



NORTHERN UNITED - SISKIYOU CHARTER SCHOOL SELF-STUDY REPORT

**423 S. Broadway
Yreka, CA 96097**

Siskiyou County Office of Education

Visit: March 14-16, 2022

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional data about students and student achievement
4. The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Northern United - Siskiyou Charter School (NU-SCS) is in its fourth year (2021-22) as a countywide benefit, non-classroom based, independent study public charter school, authorized by Siskiyou County Office of Education (SCOE). Prior to the 2018-19 school year, our students, staff and facilities were a part of Mattole Valley Charter School (MVCS). The reasons for and the impact of this change will be explored further in the first chapter. NU-SCS has a small, close knit, community feel that is the primary appeal of the program. Staff get to know their students and families over multiple years of working together, with some relationships lasting 10 or more years.

Our self-study process began with Kirk Miller being chosen as the WASC Coordinator. The leadership team, composed of the WASC Coordinator and administration, attended the first [WASC Self-Study training](#) in September of 2020. A general calendar of events was established by the WASC Coordinator and administration to map out the timeline for the self-study process. In February 2021, the leadership team attended the second WASC self-study training.

During March of 2021, the [WASC Focus Group Survey](#) was sent to staff. The WASC Coordinator attended a third WASC Self-Study training. The [March Staff Development Day](#) included a session on student achievement data for analysis and discussion among all staff. Celebrations, areas of potential concern/interest, and general student achievement and success were noted and shared. Administration provided a [WASC Self-Study Orientation](#) to staff.

Beginning in April, the regional director reviewed and updated the LCAP. The leadership team attended another [WASC Training](#) webinar. The school director made a presentation to the Board of progress on [NUCS Board Annual Goals](#). During this month, NU-SCS resumed in-person instruction in learning centers.

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In May of 2021, the leadership team completed a data analysis for the development of the 2021-22 LCAP, which included a review of progress on the Learning Continuity and Attendance Plan and the Annual Update from the 2019-20 LCAP.

In June, the team attended WASC Additional Office Hours. Also in that month, the NUCS Board held a [public hearing](#) about and subsequently adopted the [2021-22 NU-SCS LCAP](#) and [budget](#).

In August 2021, the annual Fall Summit staff development was held. Prior to the Summit, staff were asked to review the [pre-meeting slides](#) for updates and news about our program, CAASPP scores, and other important information. At the [Summit](#), school staff reviewed the 2018 Initial Report and WASC self-study process. Due to staff turnover and a reduction in overall numbers, the WASC leadership team determined that it would be most effective to have all staff participate as one group. Siskiyou staff met in one breakout room to discuss actions taken relating to Chapter 3, Category B: Curriculum.

During the month of September, the NU-SCS WASC Coordinator and NU-HCS WASC Coordinator met to discuss progress on the Self-Study. The [NUCS Board Annual Goals](#) were reviewed and updated.

Beginning in October 2021, the leadership team reviewed data and input from educational partners to begin completing Task 1 (Chapter I: Progress Report) and Task 2 (Chapter II: Student/Community Profile and Supporting Data and Findings).

In November 2021, the WASC Coordinator met with staff to discuss Chapter III: Self-Study Findings, with a focus on Categories B (Curriculum) and C (Learning and Teaching) at staff meetings and through comments on shared documents.

In December 2021, the WASC Coordinator met with staff to discuss Chapter III: Self-Study Findings, with a focus on Category D (Assessment and Accountability) and E (School Culture and Support for Student Personal, Social-Emotional, and Academic Growth) at staff meetings and through comments on the shared document.

In January 2022, the WASC Coordinator consulted with staff at staff meetings and with the School Site Council. He completed Chapter IV: Summary from Analysis of Identified Major Student Learning Needs and Chapter V: Schoolwide Action Plan/SPSA.

Throughout this process, data was being collected, analyzed and shared with community partners at Response To Intervention (RTI)/Data Champion meetings, Fall Summit sessions, NUCS Board reports on progress on annual goals, LCAP feedback meetings, CAASPP professional development, staff meetings, admin meetings, surveys, PCSGP parent meetings, [Teacher Circles](#), whole staff professional development, AVID training, back to school nights, open house events, learning record meetings, Bridges parent workshops, Missed Assignment Policy (MAP) meetings, and IEP meetings.

The WASC document is reflective of ongoing and active educational partner engagement and contributions as indicated in the following timeline of major NU-SCS events. The self-study

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experience allowed for increased collaboration, reflection, and relationship building among all educational partners. We look forward to the future with optimism derived from the story we've created together. Our agreed-upon vision, mission and SLOs will anchor collaborative efforts in the journey ahead.

Timeline of significant events:

2016-2017

March 2017 - MVCS Visiting Committee report from mid-cycle review. Action Plan oversight committee formed.

April 2017 - Charter Council discussed final WASC mid-cycle report.

May 2017 - Charter Council began discussing the future of MVCS. Administration selected the WASC and LCAP coordinator. The coordinator created the initial NU-SCS LCAP.

2017-2018

November 2017 - NU-SCS Charter Petition submitted to SCOE.

December 2018 - NU-SCS approved for a two year term by SCOE, beginning July 1, 2018.

2018-2019

July 2018 - NU-SCS began operations. WASC leadership began work on NU-SCS WASC Initial Report. PCSGP application window announced.

August 2018 - Initial WASC leadership continues refining initial report. WASC Initial Report submitted. Disaggregated data for Siskiyou County MVCS students' CAASPP results was shared and analyzed with staff at [Fall Summit](#). Reviewed Initial WASC visit information, and vision, mission and SLOs at Fall Summit.

September 2018 - NUCS Board Annual Goals developed. PCSGP application submitted.

October 2018 - WASC initial visit

November 2018 - WASC Accreditation approved. [Visiting committee report](#) indicated three critical areas for follow up:

1. Improve CAASPP scores in math and ELA.
2. Increase the number of secondary students attending two and four year institutions.
3. Increase teacher, parents and administrative participation in high quality, research based professional development

In lieu of having created an action plan during this initial accreditation process, we focused on our LCAP actions that addressed the critical areas for follow-up as identified by the visiting committee.

PCSGP application approved. Award money (\$550,000) to be spent by June 30, 2019.

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January 2019 - PCSGP planning activities began with staff. WASC update given to NUCS Board.

March 2019 - LCAP educational partner input meetings were held.

April 2019 - Presentation given of progress on NUCS Board Annual Goals.

June 2019 - NUCS Board held a public hearing on the NU-SCS LCAP and budget and they were subsequently adopted.

2019-2020

July 2019 - The NU-SCS charter renewal process began.

August 2019 - Disaggregated data for NU-SCS 2019 CAASPP Summative results was shared and analyzed with staff at Fall Summit.

September 2019 - NUCS Board Annual Goals were reviewed and updated.

November 2019 - Charter renewal petition was submitted to SCOE.

December 2019 - SCOE approved the charter renewal, effective July 1, 2020 through June 30, 2025.

March 2020 - Closure of facilities to in-person instruction and standardized testing due to pandemic.

April 2020 - Presentation of progress on NUCS Board Annual Goals was given.

May-June 2020 - Complete final expenditures for PCSGP. NUCS Board public hearing about and subsequent adoption of the NU-SCS LCAP and budget. Rather than a 2020-21 LCAP, schools were asked to complete a Learning Continuity and Attendance Plan to focus on pandemic related issues.

2020-2021

July 2020 - Closeout of PCSGP began.

August 2020 - The 2020-21 school year began with the facilities closed for in-person instruction.

Disaggregated data for NU-SCS 2020 Star Renaissance growth reports was shared and analyzed with staff at Fall Summit.

September 2020 - Leadership team attended [Self-Study training](#). NUCS Board Annual Goals were reviewed and updated.

October 2020 - PCSGP grant was closed out. All awarded funds spent. SSC approved SPSA.

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November 2020 - NUCS Board approved NU-SCS SPSA. Applied for a loan through the California State Finance Authority due to impending cash flow issues as a result of state apportionment deferrals.

February 2021 - WASC coordinator attended second WASC Self-Study training. A general calendar of events was established by the WASC Coordinator and administration to map out the timeline for the Self-Study process. Kirk Miller chosen as WASC leader for NU-SCS.

March 2021 - [WASC Focus Group Survey](#) sent to staff. WASC coordinator attended third WASC Self-Study training. The March staff development day included a session on student achievement data for analysis and discussion among all staff. Celebrations, areas of potential concern/interest, and general student achievement and success were noted and shared. Administration provided a [WASC Self-Study Orientation](#) to staff.

April 2021 - Reviewed and updated LCAP. WASC coordinator attended a WASC training webinar. Presentation of progress on [NUCS Board Annual Goals](#) was given. During this month, NU-SCS resumed in-person instruction in learning centers. WASC update was given to NUCS Board.

May 2021 - Data analysis completed for the development of the 2021-22 LCAP, which included a review of progress on Learning Continuity and Attendance Plan and the Annual Update from the 2019-20 LCAP. WASC update to NUCS Board.

June 2021 - WASC coordinator attended WASC Additional Office Hours. NUCS Board held a public hearing and subsequently adopted the NU-SCS LCAP and budget.

2021-2022

August 2021 - At the annual Fall Summit, school staff reviewed the 2018 Initial Report and WASC self-study process. Due to staff turnover and a reduction in overall numbers, the WASC leadership team determined that it would be more effective to have all staff participate as one group. Siskiyou staff met in one breakout room to discuss actions taken relating to Chapter 3, Category B: Curriculum.

September 2021 - NU-SCS WASC Coordinator and NU-HCS WASC Coordinator met to discuss self-study report progress. NUCS Board Annual Goals were reviewed and updated. WASC update to NUCS Board was given.

October 2021 - Leadership team reviewed data and input from educational partners to begin completing Task 1 (Chapter I: Progress Report) and Task 2 (Chapter II: Student/Community Profile and Supporting Data and Findings).

November 2021 - Met with staff to discuss Chapter III: Self-Study Findings, with a focus on Categories B (Curriculum) and C (Learning and Teaching) at staff meetings and through comments on shared documents. A WASC update was given to the NUCS Board.

December 2021 - Met with staff to discuss Chapter III: Self-Study Findings, with a focus on Category D (Assessment and Accountability) and E (School Culture and Support for Student

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Personal, Social-Emotional, and Academic Growth) at staff meetings and through comments on the shared document.

January 2022 - Completed Chapter IV: Summary from Analysis of Identified Major Student Learning Needs. Consult with staff at staff meetings and with the School Site Council. The Chapter V: Schoolwide Action Plan was created.

February 2022 - Prepare for virtual visit.

- Create a pre-recorded tour of the facilities and classes.
- Interview students, parents, staff
- All samples properly labeled and put in Drive folder
- Create Zoom links
- Rehearse with technology

March 2022 - Siskiyou visit - 14th - 16th

Chapter I: Progress Report

Significant Developments

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Upheaval on Short Notice

To describe the significant developments over the last three years, it is helpful to understand why Northern United Charter Schools (NUCS) was created. A ruling in the case of Shasta vs Anderson made it so that Mattole Valley Charter School (MVCS) could no longer operate as it had since 1998, forcing the closure of that school. After the California Supreme Court Ruling in January of 2017, the administrative team of MVCS began preparing to petition Humboldt County Office of Education and Siskiyou County Office of Education to authorize countywide benefit charter schools in each county. The new schools would have to be up and running by the beginning of July, 2018, as MVCS would no longer be able to operate beyond the end of June. Petitions were submitted to the county offices in the fall of 2017 and approved by the State Board of Education in the spring of 2018. The instructional calendar for both NUCS schools, Northern United - Humboldt Charter School and Northern United - Siskiyou Charter School (NU-SCS) began August 27, 2018.

Start-Up Grant on Short Notice

In April of 2018, the administrative team submitted start-up grant applications to the Public Charter Schools Grant Program. In May we were notified that there were weaknesses in our applications that resulted in denial of the applications. In July, we were notified that another application window had been made available. We submitted a new application in September and were notified in October that our application was successful. Each school received \$550,000 to purchase supplies, materials, curriculum, technology, transportation and to pay for professional development. The window to spend the funds extended through the end of June, 2020.

Because of the grant, we were able to upgrade our curriculum in ELA, math, science and social studies (both hard copy and online based), including RTI curriculum, to stock up on art supplies and general classroom supplies, to purchase enough chromebooks for every student, purchase hotspots to improve student access to the internet at home, install a playground at one of our facilities, purchase four Ford Transit vans and all weather tires, install fire alarms and security cameras and alarms, provide professional development by sending staff to AVID Summer Institute, and pay for induction programs for new teachers. Prioritizing, budgeting, planning, purchasing, receiving and maintaining the goods and services the grant funding made possible required many hours. Most of our staff, and also some parents, devoted good chunks of time somewhere in the process. Spending that much money without wasting it or leaving any on the

table over the course of 18 months was challenging, but our team rallied and worked together to meet our goal and improve our school.

Staffing Turnover

The teaching staff at NU-SCS has had a high turnover rate¹, resulting in a dissipation of shared organizational knowledge and vision. In the 2016-17 school year, MVCS had 13 certificated teachers, including a full time specialized academic instructor (SAI), and one small group instructor. The small group instructor (SGI) earned an internship credential during the 2017-18 school year, giving a total of 14 certificated staff. Four teachers, including the SAI, left at the end of the 2017-18 school year, the final year for MVCS. NU-SCS hired all remaining MVCS teachers, and also added two certificated staff, for a total of 14 teachers to begin the 2018-19 school year. One teacher left midway through the year. One staff member who had left, our SAI, returned half way through the year. During the portion of the year in which we did not have a SAI, our special education director managed the special education caseload.

Two teachers left at the end of the 2018-19 school year, and five new teachers were hired, bringing the certificated staff count to 15 for the 2019-20 school year. One teacher left at the end of that year, and no new instructional staff were added for the 2020-21 school year, leaving 14. Six certificated staff left before the beginning of the 2021-22, and three were added, one certificated teacher and two classified small group instructors (SGI). In addition, the regional director stepped in as the independent study teacher for our 11th and 12th grade students in Yreka. Of the remaining 11, one certificated teacher left in October, leaving a current instructional staff of 10.

Of the staff members who began the 2016-17 school year as teachers for MVCS, only two are currently employed by NU-SCS. Half of the current staff are in their third year or less with NU-SCS. Reasons for staff members leaving include, retirement, career advancement, and leaving k-12 education. Two current certificated teachers earned their credential through an internship program with MVCS/NU-SCS. Two staff members starting employment with NU-SCS this year will be entering an internship teaching program with us soon.

One of the teachers who left after the first year of NU-SCS was the high school math teacher. Two other staff members stepped up to focus more energy on mathematics instruction as a result. However, one of those teachers left before the beginning of the 2021-22 school year, leaving one staff member focused on supporting high school math. That staff member is in the process of clearing a credential in CTE digital media arts and also entering an internship program. One of our other new SGI also shows promise as an effective math instructor, and will be entering an internship program soon.

¹ [Siskiyou Staff](#)

During the 2018-19 school year, NU-SCS shared one full-time, certificated school counselor with NU-HCS. NU-SCS was able to hire a 1.0 FTE certificated school counselor for the 2019-2020 school year, however, due to concerns related to State apportionment deferrals, this position was eliminated for the 2020-21 school year. NU-SCS now shares two full-time certificated school counselors with NU-HCS.

Student Trends

Enrollment trends had been fairly consistent over the last two years of MVCS and the first two years of NU-SCS.² Each year ended with between 151 and 164 students. Beginning of the year student counts have been less consistent, however, the first two years of NU-SCS saw beginning of the year enrollments between 120 and 127.

We received more enrollment requests than normal during the summer months leading up to the 2020-21 school year due to parents looking for independent study alternatives during the COVID-19 pandemic. NU-SCS was limited in terms of how many students we were able to enroll, partly due to staffing levels and partly due to the State's funding formula being based on the 2019-20 P2 ADA, regardless of growth before or during the 2020-21 school year. Many students who were looking for an independent study alternative switched back to district schools doing in-person instruction. Some students have fallen out of the system completely and are no longer enrolled in a public school.

The reduction in staff at NU-SCS during the summer leading up to the 2021-22 school year has limited the number of currently enrolled students. NU-SCS has a current wait list of approximately 40 students. At least 20 of those could be easily enrolled if we could hire one more staff member and our administrator continues to maintain a roster of students. All 40 could be enrolled if we could hire two more teachers.

Impacts of COVID-19

As is the case with most schools, the effects of COVID-19 have been stressful. We have had staff members and students become ill. Parents of three NU-SCS students have passed away from COVID-19. The mental, emotional and social toll on staff and students has been enormous. Our SAI has gone on a leave of absence. We have had to rely on our SAIs at Northern United - Humboldt Charter School (NU-HCS). Recently, we were able to hire an experienced special education tutor, who works under the guidance of the NU-HCS SAIs. We are also close to hiring a SAI for the remainder of the 2021-22 school year.

NU-SCS did not return for any in-person instruction until the end of March, 2021. The other 80% of the year was strictly home-based independent study. Many of our classes migrated from in-person to online via Zoom. This worked well for many students, but not all. Some students lacked access to the internet at the sufficient quality to be able to participate in Zoom meetings.

² [Siskiyou Student Enrollments](#)

We issued internet hot spots to students who had sufficient cell coverage for them to be useful. Some students lived in such a remote location that hot spots could not provide enough bandwidth to be useful. Some of our students did not lack internet bandwidth, but were not ready developmentally or emotionally to participate in Zoom classes. Some parents also did not want their student staring at a computer screen for extended hours each day.

Due to State budget concerns related to the pandemic, the Governor and legislature decided to defer school apportionments in order to balance the State budget. This had the potential of a major cash flow issue for NU-SCS. With this in mind, NU-SCS drastically reduced spending for the 2020-2021 school year and applied for and received a loan from the California School Finance Authority.

Dashboard

NU-SCS began operations in the fall of 2018, which meant that there was no data to report on the 2018 CA School Dashboard. Dashboard data for NU-SCS began in the fall of 2019.³ Because 2018-19 was the first year for NU-SCS, there were no growth indicators or performance colors. State and Local indicator Dashboard reporting was suspended due to COVID-19 in 2020. The only data available on the 2020 CA Dashboard was student population data. CAASPP data for the 2019 and 2021 administrations will be discussed in the Schoolwide Areas for Continuous Improvement section below.

Program Development

Outdoor Science Ed - NU-SCS has partnered with SCOE to offer regular Outdoor Science field trips and projects. This is our third year of doing so. COVID-19 impacted some of the field trips, but many still happened.

CTE Pathways - NU-SCS is in its third year of offering a two-course CTE pathway in Sustainable Agriculture. They are a-g approved courses. NU-SCS is also developing a two course CTE Pathway in Digital Media Arts.

Tutoring, MTSS, RTI - NU-SCS developed a Multi-Tiered System of Supports for students at the beginning of the 2018-19 school year. Star Renaissance diagnostic testing identified students in need of support. Tutors worked in conjunction with students' teachers of record and intervention curriculum is utilized to provide support. Results of subsequent Star testing windows informed staff about student progress and the effectiveness of the interventions.

AVID Certification - NU-SCS has been able to maintain our AVID certification by offering an AVID Elective to both high school and middle school students, sending a critical mass of staff to AVID Summer Institute, and by introducing AVID strategies in other classes besides the AVID electives.

³ [2019 CA School Dashboard](#)

This program has been challenged by the cancellation of AVID Summer Institute in summer of 2020, and being provided only virtually in the summer of 2021.

LCAP Alignment

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

Major School Needs - Initial Description Report submitted to WASC:

- Overall Improvement in math and ELA CAASPP scores; increase in MET and EXCEEDED scores for students in grades 3-8 and 11; increase in EAP scores for grade 11 students
- Increased participation in ACT/SAT testing
- Increased number of students taking a-g courses/ a-g eligibility
- Increased number of secondary students attending two and four year institutions
- Increase participation in high quality, research based professional development

2018 WASC Visiting Committee Report:

Schoolwide Areas of Strength

- Fiscal accountability and well structured administrative team
- Well qualified teacher and dedication to student success
- AVID Certification for 2018
- Continual increase in the number of students attending 2 and 4 year colleges
- Yreka Community Service Projects

Critical Areas for Follow-up From the Visiting Committee:

- Improve CAASPP scores in math and ELA
- Increase the number of secondary students attending two and four year institutions.
- Increase teacher, parents and administrative participation in high quality, research based professional development

Promoting college readiness through increasing participation in college prep exams, and increasing the number of students on-track and graduating with UC/CSU a-g eligibility requirements met are measurable outcomes that support the goal of increasing the number of students attending two and four year institutions, and as such are included in the NU-SCS LCAP.

The WASC process NU-SCS completed prior to the 2018-19 school year did not result in the formation of a formal action plan. Instead, the leadership team included the recommendations in each LCAP or SPSA. The 2018-19 and the 2019-20 LCAP goals were:

- NU-SCS will improve student performance outcomes in core academic area,
- ensure that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning, and

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- improve school climate, and parent and community involvement to promote and cultivate a positive, safe environment for all.

In prior years, neither MVCS nor NU-SCS was required to develop a SPSA, as the LCAP with the Federal Addendum served the same purpose with regard to receiving federal funding. Due to the COVID-19 pandemic, the 2019-20 LCAP Annual Update and the 2020-21 LCAP were suspended. They were replaced by the Learning Continuity and Attendance Plan. Because there was no Federal Addendum, NU-SCS developed a SPSA. The 2020-21 SPSA included two primary goals,

- improve student performance outcomes in the core academic areas and
- ensure that all students have access to an appropriate education, whether digitally or in-person, and are provided with the educational tools required to learn in environments that reflect 21st century learning.

This SPSA aligns with the LCAP from the 2019-2020 school year. In order to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs, Northern United Siskiyou initiated the following strategies:

- Administer assessments to identify those students who are at-risk academically
- Provide intervention tutors to support those at-risk
- Provide intervention curriculum to target needed support
- Provide devices and hot spots for equitable access to online learning
- Provide bus passes to students for equitable access to intervention tutoring and science labs
- Purchase science lab kits appropriate for home use
- Provide a program to teach life skills (Elevate)
- Offer induction for beginning teachers through the ATE Program Tehama County
- Utilize AVID strategies
- Offer college and career counseling

The 2021-22 LCAP includes the same three goals as the previous LCAPs, although slightly reworded (as will be explained below). In addition, some actions were moved to a different goal and some new actions were added. Improving student performance on CAASPP assessments, improving student performance on college readiness measurements, and providing professional learning opportunities for staff remained a priority through each of the subsequent plans.

