



Northern United-Humboldt Charter School Self Study Report

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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

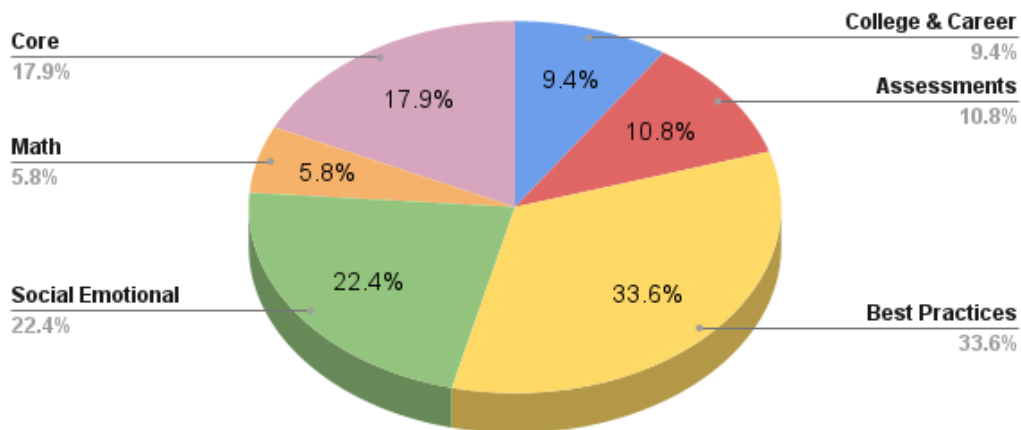
applied and the extent to which that application supports measurable student outcomes. This strategy is part of the continuous cycle of inquiry that is carried out by administration and the many committees/teams on which the staff sit.

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.

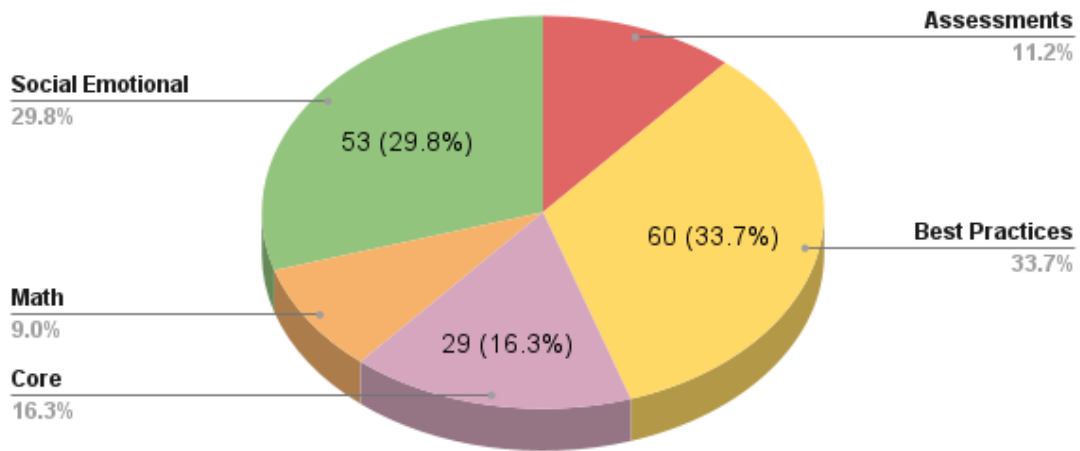
Teacher Circles where all staff are invited to learn and collaborate with respected colleagues providing subject specific training occur monthly. Learning center staff meetings and Independent Study Teacher meetings are also regularly offered professional development opportunities.

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.

