Union Street Charter School

470 Union Street • Arcata, CA 95521 • (707) 822-4845 • Grades K-5
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Union Street Charter School
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District Governing Board

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Carrie Kelly

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District Administration

Luke Biesecker
Superintendent

School Description

Union Street Charter (USC) is a unique K-5 school that balances arts and academics in a family atmosphere. The school began operation in August of 2006 and is housed on a rural campus that is an integral part of the surrounding community. It is within walking distance of Humboldt State University, the Arcata Community Center, a marsh and forest. We believe we are high performing in part because we attract highly qualified, dedicated and enthusiastic teachers, as well as invested parents and students from the surrounding communities. The teachers and principal collaboratively choose engaging research-based curriculum. USC is a highly sought after school for multiple reasons: small class size (17 students), parent involvement, engaging academic content, and twice weekly instruction in Spanish, art and music.

The initial school years are crucial to a child's educational attitudes and future success in learning. We are committed to providing a nurturing environment and fostering high self-esteem and confidence. The students are part of a learning community that emphasizes collaboration, critical thinking, and creativity. Student success at Union Street Charter is based on academic growth, a well-developed sense of self worth, and a willingness to accept challenges.

At Union Street Charter, we believe in the unique value of each student, family, and teacher - both as individuals and as members of the school community. We work together to create an environment that minimizes the pressures of popular culture and the use of academic competition as motivation. Our ultimate aim is to turn a child's natural curiosity and desire to explore into a lifelong love of learning. We value the trust that families place in us, as we guide students toward a deeper understanding of themselves and the world around them.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	17
Grade 1	16
Grade 2	17
Grade 3	17
Grade 4	17
Grade 5	17
Total Enrollment	101

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	1.0
Filipino	0.0
Hispanic or Latino	5.9
Native Hawaiian or Pacific Islander	0.0
White	85.1
Socioeconomically Disadvantaged	26.7
English Learners	0.0
Students with Disabilities	10.9
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Union Street Charter School	**16-17**	**17-18**	**18-19**
With Full Credential	6	6	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Union Street Charter School	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Union Street Charter School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

California Charter Schools are not required to use materials adopted by the SBE. Union Street Charter uses Everyday Math in all grades (SBE adopted). Union Street Charter has a rich and diverse curriculum. Our highly qualified and inspired teachers emphasize an interactive approach to language arts, social studies, science, and math. In addition, talented and experienced, art, music and Spanish teachers lead twice weekly classes in all grades. Physical education, computer literacy, drama, camping, backpacking, positive social skills, and cultural events, supplement the core curriculum throughout the school year.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Phonics from Fountas & Pinnell, Zoophonics, Modern Curriculum Press, and the Daily Cafe Rating Program, Hand Writing and Keyboarding Without Tears, Houghton Mifflin, Zaner-Bloser and Words Their Way Spelling, GUM books (Grammar and Usage), Lucy Calkins Units of Study for Writing. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Everyday Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Seeds of Science Roots of Reading, Amplify Lawrence Hall of Science, Science materials from Delta Education, and Teacher Developed Materials. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Teacher Developed Materials. **Percent of students lacking their own assigned textbook:** n/a
Foreign Language	Teacher Developed Materials. **Percent of students lacking their own assigned textbook:** n/a
Health	Teacher Developed Materials. **Percent of students lacking their own assigned textbook:** n/a
Visual and Performing Arts	Teacher Developed Materials. **Percent of students lacking their own assigned textbook:** n/a

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Our commercial kitchen was updated with new vinyl flooring, cabinets and counter tops in August 2013. Six outdoor picnic tables were replaced in August 2013. Second grade classroom expansion was completed in August 2014. Blinds were added to classroom windows for safety during lockdown drills 2017. The electrical panel, the heaters and the main playground equipment were replaced in 2018. School grounds are maintained by Arcata School District personnel, by parent volunteer work parties, and by staff. Cleaning and maintenance is done by Arcata School District staff.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Inspector was concerned about items on top of cabinets, which has been remedied.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Some spray bottles were not clearly marked.
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	80.0	88.0	56.0	62.0	48.0	50.0
Math	88.0	86.0	45.0	48.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	**2017-18 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	29.4	41.2	17.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	51	100.00	88.24
Male	23	23	100.00	86.96
Female	28	28	100.00	89.29
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	43	43	100.00	93.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	51	100	86.27
Male	23	23	100	82.61
Female	28	28	100	89.29
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	43	43	100	88.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Parents are partners in the school community, and have the opportunity to serve on the board of directors, participate in annual LCAP stakeholder parent meetings and provide input through yearly parent surveys. Parents volunteer in classrooms, participate in field trips, consult with teachers on student progress, volunteer for periodic school work parties, participate in school social events, and support the school with donations of time, talent, and dollars for special events.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

A school safety plan exists for all disaster/lockdown situations. The Union Street Safe Schools Plan was reviewed and revised 8/28/17 and the plan is updated as needed. The crime rate in the community around Union Street Charter is very low. We have had very few incidents of vandalism over the years. Disciplinary suspensions average 0 to 3 per year. The entire school campus is visible to the principal's office and to several classrooms. The staff reviews and enforces school rules to ensure a safe learning environment.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	1.0	1.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.5	3.1	1.7
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.15
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.01
Social Worker	
Nurse	.01
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	17	17	17	1	1	1						
1	17	17	16	1	1	1						
2	17	17	17	1	1	1						
3	17	17	17	1	1	1						
4	17	17	17	1	1	1						
5	14	16	17	1	1	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The primary areas of staff development were informed by input of stakeholder groups and by staff interest and discussion. The major area is fostering student engagement through mindfulness and visible thinking. Our staff also attending writing workshop and guided reading workshops this summer. Professional development is delivered in minimum day seminars, half day and all day in-service sessions, and through webinars, conferences, and peer or principal mentoring. Teachers are supported by allocating time for staff development, principal and peer collaboration, and substitutes for teachers to attend webinars and conferences.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,559	$44,375
Mid-Range Teacher Salary	$62,097	$65,926
Highest Teacher Salary	$75,015	$82,489
Average Principal Salary (ES)	$91,739	$106,997
Average Principal Salary (MS)	$91,739	$109,478
Average Principal Salary (HS)	$0	
Superintendent Salary	$106,641	$121,894
Percent of District Budget		
Teacher Salaries	28.0	32.0
Administrative Salaries	7.0	7.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8842	1321	7521	45255
District	◆	◆	8533	$61,455
State	◆	◆	$7,125	$63,218
Percent Difference: School Site/District			-12.6	-30.4
Percent Difference: School Site/ State			5.4	-33.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Union Street Charter provides special education services for students with specific learning disabilities and with speech IEP's. These services are funded through the local SELPA and from the general school budget. Charter School funding includes an LCAP plan that supports our programs including art, Spanish, and music. We currently have 30% Socioeconomically disadvantaged students for whom we receive concentration funds that are used to increase classroom aides and provide lunch service. We started receiving federal Rural education funding in 2016-17, which provides opportunities for our students to have more experiences through field trips. Title 1 provides student intervention in math and language arts, while Title II is for professional development of teachers.

Career Technical Education Programs

n/a

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.