The following tools were used to implement, elicit feedback, and monitor progress towards the goals and plans:

Fall Summit

Staff meetings

Staff surveys

WASC timeline

Parent meetings⁴

Parent surveys

Board meetings

Summarize Progress

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all schoolwide critical areas for follow-up (growth areas for continuous improvement) from the last full self-study and all intervening visits.

LCAP Goal 1

Goal 1 in the first two NU-SCS LCAPs (2018-19 and 2019-20) and the 2020-21 SPSA was *NU-SCS will improve student performance outcomes in core academic areas*. Goal 1 was reworded in the current LCAP (2021-22) to *NU-SCS will improve student performance on statewide assessments and other performance outcomes*. This goal addresses the first critical area for follow-up (growth areas for continuous improvement) identified by the visiting committee, improving CAASPP performance in math and ELA. This goal also includes actions and measurable outcomes (promoting college readiness through participation in college prep exams and increasing the number of students on-track and graduating with UC/CSU a-g eligibility requirements met) that support the second growth area identified by the committee, increasing the number of secondary students attending two and four year institutions.

Actions related to Goal 1 pertaining to standards based professional development also addresses a growth area for continuous improvement identified by the visiting committee, increasing teacher, parents and administrative participation in high quality, research based professional development.

Performance in statewide summative assessments has been an ongoing goal for MVCS and NU-SCS. Our student population is such that many of our students arrive at our school with gaps and deficits in their school attendance and performance, especially in high school. We have recognized the need to improve performance in this area for some time. We have made progress at times, and slid backwards others. In any case, the effort to improve continues.

All of our students are impacted by this goal. All of our students participate in the administration of the Star Renaissance assessment three times per year. All students who require intervention receive it. Also, all of our students take the CAASPP Interim Assessments, one block from each subject, each semester. This allows an opportunity for the teacher to give direct instruction and student practice for the CAASPP Summative Assessment. Additionally, with an increased focus on students meeting UC/CSU a-g eligibility, there is an increase in overall rigor of instruction in all high school courses.

⁴ [Parent slides](#)

CAASPP

Measurable Outcomes

- CAASPP 2019 baseline, all students in grades 3-8 and 11: ELA 43% met or exceeded; Math 22% met or exceeded
- CAASPP 2020 no test
- CAASPP 2021 not required, but administered to approximately 60% of students in grades 3-8 and 11: ELA 31% met or exceeded; Math 20% met or exceeded.

Actions

- Provide professional development to staff related to CAASPP Interim Assessment best practices
- Expand academic intervention program
- Purchase online curriculum, intervention and academic support platforms for students
- Create parent training program

Extra steps taken:

- Mandatory interim testing
- Mandatory STAR windows with progressing monitoring
- Data from the mandatory assessment provides areas to target instruction

College Readiness

The first two major needs identified by the visiting committee address college readiness. We incorporated college readiness in our 2021-22 LCAP in the following goal.

Measurable Outcomes

- PSAT: 2018-19 baseline, 3; 2019-20 actual 15 - exceeded goal
- SAT: 2018-19 baseline, 0 students registered; 2019-20 had 5 students registered, but the test was cancelled due to COVID-19 -would have exceeded goal
- UC/CSU a-g course completion - 1 - did not meet in 2019-20 school year
- Concurrently enrolled students: 2018-19 baseline 8; 2019-20 actual 13 - exceeded
- Advanced placement - 0 courses offered - did not meet in 2019-20 school year
- CAASPP 2019 baseline, all students in grades 3-8 and 11: ELA 43% met or exceeded; Math 22% met or exceeded
- Implementation of academic content and performance standards: 100% of learning records have data showing the academic content and performance standard that each student covered in each learning period.

Actions

- Create CTE pathway

- Hire counselors
- Field trips to colleges
- Promote concurrent enrollment at COS
- Expand a-g course offerings
- Increase FTE of academic counselor
- Provide AP course opportunities
- Support AVID at all grade levels

Looking at last year, we were actually on track to meet or exceed the first two outcomes. We had a good increase in the number of students taking the PSAT. We were also on track to have the largest number of students take the SAT than we had ever had, before COVID-19 forced cancellation of test administrations.

In addition, NU-SCS has made progress towards increasing the number of students graduating fully eligible in a-g requirements. We should have two 2022 graduates fully a-g compliant, and more underclassmen who are on track. Our counseling department has been working closely with the high school teaching staff to focus on ensuring all of our students are enrolled in a-g approved courses. In the spring of 2021, they analyzed each high school student's a-g eligibility status, and created plans for how those students could fill gaps in their eligibility during our Extended Learning Opportunities summer program. Some students were missing a-g approved courses on their transcript, others took approved a-g classes, but received a D in the class. By retaking the course and earning a C or better, they restored a-g eligibility for that area. More needs to be done, certainly, but we're on the right track.

LCAP Goal 2

Goal 2 in the first two LCAP cycles and the 2020-21 SPSA was *ensuring that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning*. In the most recent LCAP (2021-22), it was reworded to: *NU-SCS will provide all students access to appropriate educational conditions of learning and a broad course of study*. One particular LCAP action in this goal in the 2018-19 and 2019-20 LCAPs addressed the professional development growth area identified by the committee, providing staff with *professional development* opportunities in the following areas: 21st century skills, CTE, technology, STEM/STEAM. Actions pertaining to staff professional development were consolidated to Goal 1 in the 2021-22 LCAP. Some actions related to a broad course of study were added to this goal 2021-22 LCAP, including *expanding our AVID Elective classes, increasing counseling department hours, creating a second CTE pathway, and hiring a high school Spanish teacher*.

Goal 2 was developed out of a desire to ensure that all of our students had access to what they need to be able to meet their college and career goals. Effective teachers are crucial to foster learning environments that reflect 21st century learning. Providing staff opportunities for professional learning, both in core subject standards based teaching and in best practices

relating to STEM and CTE Pathways is crucial for improving student outcomes. NU-SCS has sent teachers to workshops and conferences throughout the state. NU-SCS has also contracted with professional learning experts to provide services in-house. NU-SCS has also created some collaborative spaces called [Teacher Circle](#), [once a month](#), during which one of our staff shares their expertise in a particular area.

Recognizing that AVID is an effective program for helping students gain the organization and study skills necessary for success in college or career endeavours, we included an expansion of our program in this goal. Also, recognizing that as our students are all independent study and the level of parent support required for our students to grow academically, we decided to create a parent training program for the 2021-22 school year, utilizing Extended Learning Opportunities funding. Due to staffing turnover in the summer of 2021, NU-SCS was not able to create the program as planned, however, a similar program for parents was created by our sister school, NU-HCS, and one of our staff members is participating in developing and providing parent workshops. Our parents have been invited to participate in these workshops via Zoom.

As focus has been placed on this goal, our educational programs have become more robust and diverse. Having additional quality, research-based educational programs, such as increased a-g course offerings, our CTE pathway, concurrent enrollment and AVID elective, impacts all students in a positive way. Students are able to select courses that resonate specifically to them. They are challenged and engaged, as well as better prepared for college or careers.

Measurable Outcomes

- Number of students taking AVID Electives per year in middle school and high school
- Number of students that meet both a-g and CTE completion
- Percentage of parent training attendees who report initial implementation of standards

Actions

- Provide professional development designed to deepen teachers' understanding of the California State Standards.
- Hire high school counselor
- Designate time for meaningful collaboration between teachers of center and/or Zoom classes and independent study teachers to communicate individual student needs.
- Create AVID Elective class for middle school
- Expand AVID Elective for high school
- Provide training materials to parents regarding state standards.
- Provide training to parents relating to using standards based curriculum.
- Hire Spanish teacher

NUCS requires each teacher to attend a minimum of 8 additional hours of professional development above the mandatory, all school professional learning events. Teachers submit a response for each professional learning event they attend, including a reflection on what they

learned. Staff members averaged over 15 additional hours of PD during the [2018-19](#) school year. In the [2019-20](#) school year, staff averaged over 17 additional hours of PD. The [2020-21](#) school year saw a drop to just over 8 hours, on average, of additional PD. Clearly, the pandemic had an impact on NU-SCS professional development efforts.

The NU-SCS counseling department has undergone numerous changes since opening. The counselor who had been with MVCS for the last few years, and with NUCS in the first year (splitting time between both NUCS schools) took a position at a different school before the 2019-20 school year. This counselor had been instrumental in creating a full complement of a-g courses and ensuring that all students had access to these courses. NU-SCS was able to hire a full time counselor at the beginning of the 2019-20 school year. This counselor was new to high school academic counseling. His focus was more towards social and emotional counseling, small groups, life skills building activities. When COVID-19 forced the closure of our facilities in March, he worked remotely from his home and much of the momentum gained in his group work throughout the year was lost. This counselor was also instrumental in increasing our participation in the PSAT and we were on track to administer the SAT for the first time at one of our learning centers. However, the spring administration of the SAT was cancelled due to the pandemic. During the 2020-21 school year, we again shared a counselor with NU-HCS. This counselor was very new to high school academic counseling, and her time was split between two schools, consequently, we did not make much progress in terms of getting students a-g eligible. At the beginning of the 2021-22 school year, NU-SCS paid for an additional counselor to assist in the process of creating four year plans that helped our high school students stay on track to be a-g eligible. We have many high school students arrive at our school with gaps in their transcript. Creating a plan for them is challenging.

NU-SCS has had a high school AVID Elective class for a few years. We made it a goal to expand the number of students taking the high school class, as well as adding a [middle school class](#), both of which we were able to do this year.

To expand our language other than English offerings, we hired a newly Spanish teacher who had completed a credential program before the beginning of this year, however, due to the fact that the CTC would not accept her bachelor's degree earned at a university in Mexico without a complete transcript analysis, she is currently employed as an SGI who is supporting our students who are taking Spanish online through Apex. Once her credential is approved by CTC, she will begin being the primary instructor for our high school Spanish students.

Actions to increase research based professional development

- [AVID - Summer institute](#)
- Academic Standards based PD at SCOE
- [SEL Community of Practice](#) created by SCOE
- Online teaching/Google - SCOE
- Intervention/SST

LCAP Goal 3

Goal 3 in the first two years was *NU-SCS will improve school climate, and parent and community involvement to promote and cultivate a positive, safe environment for all*. This goal was not included in the 2020-21 SPSA. In the 2021-22 LCAP, this goal has been reworded to: *NU-SCS will increase stakeholder engagement and maintain a positive school climate*. One particular action and measurable outcome in this goal addresses supporting growth in student performance in CAASPP testing, namely our MTSS/RTI program. This was included in the school climate goal because we view our MTSS program as something that goes beyond academics, but also includes the social and emotional well-being of our students.

Goal 3 was determined out of a desire to ensure that all NU-SCS students feel like they are part of a friendly, welcoming family. By creating a multi-tiered system of support, NU-SCS is working to ensure that students and their families feel engaged and supported in all of their school endeavours. Furthermore, by working to create a warm and welcoming environment that meets the social and emotional needs of our students, NU-SCS is fostering an atmosphere in which academic growth can occur.

With our additional school counselor and new intervention coordinator, we are able to place more focus on the social emotional needs of our students. Having an additional counselor means more one-on-one and small group counseling is available to students. The intervention coordinator assists teachers in determining appropriate interventions. All students benefit from these additional support provided to them. Through Parent Square, our new parent notification system, we are able to communicate easily and more frequently with parents regarding school events and announcements. Students benefit from an increase in the school to home communication.

Measurable Outcomes

- Parent engagement survey results
- School climate survey results
- Percent of stakeholders who respond to climate survey
- Attendance rate
- Chronic absenteeism rate
- Dropout rate
- Graduation rate
- Suspension rate

Actions

- Publicize School Board and School Site Council meetings.
- Provide a dedicated email address for parent input.
- Purchase a new, more engaging parent notification system.

- Maintain school website parent and student resource page.
- Maintain and publicize back-to-school and open house events.
- Provide a school newsletter to keep stakeholders informed about school news, events and activities, and opportunities for parent involvement.
- Provide transportation and child care support for parents to attend school events or training sessions.
- Provide behavioral interventions:
 - Hire intervention coordinator
 - Hire school psychologist
- Support student social, emotional, and mental health.
- Contract with Lassen Counseling for student counseling sessions.
- Provide teen life coaching classes.
- Build capacity for staff support and wellness.
- Provide professional learning opportunities, SEL, PBIS, MHFA, Restorative Justice.
- Create and distribute student surveys to aid in programmatic planning.
- Administer school climate survey on safety, relationships, conditions for teaching and learning, and empowerment.
- Promote PBIS principals school-wide to provide a supportive and engaging physical environment.
- Hire intervention coordinator.
- Provide a continuum of supports to student mental health:
 - Provide student and staff suicide prevention training
 - Purchase anti-bullying curriculum
 - Purchase student safety and device management software
 - Expand school counseling or school social work services to student groups and grade levels at risk of poor school attendance
- Post climate survey results on school website

Growth Areas for Continuous Improvement not currently in the Schoolwide Action Plan/SPSA:

Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

There are no growth areas for continuous improvement that are not in the current action plan (LCAP).

Chapter II: Student/Community Profile and Supporting Data and Findings

A. General Background and History

Community

Community Served by the School

Siskiyou County demographics include the following data: 58.5% white alone non-Hispanic or Latino, 17.5% Hispanic, 5.5% two or more races, 6% American Indian or Alaskan Native, 1.1% Black or African American, and 1.4% Asian. Siskiyou County as a whole has a student population in which 64.5% are socioeconomically disadvantaged, 3.6% are English learners, and 2% are foster youth. Eleven percent of the people in Siskiyou County speak a non-English language and 96.8% are U.S. citizens. The average special education rate for schools in Siskiyou County is 10.2%.

Community Foundation Programs

NU-SCS has a foundation that performs fundraising activities for the school to help support primarily field trips and graduation ceremonies, and to purchase materials and supplies for students and teachers when NU-SCS budgetary conditions are tight. Fundraising activities include sales events like chocolate, coffee, donuts, bake sales, car washes, and garage sales.

School/Business Relationships

NU-SCS works with numerous businesses within the community to help provide an enriching education experience for students, businesses such as dance studios, martial arts studios, the YMCA, and other wellness/fitness centers. However, during the COVID-19 pandemic, student participation in these in-person activities has been curtailed or suspended.

Staff description

[NU-SCS staff](#) is composed of 21 individuals who reside in Siskiyou County, and 13 more who reside in Humboldt County that are shared with NU-HCS. Two are Hispanic and one is from the Pacific Islands. 27 are female and seven are male. Of the certificated working in Siskiyou County, six are multi-subject, two are CTE, and one is administrative (also multi-subject). In the 2018-19 school year, NU-SCS shared one high school counselor with NU-HCS. In 2019-20, NU-SCS hired a full time counselor, who did not return in 2020-21. NU-SCS again shared a counselor and counseling tech with NU-HCS. Beginning in 2021-22, NU-SCS shares two counselors with NU-HCS.

NU-SCS has had an over 50% [turnover](#) in staff since the first year of 2018-19. Only five NU-SCS staff members, or 23% of current in-county employees have been with the MVCS and NU-SCS organizations for 6 or more years. NU-SCS had 11 certificated general education teachers with

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rosters of students in 2020-21. There are currently seven such teachers (plus an administrator with a roster of students), or a 36% reduction in teaching staff.

Current Staff Data

Location	Certificated	Classified	Counseling	Pupil Support	Gender	Ethnicity
Siskiyou Residents	9	12	0	1	16 female 5 male	2 hispanic, white 19 white
Humboldt Residents	6	7	2	5	11 female 2 male	1 pacific islander 12 white

Of the certificated working in Siskiyou County, six are multi-subject, two are CTE, and one is administrative (also multi-subject).

School Purpose and WASC Accreditation History

Purpose

The Core Beliefs

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

The Vision

Northern United – Siskiyou Charter School, a school wherein every student is future-ready:

- Ready for personal success.
- Ready for college.
- Ready for the global workplace.

The Mission

Northern United – Siskiyou Charter School, in partnership with parents and community, will engage all students in a comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

Strategic Goals of the Mission: Northern United – Siskiyou Charter School will . . .

- design and implement dynamic learning experiences to ensure that all students are future-ready learners.

- recruit, develop, retain and recognize an exceptional, highly motivated staff to optimize student engagement, and learning.
- communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.
- provide resources and support systems that enhance a positive learning environment and foster student and community pride.

Schoolwide Learner Outcomes (SLOs)

NU-SCS Schoolwide Learner Outcomes were carried over from the MVCS SLOs, and have remained unchanged. The SLOs were updated in 2014, during the MVC WASC Self-Study, and were reviewed during the self-study and initial accreditation report. They were revisited during the NUCS Fall Summit in August of 2018, and again in August of 2021.

The NU-SCS SLOs are as follows:

- A Northern United - Siskiyou Charter School graduate . . .
 - reads and writes effectively.
 - sufficiently understands and functions in the world.
 - appreciates the history of mankind in all its diversity, and understands the political process.
 - applies math principles and operations to solve problems.
 - applies scientific concepts and skills to explain the world and find solutions to its problems.
 - realizes personal special interests, talents and abilities.

During recent administrative discussions, we have decided that we should revisit the SLOs to perhaps add a social and emotional learning outcome to the list.

ACS WASC accreditation history

The NU-SCS WASC Accreditation history begins with MVCS. MVCS was at the end of a 6 year accreditation cycle when it closed and NU-SCS opened. The initial WASC accreditation process for NU-SCS was such that the self-study being performed by MVCS, using data from MVCS that is specific to Siskiyou County, was used for the initial report to the visiting committee. This process was led by an administrator who left the organization prior to the start of NU-SCS, and a director of special programs who left NU-SCS after year one.

LCAP Process and Identified Needs

As with the NU-SCS initial WASC accreditation process, the LCAP process started with the MVCS LCAP. The same staff members who led the WASC process led the LCAP process. The 2018-19 NU-SCS LCAP was based on Siskiyou specific data from the 2017-18 MVCS LCAP. As

with WASC, the LCAP leadership structure changed midway through the 2018-19 school year. The process in every instance included yearly surveys and meetings to garner feedback and suggestions from educational partners. Additionally, during the 2020-21 school year, School Site Council meetings served as more opportunities for input. Discussions from the SSC meetings were then reported to the rest of the administrative team and the NUCS Board. Information about the 2018-19 LCAP, the update for 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, and the new 2021-24 LCAP can be found [in this document](#) posted on our website.

2021-2022 LCAP Goals:

Northern United-Siskiyou Charter School will . . .

- improve student performance outcomes in the core academic areas.
- ensure that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning.
- improve school climate and parent/community involvement to promote and cultivate a positive and safe environment for all.

LCAP Goal 1

CAASPP

Measurable Outcomes

- CAASPP 2019 baseline, all students in grades 3-8 and 11: ELA 43% met or exceeded; Math 22% met or exceeded
- CAASPP 2020 no test
- CAASPP 2021 not required, but administered to approximately 60% of students in grades 3-8 and 11: ELA 31% met or exceeded; Math 20% met or exceeded.

Actions

- Provide professional development to staff related to CAASPP Interim Assessment best practices
- Expand academic intervention program
- Purchase online curriculum, intervention and academic support platforms for students
- Create parent training program

Extra steps taken:

- Mandatory interim testing
- Mandatory Star windows with progressing monitoring
- Data from the mandatory assessment provides areas to target instruction

College Readiness

Measurable Outcomes

- PSAT: 2018-19 baseline, 3; 2019-20 actual 15 - exceeded goal

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- SAT: 2018-19 baseline, 0 students registered; 2019-20 had 5 students registered, but the test was cancelled due to COVID-19 -would have exceeded goal
- UC/CSU a-g course completion - 1 - did not meet in 2019-20 school year
- Concurrently enrolled students: 2018-19 baseline 8; 2019-20 actual 13 - exceeded
- Advanced placement - 0 courses offered - did not meet in 2019-20 school year
- CAASPP 2019 baseline, all students in grades 3-8 and 11: ELA 43% met or exceeded; Math 22% met or exceeded
- Implementation of academic content and performance standards: 100% of learning records have data showing the academic content and performance standard that each student covered in each learning period.

Actions

- Create CTE pathway
- Hire counselors
- Field trips to colleges
- Promote concurrent enrollment at COS
- Expand A-G course offerings
- Increase FTE of academic counselor
- Provide AP course opportunities
- Support AVID at all grade levels

LCAP Goal 2

Access to an Appropriate Education

Measurable Outcomes

- Number of students taking AVID Electives per year in middle school and high school
- Number of students that meet both a-g and CTE completion
- Percentage of parent training attendees who report initial implementation of standards

Actions

- Provide professional development designed to deepen teachers' understanding of the California State Standards.
- Hire high school counselor
- Designate time for meaningful collaboration between teachers of center and/or Zoom classes and independent study teachers to communicate individual student needs.
- Create AVID Elective class for middle school
- Expand AVID Elective for high school
- Provide training materials to parents regarding state standards.
- Provide training to parents relating to using standards based curriculum.
- Hire Spanish teacher

Actions to increase research based professional development

- [AVID - Summer institute](#)

- Academic Standards based PD at SCOE
- [SEL Community of Practice](#) created by SCOE
- Online teaching/Google - SCOE
- Intervention/SST

LCAP Goal 3

Engagement And School Climate

Measurable Outcomes

- Parent engagement survey results
- School climate survey results
- Percent of stakeholders who respond to climate survey
- Attendance rate
- Chronic absenteeism rate
- Dropout rate
- Graduation rate
- Suspension rate

Actions

- Publicize School Board and School Site Council meetings.
- Provide a dedicated email address for parent input.
- Purchase a new, more engaging parent notification system.
- Maintain school website parent and student resource page.
- Maintain and publicize back-to-school and open house events.
- Provide a school newsletter to keep stakeholders informed about school news, events and activities, and opportunities for parent involvement.
- Provide transportation and child care support for parents to attend school events or training sessions.
- Provide behavioral interventions:
 - Hire intervention coordinator
 - Hire school psych
- Support student social, emotional, and mental health.
- Contract with Lassen Counseling for student counseling sessions.
- Provide teen life coaching classes. [has not happened yet]
- Build capacity for staff support and wellness.
- Provide professional learning opportunities, SEL, PBIS, MHFA, Restorative Justice.
- Create and distribute student surveys to aid in programmatic planning.
- Administer school climate survey on safety, relationships, conditions for teaching and learning, and empowerment.
- Promote PBIS principals school-wide to provide a supportive and engaging physical environment.
- Hire intervention coordinator.
- Provide a continuum of supports to student mental health:

- Provide student and staff suicide prevention training
- Purchase anti-bullying curriculum
- Purchase student safety and device management software
- Expand school counseling or school social work services to student groups and grade levels at risk of poor school attendance
- Post climate survey results on school website

B. School Program Data — Description of Programs

General education program

Yreka Learning Center has an enrollment of 70 students (as of December 17, 2021). There are two facilities, 423 S. Broadway and 505 S. Broadway. 37 students are enrolled K-8 and 33 students are enrolled 9-12. Yreka Learning Center has a block schedule of classes. Elementary and middle school students have classes available to them two days a week. High school students have classes available to them four days a week. The center operates on Fridays by appointment only.

