



# **NORTHERN UNITED SISKIYOU CHARTER SCHOOL MID-CYCLE REPORT**

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

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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**1: School Description (1 page maximum)**

Northern United – Siskiyou Charter School (NU-SCS) is a TK–12 public charter school serving students across rural Northern California through a hybrid instructional model. Students access education via homeschool curriculum, on-site academic and enrichment classes, and personalized learning pathways. NU-SCS **emphasizes flexibility, family engagement, and whole-child development**, while maintaining alignment with California standards and college/career readiness.

NU-SCS officially opened in the 2018–19 school year, following the closure of Mattole Valley Charter School (MVCS), which had previously operated the program. The school’s founding was a direct response to the California Supreme Court’s 2017 ruling in *Shasta v. Anderson*, which required MVCS to cease operations under its former model. As a result, the MVCS administrative team submitted charter petitions to both Humboldt and Siskiyou County Offices of Education, leading to the creation of Northern United Charter Schools (NUCS), which operates schools in both Humboldt and Siskiyou counties. NU-SCS began instruction on August 27, 2018, and has since developed its own identity grounded in personalized learning, equity, and local community engagement. We offer a range of programs, including A-G coursework, CTE pathways, dual enrollment, special education services, intervention support, and social-emotional learning (SEL) activities.

To promote **diversity, equity, and inclusion (DEI)**, NU-SCS integrates culturally responsive teaching and trauma-informed practices into instruction. Staff participate in ongoing professional development focused on equity and inclusion, and our family engagement efforts are tailored to reflect the cultural and linguistic diversity of our school community. The school provides targeted support for English Learners, foster youth, and students with disabilities, and ensures access to differentiated instruction through paraprofessionals and small-group academic intervention.

As of May 2025, enrollment includes 124 students. Demographics reflect: 62.1% White, 17.7% Hispanic/Latino, 4.8% American Indian/Alaska Native, and 8.1% two or more races. 11% of students receive services under IDEA or Section 504, 82% are socioeconomically disadvantaged, and 6% are homeless. See [WASC Evidence folder](#).

**Student performance trends** show growth in elementary reading achievement. The trend for graduation rates has been up and down over the last few years. Many of our high school students arrive at our school as juniors or seniors already credit deficient, meaning our students are not always able to graduate in four years. Data indicates ongoing needs in math proficiency, particularly at the secondary level. Site-based instruction and tutoring support have contributed positively to academic progress. Student performance data is in our [WASC Evidence folder](#).

Social-emotional well-being is a growing area of focus. Attendance data and student check-ins point to the importance of increased SEL programming and wellness resources. Continued investment in SEL strategies and academic equity is essential to meeting the diverse needs of our students.

## 2: Significant Changes and Developments (1 page maximum)

Since the last WASC self-study visit, Northern United – Siskiyou Charter School (NU-SCS) has experienced several significant developments that have shaped our academic offerings, student support systems, and community engagement efforts.

Our four day a week elementary program in Mt Shasta has transitioned to a home-based learning model with one day of enrichment activities at the learning center. This change was a result of parent and educational community feedback reflecting the needs of the community.

NU-SCS was selected as a recipient of both the **California Community Schools Planning Grant** and the **Implementation Grant**, positioning the school to more deeply integrate wraparound services, family engagement, and equity-driven initiatives. This has allowed us to hire a community school coordinator and expand our **service learning and civic engagement** opportunities. We hosted collaborative **donation drives with Goodwill**, and created an annual event called “**May it Forward**”, during which students volunteer in community-based projects such as neighborhood cleanups and food bank assistance. These events have fostered a stronger sense of responsibility and connection among students while enriching community partnerships. These grants have enabled us to expand our support for the whole child while strengthening relationships with local partners. Additionally, we joined **Cohort IV of the California Engagement Initiative**, aligning our school more closely with statewide frameworks focused on collaboration, continuous improvement, and student-centered design.

