

Union Street Charter School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Union Street Charter School
Street	470 Union Street
City, State, Zip	Arcata, CA 95521
Phone Number	(707) 822-4845
Principal	Rea Erickson
Email Address	rea.unionstreet@gmail.com
School Website	
County-District-School (CDS) Code	12626790111708

2021-22 District Contact Information

District Name	Arcata Elementary
Phone Number	(707) 822-0351
Superintendent	Luke Biesecker
Email Address	lbiesecker@arcatasd.org
District Website Address	www.arcataschooldistrict.org

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	17
Grade 1	17
Grade 2	17
Grade 3	17
Grade 4	16
Grade 5	17
Total Enrollment	101

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Hispanic or Latino	8.9
Two or More Races	12.9
White	78.2
English Learners	1
Socioeconomically Disadvantaged	39.6
Students with Disabilities	9.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.6	100.0	49.0	75.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	7.7	11.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	4.9	7.6	12115.8	4.4
Unknown	0.0	0.0	3.5	5.4	18854.3	6.9
Total Teaching Positions	6.6	100.0	65.2	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Phonics from Fountas & Pinnell, Zoophonics, Modern Curriculum Press, and the Daily Cafe Rating Program, Hand Writing and Keyboarding Without Tears, Words Their Way Spelling, GUM books (Grammar and Usage), Lucy Calkins Units of Study for Writing.	Yes	0
Mathematics	Everyday Math	Yes	0
Science	Seeds of Science Roots of Reading, Amplify Lawrence Hall of Science, Science materials from Delta Education, and Teacher Developed Materials.	Yes	0
History-Social Science	Teacher Developed Materials.		n/a
Foreign Language	Teacher Developed Materials.		n/a
Health	Teacher Developed Materials.		n/a
Visual and Performing Arts	Teacher Developed Materials.		n/a
Science Laboratory Equipment (grades 9-12)	Teacher Developed Materials.		n/a

School Facility Conditions and Planned Improvements

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 and 2019. New fencing and driveway paving were completed in 2020. Hazardous trees were removed in 2021. 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.

Year and month of the most recent FIT report

December 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		All classrooms have items stored above the height of students and not secured.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	50	48	96	4	89.58
Female	25	25	100	0	92
Male	25	23	92	8	86.96
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	40	97.56	2.44	87.5
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	50	48	96.00	4.00	83.33
Female	25	25	100.00	0.00	80.00
Male	25	23	92.00	8.00	86.96
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	40	97.56	2.44	80.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	42.45	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are partners in the school community and have the opportunity to serve on the board of directors, the Site Council and Advisory boards. They 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 projects, participate in school social events, and support the school with donations of time, talent, and dollars for special events.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	101	101	0	0.0
Female	48	48	0	0.0
Male	53	53	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	9	9	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	0	0.0
White	79	79	0	0.0
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	43	43	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	17	0	0.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.98	0.00	1.74	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.49	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

A school safety plan exists for all disaster/lockdown situations. The Union Street Safe Schools Plan was reviewed and revised 2/10/21 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1		
1	17	1		
2	16	1		
3	17	1		
4	17	1		
5	17	1		
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1		
1	17	1		
2	17	1		
3	16	1		
4	17	1		
5	16	1	0	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1		
1	17	1		
2	17	1		
3	17	1		
4	16	1		
5	17	1		0
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,046	\$2,036	\$9,010	\$49,701
District	N/A	N/A	\$8,771	\$62,988
Percent Difference - School Site and District	N/A	N/A	2.7	-23.6
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	6.5	-37.1

2020-21 Types of Services Funded

Union Street Charter provides special education services for students with health impairments, 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 40% 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 English Language Learning, math and language arts, while Title II is for professional development of teachers. Title IV funds support teacher training and intervention.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,363	\$47,265
Mid-Range Teacher Salary	\$64,929	\$69,813
Highest Teacher Salary	\$78,435	\$91,237
Average Principal Salary (Elementary)	\$93,165	\$113,466
Average Principal Salary (Middle)	\$93,165	\$115,186
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$112,200	\$131,359
Percent of Budget for Teacher Salaries	26%	30%
Percent of Budget for Administrative Salaries	6%	7%

Professional Development

The primary areas of staff development were informed by input of stakeholder groups and by staff interest and discussion. The major area last year was fostering student engagement through zoom and other online platforms. On our inservice day 11/1/21 we learned about trauma informed practices for working with youth from our school counselor. This year the teachers are all completing a Harvard course on fostering meaningful student questions. They will put it into practice and observe each other teaching in December.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	5

Arcata Elementary

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Arcata Elementary
Phone Number	(707) 822-0351
Superintendent	Luke Biesecker
Email Address	lbiesecker@arcatasd.org
District Website Address	www.arcataschooldistrict.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	312	87.64	12.36	46.43
Female	167	150	89.82	10.18	53.38
Male	189	162	85.71	14.29	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	10	76.92	23.08	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	56	83.58	16.42	41.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	43	87.76	12.24	45.00
White	212	189	89.15	10.85	48.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	26	22	84.62	15.38	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	234	197	84.19	15.81	40.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	64	87.67	12.33	20.97

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	307	86.24	13.76	35.20
Female	167	146	87.43	12.57	36.30
Male	189	161	85.19	14.81	34.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	10	76.92	23.08	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	55	82.09	17.91	32.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	42	85.71	14.29	27.50
White	212	186	87.74		37.30
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	26	22	84.62	15.38	30.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	234	197	84.19	15.81	31.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	61	83.56	16.44	22.03

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	253	246	97.23	2.77	63.41
Female	134	122	91.04	8.96	63.93
Male	119	109	91.6	8.4	62.39
American Indian or Alaska Native	11				
Hispanic or Latino	30	28	93.33	6.67	46.43
Two or More Races	33				
White	177	165	93.22	6.78	65.45
Homeless	16				

Socioeconomically Disadvantaged	142	128	90.14	9.86	60.94
Students with Disabilities	37	31	83.78	16.22	29.03

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	253	245	96.84	3.16	42.45
Female	134	122	91.04	8.96	42.62
Male	119	108	90.76	9.24	41.67
American Indian or Alaska Native	11				
Hispanic or Latino	30	28	93.33	6.67	32.14
Two or More Races	33				
White	177	163	92.09	7.91	41.72
Homeless	16				
Socioeconomically Disadvantaged	142	128	90.14	9.86	33.59
Students with Disabilities	37	30	81.08	18.92	6.67

*At or above the grade-level standard in the context of the local assessment administered.