Classes at YLC are mostly in the subjects of English, math and science. The science classes focus on lab work. Students work with their teacher of record to complete readings and assignments that are supported by the labs. We have CTE Sustainable Agriculture pathway classes, as well as biology and earth science labs. We are in the process of creating a CTE technology pathway. The first course is in the a-g approval process. There are also middle school and high school math labs. There are AVID Elective classes for both middle school and high school. In previous years, we had an ASL teacher, however she retired at the end of last year. At the beginning of this year, we created a Zoom support hour with a Spanish instructor for our students taking Spanish online.

Our Mt Shasta program has two locations, 1124 Pine Grove Drive and 427 Alder Street. 47 students are enrolled in Mount Shasta. 33 students are enrolled K-8 and 14 students in grades 9-12. The Pine Grove location houses what we call our Acorns and Oak Leaf programs. The Acorns are grades K-2 and the Oak Leaf students are grades 3-6. We have two credentialed teachers, two SGI and a tutor. Students attend classes Monday through Thursday from 8:30 till 2:30. Students complete assignments at home on Fridays.

Our location at Alder Street is staffed by a credentialed teacher who specializes in grade 7-12. This staff member works with strictly home based families and independent study high school students. The tutor at Pine Grove and our recently hired special education tutor support students at Alder Street as well. Alder Street also acts as a resource center and the administrative office for the regional director and an administrative assistant. Prior to the pandemic, we were offering maker space classes and were in the planning stages of creating an in-person, four day a week

program for grades 7-8. Our maker space teacher started her own online business during the pandemic, which has now blossomed into a business with employees, so she will not be returning. We are hoping to find someone to take over the maker space classes soon. The staff member who was planning on starting a middle school program in Mt Shasta at the start of the 2022-23 school year, has taken another job, which is a setback, however we are still working towards creation of that program.

Preparing students for college and careers

Almost all NU-SCS students take classes with UCOP approved a-g syllabi. Some high school juniors and seniors arrive at our school with large credit gaps on their transcript. Some, but not all, of those students take general courses as part of a credit recovery process. All students have opportunities to enroll in concurrent courses at College of the Siskiyous. Prior to the pandemic, we took students on field trips to College of the Siskiyous to familiarize them with the campus and help them become comfortable with the idea of attending classes there. We expect these in-person trips to resume in fall of 2022. As mentioned above, we offer two different CTE pathways, and we are working with the CTE coordinator at SCOE to help us expand our program. Finally, also mentioned above, we offer AVID electives in both high school and middle school in Yreka, and teachers schoolwide use various AVID strategies in their teaching practice.

Online instruction and programs provided for the students.

NU-SCS uses primarily [Apex Learning](#) as our online curriculum in all subject areas. Primarily high school students utilize Apex, however some middle school students do as well. To be able to offer AP courses to our students, NU-SCS uses [Apex Learning Virtual School](#) (ALVS), which is slightly different from standard Apex classes in that ALVS provides a highly qualified, content areas specialist to guide students through the curriculum. Standard Apex classes provide only the curriculum, with the teacher of record providing the guidance and support to students. All Apex and ALVS courses are a-g approved. Recently, NU-SCS is piloting a new platform called [Emile](#) that offers a growing list of courses that are a-g approved, including a long list of AP courses. Emile utilizes a combination of lectures and readings that are accessed through their platform and assignments, quizzes and tests that are accessed on Canvas. In addition, teachers of in-person classes use Google Classroom to manage coursework. Online support programs like IXL, Woot Math, and Mystery Science are also utilized by many teachers.

Summary of the support programs

English Learners

NU-SCS has an EL Coordinator who resides in Humboldt County. The previous SAI was trained as the ELPAC Test Administrator. NU-SCS does not currently have any EL students enrolled, however we need to ensure someone becomes trained to be the new ELPAC Test Administrator to be prepared for when we do enroll EL students. Additionally, the most recent ELA adoption

was a curriculum that includes an EL component.

Low Income/SED students

On December 2, 2021, 78.88% of NU-SCS students were in an unduplicated category. All school actions and services are designed to benefit those unduplicated students, as noted in the LCAP for each year.

Foster and Homeless Youth

The NU-SCS foster and homeless liaison works with SCOE to provide services to those students like school supplies, extra tutoring support, and transportation.

Students designated with special learning needs

Up until the 2021-22 school year, NU-SCS employed a full time specialized academic instructor who focused on providing services to students with special learning needs. That SAI was not available to us at the beginning of the 2021-22 school year, consequently SAIs working for NU-HCS filled in the gap. We also hired an in-person special education tutor. NU-SCS hired a new SAI in January of 2022. She will provide services to students with IEPs and guidance to the tutor.

C. Schoolwide Learner Outcomes/Graduate Profile

Using data generated in this profile and other sources (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving all the identified schoolwide learner outcomes.

CTE attendance and pathway completion. NU-SCS' CTE program is in its third year. The first pathway created was in Sustainable Agriculture. All students in that first year took the concentrator course. In year two, we had two students take the completer course, both of them are on track to graduate this year. In year three we have three students on track to complete the pathway.

Sustainable Agriculture CTE Pathway Data

	2019-20	2020-21	2021-22
Concentrator	5	4	2
Completer	1	2	3

NU-SCS is creating a CTE pathway called CTE Media Arts. The first course is in the process of being uploaded to UCOP for a-g approval.

To date, NU-SCS has had one student graduate fully a-g eligible. This year, we have four students on track to graduate with full a-g eligibility. Five of our current juniors are on track to [graduate fully a-g eligible](#).

During the 2018-19 school year, NU-SCS had eight students concurrently enrolled at COS. In 2019-20, we had 13. COS did not offer in-person classes during the 2020-21 school year, and due to the stress related to the pandemic, no NU-SCS students were concurrently enrolled that year. This year, 2021-22, NU-SCS has two students concurrently enrolled.

Up until this year, NU-SCS has not offered Advanced Placement courses. Beginning this fall, NU-SCS enrolled one student in two different AP classes through Apex Learning Virtual School, AP Chemistry and AP Psychology.

D. Demographic Data

Comment on findings, including trends or patterns for the data areas.

NU-SCS enrollment data generally mirrors that of Siskiyou County in most areas, however, we have roughly 15% more students who qualify for free or reduced school meals, 21% more white students, and 5% more Hispanic students. 28.9% of NU-SCS students' most educated parents have a bachelor's degree or higher, 7% graduate degree or higher. 28.1% have some college. 23.9% are high school graduates, and 11% declined to state. By comparison, in Siskiyou County, 90.2% of residents age 25 and over have a high school diploma or higher. 23.2% have a bachelor's degree or higher. 45.4% of NU-SCS students are female. 54.6% are male.

NU-SCS Student Enrollment Data through 10/6/2021

*5,905 students

Group	NU-SCSTotal	NU-SCS Percentage	Siskiyou County*
SED/Free/Reduced	97	80.8%	64.5%
Homeless	6	4.7%	4.0%
Foster Youth	1	0.7%	0.8%
White	102	80.9%	58.5%
Hispanic	32	25.3%	17.5%
American Indian/ Alaska Native	13	10.3%	6%

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African American	6	4.7%	1.1%
Filipino	1	0.7%	0.2%
SWD	14	11.1%	10.2%
EL students	0	0%	3.1%
Kindergarten	5	3.9%	7.3%
Grade 1	11	8.7%	7.3%
Grade 2	4	3.1%	7.3%
Grade 3	4	3.1%	7.2%
Grade 4	12	9.5%	7.7%
Grade 5	9	7.1%	7.0%
Grade 6	10	7.9%	7.8%
Grade 7	7	5.5%	7.8%
Grade 8	8	6.3%	7.8%
Grade 9	7	5.5%	8.3%
Grade 10	12	9.5%	8.2%
Grade 11	14	11.1%	7.7%
Grade 12	13	10.3%	7.7%

The following further describes the students who enroll:

- Students who have been attending a personalized learning program
- Students desiring a personalized learning approach to state standards including developing projects to meet their educational goals
- Home-schooled students who want the support and accountability of a standards-based public school
- Students who are looking for a hybrid program to include home-based learning, onsite classes, curriculum delivered by online platforms, and/or college classes
- Students who are struggling academically in the traditional classroom, or other alternative setting or who desire an alternative education placement
- Students of all ability levels

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- Students who want to combine career and technical training with their core academic subjects

NU-SCS Enrollment Trends

Students	1617 (MVCS)	1718 (MVCS)	1819 (NU-SCS)	1920 (NU-SCS)	2021 (NU-SCS)	2122 (NU-SCS)
Start	150	137	120	127	153	115
Adds	74	60	56	68	27	13
Drops	69	31	25	31	37	3
End	155	166	151	164	143	
Total	224	197	176	195	180	125*
						*As of 11-27

Typically, 46 to 50 percent of students enrolled during the school year turn over from one year to the next. However, many NU-SCS students stay enrolled for many years. To illustrate the fact that NU-SCS families tend to establish long relationships with their school, it is helpful to note that NU-SCS has 17 (14%) students currently enrolled who first enrolled with MVCS during or before the 2015-16 school year, six years ago, and another 19 (15.7%) who enrolled with MVCS before it closed at the end of the 2017-18 school year. 29.7% of currently enrolled students are in their fifth, or more, year of enrollment with their teacher.

E. Data on Addressing the Eight State Priorities

LCFF Priority 1 – Teachers, Instructional Materials, Facilities

Teachers

Currently NU-SCS has zero teachers misassigned. NU-SCS has two teachers who recently earned their credential in an internship program. Additionally, three small group instructors are working towards enrolling in an internship program for the upcoming school year. The regional director, who is also currently acting as a teacher, has a Master's Degree in Educational Administration. No other NU-SCS teachers have an advanced degree. Seven teachers hold clear multi-subject, and one teacher holds a preliminary multi-subject (currently in second year of induction) earned through an internship program (Cal State Teach). One of the clear multi-subject credentials was earned through an internship program. One teacher holds a clear CTE credential, and one teacher is in year one of an induction program with a preliminary CTE credential.

[Staff list](#)

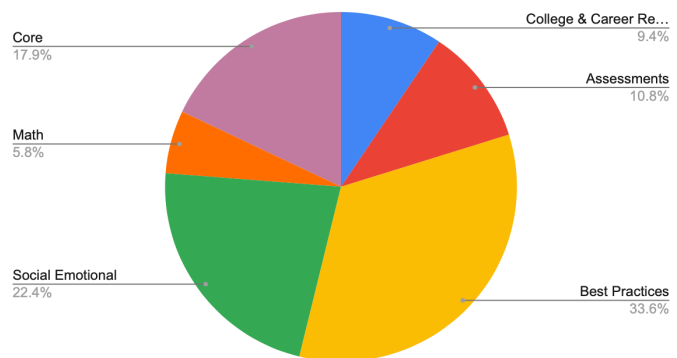
Professional Development Programs/Activities

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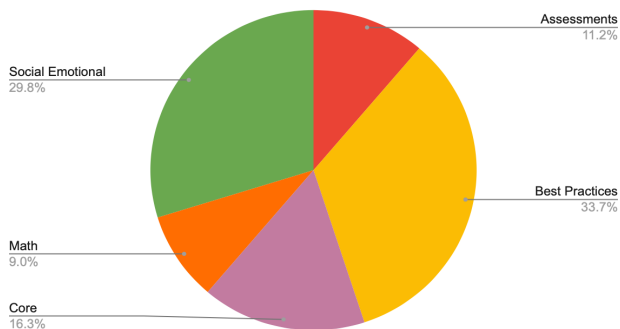
Year	Number of Staff	Average Hours Logged
2018-19	17	34.4
2019-20	14	17.4
2020-21	14	8.75

NU-SCS professional development efforts include four mandatory, all school days, and an additional eight hours of teacher driven professional learning, or events of their choice. A [PD at a Glance](#) document is shared with staff during the annual Fall Summit in late August, a two day event for returning staff, with a third day of training for new staff. Teachers submit post training responses on a [Google Form](#). The following charts summarize the areas of professional learning in which staff participated.

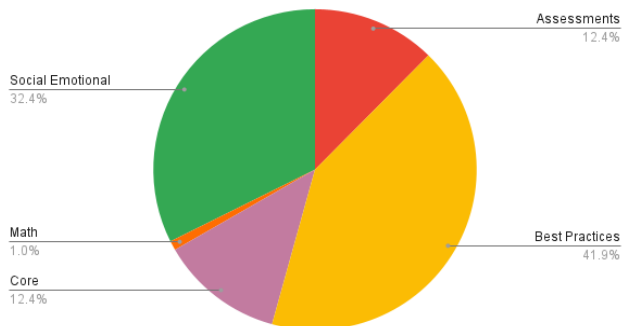
Professional Development 2018-2019



Professional Development 2019 - 2020



Professional Development 2020 - 2021



During the 2018-19 school year, many NU-SCS staff participated in professional learning opportunities at SCOE. That trend continued in the fall of 2019-20, but then abated once the pandemic hit in the spring. NU-SCS Coffee with Colleagues and Teacher Circles on the schedule were replaced by weekly all staff in both schools meetings on Zoom. The purpose of these meetings was to inform teachers of health department updates, facilities closure updates, and community updates, and to share ideas for keeping students engaged. Sometimes the purpose of these meetings was to just [have some fun!](#)

Instructional Materials

In advance of our first year, our curriculum coordinator surveyed all teachers and learning centers to determine which curricula they used in each subject area. After composing a master list, the coordinator presented the list to the admin team, who assessed the availability of standards aligned curricula for all students. Areas of need were identified and used to inform our purchasing priorities for the Public Charter Schools Startup Grant Program. The admin team also created a master list of standards aligned curricula that are the go-to, default choices. Teachers at NU-SCS are not limited to using only a state adopted curriculum, however they are responsible for ensuring anything they use can be used in a way that addresses the content area standards. The NU-SCS Board [approves all curricula used at NU-SCS](#). They hold a [public hearing](#) to allow any educational partners to provide feedback regarding the sufficiency of the curriculum used in the school.

School Facilities

Each year, NU-SCS has maintained its facilities in good repair. In many cases, NU-SCS has paid for improvements to the facilities, including installing fire alarms, security camera systems, play structures, and other play area improvements. Yreka Learning Center has a science lab that provides regular high school lab classes in CTE Agricultural Science, Earth Science, and Biology.

LCFF Priority 2 – Implementation of Academic Standards

As part of the annual process to monitor and evaluate progress towards priority two, NU-SCS asks all staff to respond to a survey in which they [self report](#) what they believe to be their own understanding and implementation of the standards, and also provide feedback on their view of the school leaderships efforts to provide appropriate training in content area standards. This information is reported on the CA School Dashboard. Additionally, a certificated teacher acts as the learning record checker to monitor individual teacher reporting of how students are meeting standards each learning period. She reports her finding to the school director.

LCFF Priority 3 – Parent Engagement

NU-SCS parents have had numerous opportunities to become involved in the school and provide input in the decision making process. Starting with the reorganization process, parent meetings were held in Yreka and Mt Shasta to inform parents of the necessity to close MVCS and create a new school in Siskiyou county. The meetings in November of 2017 provided a background about why MVCS needed to close, and an update on the administrative team's efforts to create two new schools, one in Siskiyou County and one in Humboldt county. We sought input from them as we were gathering petition signatures and asked for letters of support that we could present to the Siskiyou County Board of Education with our [petition](#).

The administrative team held [input meetings](#) in February of 2018 in preparation for NU-SCS first LCAP. Subsequent [LCAP meetings](#) have been held in the spring semester of each year.

In [March](#) and [May of 2019](#), we held meetings with parents in which we solicited feedback

regarding how they would like us to prioritize the balance of our available PCSGP funds.

State priority surveys for student and [family engagement](#), [satisfaction](#), and [school climate](#) have been distributed each spring. Results of the [Engagement and Climate Surveys](#) were presented to the NUCS Board each year.

NU-SCS has a foundation that supports fundraising efforts. FUndraisers are coordinated with staff, student, and parent input. Parent meetings were held until the pandemic forced the closure of facilities. Parents who were spearheading the meetings have since left the school. NU-SCS is seeking to find parents who want to lead the foundation efforts.

NU-SCS kept it's facilities closed through the end of March, 2021. In advance of reopening, each learning center hosted a [Zoom meeting](#) to go over the criteria used by the school director and the Board when deciding to reopen, the board adopted safety protocols and procedures for staff and students, and an update on the schedule of in-person classes, as not all classes in-person resumed, some stayed on Zoom. COVID-19 reopening Zoom meeting in March 2021.

As part of our Extended Learning Opportunities Grant planning, we administered an [ELO Grant Student and Parent Survey](#).

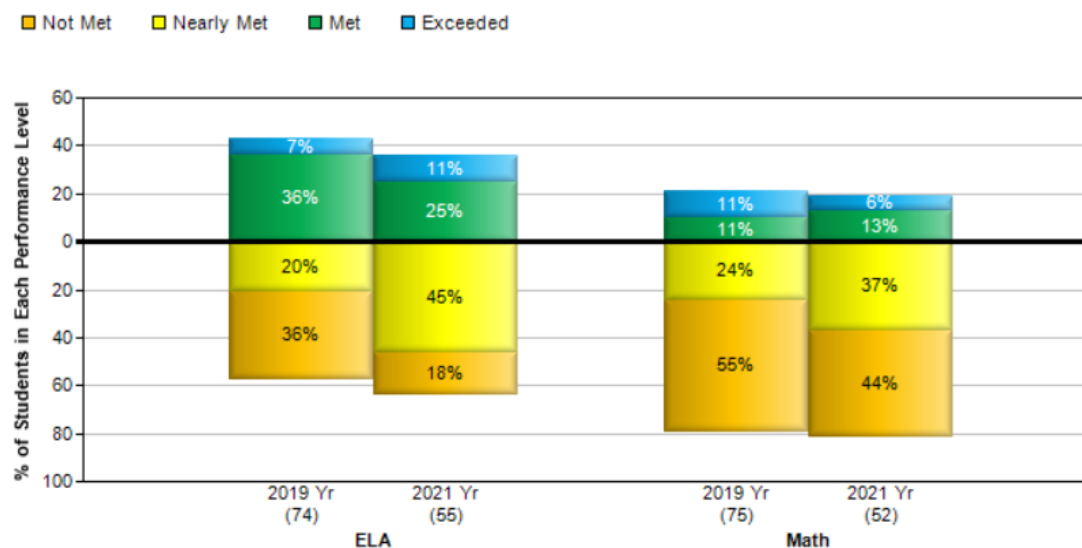
School Site Council (SSC) meetings began in [October of 2020](#) and ran through June of 2021. Meetings were publicized via the school messaging system and on the school website.

All meetings were publicized by teachers as they met with their students' families, through newsletters, on a messaging app, on social media, and by [email](#).

