic

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absenteeism rates indicating a need to focus on student engagement. We also found that while parent involvement in their child’s instruction is high, students and the school would benefit from an increase in parent engagement in governance and school decision making.

	A	B	C	D	E
Strengths	<p>Many formal systems and procedures are in place to ensure a well oiled machine.</p> <p>We have systems allowing for two way communication between parents and teachers, staff and admin, admin and board, parents and board, etc. Plus we have good systems in place for all fiscal stuff.</p> <p>Good fiscal management resulting in the ability to adequately compensate staff, purchase materials, maintain facilities, and run the business of the school.</p> <p>A genuine focus on data.</p> <p>Transparency in all areas.</p>	<p>Providing curriculum that is suited to students’ instructional level. Some students need credit recovery, while others want to accelerate.</p> <p>Variety of curricular options aligned with standards that meet students’ diverse needs and learning styles.</p>	<p>Being an AVID certified school</p> <p>Small class sizes</p> <p>Tailoring program to meet the needs of the students</p>	<p>Increase in the number of students taking the Renaissance Star assessments.</p> <p>Improvement in tracking assessment and using the data to drive strategies to support students.</p> <p>Additional professional development surrounding formative assessment</p>	<p>Tutoring</p> <p>Technology</p> <p>Family atmosphere</p> <p>Provide a lot of support opportunities</p>
Growth Areas	<p>Increase timeliness in the budget process.</p> <p>Staff and parent involvement in governance.</p> <p>More staff attending math professional development.</p>	<p>Vertical alignment with curriculum among teachers.</p> <p>Offer more career exploration curriculum options like Get Focused, Stay Focused.</p> <p>Increase focus on</p>	<p>Math instruction</p> <p>Writing instruction</p> <p>Science lab opportunities in Mt Shasta</p> <p>Increase training in RTI and math</p>	<p>Spend more time at meetings focusing on WASC and LCAP goals.</p> <p>Incorporate more CAASPP interim assessment blocks into our regular formative assessment</p>	<p>Finding social and emotional counseling options</p> <p>Increase attendance at parent engagement events and participation in</p>

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		<p>tracking longitudinal data following students from K-12 into the workforce.</p>	<p>intervention for ISTs.</p> <p>Create sustainable programs that are not based on the knowledge or skills of one person.</p>	<p>practice.</p>	<p>surveys</p>
<p>Next Steps</p>	<p>Themes: Academic Progress College and Career Student and Family Engagement</p> <p>Discussion: We will look to the LCAP for measurable outcomes and actions that already address these identified areas for growth. We will analyze the effectiveness of the LCAP actions by assessing the measurable outcomes, and make modifications to the actions, or measurable outcomes, as necessary. Any themes identified in the table above that are not currently included in our LCAP will be added to the LCAP during the annual update process. One need that was discovered during the self-study process was a need to increase timeliness in the budget process. While this isn't necessarily a student learner need, we thought it warranted mention because it has the potential to impact students. Additionally, we feel giving a more intentional focus on WASC and LCAP goals during staff meetings would create more of a shared purpose resulting in improved student outcomes.</p>				

Chapter 5 – Action Plan

Goal 1: Improve student academic performance outcomes.

(LCFF State Priority 4)

Monitor: School Site Council, the NUCS Board of Directors, school administration and staff will yearly monitor the progress of the Action Plan.

Objective #1	Strategies	Responsible	Resources	Assessment	Timeline
<p><i>Increase the number of students scoring at or above standard in math</i></p>	<p>Hire a math content specialist/teacher</p> <p>Create a math committee</p> <p>Conduct a math program needs assessment</p> <p>Develop a math program improvement plan</p> <p>Incorporate more CAASPP interim assessment blocks into our regular formative assessment practice.</p> <p>Potential strategies based on assessment:</p> <ul style="list-style-type: none"> • Offer math PD based on needs assessment results • Broaden math intervention materials choices • Improve curriculum vertical alignment <p>Review all strategies and revise and update as needed</p>	<p>Administration</p> <p>Committee and math content specialist</p>	<p>Time for the mathematics committee and math content specialist to develop math needs assessment and program improvement plan</p> <p>Fiscal allocation</p>	<p>Work agreement</p> <p>CAASPP scores – interim and summative</p> <p>Committee meeting minutes</p> <p>Potential assessment based on needs assessment:</p> <ul style="list-style-type: none"> • <i>Certificates of completion for professional development</i> 	<p>Spring-summer 2022</p> <p>Summer-fall 2022</p> <p>Fall 2022</p> <p>Ongoing</p>
	Objective #2	Strategies	Responsible	Resources	Assessment
<p><i>Increase the number of students scoring at or above standard in ELA</i></p>	<p>Hire a ELA content specialist/teacher</p> <p>Create a ELA committee</p> <p>Conduct a ELA program needs assessment</p>	<p>Administration</p> <p>Committee and ELA content specialist</p>	<p>Time for the ELA committee and ELA content specialist to develop ELA needs assessment and program improvement plan</p> <p>Fiscal allocation</p>	<p>CAASPP scores – interim and summative</p> <p>Committee meeting minutes</p>	<p>Spring-summer 2022</p> <p>Summer-fall 2022</p> <p>Fall 2022</p>

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	<p>Develop a ELA program improvement plan</p> <p>Incorporate more CAASPP interim assessment blocks into our regular formative assessment practice.</p> <p>Potential strategies based on assessment:</p> <ul style="list-style-type: none"> • Offer ELA PD based on needs assessment results • Broaden ELA intervention materials choices • Improve curriculum vertical alignment <p>Review all strategies and revise and update as needed</p>			<p>Potential assessment based on needs assessment:</p> <ul style="list-style-type: none"> • <i>Certificates of completion for professional development</i> 	<p>Ongoing</p>
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Goal 2: Increase the number of graduates designated as Prepared on the College and Career Indicator on the CA School Dashboard.

(LCFF State Priority 7)

Monitor: School Site Council, the NUCS Board of Directors, school administration and staff will yearly monitor the progress of the Action Plan.

Objective #1	Strategies	Responsible	Resources	Assessment	Timeline
<p>Increase rate of graduates meeting a-g eligibility</p>	<p>Review all high school master agreements</p> <p>Create a four year plan</p> <p>Create a science lab option for Mt Shasta students</p> <p>Hire spanish teacher</p> <p>Increase a-g course options</p> <p>Review all strategies and revise and update as needed</p>	<p>Counselor</p> <p>Administration</p> <p>Teacher</p>	<p>Time to review master agreements and create plans</p> <p>Fiscal allocation</p>	<p>Master agreements</p> <p>Four year plan tracking sheet</p> <p>Lab attendance records</p> <p>Work agreement</p> <p>A-g eligibility rate of graduates</p> <p>Number of students Prepared on the CCI for the CA School Dashboard</p>	<p>Spring - fall 2022</p> <p>Fall 2023</p>

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Objective #2	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of students enrolled in a CTE pathway	Hire CTE teacher(s) Submit CTE course for approval Purchase curriculum/supplies Review all strategies and revise and update as needed	Administration Teacher(s)	Fiscal allocation Time to develop course syllabus	Number of CTE pathways Approval notification from UCOP Purchase order CTE course enrollment rate Number of students Prepared on the CCI for the CA School Dashboard	Spring - summer 2022 Spring - fall 2023
Objective #3	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of students scoring a 3 or above on an AP exam	AP professional development Purchase AP curriculum Create and submit AP courses for approval Review all strategies and revise and update as needed	Administration Teacher	Fiscal allocation Time for PD and to develop course syllabus	Certificates of completion for professional development Purchase order Course list AP exam score reports Number of students Prepared on the CCI for the CA School Dashboard	Spring - summer 2022 Summer 2023 Fall 2023
Objective #4	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of students who are concurrently enrolled in a college course	Invite COS to speak with students Take a field trip to COS Review all strategies and revise and update as needed	Counselor Teacher	COS staff School van	Agenda Field trip permission form Concurrent enrollment tracking sheet Number of students Prepared on the CCI for the CA School Dashboard	Spring 2022 Fall 2023

Goal 3: Increase student and parent engagement.