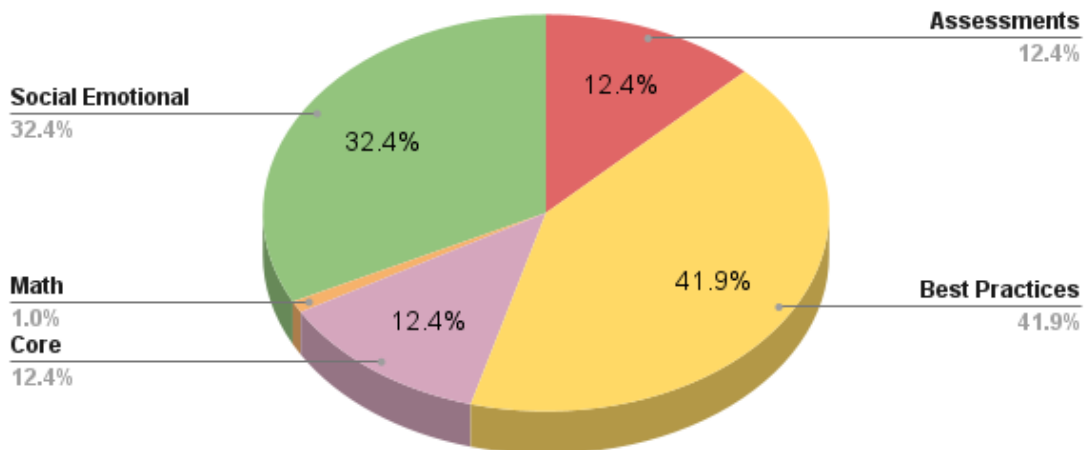
Professional Development 2018-2019



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 emphasized 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 of 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%.

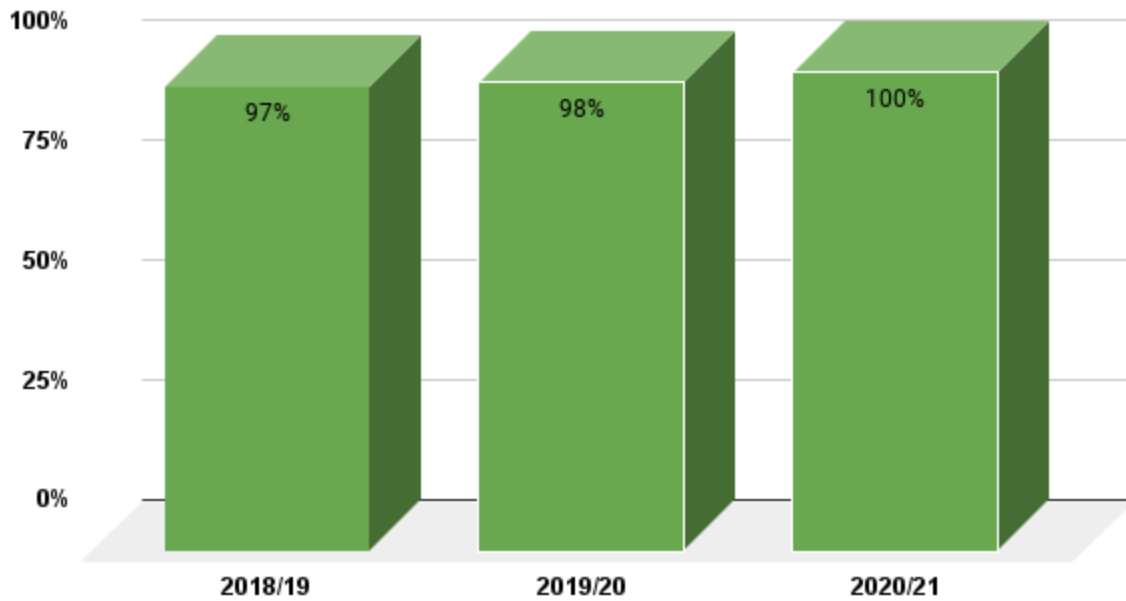
For 11th grade in 18/19, 29% of students scored exceeds standards in ELA, and in 20/21 21% of students scored exceeds standards. In 18/19, 42% of students earned met standards and in 20/21 42% of students earned met standards in ELA. Our largest category of growth is in the nearly met category. In 18/19 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%