LCFF Priority 4 – Performance on Standardized Tests

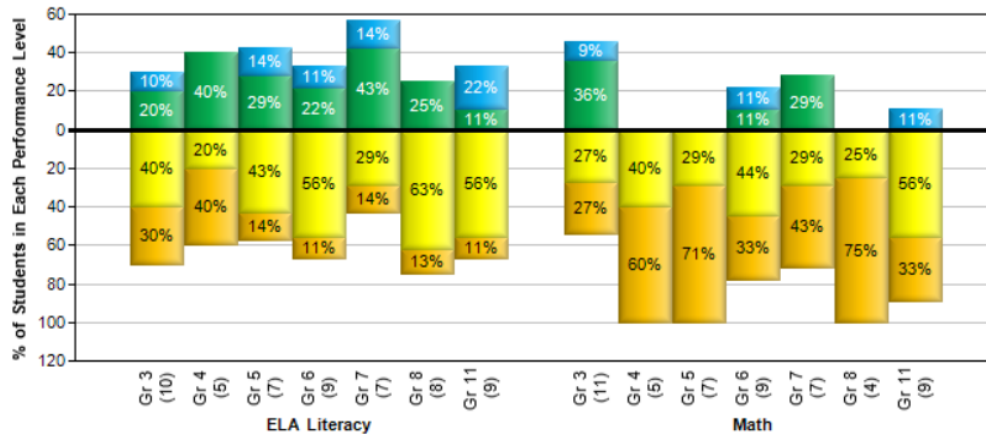
CAASPP Summative Test Results

CAASPP 2019 and 2021 Achievement Levels Comparison - All Students - All Grades

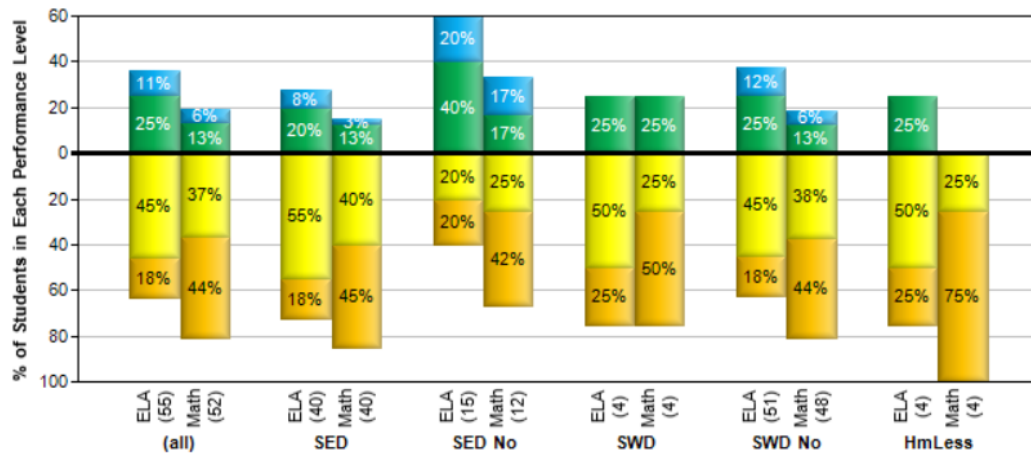
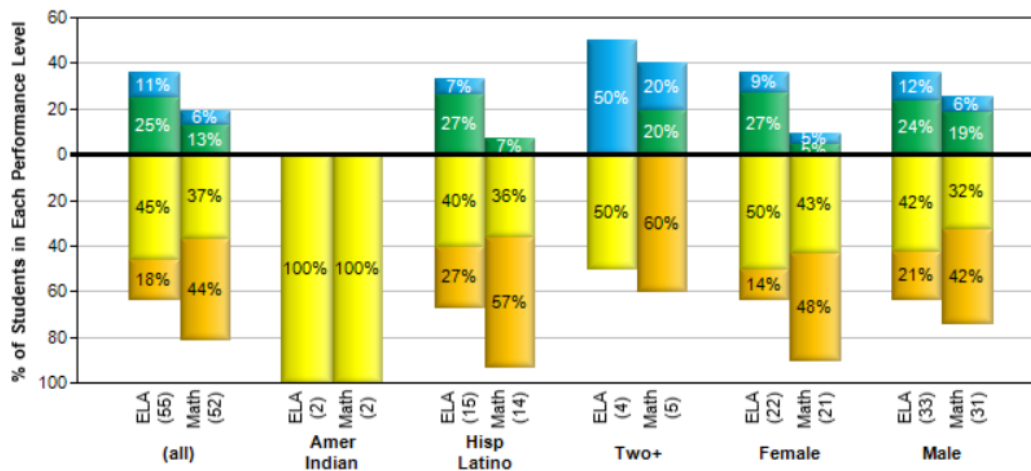


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CAASPP 2021 Achievement Levels - Each Grade

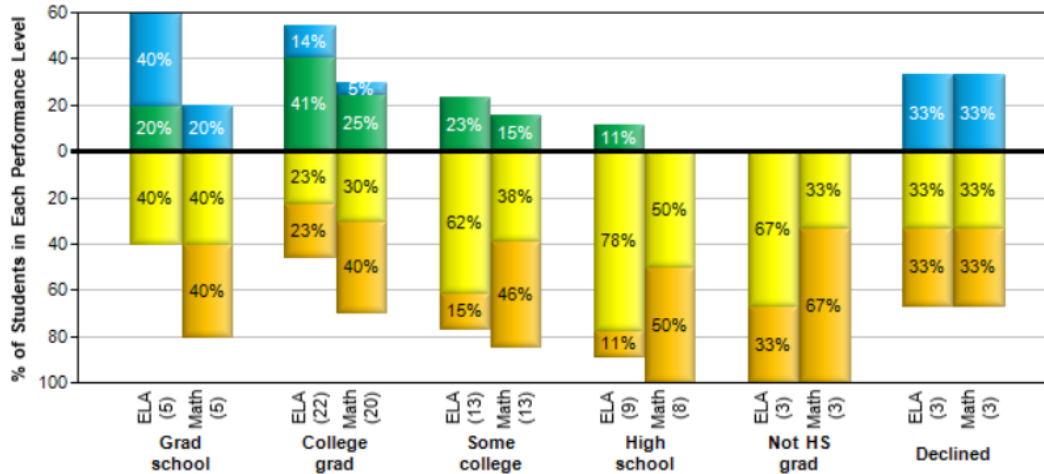


CAASPP 2021 Achievement Levels - Subgroup Comparisons - All Grades



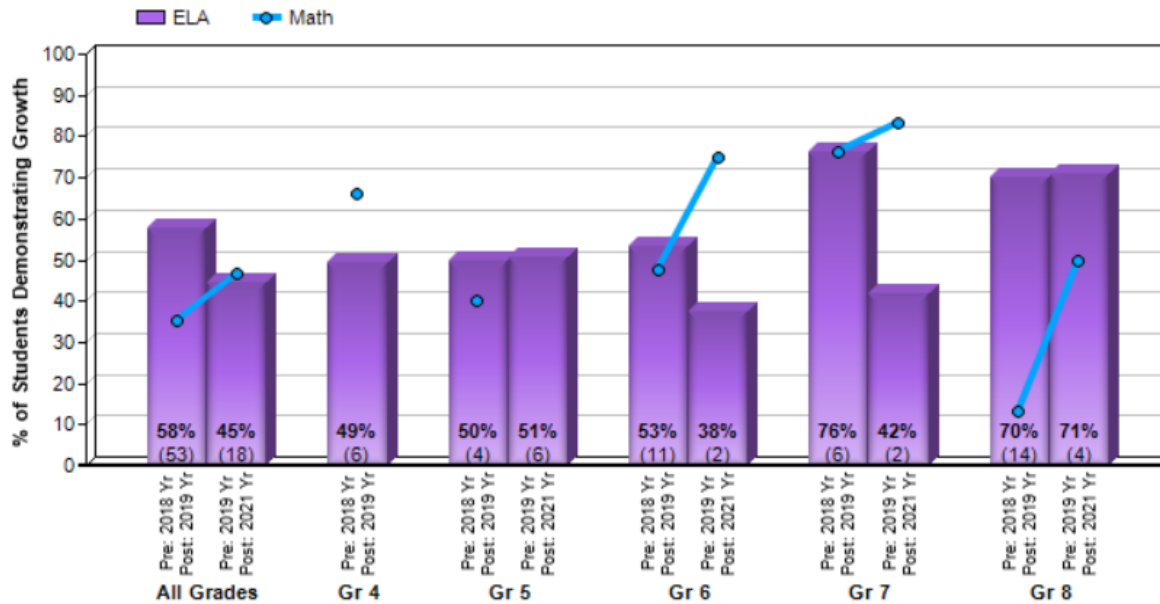
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Parent Education Level



Matched Students Growth - Grade Levels

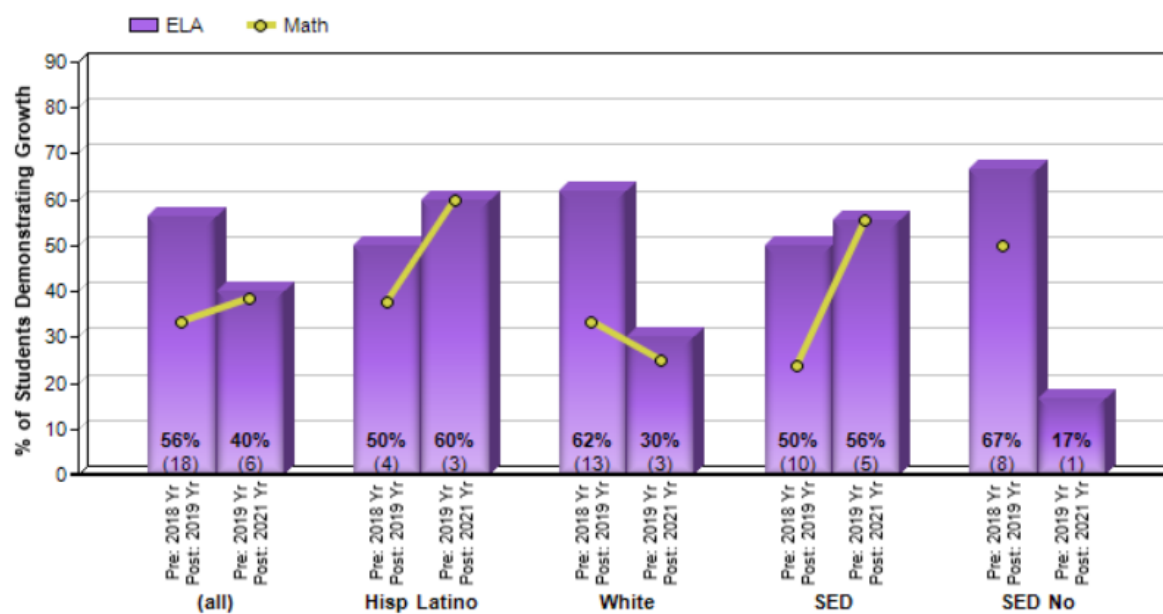
[Fourth grade students took the test for the first time in 2021, so they had no prior year to show growth] Percent of students demonstrating growth.



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Matched Student Growth - Subgroups

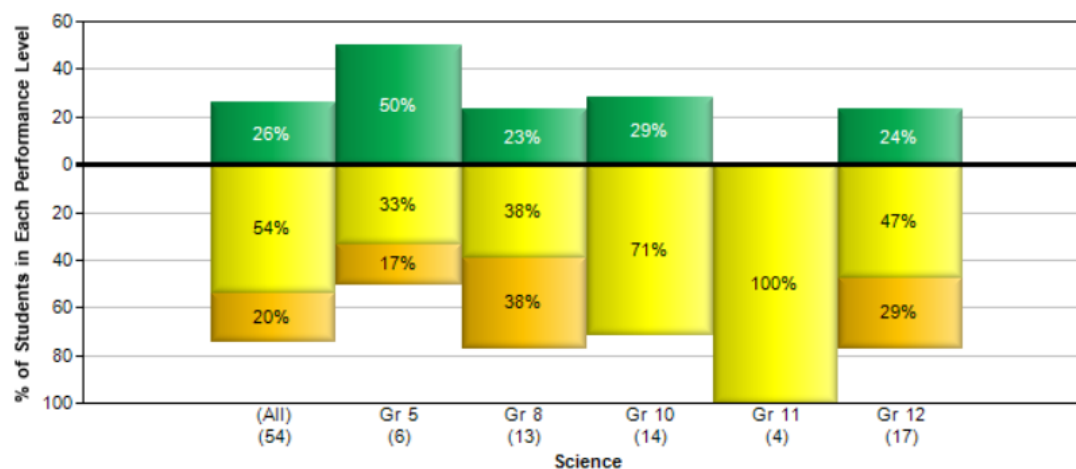
Percent of Students Demonstrating Growth



California Science Test (CAST)

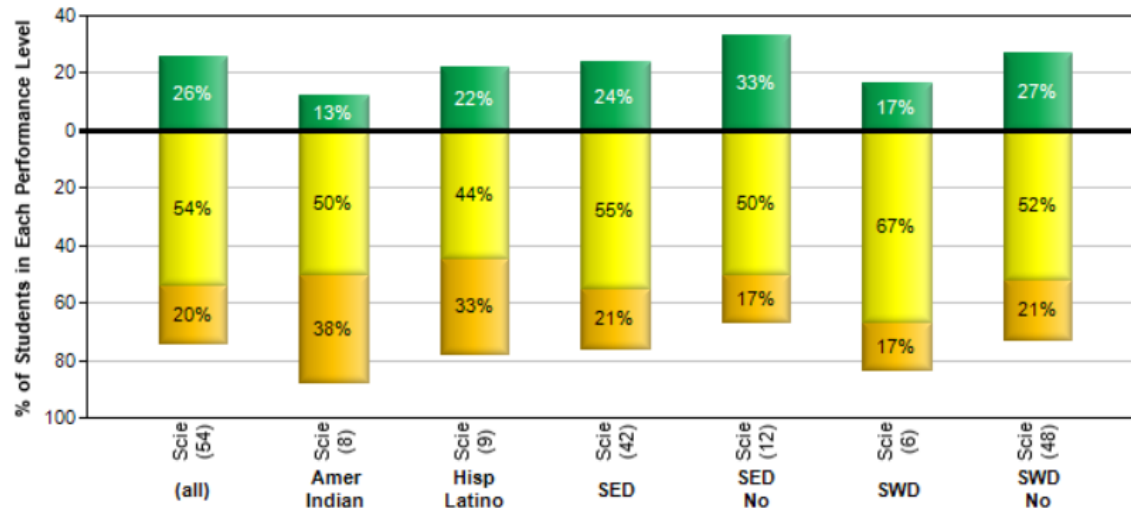
2019 - All Grades

[CAST was optional for the 2021 administration. No high school students chose to take it].



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CAST 2019 - Subgroups



California School Dashboard Performance Overview and Other Local Measures

Indicator	2019 Dashboard	2020 Data**	2021 Dashboard
Graduation Rate	75%	63.3% Additional Report	84.4% Additional Report
Chronic Absenteeism	7.9%	22.5%*	10.9%
Suspension Rate	2.3%	2.3%*	0%*
Instances Where Facilities Do Not Meet The "Good Repair" Standard	0	0	0
Enrollment	131	176*	164
Local Indicators - Access to a Broad Course of Study	2019 Dashboard Report		2021 Dashboard Report
Local Indicators - Implementation of Academic Standards	2019 Dashboard Report	Priority 2 Survey	2021 Dashboard Report
Local Indicators - Conditions and Climate	2019 Dashboard Report	Priority 6 Survey	2021 Dashboard Report
CA Dashboard College and Career Indicator	Class of 2019		

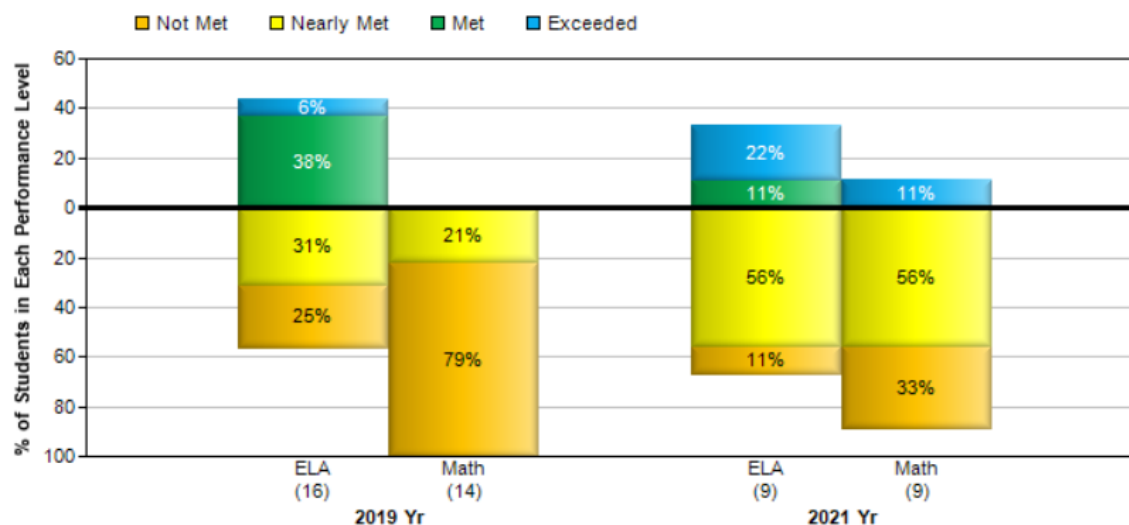
CA Dashboard Academic Performance Indicator	2019 Dashboard Report		2021 Dashboard Report
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* From SIS report

** No CA Dashboard for 2020

SAT and College Readiness on the CAASPP

We have no SAT results to report. We were on track to have students take the SAT at our Yreka Learning Center (YLC) in the Spring of 2020, however, COVID-19 forced cancellation of test administrations. We administered the SAT to students at YLC in October of 2021. NU-SCS had one grade 11 student perform at EAP Status Level 4 in ELA in 2019, and no students reached level four in math that year. Six students reached EAP status level 3 that year in ELA, and no students reached status level 4. In 2021, two students reached EAP Status Level 4 in ELA and one in math, while one student reached Level 3 in ELA.



For additional data on the number of students taking college entrance exams, see [College and Career](#) section above.

Advanced Placement

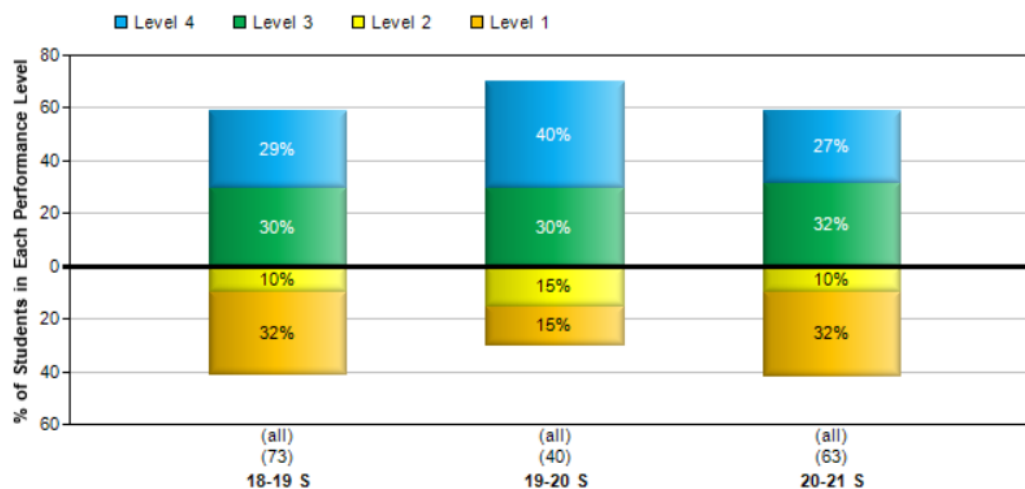
This is the first year NU-SCS students will be taking an AP exam. The school counselor is responsible for maintaining course approval.

English Learner Proficiency

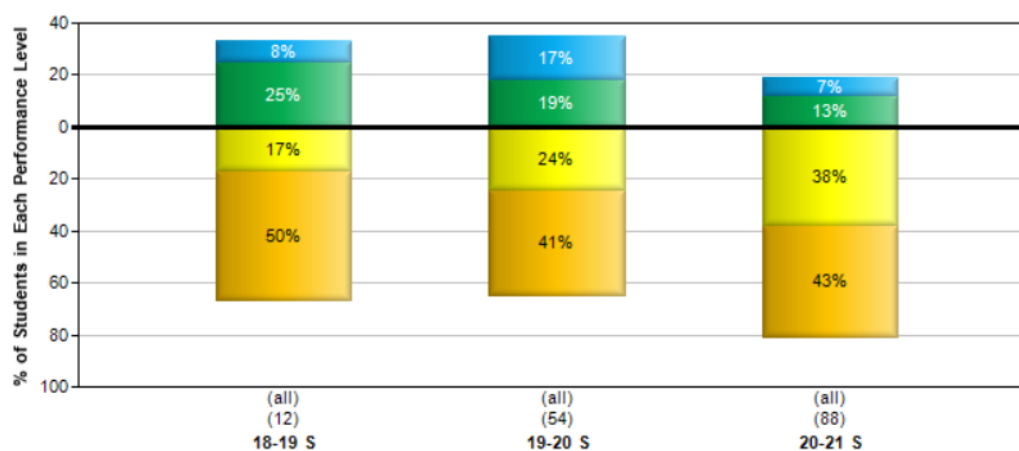
Currently, NU-SCS has zero EL students and one student classified as RFEP.

Star Renaissance Data

Reading - Spring



Math - Spring



Grade analysis for spring semester 2019-20 through spring semester 2020-21

Grade	A	B	C	D	F	NP	P	E	S
Count	1010	457	438	170	172	6	56	927	114
Pct.	30.15%	13.64%	13.07%	5.07%	5.13%	0.18%	1.67%	27.67%	3.40%

LCFF Priority 5 – Pupil Engagement

The [Graduation rate](#) reported on the 2019 California School Dashboard did not include any performance colors as it was our first graduating class. There were only two student groups with large enough data sets to be publicly reported, SED and white. Data from our School Information System for the class of 2020 and 2021 can be found in the [table above](#).

In the 2018-19 school year, we reported three students as dropouts. In 2019-20, there were three more dropouts. In 2020-21, there were two, and this year there has been one senior who has left our school and not yet enrolled in another.

The [Chronic absenteeism](#) rate on the California School Dashboard for NU-SCS has varied from 7.9% in 2018-19, to 22.5% in 2019-20, and 10.9% in 2020-21. The high number reported for the 2019-20 school year included both a larger than usual number of students enrolling for a short time and garnering few attendance days and the beginnings of the pandemic, the stress of which impacted many of our families.

Year	Enrollments	ADA Possible	ADA Present	% Attended	ADA
2018-19	175	25717	24574	95.56%	137.51
2019-20	195	27738	17764	64.04%	138.53
2020-21	180	27779	27074	97.46%	149.58

The special programs coordinator administered school climate surveys for [middle school](#) twice in the 2019-20 school year as part of our PBIS program. Results of the survey informed our PBIS planning. The special programs coordinator left after the 2018-19 school year. The responsibilities for that position were divided up and assigned to other staff.

LCFF Priority 6 – School Climate

The [suspension rate](#) for NU-SCS in both 2018-19 and 2019-20 was 2.3% (4 students). NU-SCS did not suspend any students during the 2020-21 school year. NU-SCS has not expelled any students, nor had any discipline referrals aside from the eight instances of suspension.

NU-SCS was on track to participate in the CA Healthy Kids Survey in the spring of 2020 when the pandemic hit and cancelled administration of the survey. [Results of the annual school climate](#) survey taken in Spring of 2021 indicate that parents are happy with the overall climate of the school, feel like they have opportunities to be endangered, and that the school takes their questions and concerns seriously. Of the 23 respondents, 5 respondents did not agree that communication with school personnel was timely.

NU-SCS students have participated in both the County Spelling Bee and Science Fair. NU-SCS has had students participate in a skiing club at the Mount Shasta Ski Park. This year, our special education tutor has created a competitive gaming club, with the goal of creating an interscholastic gaming team to compete against other schools.

LCFF Priority 7 – [Access to a Broad Course of Study](#)

There is only one year of College and Career Indicator data on the CA School Dashboard, 2019. In the 2018-19 year, we had 13.6% graduates designated as Prepared, 13.6% designated as Approaching Prepared, and 72.7% designated as Not Prepared.