(LCFF State Priorities 3, 5 and 6)

Monitor: School Site Council, the NUCS Board of Directors, school administration and staff will yearly monitor the progress of the Action Plan.

Objective #1	Strategies	Responsible	Resources	Assessment	Timeline
Increase attendance at parent engagement events and participation in surveys	Increase outreach efforts through school messaging system, social media announcement, mailings, and advertising Review all strategies and revise and update as needed	Administration Teachers	Fiscal allocation School messaging app Social media	Parent response rate on surveys Sign in sheet at events	Spring 2022
Objective #2	Strategies	Responsible	Resources	Assessment	Timeline
Increase staff and parent involvement in governance	Increase awareness of SSC meetings, LCAP meetings, and NUCS board meetings Review all strategies and revise and update as needed	Administration Teachers	Fiscal allocation School messaging app Social media	Parent response rate on surveys Sign in sheet at events	Spring 2022
Objective #3	Strategies	Responsible	Resources	Assessment	Timeline
Finding social and emotional counseling options	Reach out to local counseling providers Utilize NU-SCS high school counseling department for SEL counseling Review all strategies and revise and update as needed	Administration	Fiscal allocation Other school leaders	MOUs and other agreements Purchase orders	Spring 2022

Appendices

- A. [Local Control and Accountability Plan \(LCAP\)](#): This includes a five page summary at the beginning of the plan. [LCAP on website](#)
- B. [Results of student questionnaire/interviews](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. The most recent California Healthy Kids Survey [Siskiyou County](#)
[NU-SCS was going to participate in survey in Spring of 2020]
- E. [Master schedule](#)
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list:
<https://hs-articulation.ucop.edu/agcourselist/institution/5205>
- H. Additional details of school programs, e.g., [online instruction](#), [college- and career-readiness programs](#), partnership academies, IB, [AVID](#)
- I. [California School Dashboard performance indicators](#)
- J. [School accountability report card \(SARC\)](#)
- K. [CBEDS school information form](#)
- L. [Graduation requirements](#)
- M. Any pertinent additional data (or have on exhibit during the visit)
- N. [Budgetary information, including school budget](#)
- O. Glossary of terms unique to the school.

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 6.
REPORTS

Subject:

6.4 Northern United - Humboldt Charter School Report

Action Requested:

Information

Previous Staff/Board Action, Background Information and/or Statement of Need:

Each month staff will give an update on NU-HCS events and programs. Please see attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis, Julie Smith

**Humboldt Regional Director Board Meeting
2-10-22**

What's happening Schoolwide?

A. Cathie Shermer's student, Evid Dowd, won 1st place at our Poetry Off on Monday, January 31st. She performed "The Tide Rises, the Tide Falls" BY HENRY WADSWORTH LONGFELLOW. She will perform at the Morris Graves Museum on Saturday, February 5th.

What's happening at Individual Learning Centers that is Newsworthy?

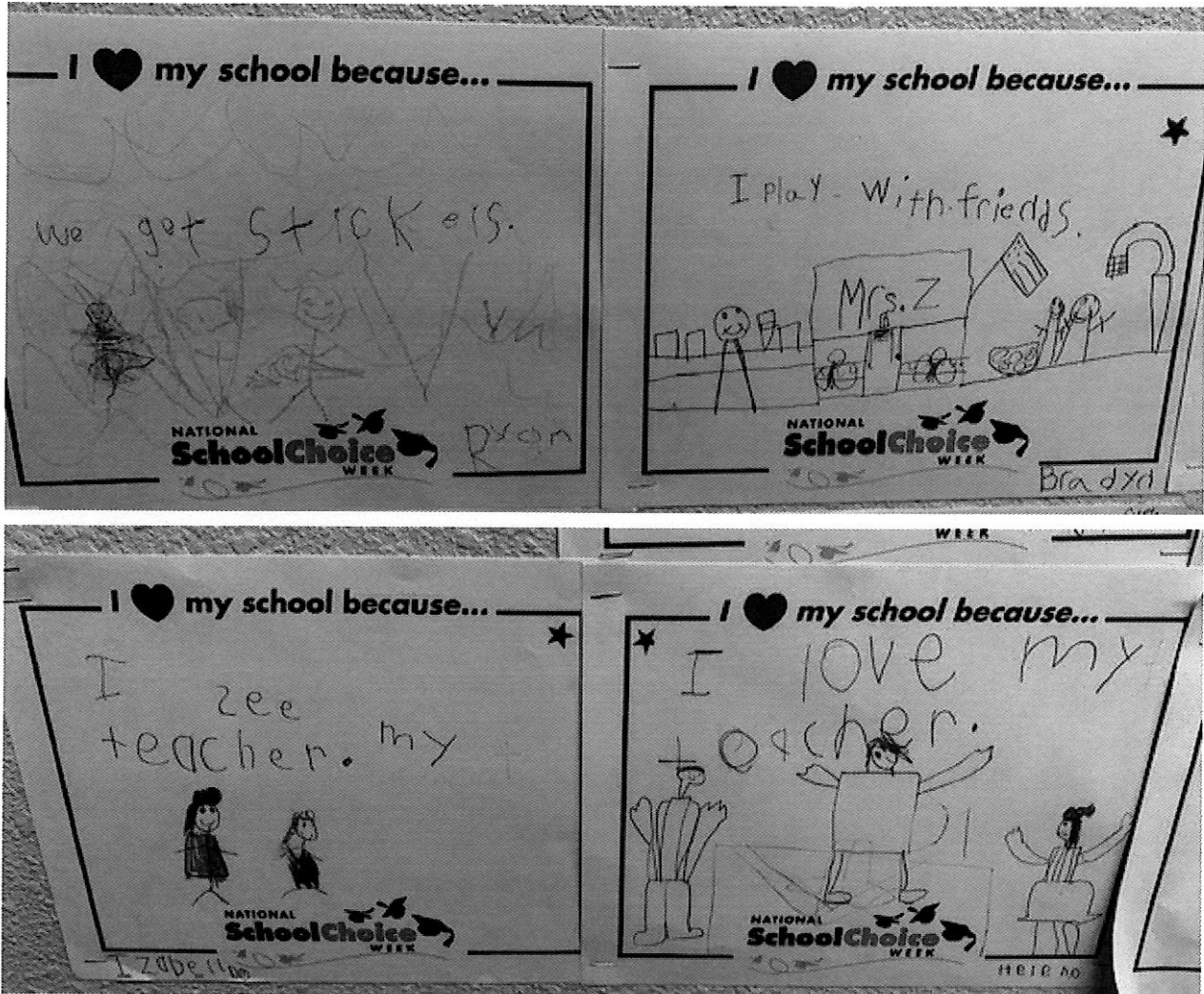
A. Crystal Linde's class watched the groundhog see his shadow on Groundhog's Day and celebrated 2-2-22 day.



B. CLC celebrated Kindness Week by collecting \$107 Kind Coins for students in Peru to get internet access. Students also got to "Be the I in Kind".



C. CLC celebrated School Choice Week



D. Cathie Shermer reports: We are looking forward to having Steelhead in the Classroom again this year! We are getting our tank ready for the eggs to arrive the first or second week of February! We will have a Steelhead cam again this year so students and families can check in on our young fish for the next few months!