We were also awarded the **Golden State Pathways Program (GSPP) grant**, totaling nearly \$450,000. This funding has supported the launch of a new **CTE Manufacturing program**, which prepares high school students for transition into a similar program at College of the Siskiyous. The long-term goal is to build a talent pipeline for regional employers such as Pfeffer Vacuum in Yreka, enhancing local economic development and postsecondary opportunities for students.

Our **school nutrition program** also underwent a major upgrade. We now partner with **Fire Monkey**, a company known for providing healthy, fresh meals to wildland firefighters. This shift has improved the quality and nutritional value of meals offered to students and contributed to increased participation in the school meal program.

Collectively, these changes have positively impacted student engagement, staff collaboration, and our school’s visibility and role within the community. The integration of expanded programming and services reflects our commitment to continuous improvement and equitable access for all learners.

### 3: Engagement of Educational Partners in Continuous School Improvement (2 paragraph maximum)

To strengthen collaboration and streamline planning processes, Northern United – Siskiyou Charter School (NU-SCS) developed a **consolidated educational partnership structure** known as the **Community Collaboration Council (CCC)**. This body combines input and engagement efforts related to the LCAP, community school initiatives, and broader community engagement under one umbrella. The CCC meets four times per year in a hybrid format to maximize accessibility for families, staff, and community members. During these meetings, participants review student data, assess progress toward goals, and provide feedback on emerging needs and priorities.

Information and insights gathered from CCC meetings are then shared with both the **NUCS Leadership Team** and the **Administrative Team**, where they are further discussed and incorporated into ongoing decision-making and schoolwide planning efforts. These updates are also regularly communicated to the **NUCS Board of Directors** to ensure alignment with governance and policy. The WASC mid-cycle progress report was developed, monitored, and updated by the school's directors, who used input from these collaborative structures to inform reflections on progress and next steps.

[WASC Evidence folder](#)

[Community Collaboration Council evidence folder](#)

### 4: Progress on the Implementation of the Schoolwide Action Plan (4 page maximum)

Since the last self-study visit in 2022, NU-SCS has made meaningful progress in implementing its schoolwide action plan, with a focus on both academic growth and whole-child development. The plan emphasized several key areas: improving academic performance (particularly in math and literacy), strengthening social-emotional supports, expanding college and career readiness pathways, and enhancing educational partner engagement.

#### *Goal 1: Improve Academic Achievement*

Progress has been made in reading intervention and early literacy support. Intervention services in the lower grades, supported by paraprofessionals, have led to steady growth in internal reading assessments across most grade levels. To improve alignment with state standards and better support instructional decision-making, the school transitioned from using Renaissance assessments to **IXL**, after identifying a misalignment between Renaissance results and CAASPP performance. Math proficiency remains an area of need, especially in middle and high school, though the increased use of digital curriculum tools like IXL and personalized pacing models is beginning to show improvement.

[WASC Evidence Folder](#)

Evidence includes:

- Internal benchmark data (Renaissance and IXL - Parsec)
- CA Dashboard CAASPP results from 2022 to 2024
- Reading and math growth trend charts based on enrollment length (Parsec)

*Goal 2: Strengthen Social-Emotional Supports*

The launch of the **Outdoor Resiliency Building Experiences (ORBE)** program has provided students with team-building, leadership, and mental health enrichment opportunities. Partnerships with Stable Hands (equine therapy) and other local organizations have expanded social-emotional learning experiences. These efforts, alongside consistent staff training in trauma-informed practices, restorative justice, and our SEL curriculum, Character Strong, and Aperture have contributed to improved attendance and stronger relationships among students, families and staff.