The school counselor is responsible for maintaining the UCOP a-g course approval list. To date, NU-SCS has had one student graduate fully a-g eligible. This year, we have four students on track to graduate with full a-g eligibility. Five of our current juniors are on track to [graduate a-g fully eligible](#). However, most of our students are enrolled in a-g courses.

LCFF Priority 8 – Other Pupil Outcomes

[2021-22 NU-SCS Budget](#)

Expenditures per pupil as reported on the SARC in the 2018-19 school year were \$10,453. In 2019-20 the per pupil expenditures were \$14,813. In the 2020-21 school year, our per pupil expenditures were \$9,682. This was less than previous years because the PCSGP had ended.

Funding sources: Title I, Title II, Title IV, LCFF - Basic and Supplemental/Concentration, Lottery (Restricted and Unrestricted), Education Protection Account (EPA), Special Education (State and Federal), ESSER I, ESSER II, ESSER III, Child Nutrition Program, Educator Effectiveness, as well as special COVID-19 funds (Learning Loss Mitigation, Expanded Learning Opportunities Grant).

F. Perception Data

Survey results ([2020](#) [2021](#)) have generally been positive. The numbers from 2020 suggest that 92% of parents, 86% of students, and 91.4% of staff have a favorable view of NU-SCS student engagement efforts. 94% of parents, 97.5% of students, and 95% of staff feel that NU-SCS has a positive school climate.

G. Summary of Profile

Looking over the data in this profile, the administrative team notes that we are still not meeting our goals in terms of academic progress and graduating students being college and career ready. The primary concern we have is in our performance in CAASPP math assessments. ELA performance is not where we want it to be either, but math is particularly an area in which we struggle, especially with respect to high school math. Looking at our local assessment, Star Math and Star Reading, it is in alignment with our CAASPP results. It shows our students showed growth from the 2019 to the 2020 administration, but declined in the 2021 administration. We also need to improve our number of students who are graduating with full a-g eligibility. While we

are making small improvements in this area, we hope to see significant improvements over the next several years.

Based on the data three major identified needs are as follows: raising performance levels on both summative ELA assessments; summative math assessments; and increasing the number of students graduating prepared for college and career. Increasing the number of students graduating prepared for college and career encompasses several data points identified as needs, including eleventh grade CAASPP scores, a-g eligibility, AP scores, CTE pathways and college concurrent enrollment.

An analysis of the performance data leads us to the following questions:

- Why are students performing poorly in math?
- Are the math interventions we're using working?
- Is Star diagnostic testing the best measure to use for informing the RTI process?
- Why was our chronic absenteeism rate so high in 2019-20?
- Does a high chronic absenteeism rate mean we aren't engaging our students?
- Do we award a grade of A too easily?

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all educational partners in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other educational partners of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:</p> <p>NU-SCS values the WASC and LCAP planning process of soliciting educational partner feedback. In the spirit of collaboration we have looked at the data provided by our educational partners during our LCAP process. We are committed to improving student performance, creating appropriate learning conditions and a broad course of study, and providing an emotionally and physically safe learning environment for all.</p> <p>Northern United - Siskiyou Charter School's (NU-SCS) Vision, Mission and Schoolwide Learner Outcomes reflect that of the 21st century skills developed as part of a movement to ensure all learners are prepared to be successful employees, learners and global citizens. Northern United - Siskiyou Charter School identifies an educated person in the twenty-first</p>	<p>NUCS Vision and Purpose</p>

century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own special talents, whether it be in the arts, sciences, or other areas. It is the goal of this charter school to help a student become an educated individual, one who possesses a self-motivated ability to learn, a diverse yet well-developed set of interests, and the desire to master academic skills to the best of his or her ability.

It is the goal of the NU-SCS to enable students to become self-motivated, competent, lifelong learners who display the following attributes:

- Analyze and evaluate information and points of view
- Synthesize and make connections between information and arguments
- Question and use reason effectively
- Solve problems in conventional and innovative ways
- Apply acquired knowledge to effectively resolve current problems
- Demonstrate proficiency through reading, listening, speaking, writing, viewing and presenting
- Acquire, interpret, analyze, and respond to information from various sources, including technology
- Take initiative for the continuing acquisition of knowledge beyond high school
- Follow through with plans and goals
- Are productive and accountable
- Are self-directed and are persistent
- Have been prepared to make informed lifestyle choices that enhance and maintain a state of well-being
- Participate in a balanced program of intellectual, physical, social and aesthetic activities
- Demonstrate empathy toward peers and have a stake in the positive culture of the school

The Core Beliefs, Vision, Mission and Schoolwide Learner Outcomes (SLOs) of Northern United - Siskiyou Charter School (NU-SCS) clearly define the beliefs and precepts of the school. There is an intentional focus on the needs of the student population, which mirror the demographics of Siskiyou County; primarily Caucasian and low

socio-economic. In addition, there is heightened awareness and serious schoolwide planning around the fact that NU-SCS serves some of the most rural students in this rural county through the independent study model of a teacher meeting their students one-on-one at a learning center and additionally serves students in a classroom setting in the more populated areas of the county. State of the art methodologies such as AVID strategies are used to support students in both settings in their learning, regardless of the model they choose. Due to the fact that NU-SCS is a “school of choice” parents/guardians have a sense of purpose when enrolling their student(s).

NU-SCS employs a full-time K-12 counselor who oversees the processes through which the social-emotional (K-12) and academic (9-12) critical learner needs are met. The counselor works closely with administration, staff and the school psychologist to ensure that the whole student is tended to. Turnover in the counseling staff was addressed briefly in Chapter I.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:

A continuous cycle of improvement is utilized by NU-SCS in every aspect of its functioning from academics to the inner-workings of the business office. The staff takes part in using data to inform decisions that are made to support student learning, ensure there is a positive school climate and to bring about a college and career focus. Examples include Star Renaissance and CAASPP Interim Assessments. Charter-wide initiatives such as on-boarding Advancement Via Individual Determination (AVID) serve to strengthen pedagogy and to create a college and career culture. We have created both high school and middle school AVID Elective classes, and staff use AVID strategies in the instructional practices. The use of research based common assessments, such as Star Math and Star Reading through Renaissance Learning provides a platform for the Student Study Team (SST) process and informs Response to Intervention (RTI) through data collection and analysis. NU-SCS has a strong special education program, including a director of special education, a specialized academic instructor, a school psychologist, a speech and language pathologist, and a special education tutor. The SST process and Tier II program help to determine the need for special education services. Within our RTI model there is a dynamic path for all students that allows them to move organically through the tiers with support and constant monitoring. We believe that all students can achieve at high academic

[RTI Model](#)

<p>levels and strive for that outcome in every aspect of designing, implementing and monitoring services at all levels.</p> <p>A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:</p> <p>The belief that all educational partners have a part to play in the education of our students is held charter-wide. Staff, students, families and the greater educational community all work together to ensure that all students are well served. The old adage It takes a village is one that is alive and well at NU-SCS. The LCAP reflects the Core Beliefs, Vision and Mission. All educational partners are encouraged to be a part of the decision making process through input at educational partner meetings and through surveys. The WASC and the LCAP are aligned tightly so all efforts are directed toward the student learning outcomes. Our educational partners helped to create the Student Learning Outcomes (SLOs) and LCAP goals through their input and are informed on progress through parent meetings, SSC meetings, and NUCS Board meetings.</p> <p>Teachers have developed numerous ways for parents to be effective partners in their child's education. Examples are learning record meetings, foundation meetings, monthly parent engagement meetings, LCAP meetings, PCSGP meetings, Back-to-School Nights, Open Houses, and special meetings like our COVID-19 reopening meetings. These meetings also allow collaboration among parents of Independent Study students and a venue for parents to express ideas and concerns with staff. NU-SCS uses newsletters and school messaging apps to communicate with parents.</p> <p>NU-SCS administration has oversight over ensuring that all educational partners have a voice in the various processes of the school. The administrative team seeks input from the larger group of educational partners through events, NUCS Board meetings, School Site Council meetings, staff meetings and surveys.</p>	<p>Educational Partner Meetings</p> <p>Surveys</p> <p>Newsletters</p> <p>Events and Meetings</p> <p>Surveys</p>
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates

implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how educational partners can be involved.

A2.2. Relationship between Governing Board and School: The school's educational partners understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A2.1. Understanding the Role of the Governing Board and District Administration</p> <p>The NUCS Board of Directors is the governing body of two schools, Northern United - Siskiyou Charter School and Northern United - Humboldt Charter School. The school director has direct and constant communication with the Board. All Board policies are in alignment with Education Code, when applicable, and serve to protect and support staff and students, including conflict and resolution procedures. The Board bylaws, as well as all school policies, were developed with guidance from the school and legal counsel and have been adopted by the sitting Board members.</p> <p>The school director is the leader of the charter school and is hired by the NUCS Board. The school director ensures that school policies are followed and that decisions are made in alignment with the mission and vision of the school in order to maximize student-learning experiences. The school director reports directly to the NUCS Board of Directors, and is responsible for the orderly operation of the school and the supervision of all employees in the school.</p> <p>The school director provides monthly reports to the NUCS Board regarding the status of the schools, including programmatic and fiscal updates.</p> <p>A2.2. Relationship between Governing Board and School:</p> <p>Board of Directors information is clearly displayed on the school website</p>	<p>Bylaws</p> <p>School Goals Presentation</p>

<p>including the members, meeting dates and times, and the purpose of the Corporation. Board information is printed in the parent handbook that is sent by email and Parent Square.</p> <p>Meeting documents are accessible on the school website. Minutes, Agendas, packets and video recordings of the meetings are all posted and available for any member of the public to view.</p> <p>The Board participates, whether it be through action or information, in decisions that affect the school, the staff, the students and other educational partners. The Board approves the Annual Goals in the fall of each school year and ensures that they are aligned with the LCAP and the school mission and vision, and is updated on the progress of these goals each spring.</p> <p>The school director has developed an administration team that is composed of all certificated administrators that meets monthly to discuss pertinent issues brought forth by the school director or any member of the team. The team is apprised of items that are of concern to the school, creating a “one voice” method of communication to the school community at large. The results of decisions made by the team are monitored at ensuing team meetings to ensure positive and supportive outcomes. Members of the administrative team give monthly reports regarding the status of the schools to the NUCS Board. Staff members are encouraged to contribute to these board reports and they are encouraged to attend the meetings.</p> <p>Parents are encouraged to attend and participate in NUCS Board meetings as viable sources of input to the Board. Each Board agenda includes a public comment section for comments on items not on the agenda, as well as the opportunity for members of the public to comment on any item on the agenda. Each learning center hosts a zoom to ensure access for all stakeholders. The number of parents attending board meetings is usually very low.</p> <p>The school director initiated a School Site Council (SSC) in the fall of 2020. Meetings commenced in October of 2020 and ran through June 2021. During the 2021-22 school year there have been two open council member seats that have now been filled, so meetings will resume in January 2021. The NUCS Board ratifies items the SSC approves, such as the Comprehensive School Safety Plan. We have found that it is</p>	<p>nucharters.org/board-of-directors/</p> <p>Parent Handbook</p> <p>Annual Goals Update Agendas</p> <p>NUCS Director Responsibilities</p> <p>Organizational Chart</p> <p>Board Packet</p> <p>SSC Letter to Families</p>
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<p>difficult to get both staff and parents involved in the SSC.</p> <p>A2.3. Uniform Complaint Procedures:</p> <p>All employees have free access to the school director to express their work-related concerns. Internal complaint policy is detailed in the Employee Policy Handbook. Employees receive and acknowledge receipt of the handbook each year.</p> <p>Community members who request to make a generic complaint are directed to administration. Parents have access to the NU-SCS regional director and the NUCS school director through phone, email, or in person at their offices. Prior to directing educational partners to our complaint procedures, the administration attempts to understand the complainant's concern and helps to resolve the issue.</p> <p>Complaint procedures and forms, including the Uniform Complaint Procedure, are posted on the school website, discussed in the Parent Handbook and distributed to parents through the school's annual notice process.</p>	<p>Uniform Complaint Procedure Page</p> <p>Parent Handbook</p>
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal

communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A3.1. Broad-Based, Inclusive, and Collaborative:</p> <p>The school director leads a collaborative team that meets regularly to discuss Board adopted policies and procedures, and to make plans for achieving Board adopted goals. The team discusses assessment data, CA Dashboard data, survey response data, and other data derived from ongoing business of the school, to track student progress towards the SLOs and academic standards. The school director, through the administrative team, guides the process, empowering the members of the team to interface with the staff over which they serve with a focus on maintaining a shared responsibility for student success. Strategic discussions take place at weekly staff meetings at each learning center. Feedback from those discussions is brought back to the team and are used to inform the continuous cycle of inquiry. Through this method, all staff have a voice and those voices are evident in decisions that are made in instructional practices, professional development, and data driven decision making.</p> <p>Board adopted policies guide the actions of the school and are utilized by staff as the cornerstone of their work. There is an electronic staff handbook complete with school policies and procedures as well as other resources. Many staff resources are housed on the school website as well. The culture of the flow of information is represented on the organizational chart.</p> <p>A3.2. School Action Plan/SPSA Correlated to Student Learning:</p> <p>Leadership works with staff on the implementation of curriculum and pedagogical methods that support student achievement. Staff is consulted about topics for professional development that will serve to support them in designing delivery of the standards. A follow-up survey is sent to all staff in regard to the school-side professional development opportunities. Additionally, California School Dashboard data and internal school data is shared with staff regularly. The data gathered is used as part of the LCAP process and reporting progress towards each of California's Eight State Priorities each year. Goal 1 of the current LCAP is correlated to student learning.</p>	<p>Staff Surveys</p> <p>Meeting Agendas</p> <p>Employee Handbook</p> <p>Organizational Chart</p> <p>Survey</p>

<p>A3.4. Internal Communication and Planning:</p> <p>As a county-wide school, much of the school-wide internal communication and planning is completed through email and Zoom. However, learning center specific staff meetings are held in-person on a weekly basis.</p> <p>Gmail serves as a quick and accessible form of communication for staff that is located in various sites across the county. Staff directory with email and phone contact for all staff is updated annually and accessible to all staff in the Teacher Resources on the school website.</p> <p>Teacher Circles and Data meetings/Data Champion meetings serve as a way to share and disseminate information. Staff can voice their ideas, ask for assistance to implement a program, assessment, or action.</p> <p>Monthly staff newsletters are distributed digitally, highlighting important dates and recent happenings such as conferences attended, super students, new staff, fundraisers, and other unifying and inspiring information.</p> <p>Staff members are encouraged to attend Board meetings and to speak freely and openly on any topic that stands to support student learning and the success of the school in meeting the students' critical learner needs.</p> <p>During the 2019-20 school year, the administrative team implemented monthly, voluntary, "Coffee with Colleagues" meetings aimed at improving communication between administration and staff. The purpose of the monthly meetings was to bring us closer together as a school and to increase opportunities for internal communication. These meetings provided an opportunity to update staff on what's going well, clarify information, resolve differences, share new ideas in curriculum, instruction and online resources to continually move toward improving student outcomes and promoting a positive and safe learning environment.</p> <p>When the COVID-19 pandemic first started, NUCS facilities closed for in-person instruction for a minimum of two weeks, beginning on March 16, 2020. Subsequently, the school director extended the suspension of in-person classes for two more weeks, then, ultimately, for the rest of the semester as the COVID-19 pandemic continued. The monthly "Coffee with Colleagues" meetings turned to weekly meetings on March 27th. The meetings did not usually have an agenda, other than finding ways to</p>	<p>YLC Meeting Agendas</p> <p>MSLC Meeting Agendas</p> <p>Newsletter</p> <p>CWC Agenda</p> <p>Urgent Update Regarding Center Classes</p> <p>COVID Update 3-23</p>
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support each other as best we all could. Most often, these weekly meetings included many moments of fun, laughter and celebration.	Zoom Screenshot
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A4.1. Qualifications and Preparation of Staff:</p> <p>The staff of the school is highly qualified and placed in the most optimal setting for their skill set. NU-SCS has staff that earned their credential through a traditional college or university based program, and others who have used an internship based Cal State Teach program. One staff member has a clear CTE sustainable agriculture credential and another has a preliminary media arts credential. NU-SCS utilizes small group instructors (SGI), who work under the supervision of a credentialed teacher. NU-SCS also utilizes instructional aids and tutors to support students in small group and one-on-one settings. NU-SCS also has a tutor devoted to working with students who have IEPs.</p>	

<p>Prior to each school year, at or around the time of our annual Fall Summit, all new staff members receive an orientation from the student records department, the personnel department, the business office, and the administrative team. Returning teachers also receive updates about new programs or initiatives at the Summit, and at staff meetings and professional development activities throughout the school year. The regional director, with help from the learning center lead teachers, provides additional support throughout the year, in both formal and informal settings, like staff meetings, or quick check-ins.</p> <p>All staff completes Keenan Safe Schools trainings on mandated reporting, bloodborne pathogens, sexual harassment, suicide prevention and other required topics. Also, teachers train in First Aid/CPR every two years.</p> <p>A4.2. Professional Development and Learning: All staff are encouraged and supported in creating their own professional learning plan to attend standards based professional development. Teachers are required to complete 8 hours of professional development of their choosing, in addition, the school provides at least four full days of professional development for all staff that covers areas of need identified by administration and staff. All professional development is tied directly to student achievement and student support. One area of weakness is the number of staff members participating in math professional development.</p> <p>A4.3. Measurable Effect of Professional Development on Student Learning: A post-professional development survey is sent to all staff to gain insight on the effectiveness and the level to which the information learned is applied and the extent to which that application supports measurable student outcomes. This strategy is part of the continuous cycle of inquiry that is carried out by administration and the many committees/teams on which the staff sit. Analyzing student data helps determine the effectiveness of professional development and helps to determine what additional staff training is needed.</p> <p>A4.4. Supervision and Evaluation: A very clear hiring process is in place and is adhered to. The regional director or director of special education consults with the school director</p>	<p>2018 Summit Slides</p> <p>Staff Meeting Agendas</p> <p>PD At a Glance</p> <p>PD Data Sheet</p> <p>PD Response Sheet</p>
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<p>and the personnel director to determine the hiring needs of the school, post positions on EdJoin (to the account managed by SCOE), conduct interviews and background checks, offer positions and manage completing the hiring process. Administration works to ensure that the skill set of a staff member meets the needs of the position.</p> <p>Administration dedicates one or more meetings a year to the topic of staffing. During the discussion, there may be recommendations of a position change for a staff member due to fluctuation in student population or a schoolwide need.</p> <p>Staff evaluations are performed on a two year rotation, unless there is an indication that an evaluation would be needed each year. The evaluations are based upon the California Standards for the Teaching Profession (CSTP) as well as in-house scoring rubrics that are completed by the head of each department with which a staff member interfaces. The administration is assigned staff for whom they will perform the observation, evaluation and the feedback session. During the feedback session, staff may be apprised of specific professional development that is suggested for them, or there may be an open discussion about professional growth out of which may come a plan for the staff member.</p> <p>A4.5. Communication and Understanding of School Policies and Procedures:</p> <p>Fall Summit provides the opportunity for each department to communicate guidelines, policies, and operational practices specific to our school.</p> <p>Digital copies of employee handbooks are provided annually to all staff. These can be found on the website and emailed to all staff. Paper copies are available upon request.</p> <p>At signing of employment work agreements, employees are provided with written expectations, job descriptions, and requirements specific to their position (such as independent study teacher, small group instructor, etc.)</p>	<p>Admin Meeting Agenda</p> <p>Teacher Evaluation Planner</p> <p>Standard 4 - Evaluation</p> <p>Employee Handbook</p> <p>At-Will Agreement Job Description</p>
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and

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:</p> <p>On an annual basis, school administration analyzes student achievement data on State mandated assessments and that analysis is disseminated to the staff at staff meetings whereupon discussions are held to gain insights into possible causes and solutions. The data gathered, as well as data gathered from parent and community educational partners, is analyzed and the outcome of the discussions are the basis for the decisions that are made for the creation of LCAP goals and actions and how resources are allocated. Acquiring and maintaining adequate instructional materials and equipment is a crucial component of student achievement. When data shows a need for additional resources, a sufficient allocation of resources is provided to address the need.</p> <p>A5.2. Practices:</p> <p>NU-SCS has the human, material, physical and financial resources sufficient to support students in accomplishing the academic standards, the college and career readiness standards and the schoolwide learner outcomes. NU-SCS has developed effective and efficient processes in</p>	<p>2021 Summit Slides</p>