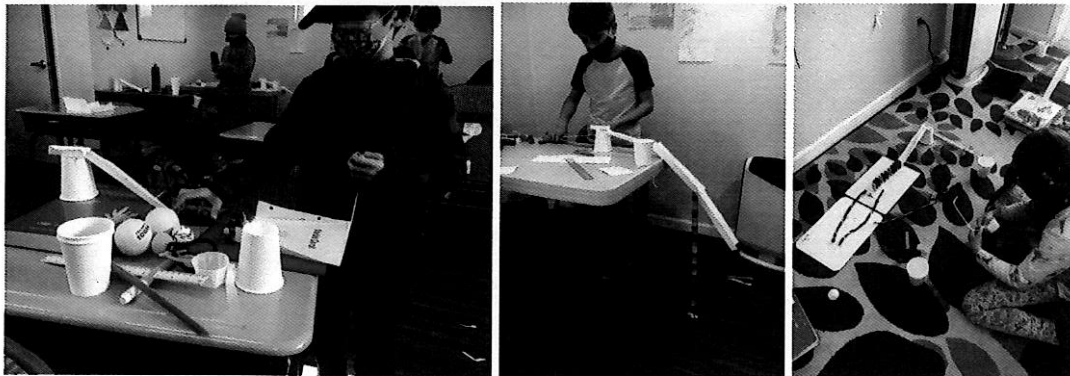
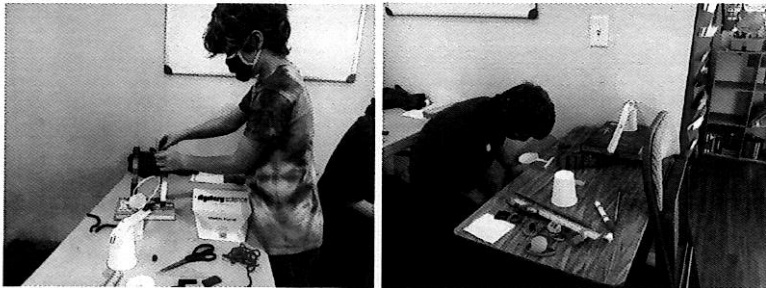
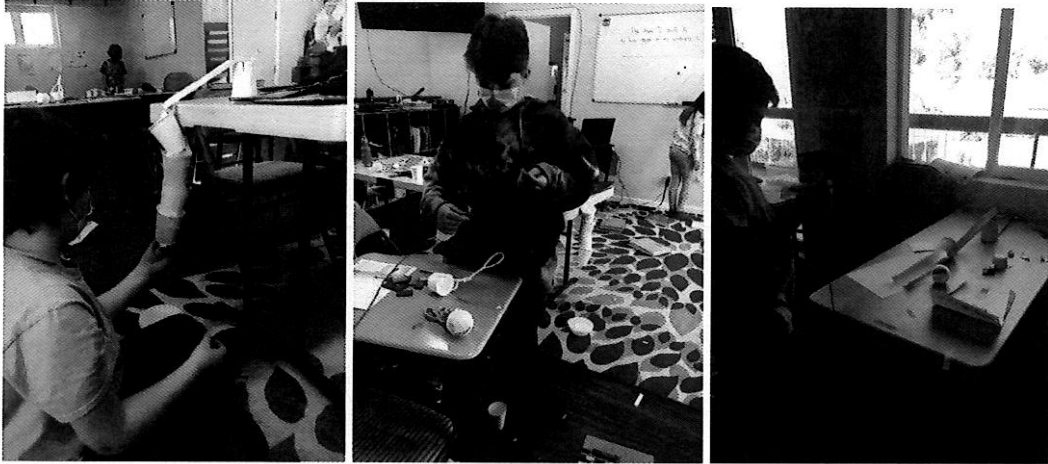
February 6th our high school group will represent at Poetry Out Loud at the Morris Graves Museum in Eureka!

March 8th our K-8 are going to enjoy a docent led field trip at Sumeg Village!

March 25th our K-8 are going to enjoy a docent led field trip to the Redwood National Parks!

E. ELC is moving to their new location. They have been cleaning out storage units and packing things in preparation for Moving Day.

F. Sara Thompson shares that WCLC 3rd-5th graders made some chain reaction machines for science. Students learned about collisions and energy transfer; engineering; height energy; friction; and the six simple machines (pulley, inclined plane, lever, screw, wheel/axel, and wedge) and then used this knowledge to build a chain reaction machine.



NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 6.
REPORTS

Subject:

6.5 Northern United - Siskiyou Charter School Report

Action Requested:

Information

Previous Staff/Board Action, Background Information and/or Statement of Need:

Each month staff will give an update on NU-SCS events and programs. Please see attached.

Fiscal Implications:

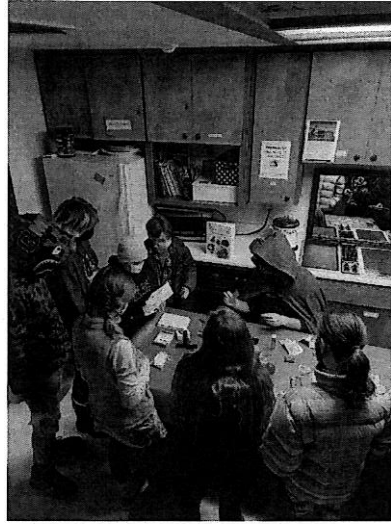
None

Contact Person/s: Shari Lovett, Kirk Miller

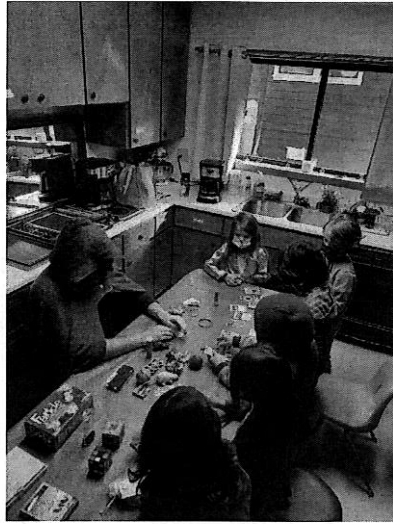
NU-SCS February 2022 Board Report

Mt Shasta Learning Center

		
<p>Nordic skiing and avalanche awareness training</p>	<p>Looking for the beacons using devices.</p>	<p>Spirit Week!</p>
		
<p>County Science Specialist Christian Birch teaching science topic Forces and Motion</p>	<p>Dragon head construction for Lunar New Year Parade!</p>	<p>Parade practice</p>



The NUCS Bucks Wizard (aka Gabe Whitson) held a special trade day! Here with the 3rd-6th graders.



NUCS Bucks Wizard with the KN-2nd graders



Line dancing in the theater led by the multi-talented Gabe!

Michelle Andras:

We are going ice skating this week and we had a great time learning some dance steps in P.E. from tutor Gabe. We also had a wonderful hands-on science lesson with Christian Birch from SCOE where the students made gravity powered cars with balloons on them, and jousted. The car that popped the balloon with an attached skewer won. Students also had a great time making a dragon and having a parade celebrating Lunar New Year!

Maria Jimenez:

Successfully, we concluded a "Números" lesson plan with the Oak Leaves students. Students were able to identify, compare and apply the numbers in both languages in a variety of opportunities: from a worksheet to kahoot!. :) Also, Acorn students played an animal "Lotería"=Bingo in Spanish. They did read the animal names in Spanish, compared with English names, and identified "cognates" (blood related words)!!

Andrea Marchyok:

Field Trip to the Nordic Center in Mt Shasta Jan 13th with our county outdoor ed specialist Christin Birch to learn Nordic skiing, outdoors education, avalanche snow safety, and make snow sculptures.

Yreka Learning Center

Jonathan Dove:

Well, the Science department has been active with students participating in weekly in-class lab activities. They have also had the opportunity to venture outside with cooperative efforts with Christian Birch for Outdoor Science Lab investigations. This last Wednesday, my 7th/8th grade science lab went to Castle Crags State Park and participated in a variety of lab activities focusing on local geology and erosion principles. They completed a couple of short activities focusing on the role water plays in erosion, then went on a hike along Sulfur Creek completing a scavenger hunt BINGO. They looked for several geologic and erosional features along the hike. We have several more outdoor science lab field trips planned this semester for both middle school and high school students.

