Union Street Charter

A Balance of Arts and Academics

Charter Renewal Petition

For the Charter Term:
July 1, 2021 – June 30, 2026

Submitted to the Arcata Elementary School District
March 1, 2021

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Introduction

Union Street Charter ("USC" or the "Charter School") is a unique K-5 school that balances arts and academics in a family atmosphere. The Charter 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 are a California Distinguished School and an Exemplary Arts School in part because we attract dedicated and enthusiastic teachers. The teachers and Principal/Director collaboratively choose engaging research-based curriculum. USC is a highly sought-after school for multiple reasons: small class size (approximately 17 students), parent involvement, engaging academic content, and twice weekly instruction in Spanish, art and music. Our program serves 101 students, in grades kindergarten through fifth grade, who come from both our local and surrounding communities.

- Contact person: Rea Erickson, 470 Union Street, Arcata, CA 95521; Phone number: 707-822-4845; Email address: rea.unionstreet@gmail.com
- School website: www.unionstreetcharter.org
- Grade configuration: Kindergarten – 5th grade
- Term of this charter renewal: July 1, 2021 – June 30, 2026. Original charter term June 13, 2006 - June 30, 2011
- Academic School Year and Instructional Minutes: USC strives to maintain an academic calendar that aligns with schools in its local region. See Appendix A for calendar and minutes

Accomplishments

The Charter School's renewal charter petition should be granted because USC meets all criteria for renewal and because of the following accomplishments:

- USC consistently achieves higher than the state average on state testing
- USC has performed higher than similar schools in the area
- USC has a high attendance rate and low absenteeism
- USC has a low suspension rate and has not expelled students
- USC achieves mainly green & blue ratings on the California School Dashboard
- USC has improved its student population balance and now also has a 40% socioeconomically disadvantaged pupil population.
- USC achieved Distinguished School and Exemplary Arts School designations in 2018
- USC students enjoy a program that includes Spanish, art, music and drama
- USC has updated the playground and maintained the facility and grounds
- USC has consistently attracted and retained experienced staff

The staff includes credentialed teachers with more than 150 collective years' experience in curriculum, instruction, and assessment.

Teacher Name	Grade	Degree / Ca. Credential	Years Teaching
Jenny Winsted	K	BA (HSU), Clear	13
Violet Ray	1	BA (HSU), Clear	10
Sharyn Swartz	2	MA (PSU), Clear & RST	23

Christine Steinbock	3	MA Lewis and Clark, Clear	20
Greg Gaiera	4	BS (Mi. St. U.), Clear	20
Maureen Taylor	5	MA (Stanford) Clear	30
Nancy Forrest	5	BA (HSU) Clear	19
Jillian Sheppard	math	BA (Stanford), Clear	16
Naomi Winger	Resource	BA (HSU), Clear Ed. Specialist Credential	5
Marti Mason	EL	MA (Texas SU), Clear	30
Rea Erickson	Principal/ Director	MA (HSU), Administrative	23

Affirmations and Declaration

As the authorized lead petitioner I, Rea Erickson, hereby certify that the information submitted in this petition for the renewal of Union Street Charter School, located within the boundaries of the Arcata Elementary School District ("AESD" or the "District") is true to the best of my knowledge and belief; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

• The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

• The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Union Street Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

• The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

• The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

• The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

• The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is

contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

• The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

• The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

• The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment . The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]

• The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

• The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

• If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

• The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.
[Ref. Education Code Section 47605(n)]

• The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

• The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]

• The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

• The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by Every Student Succeeds Act ("ESSA").

• The Charter School shall comply with the Public Records Act.

• The Charter School shall comply with the Family Educational Rights and Privacy Act.

• The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

• The Charter School shall comply with the Political Reform Act.