<p>relationship with SCOE, for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. NU-SCS plans three years out into the future and holds a 10% cash reserve. This reserve level is adequate to ensure the financial stability of the school.</p> <p>Over 80% of the funding is used directly in support of student achievement in the categories of staff, curriculum, instructional support materials, professional development and facilities. Fiscal reports mandated by law are provided to the Northern United Charter Schools Board of Directors and they make decisions on spending as advised by the school director of the charter. The Board of Directors approves all policies and procedures for the school including those pertaining to staffing, facilities, instructional materials and curriculum. The school director apprises the Board of Directors in an ongoing manner of all issues that pertain to the above.</p> <p>Resources are also available to hire, nurture, and provide ongoing professional development for a well-qualified staff. This is represented in the LCAP goals and actions regarding schoolwide professional development, the identification of added resources and supports such as the Response to Intervention (RTI) for academics if needed and for the placement of staff, as well as all other decisions regarding resources for staff development.</p> <p>A5.3. Facilities Conducive to Learning:</p> <p>The school administration carries out a facilities inspection using the Facilities Inspection Tool (FIT) on a yearly basis to ensure they are safe, functional, clean, well maintained and that they meet the requirements of local mandates. Having a safe and functioning facility for students and teachers to interact allows an opportunity for NU-SCS to address the vision, mission and SLOs and help students achieve academically.</p> <p>A5.4. Instructional Materials and Equipment:</p> <p>The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are explained during new staff orientation. Additionally, staff are reminded of these processes annually at the Fall Summit. Staff may submit purchase requests to the business department for needed</p>	<p>NU-SCS Budget Audit Report</p> <p>LCAP</p> <p>2021 Dashboard</p> <p>Curriculum Audit</p>
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<p>instructional materials, curriculum or equipment.</p> <p>A5.5. Resources for Personnel: NU-SCS offers a competitive salary schedule and contribution to the health and welfare benefit package.</p> <p>NU-SCS provides for an induction program offered through Tehama County Office of Education for all beginning teachers. Through this program, NU-SCS pairs new teachers with a mentor teacher for two years to support and nurture their instructional skills. Additionally, all staff are offered professional development opportunities.</p>	<p>2020-21 Salary Schedule</p> <p>Board Packet</p>
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A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and educational partner Involvement: The school regularly involves educational partners in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and educational partner involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A6.1. Long-range Financial (and Other Resources) Plan and educational partner Involvement:</p> <p>NU-SCS's leadership meets often to review the long range plan. This analysis focuses on both the long-term and short-term trends in the formative and summative test results. This frequent review provides an opportunity to be proactive in identifying growth areas and quickly take the appropriate action. The short term trends may require some adjusting in individual learning plans, curriculum shifts, or a different approach in the teaching methodology. The long term trends may involve, for example, a change in teaching assignments, a change in the focus of a particular learning center or independent study group, or a reallocation of resources. The discussion of leadership focuses on ensuring that all of NU-SCS's education resources are operating to ensure the achievement of the schoolwide learner outcomes and are in line with the school's vision and mission.</p> <p>The chief business official is responsible for the day-to-day financial health of NU-SCS and is responsible for ensuring each learning center and all independent study students operate within their individual budget restraints while at the same time ensuring that quality educational tools are available to each student.</p> <p>Budget topics are discussed in LCAP educational partner feedback meetings, staff meetings and school board meetings. Also, most learning centers regularly hold fundraisers. While these are more informal in nature and small in scope, they provide opportunities for the public to find out more about NU-SCS, come to a NU-SCS facility for firsthand information about a variety of issues (including budget and financing) and face-to-face interaction with NU-SCS staff, and make a connection with NU-SCS through participation in the fundraising activity.</p> <p>A6.2. Regular Accounting and External Audit Procedures:</p> <p>NU-SCS's fiscal policies and procedures are clearly stated in its administrative policy and handbook. They are well defined and meet State requirements. Fiscal control, which ensures compliance with all legal and state requirements, is an ongoing, continual process.</p> <p>Every year, D.L. Moonie & Co., LLP, an independent auditing firm, audits NU-SCS's records. This firm reviews all aspects of the school's financial, attendance data, student and personnel records and internal control</p>	<p>Admin meeting agenda</p> <p>Board Report</p> <p>LCAP slides</p> <p>Draft Handbook</p>

<p>procedures, as well as all other required areas of review. The auditor reports findings to the school director and the Northern United Charter Schools Board of Directors. The audit report is also submitted to the Siskiyou County Office of Education.</p> <p>A6.3. Processes for Implementation of Financial Practices:</p> <p>The chief business official (CBO) personally reviews every purchase order or expense request to ensure compliance with NU-SCS's budget policies and procedures. The purchase request process, obtaining written approval by the school director, having all purchases approved by the NUCS Board of Directors and having the final processing completed by the Siskiyou County Office Of Education ensures the integrity of the process, accountability of the leadership involved in the process, and prompt payment of all appropriate NU-SCS' expenses. In addition, these multiple independent reviews of every expense allows for any questions, issues or problems that arise to be addressed immediately.</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>With regard to payments, all bills are paid by check and the following procedure is used. A pre-list of proposed expenses is prepared by the CBO. It is created based on completed and approved purchase orders and invoices. That list is then reviewed and approved in writing by the school director. All items that are approved are finalized, and the final pre-list is sent to the Siskiyou County Office of Education who then prepares and signs the warrants. NU-SCS personnel then pick up the checks and mail them to the appropriate vendor. All purchases are also approved by the NUCS Board of Directors. The CBO retains full accounting responsibility for being on task and on budget for each learning center and each independent study student as well.</p> <p>A6.4. Budgeting Process — Transparency:</p> <p>Using data gathered from input from all educational partners, administration and the CBO, with support from SCOE, NU-SCS develops an annual budget. The budget is presented to the NUCS Board of Directors first in a public hearing format, allowing all educational partners an opportunity to comment on the budget. A</p>	<p>Audit Findings</p> <p>Sample signed PO</p> <p>Sample Warrant list approved by board</p> <p>LCAP meeting slides</p>
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<p>subsequent NUCS Board meeting is held for final adoption. All NUCS School Board meetings are held in public with an agenda item for a public comment opportunity. Staff reports at NUCS Board meetings also help to inform the public about the school's financial needs.</p> <p>The budget is reviewed at the first, second, and if necessary, third interim reports through SCOE. Due to staff challenges at SCOE, we have experienced delays in receiving our annual budget, first interim, second interim, and unaudited actuals. The impact of the delays has been that we have had to request an extension on our audit, rescheduling board meetings, being unable to provide a copy to board members and the public in advance of meetings, and having to provide a mitigating circumstance when determining our funding determination in our SB-740 application.</p> <p>NU-SCS maintains a constant internal accounting that keeps each learning center on budget and ensures that every expense or purchase order is in line with NU-SCS's expense parameters. This regular internal audit and these controls are in place with an eye toward the annual independent audit conducted by an independent CPA firm. Any deficiencies or findings in the audit report will be addressed immediately and the corrective action will be included in the final report and presented to the Board of Directors and Siskiyou County Office of Education Board of Directors.</p> <p>A6.5. Adequate Compensation, Staffing, Reserves:</p> <p>NU-SCS provides adequate salaries to faculty, administrators, and support staff and these salaries are based on the adopted NUCS Pay Schedule. In addition to salary, staff members who work a .5 FTE or more are offered Health benefits. In the 18/19, 19/20, and 20/21 school years the board of directors set a cap which paid part of eligible employees health benefits. In the 21/22 school year, the board voted to cover the full cost of health benefits for all full time employees and pay the FTE amount of any employee who worked part time at .5 or higher and was signed up for health benefits. This decision will be reviewed in the spring of 2022 and the board will make any changes necessary to keep a positive budget and provide the most benefits at an affordable rate to all employees who are receiving benefits. Staffing decisions are guided by enrollment and LCAP goals, as well as the individual needs of each center. NU-SCS has strict controls and procedures that must be followed. All contracts must be signed by the school director.</p>	<p>Public hearing notice</p> <p>Board approval minutes 2nd Interim Report</p> <p>SB-740 Mitigating Circumstances SB-74 Form</p> <p>Board Agenda Board Packet</p>
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<p>Payroll expenses are managed by the payroll department. The payroll coordinator enters payroll information into SCOE's system. The regional director signs off on each payroll report, checking for discrepancies, before it is officially submitted to SCOE's business department for processing. Checks are issued twice monthly, and are mailed or held for pickup, according to individual employees wishes.</p> <p>A6.6. Marketing Strategies:</p> <p>The most effective marketing for our school has always been word of mouth. Families and students who attend our school and enjoy their experience tell their friends about the school. We also rely on our website and Google My Business to attract attention when families are searching for educational alternatives. We pay for quarterly ads in North State Parent Magazine, which includes a school directory once a year. We have a social media presence on Facebook and Instagram. From time to time we pay to boost posts on Facebook. We gain some exposure by participating in local events like the county spelling bee and the county science fair. We advertise events to our educational partners on ParentSquare. We also maintain a positive relationship with SCOE and administrators for other schools in the county, and from time to time we get referrals from them.</p> <p>A6.7. Informing the Public and Appropriate Authorities:</p> <p>Budget topics are discussed in LCAP stakeholder feedback meetings, staff meetings, SSC meetings and NUCS Board meetings.</p> <p>When developing the school budget, NU-SCS meets with Siskiyou County Office of Education (SCOE) to ensure the accuracy of the budget and financing and to review the financial needs of NU-SCS. Prior to a budget being adopted by the NUCS Board, a public hearing is held. Notices of the public hearings are posted at each facility and on the website. The adopted LCAP with a budget overview for parents is posted on the school website.</p>	<p>Google nucharters.org NSP Magazine Facebook ParentSquare</p> <p>NU-SCS Budget</p>
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Many formal systems and procedures are in place to ensure a well oiled machine. We have systems allowing for two way communication between parents and teachers, staff and admin, admin and board, parents and board, etc. Plus we have good systems in place for all fiscal stuff.
2. Good fiscal management resulting in the ability to adequately compensate staff, purchase materials, maintain facilities, and run the business of the school.
3. A genuine focus on data.
4. Transparency in all areas.

Areas of Growth

1. Increase timeliness in the budget process.
2. Staff and parent involvement in governance.
3. More staff attending math professional development.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn

about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B1.1. Current Educational Research and Thinking:</p> <p>Northern United – Siskiyou Charter School follows the curriculum adoption cycles dictated by the State of California and utilizes state of the art, research and standards based core and supplemental curriculum TK through 12th grade. Instructional practices that are upgraded continuously for the purposes of student engagement, access to academics, successful intervention, student success, and application to the greater context are utilized by all staff. The curriculum and instructional methodology may shift given the educational program chosen. NU-SCS offers a number of different learning options: home-based instruction, learning center offerings, a hybrid of both and online courses.</p> <p>Home-based independent study families have access to curriculum that would best serve the student in their academic program. A credentialed teacher is assigned to each family and serves as academic advisor and teacher of record. The instructional methodologies used by the caregiver(s) and/or teacher depend on the setting and the needs of the student(s).</p> <p>Students who attend a learning center have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to a learning center facility and meets the needs of the students several days a week at the learning center. The instructional strategies utilized vary given the grade and the needs of the students.</p> <p>Students who desire a hybrid home-based and learning center program have access to a curriculum that would best serve the student in his/her academic program. Teachers of record provide books and materials to students to use at home to complete assignments that support the activities and labs in the classes. Teachers have regular meetings with their students to provide instructional support, assess student work, monitor assignments and recommend additional support as needed, usually in the form of tutoring, or supported study hall, or lab based science. Teachers and small group instructors (SGI) provide direct instruction, assignments and labs that are aligned with the curriculum that students are using for their at-home assignments. The instructional strategies utilized vary given the grade and the needs of the students.</p> <p>Students who desire a virtual setting for their education may access that</p>	

<p>through a home-based setting or at a learning center. A credentialed teacher is assigned to a learning center facility and meets the needs of that student while at the learning center and guides them at home. The instructional strategies utilized vary given the grade and the needs of the students.</p> <p>Prior to the pandemic, some teachers at NU-SCS had started using Google Classroom to manage assignments and submissions. The curriculum being assigned was the same textbook based curricula that other teachers were using. Some teachers had also begun to explore online curricula such as Apex, UC Scout, and Mystery Science, and support programs such as Study.com, IXL, Khan Academy, American Safety Council, Sign Enhancers, and Woot Math. Once all in-person instruction was suspended in March of 2020, more teachers shifted to using Google Classroom to guide students through the curriculum.</p> <p>Use of online curriculum increased in the 2020-21 school year, and again in the 2021-22 school year. 2021-22 saw the introduction of two new online learning programs into our menu of options, Outschool and Emile. Outschool offers a wide range of subjects. Classes are either online with approximately 10-15 other learners, or offered as Flex Courses (asynchronous). Emile is a new company. They have a couple dozen courses currently, but their offerings will increase soon. They already offer many AP Courses that our students might not otherwise have access to. Their courses are lecture based, with assignments, discussion, quizzes and tests through Canvas.</p> <p>NU-SCS is promoting the use of online curriculum, providing all students with Chromebooks and hotspots as needed. We are also providing digital drawing pads in math classes. We are making sure our students are able to access the technology and know how to use it. We also are teaching students how to collaborate and be leaders in AVID.</p> <p>We are starting to integrate SEL into our teaching practices which is a very current part of educational research and needed now more than ever. Beginning in the 2020-21 school year, NU-SCS staff members have been attending a Social and Emotional Learning Community of Practice (COP), facilitated through Siskiyou County Office of Education (SCOE). The COP is an ongoing effort to incorporate SEL competencies into their own teaching practice using a data tracking system called Aperture, which provides actionable data regarding risk factors in the social and emotional well being of students.</p> <p>NU-SCS also had staff members attend the CA Health Framework Rollout with other educators from Siskiyou County. They learned about the new health framework and gained knowledge in how to design and</p>	<p>YLC Master Schedule</p> <p>Link to Apex</p> <p>Link to Mystery Science</p> <p>Link to Woot Math</p> <p>Aperture Invitation Aperture Education</p> <p>Health Framework Training</p>
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<p>implement health lessons into their instructional practices, and how to be a leader in health instruction to help other staff learn the new standards.</p> <p>NU-SCS has a supplemental curriculum program that includes Common Sense Media to meet Children's Internet Protection Act (CIPA) requirements; Positive Prevention Plus (PP+), a student sexual health curriculum, once in middle school and once in high school for each student, as required by AB 329; Protect, a human trafficking awareness curriculum; and Second Step, a social and emotional learning curriculum to address the California Transformative SEL Competencies. To address the youth suicide prevention policy, NU-SCS utilizes both curriculum provided by the Health Services Department of SCOE and the Apex Learning HOPE curriculum. SCOE nurses provide NU-SCS students with CPR awareness training. Students who are not able to attend one of the SCOE CPR awareness lessons utilize an online curriculum from American Safety and Health Institute (ASHI).</p> <p>In addition to the PP+ curriculum, the NUCS Board has adopted an Availability of Condoms Policy in which students may request condoms from a staff member, in a confidential way.</p> <p>NU-SCS performs a yearly audit of the curriculum used in the school, updates the master list, presents the list in a public hearing, and has the Board adopt the list in a meeting the day after the public hearing.</p> <p>B1.2. Academic and College- and Career-Readiness Standards:</p> <p>NU-SCS high school teachers provide a clear and seamless path into integrating into college, either via co-enrollment, college visits and support in the enrollment process, financial aid applications, and an overall commitment to helping students enrolling in college.</p> <p>NU-SCS counselors meet with students to go over their 4-year plans, and what they plan to do after high school. Counselors offer FAFSA workshops and one-on-one help with student's FAFSA. NU-SCS offers the PSAT and SAT to students interested in attending college post high school. For students interested in career readiness, counselors help students explore different careers, and the different paths available.</p> <p>NU-SCS strives to implement current state-of-the-art research-based strategies through which to support student success and to foster a safe and positive learning environment. NU-SCS is an Advancement Via Individual Determination (AVID) school, through which students are supported in academic rigor and exposed to college and career information and taught the tools needed to navigate the path to higher education.</p>	<p>Required Supplemental Curriculum Procedure</p> <p>Protect SEL Competencies</p> <p>HOPE</p> <p>ASHI</p> <p>NUCS ACP</p> <p>2021-22 Instructional Materials Curriculum Tracker 2018-19</p>
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<p>NU-SCS previously offered Get Focused, Stay Focused, a course and curriculum that helps students graduate with an informed career choice and up-to-date 10-year plan. The staff member who taught the course left the school and we have not been able to find someone to begin teaching that again.</p> <p>B1.3. Congruence with Student Learner Outcomes and Standards:</p> <p>NU-SCS adheres to the California Common Core State Standards in all subject areas. This is reflected in the learning records teachers create ten times each school year. Learning records are generated by giving students assignments and entering assessments into the digital gradebook. Learning records track the standards that each assignment focuses on. Many teachers provide handwritten documents, or have students enter their own assignments into a planner (an AVID Strategy), however all teachers must enter assignments into our SIS.</p> <p>In addition, all staff have been trained to utilize the Frameworks and UCOP approved syllabi to ensure the assessments and approach to teaching are aligned to the standards in the subject area(s) in which they teach. All staff are aware of and realize the connection of the standards for English Language Development and technology and interweave them throughout their subject areas. All staff support the SLOs through strict adherence to the standards and use of formative assessment. A continuous cycle of inquiry is performed using standardized assessment data at each learning center to determine the contributing factors to the successes and the areas that need improvement.</p> <p>All curriculum that is purchased by the school and used by the staff are standards aligned and are used to ensure student success. All curriculum is carefully vetted by staff members and approved by the Board of Directors to ensure that the SLOs are supported and the standards are being taught. Student achievement is at the forefront of every curricular decision that is made. Common standardized and research-based assessments such as Star Reading and Star Math are used three times a year. Data is collected and analyzed by the staff with the oversight and guidance of the data champion and content area specialist in each subject area. Results of data informs our curricular decision making process. Identified areas of need are tended to in the cycle of inquiry around this data.</p> <p>Major PCSGP Curriculum purchases included Pearson Envision Math at YLC, Fountas and Pinnell ELA at MSLC, and McGraw Hill Interactive Science at YLC. Curriculum purchased since the PCSGP ended include Pearson Envision Math for MSLC and McGraw Hill Impact social studies at MSLC.</p>	<p>Learning Record</p> <p>Assignment List</p> <p>A-G Course list</p> <p>A-G syllabus sample</p> <p>Instructional Materials Public Hearing</p> <p>Board Agenda</p> <p>Board Informational Packet</p> <p>FAR 110 1819</p> <p>FAR 110 1920</p>
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<p>B1.4. Integration Among Disciplines:</p> <p>NU-SCS's CTE program is in its third year. The first pathway created is in Sustainable Agriculture. The first year of this pathway, Biology and Sustainable Agriculture, the second year is Advanced Interdisciplinary Science for Sustainable Agriculture. Both courses have Algebra 1 as a prerequisite. As D approved science classes, these CTE courses count towards a student's life sciences graduation requirement. The second pathway that is being created is in Digital Media Arts. The syllabus for the first course is in the process of being submitted to UCOP for approval. The second course in the pathway will be created and submitted later this spring. This pathway will integrate creative arts and technology and is intended to help prepare students for Web3 and block chain technology.</p> <p>An additional way in which there is integration among disciplines is that NU-SCS will be participating in CS4NorCal, an initiative to promote building computer science education pathways at small and rural schools in California. The goal is to create an integrated K-12 coding pathway in our school.</p> <p>B1.5. Community Resources and Articulation and Follow-up Studies:</p> <p>Our high school students commonly are enrolled in the local community college, College of the Siskiyous, during their 9-12 grade years, so the path is already paved. There is a clear plan to expose our secondary level students to the local CSUs like Chico and Humboldt State University through physical visits, guest speakers and guided self-inquiry. Additionally, high school students may earn credit toward graduation through NU-SCS' Work Experience Education program. This program combines real-world work experience with specific curricular instruction designed to improve work skills.</p> <p>For younger students, NU-SCS utilizes a variety of community resources to help support learning. Students may take classes at the local YMCA, dance studios, and martial arts studios to enrich the standards-based instruction they are receiving from their teacher and curriculum.</p>	<p>CTE Biology and Sustainable Agriculture</p> <p>CTE Advanced Agriculture Science</p> <p>CS4NorCal</p>
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school

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:</p> <p>Through our CTE programs, our outdoor science partnership with SCOE, our ski program, our college tours and AVID field trips, and our career night, NU-SCS provides all students with options for a variety of experiences that will help prepare them for college and career options. Students in high school can take career exploration and receive work experience education credit.</p> <p>We meet with students and work closely with them. We check in with them all the time about what needs may have changed for them and we are able to accommodate these needs because of the flexibility of our program.</p>	<p>Career Night</p>
<p>B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:</p> <p>All courses and curriculum are open to all students and no gatekeepers exist. If a student is in need of support, they can access that support through a Student Study Team (SST) so they are successful in meeting the SLOs.</p> <p>All students have personal learning plans that are used as a basis for course selection and enable the student to meet or exceed the academic standards and the schoolwide learner outcomes.</p> <p>CTE addresses real world hands-on experience and gives students knowledge of the agricultural field. Our class works hands-on in our garden plot, but also has gone on site visits to agricultural based businesses in Siskiyou County. We've hosted in person and on zoom guest speakers from different agricultural industries. We've worked with the California Career Zone website and each spring students complete a resume, in case they're interested in a summer job.</p>	<p>Master Agreement Sample</p> <p>Four Year Plan Sample</p> <p>CTE Bio and Sust Ag</p> <p>CTE Adv Ag Sci</p> <p>Career Zone Assignment</p>

<p>B2.3. Student-Parent-Staff Collaboration</p> <p>NU-SCS students are most successful when there is a strong collaboration between students, parents, and staff members. Between monthly learning record meetings, weekly student teacher meetings, twice a year progress reports, meetings to create each student's master agreement for the upcoming year, and meetings to develop each student's high school four-year plan, NU-SCS has numerous avenues to promote collaboration among educational partners.</p> <p>B2.4. Post High School Transitions:</p> <p>NU-SCS offers only college preparatory courses at the 9-12 level in Tiers I and II. Students receiving Tier III support (special education) are offered courses that meet the accommodations in their IEP. Many students are co-enrolled or participate in dual enrollment at College of the Siskiyous, allowing them to gain college credit while in high school. All students in Tiers I and II have access to the courses of rigor offered through NU-SCS and are supported to the level they need through individual electronic live tutoring, face to face tutoring or small group intervention. Some of the students choose to use a digital platform, such as APEX to access curriculum and instruction, while others prefer a more traditional method of face to face classes at learning centers. Regardless of the choice, support is available and suggested at points of need. There is a clear process that the school counselor uses to monitor success throughout enrollment. Teaching staff and the school counselor share in the oversight of making students' schedules following the student's academic plan (see below) and that all students are on track for graduation based on their four year plan. The graduation requirements are discussed with the student and parent/guardian at the time of enrollment. There is a copy of the requirements in the Parent/Student handbook and on the school website.</p> <p>NU-SCS has partnered with College Options to aid students not only in exploring options for paying for post-secondary education, but also in investigating career pathways that suit their interests and learning styles. In the 2018-19 and 2019-20 school years, NU-SCS offered a course called Get Focused, Stay Focused (GFSF). The mission of GFSF is to empower every high school student to graduate with an updated ten-year career and life plan that will take them through post-secondary training or education and into the workforce.</p> <p>The school counselor meets with each student at the onset of the process and again periodically at key points to ensure success in meeting the A-G requirements. In addition, a student can request a meeting to talk about academics with the counselor at any time. Students are offered opportunities to hear from guest speakers who represent a myriad of career sectors and to ask questions of them.</p>	<p>Four Year Plan Sample</p> <p>Graduation Requirements</p> <p>College Options Agenda</p> <p>Counselors Trip</p>
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<p>College visits are also organized and conducted by staff for students throughout their enrollment. NU-SCS is an AVID school and in being so is steeped in creating a college and career atmosphere complete with research based strategies to ensure college readiness.</p> <p>During a student's senior year, a survey is taken requesting information about their post-secondary plans and the path they traveled that led them to those plans. The data gathered from the survey is used to revise and update the methods used to bring post-secondary information to them. Information about our students' post-secondary path is tracked on CalPASS, a clearinghouse of longitudinal data following students from K-12 into the workforce.</p>	<p>Reflection Essay</p> <p>CalPASS</p>
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ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Providing curriculum that is suited to students' instructional level. Some students need credit recovery, while others want to accelerate.
2. Variety of standards aligned curricular options aligned with standards that meet students' diverse needs and learning styles.