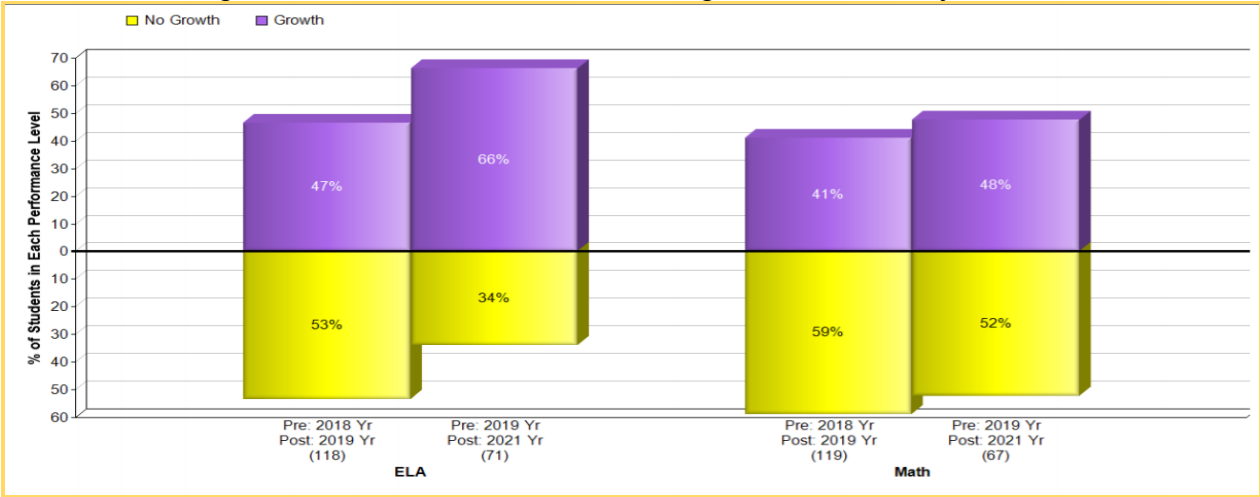
CAASPP/EAP Results at NU-HCS - 11th Grade						
	2018/2019		2019/2020		2020/2021	
Standards	ELA	Math	ELA	Math	ELA	Math
Exceeds	29%	4%	Waived due to Covid-19		21%	5%
Met	42%	24%			42%	24%
Nearly Met	4%	20%			13%	38%
Not Met	25%	52%			25%	33%

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%

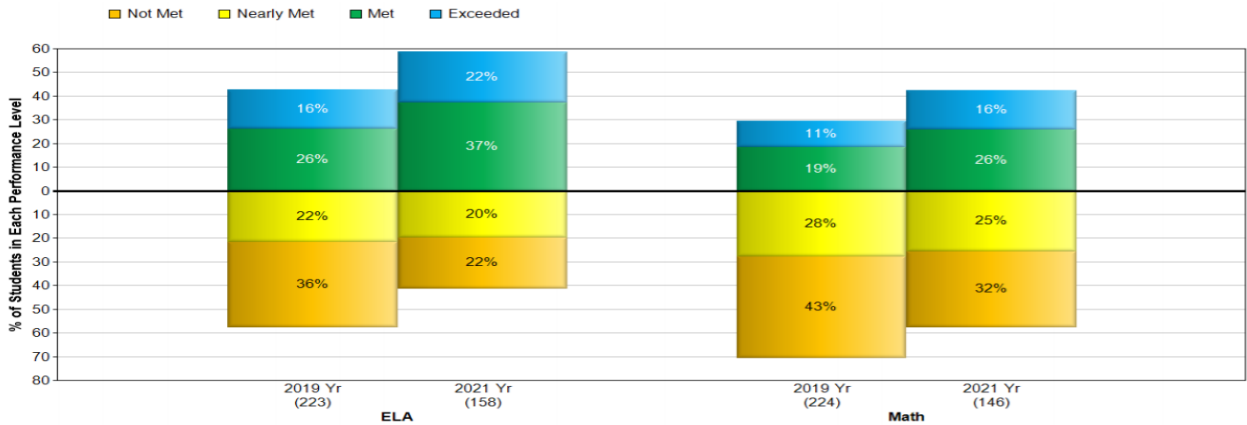
CAASPP Results at NU-HCS - Hispanic						
	2018/2019		2019/2020		2020/2021	
Standards	ELA	Math	ELA	Math	ELA	Math
Exceeds	16.67%	13.33%	Waived due to Covid-19		25%	0%
Met	10%	6.67%			25%	28%
Nearly Met	23.33%	30%			29.17%	24%
Not Met	50%	50%			20.83%	48%

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.