Donnie Allen:

In our CTE Media class, I am introducing the students to the metaverse and web3. According to the world economic forum, 50% of the world's labor market will need to be reskilled by 2025 because of the 4th industrial revolution. So for the students to start learning digital skills like 3D modeling and understanding how VR will impact jobs and how companies do business is a great advantage for their future.

Northern United - Siskiyou Charter School

School Site Council Meeting

February 4, 2022 9:30am

Zoom link:

<https://nucharters-org.zoom.us/j/98106283320?pwd=eFR5M3NnVjZqUUUpuamFrL3lVWmJmdz09>

Minutes

- I. Call to order and confirm quorum
 - A. Call to order. Meeting called to order at 9:47
 - B. Members present: Kirk Miller, Rachel Brill, Kayley Super
- II. Approve minutes of June 11, 2021 Site Council meeting; Rachel Brill made a motion to approve minutes from June 11, 2021. Kayley Super seconded the motion and it passed unanimously.
- III. Comments from members of the public. There were none.
- IV. Action items
 - A. Approve meeting calendar for 2022. Rachel Brill made a motion to adopt the meeting dates, but would like to amend the time from 10:00 am to 9:30 am. Kayley Super seconded the motion. The motion passed unanimously.
 - B. Select SSC Chairperson. Rachel Brill made a motion to approve Kayley Super to be the chairperson. Kirk Miller seconded the motion and it passed unanimously.
 - C. Select SSC Secretary. Rachel Brill made a motion to approve Kirk Miller as the secretary, Kayley Super seconded the motion and it passed unanimously.
 - D. Review and approve SARC. Kirk Miller made the motion to approve. Rachel Brill seconded, and the motion was unanimously passed.
 - E. Review and update by-laws. Rachel Brill made the motion to approve the bylaws, Kirk Miller seconded the motion, and it was approved unanimously with no updates.
- V. Information items
 - A. Review LCAP Survey Responses. The survey responses were reviewed and discussed. The number of respondents is still very low, so we will revisit it next month after reminders have been sent on ParentSquare to try to elicit more responses.
 - B. Review WASC self-study progress. Kirk Miller discussed the process of the WASC self-study and reported the summary of major learner needs identified in the report.
 - C. Future agenda items:
 1. Review and provide feedback of LCAP
 2. Preparing for WASC visit
 - D. Next meeting: March 4th, 2022 @ 9:30 am
- VI. Adjourn
 - A. Meeting adjourned at 10:47.

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 6.
REPORTS

Subject:

6.6 Board Report

Action Requested:

Information

Previous Staff/Board Action, Background Information and/or Statement of Need:

Each month the Board may give a report related to the governance of the schools.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 6.
REPORTS

Subject:

6.7 LCAP Annual Update Supplement, LCAP Mid-year Outcome Data, and LCAP Mid-year Implementation and Expenditure Data for NU-HCS

Action Requested:

Information

Previous Staff/Board Action, Background Information and/or Statement of Need:

This report reflects mid-year updates on LCAP data and expenditures, as well as expenditure information related to the Budget Act of 2021 and the American Rescue Act.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern United - Humboldt Charter School	Shari Lovett Director	slovett@nuarters.org 707-445-2660

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Northern United - Humboldt Charter School has received or will receive funds provided through the Budget Act of 2021. These funds include increased revenue on our Concentration grant, an A-G Completion Grant program, Educator Effectiveness Block Grant, and funds for TK expansion. As a nonclassroom-based charter school, we did not receive funding for the Expanded Learning program. In order to engage our educational partners a survey was sent to parents, teachers, staff, and students on November 1, 2021. The survey asked for input on areas of perceived strength and needed improvement. It also asked for input on additions our community partners would like to see for our students and schools. There were 36 respondents and of these respondents, 44.4% were parents, 13.9% were teachers, 30.6% were staff, and 11.1% were students. As more funds are provided, we will release additional surveys specific to the funding received.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Northern United - Humboldt Charter School received the additional concentration grant add-on funding. This money will be used to employ additional tutors and teachers who will provide direct services to students on school facilities. These staff members will provide services principally targeted toward students who are low-income, English learners and foster youth. However, we had an overall reduction in our Supplemental/Concentration funds due to declining enrollment resulting in an overall reduction in our LCFF apportionments.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Northern United - Humboldt Charter School sent a survey to parents, students and staff regarding the Expanded Learning Opportunities Grant. The Humboldt-Del Norte SELPA was also consulted. For the parent and student survey, we had 83 responses. Of the respondents,

94% were parents and 6% were students. For the staff survey, we had 23 respondents. Both surveys were sent out on 12/16/21. Additionally, input was gathered from school administration at the March and May 2021 admin meetings. Input from teachers was also received at the April and May 2021 independent study teacher meetings. The ELO plan was agendaized, presented and adopted at the May 13, 2021 NUCS Board of Directors meeting. This survey specifically elicited feedback from these community members regarding strategies and activities to be implemented by Northern United. Also, meetings were held where feedback was collected regarding additional strategies the community would like to see our school implement. Because both of these surveys sought community consultation relevant to ESSER III, the resulting feedback was used to help develop this plan. However, a survey specific to ESSER III was also distributed to families, students, administrators, teachers, school leaders, other educators, and school staff. On October 10, 2021, a meeting to gather feedback from school administrators was also held. During multiple meetings of the Northern United Charter Schools' Board of Directors, prevention and mitigation strategies were discussed. These meetings held in public always included an opportunity for public comment. On November 14, 2021, the ESSER III plan was agendaized, presented and adopted by the NUCS Board of Directors.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The ESSER III funds will be used to continue the intervention coordinator position into the 2022-23 school year.

With ESSER III funds, we will extend our funding of an additional counselor to provide social, emotional, and mental health support through one-on-one and group counseling through the 2022-23 and 2023-24 school years.

All members of the community expressed a need for additional in-person, direct instruction opportunities. In order to offer this, the school needs a facility to offer continuity, engagement, mental health and intervention supports in a private setting. A facility provides a location to practice evidence-based interventions and services, including to students who are traditionally underserved. Using ESSER funds for a facility allows for our school to engage in activities authorized by the Individuals with Disabilities Education Act because students who qualify for an IEP may receive services in-person. Additionally, having a facility is necessary to address the unique needs of low-income students, English learners, racial and ethnic minorities, homeless students, and foster youth. A facility aides in regular and substantive educational interaction between students and their classroom instructors and mental health service providers. Administering and using high-quality assessments, to accurately assess students' academic progress and assist educators in meeting students; academic needs is most effective in-person. With these things in mind, our ESSER III plan originally included purchasing a facility. After further discussion with community partners and analysis of our financial standing, Northern United - Humboldt Charter School decided to not purchase the facility as originally planned. Instead, the ESSER III funds will be utilized to finance the leases of our facilities.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Northern United - Humboldt Charter School will be using fiscal resources received for the 2021-22 school year to employ an intervention coordinator, an additional school counselor, teachers, and instructional aides. The instructional staff will address learning loss that occurred

during the COVID-19 pandemic through direct instruction, intervention strategies and expanded tutoring opportunities, as well as expanded summer programs. The social-emotional needs of the students will be addressed through the focus of the additional counselor. The intervention coordinator will support staff in determining necessary interventions and through frequent monitoring in order to modify strategies as needed. Funds will also be utilized to lease facilities to ensure the continuation of in-person instruction. All of these actions are in alignment with our 2021-22 LCAP.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern United - Humboldt Charter School	Shari Lovett Director	slovett@nuarters.org (707) 445-2660 Ext. 110

Goal 1

Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.

Rationale

Upon reflection of our current and historical student performance data on the California School Dashboard, our local data, and feedback from stakeholders, we determined that we need to focus on the academic progress of our students. Additionally, due to the COVID-19 pandemic and related facility closures, some of our students may have experienced gaps in their learning. Focusing on student performance must be a central focus for our school.