Areas of Growth

1. Vertical alignment with curriculum among teachers.
2. Offer more career exploration curriculum options like Get Focused, Stay Focused.
3. Increase focus on tracking longitudinal data following students from K-12 into the workforce.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college

and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C1.1. Results of Student Observations and Examining Work:</p> <p>Learning record checkers are responsible for monitoring the portfolios of student work submitted by the teacher's of record to ensure students are completing challenging assignments. Portfolios are also checked by the auditor.</p> <p>As part of the data champion meetings, staff members review results of diagnostic testing and samples of student work to help them provide challenging and relevant work for their students. This, combined with observations of students working in class and their work product, leads to the belief that our math and writing instructional practices need to be more fully developed.</p> <p>C1.2. Student Understanding of Learning Expectations:</p> <p>Each student who enrolls with NU-SCS receives a personalized learning plan. At the point of enrollment, the teacher of record creates a master agreement detailing the plan for academics based upon: assessment data, grade level, proximity to access to outside academic institutions and interest. Some teachers have students complete a learning style inventory to help them tailor their instruction to the learning style and needs of the student. All students are presented with a rigorous curriculum, differentiated instruction, and students who fall within Tier II or Tier II receive interventions and support designed to meet their unique needs. Upon high school enrollment, students receive instruction about the requirements, expectations and outcome related to earning a high school diploma. Students are empowered to take personal responsibility for the expectations coupled with their preparing for college or career readiness.</p> <p>NU-SCS is an Advancement Via Individual Determination (AVID) school. Within this model, teachers receive training on the use of strategies to increase academic rigor and student engagement. AVID uses a model they designed called Writing, Inquiry, Collaboration, Organization and Reading (WICOR) that is embedded throughout the program. Teachers are asked to incorporate AVID strategies in all their classes. Teachers utilize the many strategies within each of the areas</p>	<p>Master Agreement Sample</p> <p>Four Year Plan Sample</p> <p>Inventory Sample</p> <p>Integrated Math Syllabus</p> <p>AVID Elective Middle School Syllabus</p>

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.	AVID SI Team Schedule AVID Site Team Agenda Costa's Levels of Questioning Webb's Depth of Knowledge
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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
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	Compact

<p>more and more of that, but instead we help facilitate learning by supporting parent and student learning goals. For example, teachers help pick out curriculum, plan and pace it out while also providing strategies to support the teaching at home. Many students attend our in-person classes and benefit from having small class sizes, which allows teachers to more effectively provide direct instruction geared towards the needs of their students.</p> <p>Beginning in the 2021-22 school year, a team of teachers at NU-HCS has created a monthly parent information and support meeting. Staff and families from both NU-HCS and NU-SCS participate in these Zoom meetings.</p> <p>C2.2. Creative and Critical Thinking:</p> <p>AVID Strategies such as Socratic seminars and philosophical chairs help students with critical thinking skills. Students' creative skills are enhanced by planning fundraisers and other events, such as the Siskiyou Community Food Bank food drive. In AVID Elective, students learn leadership skills that help them to be a leader among peers in other classes, demonstrating creative problem solving and critical thinking skills.</p> <p>Other NU-SCS courses that foster creative and critical thinking include CTE Media Arts (including 3D modeling); Apex Learning technology courses; Math labs; Science lab activities such as an egg drop, and rocket building; the CTE Sustainable Agriculture pathway; a Living Tree Mural project in elementary classes; and fundraising activities for the school foundation.</p> <p>C2.3. Application of Learning:</p> <p>Students who take an Apex Learning technology course can use the programs like blender and java coding to complete other animations or games.</p> <p>Students are challenged to think critically and apply acquired knowledge during laboratory science, in which newly learned information is used to complete hands-on experiments. In one such case, an unusual circumstance presented itself when a Fish and Game Officer brought in a mountain lion for dissection by the Biology class.</p> <p>Students in CTE Agricultural Science apply concepts learned in their</p>	<p>Branches</p> <p>CTE Media Arts Syllabus DRAFT Apex Syllabus Rocket Living Tree Project</p> <p>Apex Syllabus</p> <p>Science Lab Lion Dissection</p>
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<p>course work at the local community garden. Though we have three lab science options at our Yreka Learning Center, we do not currently have the same options in Mt Shasta.</p> <p>Students in AVID elective classes apply leadership skills learned in class to volunteer in the community.</p> <p>C2.4. Career Preparedness and Real World Experiences:</p> <p>Students who are enrolled in NU-SCS have access to a variety of resources, whether it be a live tutor, the school library/public library, a computer, the internet (hotspots are provided if need be), online courses, face to face courses, hybrid courses and community based resources. Secondary level students can participate in concurrent enrollment at the local community college, College of the Siskiyous (COS). Each year, there is an AVID field trip to COS to help students familiarize themselves with the campus, and hopefully be able to picture themselves taking classes there.</p> <p>NU-SCS is also an AVID School. AVID is not just another program. At its heart, AVID is a philosophy. AVID holds students accountable to the highest standards, provides academic and social support, and through that believes students will rise to the challenge. Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.</p> <p>AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call Schoolwide AVID.</p> <p>AVID:</p> <ul style="list-style-type: none"> • Teaches skills and behaviors for academic success • Provides intensive support with tutorials and strong student/teacher relationships • Creates a positive peer group for students • Develops a sense of hope for personal achievement gained through hard work and determination 	<p>Community Garden</p> <p>Food Bank Food Drive Raffle</p> <p>AVID Field Trip</p>
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<p>AVID Elementary's implementation resources, trainings, and philosophy are all grounded in the idea that the “growth mindset” can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR and an explicit focus on high expectations, rigor, and developing a college readiness culture.</p> <p>AVID Secondary brings best practices and proven methodologies to students in middle, junior high, and high schools. AVID’s goal is to prepare all students in a school for college and career, starting with the core elective class and expanding schoolwide.</p> <p>The AVID Elective class targets students, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard. Typically, AVID Elective students will be the first in their families to attend college. In the AVID Elective, students are routinely required to enroll in their school’s toughest courses, such as honors or Advanced Placement. Northern United - Siskiyou Charter School offers the AVID Elective for secondary at our Yreka Learning Center. A 7th/8th grade combo AVID/ ELA elective is now offered at our Yreka Learning Center.</p> <p>NU-SCS values “Beyond the Classroom Learning” and creates rich opportunities for our students to experience their community. NU-SCS students participate in field trips to cultural events, historical venues and college campuses, such as several field trips to College of the Siskiyous, trade school, the southern Oregon symphony, and science field trips to Turtle Bay Museum. They engage in their communities by becoming active in community service. Students participate in local science fairs, history days and maker labs. The makers' labs were discontinued when COVID-19 closed our facilities and we lost our teacher coordinating that program. NU-SCS students interact with their natural world by hiking, gardening and exploring. NU-SCS participated in the Siskiyou County Spelling Bee in 2019 at the elementary and middle school levels.</p> <p>The teachers and administration seek to provide each student with the connections they need to gain knowledge beyond the textbook. Connections are made by getting students out in the community via field trips and community activities, such as outdoor science ed through SCOE, a local organic farm, Hunter Orchards tour, US Forest Service</p>	<p>YLC MS AVID Class</p> <p>Job Corps How do seeds travel?</p> <p>Makers Lab</p> <p>Spelling Bee</p> <p>Sustainable Ag Cantera Loop Field</p>
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<p>Ranger led hike to Panther Meadows on Mt Shasta, creating backdrops for Seussical Musical at Jefferson Center for the Arts, creating a collaborative mural for the Singing Tree Project, Avalanche Center presentation, Mt. Shasta Fire Department demonstration, Chess Club, Maker Space, cooking class, food drives for a local food bank, and Career Nights. NU-SCS is truly an individualized charter school wherein students are seen as individuals and programs are tailored to their specific needs.</p> <p>NU-SCS work experience education students earn high school credit and gain valuable real world experiences working at such places as the humane society and local restaurants. Some students have volunteered at organizations such as Stable Hands, Senior Nutrition Program and the Siskiyou County Land Trust. NU-SCS brings professionals, technicians and business owners to a yearly career night, put on by the AVID class.</p> <p>During the 2018-19 and 2019-20 school years, NU-SCS offered a class called Get Focused, Stay Focused. The class was discontinued in the 2020-21 school year due to the pandemic. The teacher who taught that class has since left the school.</p> <p>NU-SCS, in a partnership with Lassen Counseling, offered a teen leadership building program called Elevate. The counselor responsible for that program left before the beginning of the 2020-21 school year, consequently, the program was discontinued. NU-SCS did maintain a relationship with Lassen Counseling to provide counseling services to our students.</p> <p>Some NU-SCS staff participate in CaliReads Reciprocal Teaching strategy workshops. Students are taught to work in small groups with specific roles to facilitate reading comprehension. The roles include summarizing, questioning, including self-generated inferential and literal questions, predicting and clarifying.</p> <p>Gaining real world experience is the backbone of CTE. The CTE instructor has students work in the field at the garden plot set aside for NU-SCS at the Yreka Community Garden. Students also do site visits to local farms and business, as well as meet with professionals in the field, both on zoom and in the classroom.</p>	<p>Trip Horse Camp</p> <p>Singing Tree Mural Project Avalanche Center Fire Department Chess Club</p> <p>WEE Form</p> <p>Career Night Flyer</p> <p>GFSE</p> <p>Elevate</p> <p>Lassen Counseling MOU</p> <p>CaliReads CaliReads Team</p> <p>Community Garden Field Trip</p>
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**ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. NU-SCS is an AVID certified school.
2. We have small class sizes.
3. We tailor our programs to meet the needs of the students.

Areas of Growth

1. Improve math instruction
2. Improve writing instruction
3. Science lab opportunities in Mt Shasta
4. Increase training in RTI and math intervention for ISTs.
5. Create sustainable programs that are not based on the knowledge or skills of one person.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all

Northern United - Siskiyou Charter School ACS WASC/CDE Self-Study Report

students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D1.1. Professionally Acceptable Assessment Process:</p> <p>NU-SCS has built a system that incorporates the collection of data through which to make informed decisions and to report to parents and other stakeholders. Data showing a student's progress is made available to parents/guardians upon request, during learning record meetings and parent conferences, from progress reports, at Board reports in April and June, SSC meetings, on the School Accountability Report Card (SARC), as part of the LCAP educational partner input process, and on the NUCS website.</p> <p>Baseline assessments in mathematics and reading utilizing Star Math and Star Reading (Renaissance) are given within 30 days of a student's enrollment. The data derived from the math assessment is used to place the student in the correct math course at the secondary level and to determine areas of strengths and gaps in base knowledge that a student may have at every level. The data derived from the reading assessment in the primary and elementary grades is used to assess strengths and gaps in a student's reading comprehension and fluency. Decisions on what supports or accelerations are needed to support a student in their learning are made via this baseline data.</p> <p>All teachers receive professional development at our Fall Summit, during Teacher Circle meetings and at data champion meetings on the use of Renaissance Star Reading and Star Math, and also on using the CAASPP Interim Assessments as formative assessments. Data derived from the Star Math and Star Reading, CAASPP, and other state mandated assessments, such as CA PFT, ELPAC, and CAST, are used to determine areas of professional growth for the staff in groups or individually. Additionally NU-SCS began mandating Interim</p>	<p>Assessment Conference Form</p> <p>SARC</p> <p>Longitudinal Star Data - Reading</p> <p>Longitudinal Star Data - Math</p> <p>RTI Tracking Sheet</p>

<p>CAASPP assessments in the 2019-20 school year as yet another source of data to analyze and inform instruction.</p> <p>D1.2. Basis for Determination of Performance Levels</p> <p>Teachers meet regularly to discuss formative assessments, grading practices, and credit assignment practices to ensure that students are treated consistently. Data champion meetings are an example of a time when teachers can analyze performance data and collaborate on ideas for providing support to students identified as at risk.</p> <p>All teachers also use assessments included in their state approved curricula. These may include chapter tests and quizzes, writing projects, oral reports, projects.</p> <p>California state standards determine our academic content, and teachers use California state benchmarks to determine progress levels using Star Reading and Star Math assessments. All students who score in the level 1 red tier on the Renaissance Learning Diagnostic Report have an intervention program created for them, with growth targets and dates for regular progress monitoring. Red tier students receive support from our Title 1 tutors.</p> <p>D1.3. Monitoring of Student Growth:</p> <p>Three times a year, the same Star Renaissance assessments are used in reading and math. The results of these formative assessments provide “Growth Reports” through which the teacher, student (if age appropriate), and the parent/guardian can see the progress being made. In association with the intervention coordinator, when looking at the data, it is noted that the student is not progressing as they should, the teacher initiates the Student Study Team (SST) process. Through this process, plans are made by the team to provide further support for the student in a Tier II Intervention setting. Within the Tier II setting, designated and level appropriate research based instructional materials are used to support students in learning. Progress monitoring while in Tier II allows all of the stakeholders to watch progress. Teachers gather, analyze and utilize the data while in Tier II to adjust the support materials/strategies. Students move out of Tier II when the data shows that appropriate growth has been made.</p> <p>Students, as stakeholders in their own education, are informed of the CA standards and the SLOs when age appropriate. Through the</p>	<p>Data Champion Meeting</p> <p>Tutor schedule</p> <p>SST Data Sheet</p>
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process of explicitly teaching the expectations of behavior, the expectations of academic performance is taught. Teachers use formative assessment and feedback to meet learning expectations. Teachers use data from formal and informal assessment to engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life. Teachers regularly ask questions of their students about their work and the curriculum to evaluate the effectiveness of what they are using and what support may be needed to be put in place to make it more accessible and/or relevant.

D1.4. Assessment of Program Areas:

Staff meetings, administrator meetings, data champion meetings, Teacher Circles, LCAP meetings, and parent and student surveys give staff an opportunity to assess our programs in an intentional way and on an ongoing basis. Data is reviewed and discussed and necessary changes are made based on the analysis of the data.

[Admin meeting agenda](#)

[Data Champion Meeting](#)

Through an analysis of the assessment of our program areas we have identified using more CAASPP interim assessment blocks as a formative assessment tool as an area for growth. We have focused primarily on our RTI program, using Renaissance diagnostic assessments as our primary tool to drive support for students struggling academically. Though we are seeing some growth within the students' Renaissance score reports, we do not see this translated to their SBAC score reports. We feel that we now need to find ways to incorporate more IABs into our regular practice since they more closely align with the CAASPP SBAC summative assessments.

D1.5. Schoolwide Modifications Based on Assessment Results:

Assessment is the method through which informed decision making takes place at the administrative and teacher levels. During staff meetings, admin meetings, and LCAP meetings, data derived from all testing is held up to the SLOs as a measuring tool for success. Teachers use formative and summative classroom assessments to guide, modify, and adjust instruction on an individual, classroom and schoolwide level.

One example of a modification of graduation requirements is in physical education (PE). In prior years, we had required students who did not

[2018-19 graduation](#)

<p>pass at least five of the physical fitness areas to continue to take PE courses until they passed the sections they had not before, or until they graduated high school. This created a situation in which some students who were deficient in one or more areas of a-g eligibility or overall credits to have schedule conflicts, which at times required them to enroll for an additional semester, which impacts our graduation rate. This change to the PE requirements was made based on teacher feedback from an assessment of our graduation rate.</p> <p>Student achievement is the overarching focus for all decisions made with regard to staffing, instructional materials, programmatic initiatives, professional development and fiscal resources. During LCAP meetings each year, student success data is addressed. While those areas are discussed at the meetings, we feel that more time should be spent explicitly discussing and monitoring WASC and LCAP goals and the SLOs in order to refine them when appropriate.</p>	<p>requirements</p> <p>2021-22 graduation requirements</p>
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D2.1. Demonstration of Student Achievement:</p> <p>There is a system in place to monitor student progress. The first consists of a schoolwide system of assessment in the areas of mathematics and reading using the Star Math and Star Reading assessments, which are created by Renaissance and are research based and normed. Baseline assessments in both are conducted within 30 days of enrollment for all students in grades 2 – 12, in mathematics and in reading for students in grades K – 8. Decisions on placement</p>	

<p>and support are made based upon the data derived from those baseline assessments. Formative assessments are administered schoolwide at a minimum of three times a year. The growth report taken from the comparison between each assessment is used to inform all stakeholders of growth over time. Students who show the need for intervention support are identified through the baseline and formative assessments. The school supports a team of content specialists, teachers and administrators called Data Champions. Initially, the Data Champions attended monthly training sessions with a coach provided by Renaissance. After our first year, we had built the capacity to provide our own coaches for the meetings. Information from the coaching sessions is passed along to the staff through staff meetings. The content specialists in the areas of mathematics and reading are an integral part of the Data Champion group and serve not only as disseminators of information to staff, but as leaders in analyzing schoolwide, learning center and individual teacher student data. Using the data the content specialists provide, informs the data discussions that the Data Champions carry out with staff.</p>	<p>Assessments at a glance</p>
<p>D2.2. Teacher and Student Feedback:</p> <p>Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes when they give feedback on submitted work, have learning record meetings with students, give students mid-semester progress reports and parent teacher conferences, provide report cards at the end of the semester, and collect samples of student work for portfolios.</p>	<p>Data Champion Meeting</p>
<p>In addition, teachers and counselors use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life when master agreements and four year plans are developed.</p>	<p>Learning Record Sample</p> <p>Work Sample</p> <p>Master Agreement 4 Year Plan</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. Increase in the number of students taking the Renaissance Star assessments.
2. Improvement in tracking assessment and using the data to drive strategies to support students.
3. Additional professional development surrounding formative assessment

Areas of Growth

1. Spend more time at meetings focusing on WASC and LCAP goals.
2. Incorporate more CAASPP interim assessment blocks into our regular formative assessment practice.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E1.1. Parent Engagement:</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,</p>	<p>Parent Handbook</p> <p>Enrollment Questionnaire</p> <p>Getting Acquainted</p> <p>School Compact</p>

<p>parents, and students is created at the time of intake. The parent, student, and teacher responsibilities are spelled out in the School Compact.</p> <p>Communication methods include email, text messaging, phone calls and ParentSquare. Student email addresses are only allowed to communicate with other students or staff within the nucharters.org domain. NU-SCS recently began using the ParentSquare messaging for whole school and small group communication. Parents and guardians and students have access to the Student Information System (SIS) through the Parent Portal. Through the portal, information such as course schedule, assignments and grades can be accessed freely.</p> <p>Parents and community members are invited and encouraged to actively participate in NU-SCS. Parent input and feedback on student success is sought through surveys and in face to face meetings. Input from parents and community members on WASC and LCAP goals are crucial and actively sought. They are encouraged to attend educational partner meetings to inform the school of their thoughts on LCAP. Foundation meetings, SSC meetings, PCSGP meetings, and learning center events are other ways in which educational partners can work together to support student outcomes. Learning center open-houses and parent nights have proven to be an effective method for increasing communication between teachers, students, parents and administration. At the onset of each school year NU-SCS's school director sends every family a welcome letter which includes ways in which families can become involved in the school community.</p>	<p>Acceptable Use Agreement</p> <p>ParentSquare Whole School Post</p> <p>COVID-19 Reopening Survey</p>
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual

differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E2.1. Safe, Clean, and Orderly Environment:</p> <p>A top priority and one of the sources of school pride is that a safe, secure, clean, orderly and nurturing environment is maintained. Administration and staff work together to ensure our facilities are inviting, hygienic, well maintained and that they meet the requirements of local mandates. Each year the Facilities Inspection Tool (FIT) is administered at each of our facilities, which is reported on the School Accountability Report Card (SARC) and the CA School Dashboard.</p> <p>NU-SCS has adopted and implemented the precepts of Positive Behavior Interventions and Supports (PBIS). The staff and students understand the school rules, which are to be safe, be respectful and be responsible, and have been explicitly taught NU-SCS behavior expectations. There is a survey soliciting feedback on school climate for parents and students annually. Previously, MVCS and NU-SCS had implemented the use of the Second Step curriculum in grades TK-8. Due to the high turnover in staff, many current staff members have not been trained in this curriculum.</p> <p>More recently, SCOE has instituted a SEL Community of Practice (COP) that includes staff from other schools in Siskiyou County. As part of this COP, NU-SCS is using a program called Aperture to track students' areas of social and emotional strength and areas for growth, as well as identifying risk factors. As part of this COP several staff members attend monthly meetings to learn SEL teaching strategies. In weekly staff meetings, NU-SCS teachers and support staff are learning about a new curriculum called Hey Kiddo.</p> <p>To teach safe and responsible use of the internet, NU-SCS uses the Common Sense curriculum. To comply with the Children's Internet Protection Act (CIPA), teachers are required to report student progress in lessons on their learning records in grades 2, 5, 6 and 9. Additionally, we use Securly to filter the email and online searches of our students. This software monitors for statements of harm to self or others, as well as blocking inappropriate websites. Our internet hot-spots, provided by Kajeet, also have internet filter features built in.</p>	<p>FIT</p> <p>Dr. Dale Training</p> <p>PBIS School Climate Survey</p> <p>Priority 2 Survey</p> <p>Priority 3 Survey</p> <p>Hey Kiddo</p> <p>Required Supplemental Curriculum Procedure</p> <p>Uniform Complaint Procedure Page</p>

Complaint procedures and forms, including the Uniform Complaint Procedure, are posted on the school website, discussed in the Parent Handbook and distributed to parents through the school's annual notice process.

E2.2. High Expectations/Concern for All Students:

As mentioned above, NU-SCS prioritizes maintaining a positive school culture through the use of PBIS and other social and emotional learning strategies. The staff has clear expectations for behavior and explicitly teaches these expectations to students. An which concern for student well-being is fostered is the fact that teachers often develop long-term relationships with families as students stay enrolled with the same teacher over multiple grade spans, and often multiple children from the same family are enrolled with the same teacher. These long term relationships make the teacher more inclined to go above and beyond to serve the student's needs.