• The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

USC fits into the middle performing category, as determined by the California Department of Education, and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of 5 years, as demonstrated below. Indeed, USC would have been deemed a high-performing charter school, with mandatory renewal and an option for a seven-year term, but for a single instance of a "yellow" rating in chronic absenteeism on the 2019 Dashboard.

Dashboard Performance

Education Code Section 47607.2(b) states:

> *(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
>
> *(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3)).

The following chart reflects USC's Fall 2018 and 2019 Dashboard. As a result of the COVID-19 statewide school closures in Spring 2020, the California Assessment of Student Performance and Progress ("CAASPP") and English Language Proficiency Assessments for California ("ELPAC") assessments were not administered. Since the Governor suspended all state-mandated assessments in Spring 2020, state indicators will not be reported for the Fall 2020 Dashboard for any school in the state of California.

USC's Dashboard State Indicators, 2018-2019

Indicator	2018 USC	2018 State	2018 AESD		2019 USC	2019 State	2019 AESD
English Language Arts	Blue	Orange	Yellow		Green	Green	Blue
Mathematics	Blue	Orange	Orange		Green	Orange	Green
Chronic Absenteeism	Blue	Yellow	Yellow		Yellow	Orange	Orange
Suspension Rate	Green	Yellow	Green		Blue	Yellow	Orange

USC's Dashboard Local Indicators, 2019

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

USC's Dashboard Local Indicators, 2018

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

As demonstrated by the Dashboard indicators, in 2018, USC performed better schoolwide than the State, achieving the two highest performance colors (green and blue) across all indicators. In 2019, USC performed the same as the State in ELA (green) and better schoolwide than the State for the Mathematics, Chronic Absenteeism, and Suspension Rate indicators. For 2019, USC had a green performance color for ELA, just below the District's blue performance color. Indeed, but for one yellow performance color for 2019 Chronic Absenteeism, USC would have qualified for the "high performing" renewal tier. USC also met all standards on the Dashboard local indicators in both 2018 and 2019.

Measurements of Academic Performance

The law also requires middle performing charter schools to provide data showing measurable increases in academic achievement:

> *(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*
>
> > *(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*
> > *(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*
>
> *(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .*

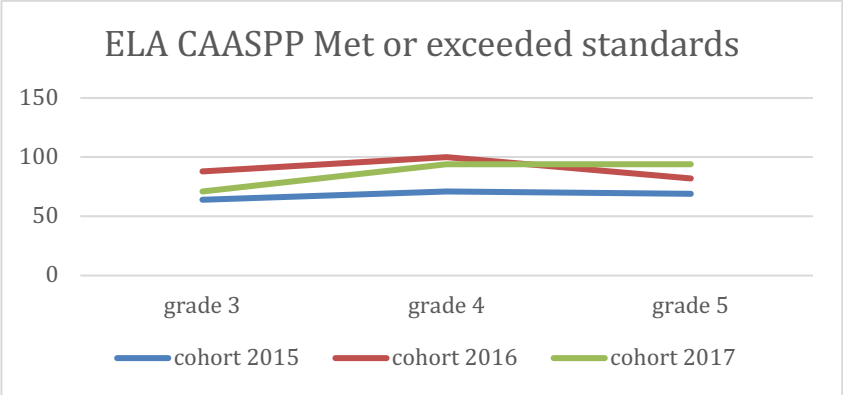
"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education ("SBE") approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, USC purchased u mCLASS Reading and Math this year and will continue to use CAASPP.