The actions and metrics chosen will help us achieve this goal by placing emphasis on academic rigor, state standards, a broad course study, and college readiness.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	CAASPP – ELA – All Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - ELA - All Students Exceeded 15% Met 27% Nearly Met 22% Not Met 35%	2020/2021 ELA - All Students Exceeded 22% Met 37% Nearly Met 20% Not Met 22%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
4	CAASPP – ELA – Students with Exceptional Needs	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019-	2020/2021 Exceeded 13% Met 20%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Exceeded 13% Met 15% Nearly 25% Not Met 48%	Nearly Met 27% Not Met 40%	
4	CAASPP – Math - All Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 11% Met 19% Nearly Met 27% Not Met 43%	2020/2021 Exceeded 16% Met 26% Nearly Met 25% Not Met 32%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
4	CAASPP - Math - Students with Exceptional Needs	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 11% Met 12% Nearly Met 28% Not Met 43%	2020/2021 Exceeded 23% Met 8% Nearly Met 15% Not Met 54%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
4	CAASPP - ELA - Hispanic Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 10% Met 17% Nearly Met 23% Not Met 50%	2020/2021 Exceeded 27% Met 27% Nearly Met 27% Not Met 18%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	CAASPP - Math - Hispanic Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 13% Met 7% Nearly Met 30% Not Met 50%	2020/2021 Exceeded 0% Met 35% Nearly Met 20% Not Met 45%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
4	% UC/CSU A-G course completion with a C or better	2019/2020 - 68.75% - 11 of 16 graduates with UC/CSU (A-G) course completion	2020/2021 - 50% - 8 of 16 graduates with UC/CSU (A-G) course completion	Increase UC/CSU A-G course completion to 75%
4	% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	2019/2020 - 0%	2020/2021 18.75%	Increase graduates meeting A-G requirements and completing a CTE pathway to 30%
4	% of ELs who progress in English proficiency (ELPAC)	2019/2020 - 0%	2020/2021 0%	Increase ELs who progress in English Proficiency to 95%
4	EL reclassification rate to FEP	2019/2020 - 0%	2020/2021 0%	Increase ELs who are reclassified to FEP to 30%
4	% of students that pass AP exams with a score of 3 or higher	2019/2020 - 0%	2020/2021 0%	Increase students score of 3 or higher to 30%
4	EAP college ready	2019/2020 - EAP did not occur because the CAASPP administration was waived due to COVID 19 2018/2019 - 2/38 students (5.3%)	2020/2021 ELA 31% Math 27%	Increase college ready on EAP to 5%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	CAST Science Assessment - All	2019/2020 - CAST did not occur because the CAASPP was waived due to COVID-19 2018/2019 - Exceeded 7% Met 23% Nearly Met 44% Not Met 26%	2020/2021 CAST was not mandatory for 2020/2021 0%	Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
4	Access for English learners to CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency	2020/2021 - 100% of EL students have CCSS aligned curriculum with ELD standards embedded	As of January 28, 2022, this data is unavailable	Maintain 100% of EL students with CCSS aligned curriculum with ELD standards embedded
4	% of students who have successfully completed a CTE pathways	2019/2020 - CTE pathway completion rate of 0%	2020/2021 CTE pathway completion rate 18.75%	Increase CTE pathway completion rate to 15%
1	Number of teachers without full credentials or misassigned	2019/2020 - 1 teacher misassigned and 100% with full credentials	2020/2021 0 teachers misassigned and 100% with full credentials	Decrease number of teachers without credentials or misassigned to 0
1	Access to standards -aligned instructional materials	Access to standards -aligned instructional materials 100% of students had access to standards aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	As of January 28, 2022, this data is unavailable	Maintain 100% of student's with access to standards aligned instructional materials

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
2	Implementation of academic content and performance standards	2020/2021 - 100% of teachers included academic content and performance standards for all courses for every student in each learning record	As of January 28, 2022, this data is unavailable	Maintain 100% of teachers including academic content and performance standards for all courses for every student in each learning record
7	Students have access and are enrolled in a broad course of study	2020/2021 - 100% of students have access and are enrolled in a broad course of study	As of January 28, 2022, this data is unavailable	Maintain 100% of students with access to a broad course of study
4	Programs and services developed and provided to students with exceptional needs	2020/2021 - 100% of special education case carriers had a student caseload of 20 or below	As of January 28, 2022, this data is unavailable	Maintain 100% of special education case carriers having a student caseload of 20 or below
8	Other Student Outcomes - K-8 Growth on Renaissance STAR Assessments - Reading and Math	2020/2021 - Reading 73.6% average student growth in reading from Fall window to the Spring window test administrations Math 68.3% average student growth in math from the Fall window to the Spring window test administrations	As of January 28, 2022, this data is unavailable	Increase Reading growth to 80% Increase Math growth to 75%
8	Other Student Outcomes - 9-12 College Career Indicator	2019 California School Dashboard - 10.5% Prepared	As of January 28, 2022, this data is unavailable	Increase number of Prepared students by 5%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Employ highly qualified teachers, including special education teachers Target direct instruction in all subject areas	ongoing	No	LCFF \$1,175,369.00 Other State \$326,914.00 Local \$0.00 Federal \$63,881.00		\$1,566,164.00	\$392,120.90
1.2	Employ highly qualified content area specialists Provide resources to staff and students, primarily directed to unduplicated youth and students with disabilities, in order to support them in making progress in content area standards	ongoing	Yes	LCFF \$314,110.00		\$314,110.00	\$45,316.53
1.3	Purchase common core state standard aligned curriculum for all students, including unduplicated students and students with disabilities Provide and purchase high quality common core standard aligned curriculum for all students, including unduplicated students and students with disabilities.	ongoing	No		Other State \$40,000.00	\$40,000.00	\$23,772.93
1.4	Provide professional learning opportunities Provide professional development for all staff in core subject areas,	ongoing	No		LCFF \$6,000.00 Federal \$6,000.00	\$12,000.00	\$451.36

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	differentiation, and universal design						
1.5	Implement academic RTI Employ intervention coordinator, employ tutors, administer Renaissance, and provide intervention curriculum for unduplicated students, students with disabilities and at-risk students	ongoing/except ELO - 8/31/22	Yes	Other State \$159,236.00	LCFF \$15,500.00	\$174,736.00	\$46,913.56
1.6	Employ academic counselor Employ an academic counselor to offer academic, college/career and transition plans to graduates primarily directed to unduplicated youth and students with disabilities	ongoing	Yes	LCFF \$107,015.00		\$107,015.00	\$30,871.91
1.7	Employ instructional aides Employ instructional aides to work with students in core academic areas, primarily focusing on unduplicated youth and students with disabilities who are not excelling in Common Core State Standards	ongoing	Yes	LCFF \$83,237.00		\$83,237.00	\$16,902.02
1.8	Provide materials and supplies Provide curriculum, home and school supplies for	ongoing	Yes		LCFF \$34,500.00	\$34,500.00	\$9,316.80

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	unduplicated youth. Provide backpacks, gas mileage reimbursements and bus tickets.						
1.9	Provide educational technology Provide laptops and internet through hot spots, or other means, to unduplicated youth	ongoing	Yes		LCFF \$23,000.00	\$23,000.00	\$0.00
1.10	Purchase educational contracted services Provide HERC library services, Destiny library, School Pathways (SIS), Apex, eDynamics, Education Network Services, CoOp Agreement, etc.	ongoing/exce pt ESSER I - 9/30/22	No		LCFF \$27,195.00 Other State \$16,600.00 Federal \$16,656.00	\$60,451.00	\$28,806.72
1.11	Contract vendors Provide community vendors for specialized educational opportunities, including special education services	ongoing	No		LCFF \$35,000.00 Other State \$41,500.00	\$76,500.00	\$2,825.61
1.12	Provide additional CTE pathways Provide additional CTE pathways to all students, primarily focusing on unduplicated youth who are preparing for college/career readiness	ongoing	Yes		LCFF \$41,250.00 Other State \$11,000.00	\$52,250.00	\$17,797.84

Goal 2

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

Rationale

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. Based on the California School Dashboard and our local data from metrics related to school climate and engagement, stakeholder responses indicated that additional support and interventions are needed.