Staff are accessible to both students and parents via phone and email as well as in-person during center hours and by appointment. Many opportunities exist for parents and students to collaborate with teachers, whether it be in a more formal parent teacher conference setting, or informally via volunteer opportunities at centers.

Students enrolling in our program often have experienced unresolved bullying issues in their previous schools, and they find our school to have more of a safe, welcoming, and inclusive environment that respects individuals and their differences.

E2.3. Atmosphere of Trust, Respect, and Professionalism:

PBIS fosters a school culture that is one of trust, respect, equity, and professionalism. Staff and students are expected to be safe, respectful, and responsible in their interactions with others. This is modeled by all staff and explicitly taught to students. In order to ensure students identifying as LGBTQ+ feel comfortable, we provide bathrooms that are gender neutral. We analyze all data to look for any negative trends in student outcomes for students in significant subgroups. Our goal is to not have disproportionate representation of subgroups in lower performance levels. All students with disabilities (SWD) receive the same instructional opportunities as any other student.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E3.1. Academic Support Strategies for Students:</p> <p>NU-SCS offers college preparatory, a-g approved courses. These courses are available and accessible to all 9-12 grade students. NU-SCS's course list provides varied and rigorous courses; both digitally and using the traditional face-to-face model to meet the diverse learning interests and needs of NU-SCS students. When a master agreement is created, it is designed to meet graduation requirements and focuses on the educational and career goals of the students. The creation of the master agreement is supported by the high school graduation requirements, the a-g requirements, a Four-Year Planning Guide document created by the school counselor, and the students' transcript. The counselor reviews all 9-12 grade master agreements to ensure that students are enrolled in the recommended rigorous coursework that meets high school graduation requirements. The</p>	<p>Master Agreement</p> <p>Course List</p> <p>Four Year Planning Guide</p>

<p>counselor regularly works with and trains teachers on course sequencing, courses of rigor and the various learning platforms that a student can utilize to meet these requirements, as well as available support to meet the varied needs of NU-SCS students. The school counselor is available to meet with students and families for learning assistance and college/career planning.</p> <p>High school students have the opportunity to co-enroll in courses at College of the Siskiyous, allowing them to gain college credit while in high school. All NU-SCS students are welcome to attend those classes as well as any other courses, as necessary, to meet a-g requirements. All students have access to the courses of rigor offered through NU-SCS and are supported to the level they need through online live tutoring, in-person tutoring, or small group instruction. If students need more support, they are referred to the RTI process. Digital platforms such as Apex, Study.com, and Emile support our more rural students in completion of a-g requirements.</p> <p>Prior to the COVID-19 pandemic, NU-SCS took students to College of the Siskiyous' Senior Day in the fall to explore the campus, meet staff and attend a college fair. The school counselor helps students navigate the application process and in filling out the FAFSA. Additionally, a representative from College Options holds a financial aid workshop each fall.</p> <p>Students in grades 8-12 are assisted in creating an account with the California Career Zone by the counselor. Students in grades 8-12 complete an interest profiler and investigate careers and colleges that offer pathways of education toward those careers. Eighth graders are also encouraged to make four year high school academic plans with the counselor. The counselor facilitates a series of 4-5 guidance lessons to 8-12 graders utilizing the California Career Resource Network (Cal CRN) electronic platform.</p> <p>Students in the secondary grades are encouraged to identify areas of interest through online interest inventories in order to determine their educational path. Yreka Learning Center has hosted career nights, which bring in community members to speak to students about their career and educational path.</p> <p>NU-SCS has five tutors who work with a wide range of grade levels and</p>	<p>Concurrent enrollment data</p> <p>RTI Process</p> <p>College Options</p> <p>College Options Zoom</p> <p>Career Night Photo Career Night Flyer Career Night Sign-In</p>
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<p>subjects. One of the tutors primarily serves SWD. Tutors work both in-person and on Zoom.</p> <p>E3.2. Multi-Tiered Support Strategies for Students:</p> <p>NU-SCS has in place a Response to Intervention (RTI) framework to ensure that guidance and support services that focus on students' personal, career, and academic interests are implemented charter wide. At the Tier I level, teachers utilize PBIS and SEL programs such as Second Step, Aperture, and Hey Kiddo to support all students in the area of personal/ social/ emotional development and interaction. In addition, as part of the SCOE SEL COP, NU-SCS has been provided with SEL Toolkits for each learning center for staff to use.</p> <p>NU-SCS is an Advancement Via Individual Determination (AVID) school, through which students are supported in academic rigor and exposed to college and career information and taught the tools needed to navigate the path to higher education. In the AVID elective class, students take personality tests and then match results to careers that they may enjoy or be good at to get the students to set goals for their future. AVID, coupled with PBIS, contributes directly to student success.</p> <p>A referral system is in place that teachers can access via a Referral for Support Services form. This referral process utilizes a strength-based approach to build upon student protective factors.</p> <p>The counselor will collaborate with the teacher, student, and family to determine additional supports necessary for school success. If a student is in need of additional support, they can also access that support through a Student Study Team (SST). These meetings offer a comprehensive review of accomplishments and strengths of the student as well as challenges that a student is navigating. The team reviews strategies that have worked and goals are set as well as a plan to monitor growth using assessment data to measure outcomes.</p> <p>Students are encouraged to seek the support of the counselor. The counselor presents at the back to school nights of learning centers to connect with families and is very visible at learning centers throughout the school year. All 9-12 students are encouraged to make appointments with the counselor to ensure that students have access to the academic planning and social emotional support systems needed for academic and personal growth. The counselor works closely with</p>	<p>Tutor Schedule Sample</p> <p>SEL Toolkit Seltrove Student Planner</p> <p>RTI Process Pre-Meeting Referral Form</p> <p>SST Data Sheet</p>
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<p>seniors to ensure that FAFSA deadlines are met and that college applications are completed and submitted on time. Teachers connect families and parents to the counselor and the counselor works closely with many families to support academic planning and post secondary planning. The counselor also works with families to facilitate any community referrals as needed. These community referrals range from accessing day-to-day basic needs such as shelter and food programs, to mental health referrals. NU-SCS has contracted with Lassen Counseling for three years for social and emotional counseling for our students. When a student needs this additional support, a staff member makes a referral to a counselor at Lassen Counseling. We have an MOU in place with Lassen Counseling wherein NU-SCS agrees to pay for counseling services for students who do not have insurance coverage for that. Unfortunately, due to staff shortages, Lassen Counseling does not currently have any one-on-one counselors available.</p> <p>NU-SCS learning centers send newsletters announcing student work and awards, Student of the Month, and any extracurricular activities happening on campus that month. Student government also takes place at learning centers with students from all grades participating.</p> <p>The personalized learning model employed by NU-SCS is the foundation of the charter. Curriculum is formed as a guideline, with pacing guides and syllabi used and adjusted to each students' needs and interests without compromising academic rigor. Administration and counseling review student progress regularly. Staff are especially diligent in facilitating tutoring services, remediation workshops, and small group tutoring for students identified as needing extra academic help in specific subjects.</p> <p>With input from the parent, director, counselor, and teacher; if a student is suspected of needing testing for special education, that student is immediately referred to the special education department for an SST or evaluation. Identified students participate in ELPAC testing and results are communicated to teachers and parents. Teachers are English Learner authorized or Crosscultural Language and Academic Development (CLAD) certified by completion of appropriate coursework and the CTEL examination.</p>	<p>Lassen Counseling MOU</p> <p>Student of the Month</p> <p>Tutor Schedule</p>
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<p>The EL coordinator attends yearly CELDT or ELPAC training for mandated test administration for English Learners (EL). EL students are reclassified RFEP (Reclassified Fluent English Proficient) based on testing, academic performance as well as teacher and parent recommendations. Students are evaluated periodically to review progress.</p> <p>Online resources such as Destiny Library, Encyclopedia Britannica, Khan Academy, Rosetta Stone, and APEX are used to assist English Learner (EL) and Special Education students in accessing the curriculum. They also provide opportunities for enrichment to the curriculum. Tutors provide support to all students so that they are able to access the curriculum at the appropriate levels.</p> <p>E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:</p> <p>The administration and staff track student interventions, both academic and social-emotional, and follow up with students and parents on progress toward goals. SSTs are scheduled and conducted for students not making sufficient progress. Student improvement is tracked. The administration gathers data about the MTSS/RTI program and annually presents it to the school board.</p> <p>E3.4. Co-Curricular Activities:</p> <p>NU-SCS students have participated in both the County Spelling Bee and Science Fair. NU-SCS has had students participate in a skiing club at the Mount Shasta Ski Park. This year, our special education tutor has created a competitive gaming club, with the goal of creating an interscholastic gaming team to compete against other schools. Prior to the pandemic, MSLC had an afternoon chess and board game club. More recently, MSLC has resumed the once a week afternoon club, but the focus is more on homework help.</p> <p>E3.5. Student Voice:</p> <p>Students in AVID Elective and the CTE Sustainable Agriculture classes volunteer at the Siskiyou Community Food Bank and hold a yearly food drive. Sustainable Agriculture students also work at the Yreka Community Garden. Small class sizes help students feel more supported and feel they have a voice that will be heard. Through one on one weekly meetings and check-ins with teachers, the students learn to advocate for their own educational needs. Additionally, a student</p>	<p>RTI Tracking Sheet</p> <p>SST Data Sheet</p> <p>Annual Report</p> <p>Spelling Bee</p> <p>Science Fair</p> <p>Gaming Club</p> <p>Chess Club</p> <p>Food Bank</p> <p>Food Drive Gift Basket</p> <p>Community Garden</p>
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representative is a member of the School Site Council. This student has the opportunity to voice the thoughts, concerns and opinions of the student body as a whole.	
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ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Tutoring
2. Technology
3. Family atmosphere
4. Provide a lot of support opportunities

Areas of Growth

1. Finding social and emotional counseling options
2. Increase attendance at parent engagement events and participation in surveys

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Improve math intervention and instruction
- Improve college and career readiness
- Improve writing instruction
- Improve educational partner engagement
- Find more social and emotional counseling options
- Increase use of CAASPP SBAC interim blocks
- Create sustainable programs that are not based on the knowledge or skills of one person
- Improve vertical curriculum alignment

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Our analysis of the identified student learner needs in the Student and Community Profile in Chapter 2 and the Focus Group findings in Chapter 3 helped us identify three themes, or areas in which we can focus our school improvement efforts; academic performance; college and career readiness; and engagement.

1. Academic Performance

As part of the academic performance theme, we identified several major student learner needs. Through our work in focus groups, we found that we have not been doing a thorough process of vertical alignment with the curriculum among teachers. Based on our CAASPP scores in mathematics, we need to improve our instruction in mathematics. Additionally, our review and analysis of student work samples indicates we need to improve our writing instruction. Though we've been focusing on student growth, our emphasis has been on the Renaissance Star assessments. This has been successful for diagnostic purposes and intervention, however, we have not seen a translation of this work to our students' CAASPP scores. With this in mind, we need to incorporate more CAASPP interim assessment blocks into our regular formative assessment practice. During our work in focus groups, we saw a common theme related to staff leaving and the subsequent loss of a valuable education program. We need to design a system in which we are able to create sustainable programs that are not based on the knowledge or skills of one person.

2. College and Career Readiness

Through this process, we found a need for a greater emphasis on the CA School Dashboard College and Career Indicator (CCI). Based on the CCI, very few of our graduates are considered college and career prepared. In order to improve in this area, we need to offer more career exploration curriculum options like Get Focused, Stay Focused, increase focus on tracking longitudinal data following students from K-12 into the workforce, increase numbers of students graduating fully a-g eligible, and increase the number of students who are concurrently enrolled in college courses. Our students who attend our Yreka Learning Center have more opportunities for laboratory science courses than our students in Mt Shasta. Science lab opportunities in Mt Shasta are needed so our high school students in southern Siskiyou County have a greater chance of meeting a-g eligibility requirements.

3. Student and Family Engagement

Several identified learner needs fall within the realm of student and parent engagement. Currently, Lassen Counseling does not have adequate staffing to meet the counseling needs of our students. While this is outside of our control, we feel we need to find other options for social and emotional counseling for our students. While reviewing data from the School Community Profile, we saw a large swing in our chronic

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absenteeism rates indicating a need to focus on student engagement. We also found that while parent involvement in their child's instruction is high, students and the school would benefit from an increase in parent engagement in governance and school decision making.

	A	B	C	D	E
Strengths	<p>Many formal systems and procedures are in place to ensure a well oiled machine.</p> <p>We have systems allowing for two way communication between parents and teachers, staff and admin, admin and board, parents and board, etc. Plus we have good systems in place for all fiscal stuff.</p> <p>Good fiscal management resulting in the ability to adequately compensate staff, purchase materials, maintain facilities, and run the business of the school.</p> <p>A genuine focus on data.</p> <p>Transparency in all areas.</p>	<p>Providing curriculum that is suited to students' instructional level. Some students need credit recovery, while others want to accelerate.</p> <p>Variety of curricular options aligned with standards that meet students' diverse needs and learning styles.</p>	<p>Being an AVID certified school</p> <p>Small class sizes</p> <p>Tailoring program to meet the needs of the students</p>	<p>Increase in the number of students taking the Renaissance Star assessments.</p> <p>Improvement in tracking assessment and using the data to drive strategies to support students.</p> <p>Additional professional development surrounding formative assessment</p>	<p>Tutoring</p> <p>Technology</p> <p>Family atmosphere</p> <p>Provide a lot of support opportunities</p>
Growth Areas	<p>Increase timeliness in the budget process.</p> <p>Staff and parent involvement in governance.</p> <p>More staff attending math professional development.</p>	<p>Vertical alignment with curriculum among teachers.</p> <p>Offer more career exploration curriculum options like Get Focused, Stay Focused.</p> <p>Increase focus on</p>	<p>Math instruction</p> <p>Writing instruction</p> <p>Science lab opportunities in Mt Shasta</p> <p>Increase training in RTI and math</p>	<p>Spend more time at meetings focusing on WASC and LCAP goals.</p> <p>Incorporate more CAASPP interim assessment blocks into our regular formative assessment</p>	<p>Finding social and emotional counseling options</p> <p>Increase attendance at parent engagement events and participation in</p>

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		tracking longitudinal data following students from K-12 into the workforce.	intervention for ISTs. Create sustainable programs that are not based on the knowledge or skills of one person.	practice.	surveys
Next Steps	<p>Themes: Academic Progress College and Career Student and Family Engagement</p> <p>Discussion: We will look to the LCAP for measurable outcomes and actions that already address these identified areas for growth. We will analyze the effectiveness of the LCAP actions by assessing the measurable outcomes, and make modifications to the actions, or measurable outcomes, as necessary. Any themes identified in the table above that are not currently included in our LCAP will be added to the LCAP during the annual update process. One need that was discovered during the self-study process was a need to increase timeliness in the budget process. While this isn't necessarily a student learner need, we thought it warranted mention because it has the potential to impact students. Additionally, we feel giving a more intentional focus on WASC and LCAP goals during staff meetings would create more of a shared purpose resulting in improved student outcomes.</p>				

Chapter 5 – Action Plan

Goal 1: Improve student academic performance outcomes.

(LCFF State Priority 4)

Monitor: School Site Council, the NUCS Board of Directors, school administration and staff will yearly monitor the progress of the Action Plan.

Objective #1	Strategies	Responsible	Resources	Assessment	Timeline
Increase the number of students scoring at or above standard in math	Hire a math content specialist/teacher	Administration	Time for the mathematics committee and math content specialist to develop math needs assessment and program improvement plan	Work agreement	Spring-summer 2022
	Create a math committee	Committee and math content specialist	Fiscal allocation	CAASPP scores – interim and summative	Summer-fall 2022
Conduct a math program needs assessment	Committee meeting minutes			Fall 2022	
	Develop a math program improvement plan				
	Incorporate more CAASPP interim assessment blocks into our regular formative assessment practice.			Potential assessment based on needs assessment:	
	Potential strategies based on assessment:			• Certificates of completion for professional development	
	• Offer math PD based on needs assessment results				
	• Broaden math intervention materials choices				
	• Improve curriculum vertical alignment				Ongoing
	Review all strategies and revise and update as needed				
Objective #2	Strategies	Responsible	Resources	Assessment	Timeline
Increase the number of students scoring at or above standard in ELA	Hire a ELA content specialist/teacher	Administration	Time for the ELA committee and ELA content specialist to develop ELA needs assessment and program improvement plan	CAASPP scores – interim and summative	Spring-summer 2022
	Create a ELA committee	Committee and ELA content specialist	Fiscal allocation	Committee meeting minutes	Summer-fall 2022
Conduct a ELA program needs assessment				Fall 2022	

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	<p>Develop a ELA program improvement plan</p> <p>Incorporate more CAASPP interim assessment blocks into our regular formative assessment practice.</p> <p>Potential strategies based on assessment:</p> <ul style="list-style-type: none"> • Offer ELA PD based on needs assessment results • Broaden ELA intervention materials choices • Improve curriculum vertical alignment <p>Review all strategies and revise and update as needed</p>			<p>Potential assessment based on needs assessment:</p> <ul style="list-style-type: none"> • <i>Certificates of completion for professional development</i> 	Ongoing
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Goal 2: Increase the number of graduates designated as Prepared on the College and Career Indicator on the CA School Dashboard.

(LCFF State Priority 7)

Monitor: School Site Council, the NUCS Board of Directors, school administration and staff will yearly monitor the progress of the Action Plan.

Objective #1	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of graduates meeting a-g eligibility	<p>Review all high school master agreements</p> <p>Create a four year plan</p> <p>Create a science lab option for Mt Shasta students</p> <p>Hire spanish teacher</p> <p>Increase a-g course options</p> <p>Review all strategies and revise and update as needed</p>	<p>Counselor</p> <p>Administration</p> <p>Teacher</p>	<p>Time to review master agreements and create plans</p> <p>Fiscal allocation</p>	<p>Master agreements</p> <p>Four year plan tracking sheet</p> <p>Lab attendance records</p> <p>Work agreement</p> <p>A-g eligibility rate of graduates</p> <p>Number of students Prepared on the CCI for the CA School Dashboard</p>	<p>Spring - fall 2022</p> <p>Fall 2023</p>

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Objective #2	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of students enrolled in a CTE pathway	Hire CTE teacher(s)	Administration	Fiscal allocation	Number of CTE pathways	Spring - summer 2022
	Submit CTE course for approval	Teacher(s)	Time to develop course syllabus	Approval notification from UCOP	Spring - fall 2023
	Purchase curriculum/supplies			Purchase order	
	Review all strategies and revise and update as needed			CTE course enrollment rate	
				Number of students Prepared on the CCI for the CA School Dashboard	
Objective #3	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of students scoring a 3 or above on an AP exam	AP professional development	Administration	Fiscal allocation	Certificates of completion for professional development	Spring - summer 2022
	Purchase AP curriculum	Teacher	Time for PD and to develop course syllabus	Purchase order	Summer 2023
	Create and submit AP courses for approval			Course list	Fall 2023
	Review all strategies and revise and update as needed			AP exam score reports	
				Number of students Prepared on the CCI for the CA School Dashboard	
Objective #4	Strategies	Responsible	Resources	Assessment	Timeline
Increase rate of students who are concurrently enrolled in a college course	Invite COS to speak with students	Counselor	COS staff	Agenda	Spring 2022
	Take a field trip to COS	Teacher	School van	Field trip permission form	Fall 2023
	Review all strategies and revise and update as needed			Concurrent enrollment tracking sheet	
				Number of students Prepared on the CCI for the CA School Dashboard	

Goal 3: Increase student and parent engagement.

(LCFF State Priorities 3, 5 and 6)

Monitor: School Site Council, the NUCS Board of Directors, school administration and staff will yearly monitor the progress of the Action Plan.

Objective #1	Strategies	Responsible	Resources	Assessment	Timeline
Increase attendance at parent engagement events and participation in surveys	<p>Increase outreach efforts through school messaging system, social media announcement, mailings, and advertising</p> <p>Review all strategies and revise and update as needed</p>	<p>Administration</p> <p>Teachers</p>	<p>Fiscal allocation</p> <p>School messaging app</p> <p>Social media</p>	<p>Parent response rate on surveys</p> <p>Sign in sheet at events</p>	Spring 2022
Objective #2	Strategies	Responsible	Resources	Assessment	Timeline
Increase staff and parent involvement in governance	<p>Increase awareness of SSC meetings, LCAP meetings, and NUCS board meetings</p> <p>Review all strategies and revise and update as needed</p>	<p>Administration</p> <p>Teachers</p>	<p>Fiscal allocation</p> <p>School messaging app</p> <p>Social media</p>	<p>Parent response rate on surveys</p> <p>Sign in sheet at events</p>	Spring 2022
Objective #3	Strategies	Responsible	Resources	Assessment	Timeline
Finding social and emotional counseling options	<p>Reach out to local counseling providers</p> <p>Utilize NU-SCS high school counseling department for SEL counseling</p> <p>Review all strategies and revise and update as needed</p>	Administration	<p>Fiscal allocation</p> <p>Other school leaders</p>	<p>MOUs and other agreements</p> <p>Purchase orders</p>	Spring 2022

Appendices

- A. [Local Control and Accountability Plan \(LCAP\)](#): This includes a five page summary at the beginning of the plan. [LCAP on website](#)
- B. [Results of student questionnaire/interviews](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. The most recent California Healthy Kids Survey [Siskiyou County](#)
[NU-SCS was going to participate in survey in Spring of 2020]
- E. [Master schedule](#)
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list:
<https://hs-articulation.ucop.edu/agcourselist/institution/5205>
- H. Additional details of school programs, e.g., [online instruction](#), [college- and career-readiness programs](#), partnership academies, IB, [AVID](#)
- I. [California School Dashboard performance indicators](#)
- J. [School accountability report card \(SARC\)](#)
- K. [CBEDS school information form](#)
- L. [Graduation requirements](#)
- M. Any pertinent additional data (or have on exhibit during the visit)
- N. [Budgetary information, including school budget](#)
- O. Glossary of terms unique to the school.