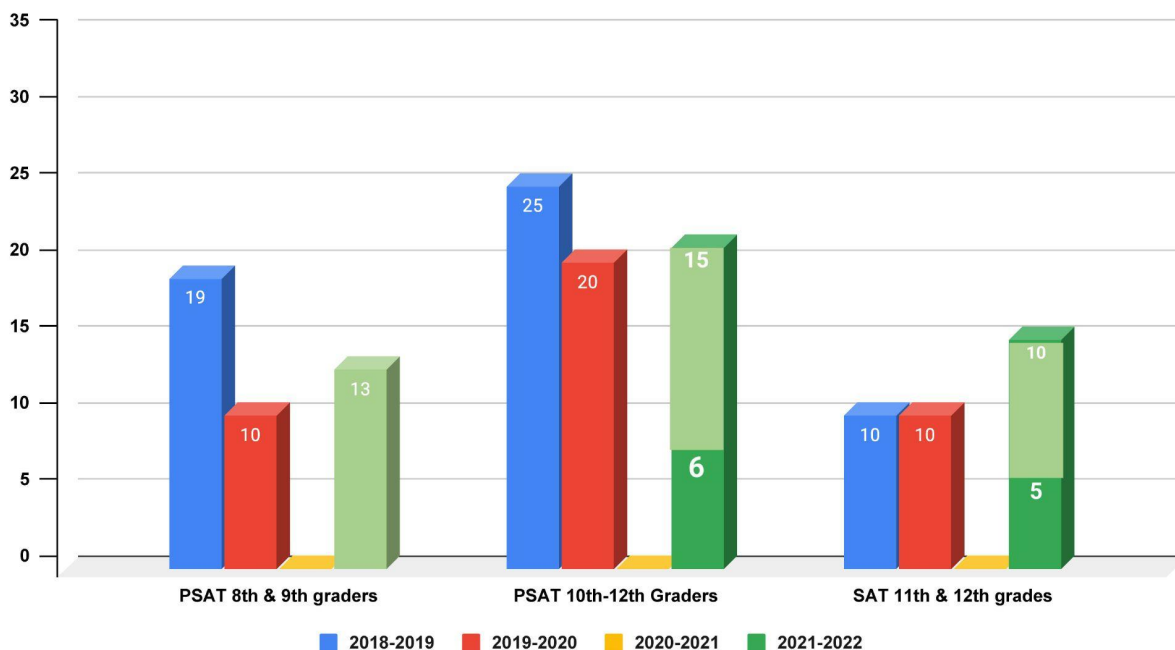
PSAT and SAT Participation at NU-HCS			
School Year	PSAT 8th & 9th graders	PSAT 10th-12th Graders	SAT 11th & 12th grades
2018-2019	19	25	10
2019-2020	10	20	10
2020-2021	0	0	0
2021-2022 Fall	0	6	5
2021-2022 Spring*	13	15	10

*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.

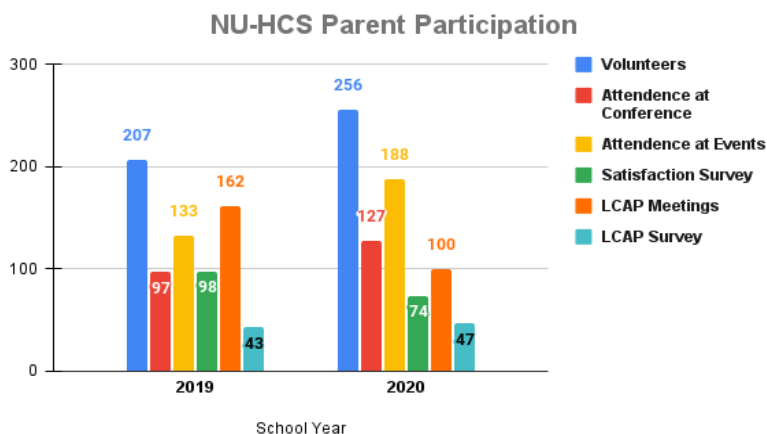
In the 18/19 school year, Northern United - Humboldt Charter School administered the School Climate survey to students, staff and parents. The survey elicited 183 responses from participants. Participation in the survey is as follows: 89 students, 42 staff and 52 parents participated in the process. 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
<p>A3.4. Internal Communication and Planning: Staff meetings are an</p>	<p>Learning Center Staff</p>

<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>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>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>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>Standard Based Curriculum</p> <p>Course Catalogue</p> <p>AVID Elective</p> <p>PBIS Guidelines</p> <p>CTE Pathways</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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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](#)