The actions and metrics chosen will help us achieve this goal by placing emphasis on stakeholder engagement, school connectedness, parent communication, and school satisfaction.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Parent satisfaction survey results	2020/2021 - 100% of the parents stated that they were satisfied with our school's academic program	As of January 28, 2022, this data is unavailable	Maintain 100% parent satisfaction with school's academic program
6	School connectedness	2020/2021 - 83.3% of teachers feel connected to all staff and regularly collaborate with other teachers and 100% of our staff feel connected to their students and our school.	As of January 28, 2022, this data is unavailable	Increase teachers feel connected to all staff to 95% and maintain 100% of staff feeling connected to their students and our school
3	Parent participation in programs for individual with exceptional needs	2020/2021 - 100% of parents participated in IEP meetings held for their students with exceptional needs	As of January 28, 2022, this data is unavailable	Maintain 100% participation at IEP meetings
1	School facilities in "good repair" using the Facilities Inspection Tool (FIT)	2020/2021 - 100% of our facilities were in "good repair" per FIT	2021/2022 100% of our facilities were in "good repair" per FIT	Maintain 100% facilities in "good repair" using FIT

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Student safety survey results	2020/2021 - 100% of students felt safe at their school	As of January 28, 2022, this data is unavailable	Maintain 100% of students who feel safe at school
6	Student satisfaction survey results	2020/2021 - 82.9% of the students stated that they were satisfied with the school's academic program	As of January 28, 2022, this data is unavailable	Increase student satisfaction with the school's academic program to 95%
5	Attendance rate	2019/2020 - 97.26% school attendance rate	2020/2021 95.2% school attendance rate	Increase school attendance rate to 98%
5	Chronic Absenteeism	2019/2020 - 8.88% Chronic absentee rate	2020/2021 17.9% Chronic absentee rate	Decrease chronic absentee rate to 5%
5	Suspension rate	2019/2020 - 1.5% suspension rate	2020/2021 0% suspension rate	Decrease suspension rate to 1%
5	Expulsion rate	2019/2020 - 0% expulsion rate	2020/2021 0% expulsion rate	Maintain 0% expulsion rate
5	High School graduation rate	2019/2020 - 94.1% graduation rate	2020/2021 84.2% graduation rate	Increase graduation rate to 98%
5	Middle School drop out rate	2019/2020 - 0% middle school drop out rate	2020/2021 .01% middle school drop out rate (1 of 99 6-8 grade students)	Maintain 0% middle school drop out rate
5	High School drop out rate	2019/2020 - 5.82% student drop out rate	2020/2021- 10.5% student drop out rate	Decrease student drop out rate to 3%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Parent participation in programs for all students, including unduplicated students	2019/2020 - 76.54% parents participated in programs for all students, including unduplicated students	2020/2021 95.6% parents participated in programs for all students, including unduplicated students.	Increase parent participation in programs for all students, including unduplicated students to 85%
3	Parent input in decision making	2020/2021 - 19.7% of parents provided input in decision making process	As of January 28, 2022, this data is unavailable	Increase parent input in decision making process to 50%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Increase parent communication Provide Dial My Calls; maintain newsletter; advertise school events; mail flyers; distribute school handbook	ongoing	No		LCFF \$5,500.00	\$5,500.00	\$4,500.00
2.2	Employ social/emotional counselor Employ a half-time counselor to support unduplicated students and students with disabilities	until 8/31/22	Yes	LCFF \$22,381.00 Other State \$22,380.00		\$44,761.00	\$8,896.52
2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies Provide professional learning in PBIS, Second Step, etc.	ongoing	Yes		LCFF \$8,983.00	\$8,983.00	\$451.36

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	Implement behavioral RTI Employ intervention coordinator; employ ORBE coordinator; purchase social/emotional curriculum; purchase gas, materials and supplies for ORBE program, etc.	until 8/31/22	Yes	Other State \$36,815.00	LCFF \$8,983.00	\$45,798.00	\$1,816.17
2.5	Employ school psychologist Employ school psychologist to support students with disabilities and unduplicated youth	ongoing	No	Federal \$10,241.00		\$10,241.00	\$2,050.20
2.6	Offer food program Provide meals for unduplicated students	ongoing	Yes	LCFF \$8,983.00 Federal \$4,591.00	Federal \$15,409.00	\$28,983.00	\$25,828.45
2.7	Maintain instructional facilities Provide facilities for unduplicated students and students with disabilities to receive services	ongoing	No	LCFF \$22,214.00	LCFF \$341,606.00	\$363,820.00	\$125,395.69

Goal 3

Rationale

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 4

Rationale

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 5

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Rationale

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Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 6.
REPORTS

Subject:

6.8 LCAP Annual Update Supplement, LCAP Mid-year Outcome Data, and LCAP Mid-year Implementation and Expenditure Data for NU-SCS

Action Requested:

Information

Previous Staff/Board Action, Background Information and/or Statement of Need:

This report reflects mid-year updates on LCAP data and expenditures, as well as expenditure information related to the Budget Act of 2021 and the American Rescue Act.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern United - Siskiyou Charter School	Shari Lovett School Director	slovett@nuarters.org 707-445-2660 x110

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Northern United - Siskiyou Charter School has received or will receive funds provided through the Budget Act of 2021. These funds include increased revenue on our Concentration grant, an A-G Completion Grant program, Educator Effectiveness Block Grant, and funds for TK expansion. As a nonclassroom-based charter school, we did not receive funding for the Expanded Learning program. In order to engage our educational partners a survey was sent to parents, teachers, staff, and students on November 1, 2021. The survey asked for input on areas of perceived strength and needed improvement. It also asked for input on additions our community partners would like to see for our students and schools. There were 36 respondents and of these respondents, 44.4% were parents, 13.9% were teachers, 30.6% were staff, and 11.1% were students. As more funds are provided, we will release additional surveys specific to the funding received.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Northern United - Siskiyou Charter School received the additional concentration grant add-on funding. This money will be used to employ additional tutors and teachers who will provide direct services to students on school facilities. These staff members will provide services principally targeted toward students who are low-income, English learners and foster youth. However, we had an overall reduction in our Supplemental/Concentration funds due to declining enrollment resulting in an overall reduction in our LCFF apportionments.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Northern United - Siskiyou Charter School sent a survey to parents, students and staff regarding the Expanded Learning Opportunities Grant. The Siskiyou SELPA was also consulted. For the parent and student survey, we had 83 responses. Of the respondents, 94% were parents

and 6% were students. For the staff survey, we had 23 respondents. Both surveys were sent out on 12/16/21. Additionally, input was gathered from school administration at the March and May 2021 admin meetings. Input from teachers was also received at the April and May 2021 independent study teacher meetings. The ELO plan was agendaized, presented and adopted at the May 13, 2021 NUCS Board of Directors meeting. This survey specifically elicited feedback from these community members regarding strategies and activities to be implemented by Northern United. Also, meetings were held where feedback was collected regarding additional strategies the community would like to see our school implement. Because both of these surveys sought community consultation relevant to ESSER III, the resulting feedback was used to help develop this plan. However, a survey specific to ESSER III was also distributed to families, students, administrators, teachers, school leaders, other educators, and school staff. On October 10, 2021, a meeting to gather feedback from school administrators was also held. During multiple meetings of the Northern United Charter Schools' Board of Directors, prevention and mitigation strategies were discussed. These meetings held in public always included an opportunity for public comment. On November 14, 2021, the ESSER III plan was agendaized, presented and adopted by the NUCS Board of Directors.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The ESSER III funds will be used to continue the intervention coordinator position into the 2022-23 school year and we will extend our funding of an additional counselor to provide social, emotional, and mental health support through one-on-one and group counseling through the 2022-23 and 2023-24 school years. We also are using the funds for tutoring, intervention curriculum, training for tutors, social emotional professional development and mental health supports.