**WASC Evidence Folder**

Evidence includes:

- Attendance data and chronic absenteeism and suspension rate trends
- Aperture SEL screening data
- Student feedback/testimonials from ORBE or SEL programs

*Goal 3: Expand College and Career Readiness*

NU-SCS launched a CTE Manufacturing pathway designed to articulate directly with programs at College of the Siskiyous. This has created a direct bridge between high school and regional job opportunities, especially in partnership with Pfeiffer Vacuum. We currently have 10 students enrolled in the Manufacturing pathway. Through the support of the **Golden State Pathways Program (GSPP)** grant, we were able to increase the FTE of our high school counselor. We have not had a counselor in-person for three years prior to the 2023-24 school year, when we were able to hire a halftime counselor, who is now full time thanks to the grant. As part of the GSPP grant, we also plan to expand our CTE manufacturing and CTE digital media arts programs to Mt Shasta in the fall of 2025. We paused our CTE Digital Media Arts and CTE Sustainable Ag programs for this year. Our CTE Digital Media Arts program will resume in the fall of 2025. Our CTE Sustainable Ag teacher became our Community School Coordinator. We plan on resuming that CTE program as soon as possible. In addition, high school students are engaging in dual enrollment and A-G aligned coursework at higher rates.

**WASC Evidence Folder**

Evidence includes:

- Enrollment in CTE Manufacturing courses (2023–2025)
- Dual enrollment participation and completion data
- CCI data from CA Dashboard

### *Goal 4: Increase Family and Community Engagement*

NU-SCS has made strong progress in building inclusive, authentic engagement practices aligned with its goal to increase family and community involvement. One of the most impactful efforts has been our two-year participation in the **Community Engagement Initiative (CEI)**, where a team of staff, students, parents, and community partners have worked collaboratively to strengthen shared leadership and co-design opportunities. This CEI team has engaged in training, reflection, and planning sessions designed to build capacity around listening to and acting on the voices of historically underrepresented stakeholders.

Complementing this work, we launched the **Community Collaboration Council (CCC)** to streamline engagement efforts across our LCAP, Community School initiatives, and broader family/community partnerships. The CCC meets four times annually in a hybrid format, and insights gathered from these meetings inform leadership and board-level decisions. This structure has made our planning more transparent, participatory, and responsive to community input.

In addition to planning structures, NU-SCS has hosted events that encourage direct community involvement. Initiatives like **“May It Forward”**, in which students volunteer in community cleanup projects, food banks, and local nonprofits, and **donation drives co-sponsored with Goodwill**, have provided meaningful opportunities for students to contribute to the region they live in. We also hold an annual **Parent Appreciation Night**, where families are recognized and celebrated for their role in supporting student learning and contributing to our school community.

#### [WASC Evidence folder](#)

- CEI team rosters and meeting artifacts
- CCC meeting agendas and summaries
- Event participation data
- Stakeholder surveys or feedback forms

### **5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP (½ page maximum)**

Based on findings from this mid-cycle review, NU-SCS has revised and refined its schoolwide action plan to better align with current student needs, grant initiatives, and strategic priorities. While the original goals remain relevant, several updates have been made to reflect expanded programming, improved stakeholder engagement structures, and evolving academic priorities.

#### **Key Revisions to the Action Plan**

The revised schoolwide action plan reflects the school’s evolving priorities and integration with grant-funded initiatives such as the Golden State Pathways Program and the California Community Schools Implementation Grant. A central update is the development of a **CTE Manufacturing pathway** in partnership with College of the Siskiyous, expanding college and career readiness opportunities. This program, along with our **CTE Digital Media Arts** program will be expanded to our Mt Shasta Learning Center.

**Whole-child wellness** is now more deeply embedded through the **Outdoor Resiliency Building Experiences (ORBE)** program, partnerships with **Stable Hands**, and the adoption of **Character Strong** and **Aperture** to deliver and monitor SEL instruction. Regular student check-ins with the school counselor further support emotional and behavioral growth.

To enhance educational partner engagement, NU-SCS formalized the **Community Collaboration Council (CCC)** and hired a **Community School Coordinator** to align family and community involvement across planning efforts. These structures were strengthened through the school's participation in the **California Engagement Initiative (CEI)**, which also guided the development of new LCAP goals modeled after those of the school's CEI mentor.

Some strategies from the original WASC plan were revised or consolidated to align with the LCAP and Community Schools goals. Monitoring responsibilities now rest with leadership teams and the CCC, ensuring better alignment and coherence across initiatives.

A revised version of the **WASC schoolwide action plan and LCAP** can be accessed here:

[WASC Evidence folder](#)