All members of the community expressed a need for additional in-person, direct instruction opportunities. In order to offer this, the school needs a secure facility to offer continuity, engagement, mental health and intervention supports in a private setting. In order to have this secure facility, we need to have security doors. The doors we used ESSER funds for are the type that allow for the doors to remain locked from the outside, but unlocked from the inside. The doors remaining unlocked from the inside is a fire code necessity. However, the door remaining locked from the outside allows us to ensure everyone who enters undergoes our active COVID-19 screening process (temperature check and screening questions). Currently, our doors must remain unlocked from the outside in order to be unlocked from the inside. This means, if a staff member is not at the door, people may enter the building without being screened for COVID-19.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Northern United - Siskiyou Charter School will be using fiscal resources received for the 2021-22 school year to employ an intervention coordinator, an additional school counselor, teachers, and instructional aides. The instructional staff will address learning loss that occurred during the COVID-19 pandemic through direct instruction, intervention strategies and expanded tutoring opportunities, as well as expanded summer programs. The social-emotional needs of the students will be addressed through the focus of the additional counselor. The intervention coordinator will support staff in determining necessary interventions and through frequent monitoring in order to modify strategies as needed. All of these actions are in alignment with our 2021-22 LCAP.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

NU-SCS will improve student performance on statewide assessments and other performance outcomes.

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Academic Indicator: CAASPP ELA (Priority 4) Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL); Hispanic or Latino (H/L); American Indian or Alaskan Native (AI/AN) (California School Dashboard)	2018-19 All students - 43% met or exceeded SED: 45% SWD: 45% EL: N/A no current EL students H/L: 49% AI/AN: 33%	2019-20 All students - 35% met or exceeded SED: 26% SWD: 25% EL: N/A no current EL students H/L: 25% AI/AN: 0%	18-19 Statewide average: 51.10% 18-19 Countywide average: 42.49% All students - 52% met or exceeded SED: 52% SWD: 50% (county avg. 15.20%) EL: N/A no current EL students

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
				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%	2019-20 All students - 20% met or exceeded SED: 18% SWD: 25% EL: N/A no current EL students H/L: 10% AI/AN: 0%	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 8)	2020-21: Average student growth percentile, grades 2-8: Fall/Spring: 48 (nationwide percentile ranking)	2021-2022: Data not available at this time.	Average student growth percentile, grades 2-8: Fall/Spring: 58
	Assessments: Star Renaissance math assessments (Priority 8) Increase the number of students who meet their projected growth	2020-21: Average student growth percentile. Grades 2-11: Fall/Spring: 38 (nationwide percentile ranking)	2021-2022: Data not available at this time.	Average student growth percentile. Grades 2-11: Fall/Spring: 48
	Weekly tutoring minutes available per student per week	2020-21: 12 minutes per student per week	2021-2022: Data not available at this time.	24 minutes per student per week
	Number of students graduating with A-G eligibility	2019-20: 0 students	2020-2021: 1 student	10 students
	Percentage of students with IEPs or 504 plans receiving appropriate services	100% of students with IEP or 504 plan receive appropriate services	2021-2022: Data not available at this time.	100% of students with IEP or 504 plan will receive appropriate services

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Number of students taking the PSAT	2020-21 - zero students (due to pandemic)	2021-2022: Data not available at this time.	20 students
	Number of students taking the SAT	2020-21 - zero students (due to pandemic)	2021-2022: Data not available at this time.	6 students
	Number of students concurrently enrolled	2020-21 - 3 students (lower than what is typical due to pandemic)	2021-2022: Data not available at this time.	15 students
	Number of students passing an AP course with a score of 3 or higher	2020-21 - No students taking AP courses	2021-2022: Data not available at this time.	5 students
	English Learner (EL) pupils who are Reclassified Fluent English Proficient (RFEP)	Zero EL students in 2020-21	2021-2022: Data not available at this time.	Zero EL students in 2020-21.
	English Learner Progress Indicator	One EL student in 2019-20, no ELPAC due to COVID-19	Zero EL students in 2020-2021	100% of EL students will demonstrate progress based on ELPAC scores

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>Provide professional development to staff related to CAASPP 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>	Ongoing	No	LCFF \$6,700		\$6,700.00	\$1,287.31
1.2	Expand academic intervention program	Ongoing	Yes	LCFF \$43,988	LCFF \$1,000	\$44,988.00	\$9,990.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<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) O'Brien - \$6,244 Brill - \$20,088 Bandi - \$6,696 Jennah Sylvia - \$10,960</p> <p>Tutoring training \$1000 Total: \$43,988</p>						
1.4	Provide supplies and technology to unduplicated students	Ongoing	Yes		LCFF \$1,000	\$1,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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. Priority 4 School and personal hygiene supplies provided by SCOE Hotspot Data: \$1,000						
1.5	Purchase Chromebooks and hot spots Maintain a 1:1 device ratio. Replace outdated, broken, or missing Chromebooks and hot spots Priority 4 Cost of replacement Chromebooks and hot spots Chromebooks: \$4,500 Hotspots: \$2,500 Total: \$7,000	Ongoing	No		LCFF \$7,000	\$7,000.00	\$0.00
1.6	Purchase online curriculum, intervention and academic support platforms for students Purchase various online services to support student achievement, such as: Star	Ongoing	No		LCFF \$14,700	\$14,700.00	\$9,085.12

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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. 62-0000-0-5800-1110-1000-000-00000</p> <p>Study.com \$4,000 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>						
1.7	<p>Create parent training program 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>Stipend for materials creation - \$1,825</p>	Create through June 30, 2022, training will be ongoing	Yes	Federal \$1,825		\$1,825.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	62-0000-0-1100-1110- 1000-000-00000						
1.8	<p>Expand A-G course offerings Make UC Scout available to students Expand synchronous online A-G courses offered</p> <p>Priority 4 UC Scout is free</p> <p>Spanish teacher Maria's HS hours (See Goal 2)</p> <p>LCFF Personnel Online math teacher Donnie's Zoom math hours \$39,400</p> <p>Total: \$39,400</p>	Ongoing	No	LCFF \$39,400		\$39,400.00	\$11,897.11
1.9	<p>Increase FTE of academic counselor Provide academic counseling - increase FTE of counseling staff</p> <p>Priority 4 (Title I) Nakoa, M (5800) \$44,700</p> <p>Total: \$44,700</p>	Ongoing	Yes	LCFF \$44,700		\$44,700.00	\$7,111.28

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.10	<p>Provide AP courses 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>	Ongoing	No		Federal \$900	\$900.00	\$0.00
1.11	<p>Support AVID at all grade levels 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. 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 - \$400 LCFF 62-0000-0-5800-1110-1000-0000-00000</p> <p>Cost of planners \$250</p> <p>(AVID also addressed by actions in Goal 2.4)</p> <p>Total: \$5,350</p>	Ongoing	No		LCFF \$5,350	\$5,350.00	\$8,804.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.12	<p>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</p> <p>Priority 4 and 8 [No Current EL students, so no charge as yet] Coordinator Rebekah Davis Test Administrator Cerelia Barbato</p>	Ongoing	Yes		LCFF 0	\$0.00	\$0.00

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Teachers inappropriately assigned	2020-21: One teacher	2021-2022: Data not available at this time.	Zero teachers
	Average score for Priority 2 State Standards self reflection tool.	2020-21: 3.65	2021-2022: Data not available at this time.	4.5
	Number of students that meet both a-g and CTE completion	Zero students meet both requirements	2021-2022: Data not available at this time.	6
	Number of parents who attend parent-educator workshops.	Zero (new program)	2021-2022: Data not available at this time.	30
	Number of students taking AVID Electives per year	2020-21: Middle school: 0 2020-21: High School: 8	2021-2022: Data not available at this time.	Middle school: 8 High School: 16
	Percentage of parent training attendees who report initial implementation of standards	Zero (new program)	2021-2022: Data not available at this time.	60%
	Percentage of students who have access to standards based curriculum	2020-21: 100%	2021-2022: Data not available at this time.	100%
	Percentage of facilities scoring in good repair on FIT	2020-21: 100%	2021-22: 100%	100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percentage of staff PBIS trained	2020-21: 90%	2021-2022: Data not available at this time.	100%
	Number of students taking teen skill building or life coaching classes	Zero (new program)	2021-2022: Data not available at this time.	24
	Number of students taking "e" approved language other than English requirement	2020-21: 3 students	2021-2022: Data not available at this time.	10 students
	Number of students participating in the SCOE Outdoor Education program	2020-21: 38 students participated	2021-2022: Data not available at this time.	60 students participating
	Number of students completing CTE pathway	2020-21: 3	2021-2022: Data not available at this time.	24
	Number of teachers participating in coding pathways professional learning	Zero (new program)	2021-2022: Data not available at this time.	5

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Recruit and retain qualified and effective teachers. Hire certificated teachers. Provide ATE induction to newly credentialed teachers.</p> <p>ATE-Tehama Co. Dept. or Ed \$8,400 (Title II) 62-4035-0-5800-1110-1000-000-00000</p> <p>Total: \$8,400</p>	Ongoing	No		Federal \$8,400	\$8,400.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.2	<p>Equipping Staff - Professional Development 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>	Ongoing	No	LCFF \$2,500	LCFF \$12,250	\$14,750.00	\$1,000.00
2.3	<p>Establish a culture of ongoing collaboration 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</p>	Ongoing	Yes		LCFF 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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>						
2.4	<p>Expand AVID Elective course offerings 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 \$74,700 AVID Summer Institute (included in Goal 1.11)</p> <p>(Also addressed by actions in Goal 1.11)</p> <p>Total: \$74,700</p>	Ongoing	Yes	LCFF \$74,700		\$74,700.00	\$13,706.40

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.5	<p>Supporting Parent Educators 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>	Ongoing	Yes		LCFF 0	\$0.00	\$0.00
2.6	<p>Purchase standards based curriculum 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>	Ongoing	No		LCFF \$10,000	\$10,000.00	\$0.00
2.7	<p>Lease and maintain facilities Continue to lease facilities in Mt Shasta and Yreka. Perform ongoing maintenance of property</p>	Ongoing	No	LCFF 10,400	LCFF \$146,200	\$156,600.00	\$59,824.77

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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 \$10,400 Service \$10,000</p> <p>Other maintenance costs \$2,000</p> <p>Total: \$156,600</p>						
2.8	<p>Support non-academic needs of students 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 - \$4,500</p> <p>Food staff - Dillen \$10,027</p>	Ongoing	Yes	LCFF \$10,142	LCFF \$27,348	\$37,490.00	\$3,350.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	PBIS - Dr. Dale - \$3,000 Lassen Counseling - \$8,000 Courtney Chase - \$3,348 SCOE \$8,500 62-0-0000-0-5800-1110-3140-000-00000 Total: \$37,375						
2.9	Course Access and College readiness 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. Priority 7 LCFF Non-Personnel SCOE Outdoor Ed \$7,200 Bus passes \$400 Fuel for vans \$200 Total: \$7,800 LCFF Personnel ASL teacher - Fortna - Total Pay - \$2,703	Ongoing	Yes	LCFF \$42,523	LCFF \$7,800	\$50,323.00	\$11,521.00

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Spanish teacher - Jimenez - Total Pay - \$10,860 CTE Sustainable Ag teacher - O'Brien - Total Pay - \$28,357 CTE development stipend - \$580 Total Personnel - \$42,500 Total - \$50,300						

Goal 3

NU-SCS will increase stakeholder engagement and maintain a positive school climate.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Parent engagement survey results	<p>2020-21: Percent who responded positively: Building Relationships between School Staff and Families - *Respectful and trusting relationships 95.7 *Creating a welcoming environment 91.4 *Knows cultures and languages of students 82.7 *Effective two way communication 82.7</p> <p>Building Partnerships for Student Outcomes - *Provided information and resources needed 82.7 *Are made aware of legal rights 91.3</p> <p>Seeking Input for Decision-making - *Have opportunities to participate in decision making 78.2 *Allowed to participate in advisory groups 65.2</p>	2021-2022: Data not available at this time.	<p>Percent who respond positively: Building Relationships between School Staff and Families - *Respectful and trusting relationships - 98 *Creating a welcoming environment - 98 *Knows cultures and languages of students - 90 *Effective two way communication - 90</p> <p>Building Partnerships for Student Outcomes - *Provided information and resources needed - 90 *Are made aware of legal rights - 98</p> <p>Seeking Input for Decision-making - *Have opportunities to participate in decision making - 85 *Allowed to participate in advisory groups - 75</p>
	School climate survey results	<p>2020-21: Students: Safety - 100% Relationships - 92.3% Conditions for learning - 92.3% Empowerment - 100%</p> <p>Parents: Safety - 100%</p>	2021-2022: Data not available at this time.	<p>Students: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 100%</p> <p>Parents: Safety - 100% Relationships - 95%</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		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%		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%	2021-2022: Data not available at this time.	Parents - 25% Students - 70% Staff - 70%
	Attendance rate	2019-20: 93.3%	2020-21: 97.46%	97%
	Chronic absenteeism	2019-20: 13.48%	2020-21: 10.9%	7%
	HS Dropout rate	2019:-20 17.8%	2020-21: 10.7%	3.5%
	Graduation rate	2019-20: 60%	2020-21: 82.1%	80%
	Suspension rate	2019-20: 3%	2020-21: 0%	2%
	Expulsion rate	2019-20: 0%	2020-21: 0%	0%
	Middle school dropout rate	2019-20: 0%	2020-21: 0%	0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Provide opportunities for parental engagement Publicize School Board and School Site Council meetings. Provide a dedicated email address for parent input. Purchase a new, more engaging parent notification system.	Ongoing	Yes		LCFF \$3,290	\$3,290.00	\$1,988.43

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>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>								
3.2	<p>Pupil engagement 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</p>	Ongoing	Yes	LCFF	\$10,300	LCFF	\$5,000	\$15,300.00	\$1,502.13

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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> <p>School Psych - Mitch Salary - \$10,300</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: \$15,300</p>						
3.3	<p>School Climate 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</p>	Ongoing	Yes		LCFF 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Hire intervention coordinator</p> <p>Provide a continuum of supports to student mental health:</p> <p>Provide student and staff suicide prevention training</p> <p>Purchase Anti-bullying curriculum</p> <p>Purchase student safety and device management software</p> <p>Expand school counseling or school social work services to student groups and grade levels at risk of poor school attendance</p> <p>Post climate survey results on school website</p> <p>Priority 6</p> <p>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> <p>Courtney Chase (included in Goal 2)</p>						

Goal 4

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Rationale

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Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 5

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Rationale

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Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

NUCS Board Meeting 02/10/22 4:00pm

Agenda Item 7.
NEXT BOARD MEETING

Subject:

7.1 Possible Agenda Items

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Discussion of topics to cover at the next meeting:

Fiscal Implications:

None

Contact Person/s:

Shari Lovett

Agenda Item 7.
NEXT BOARD MEETING

Subject:

7.2 Next Board Meeting Date: March 10th 2022

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

The next board meeting is based on the board adopted meeting schedule.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett

Agenda Item 8.

ADJOURN