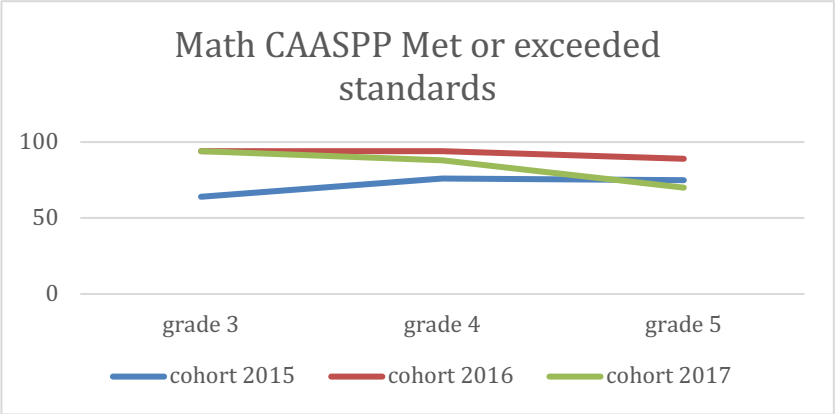
USC Charter School CAASPP Results – Percentage of Students Meeting or Exceeding Standards:

	Assessment	2017	2018	2019
Schoolwide	ELA	80%	88%	82%
	Math	88%	86%	80%

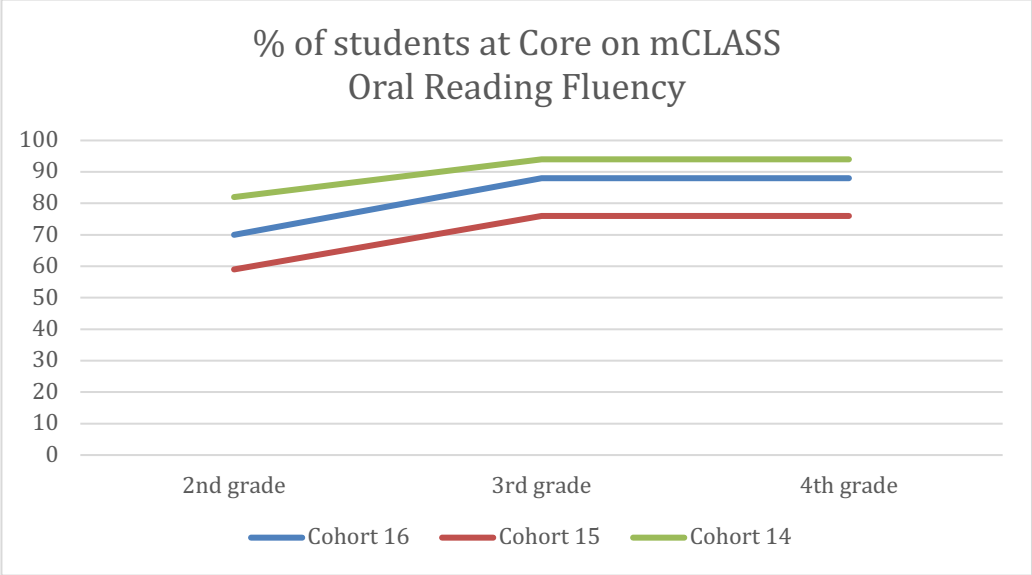
*Due to the small size of the school, demographic categories with less than 11 students cannot be publicly reported.

This graph shows the average one-year progress for cohorts of USC students and follows their results for three years.





Additional Verified Data



This graph shows that USC students achieve one year's progress for each year in school by tracking student groups over three years of testing. For example cohort 16 was tested in 2016, 2017 and 2018.

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of 5 years.

As clearly demonstrated by the evidence above, USC meets this renewal criterion, and should be granted a renewal term of 5 years.

SECTION II. EDUCATION CODE SECTION 47605 ELEMENTS A – O

A. Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i)

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A) (ii)

A.1 Mission

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, self-motivation, and a willingness to accept challenges.

A.2 Philosophy

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 competency and a deeper understanding of themselves and the world around them.

A.3 Students to Be Served

The Charter School will serve students in Humboldt County and the surrounding areas in grades K – 5. We are a tuition-free, non-sectarian public school of choice. To encourage enrollment of a diverse population, we will actively recruit students from all communities within the county. We encourage students of all interests, backgrounds, and challenges who want to participate in a community of learners where each student takes responsibility for doing his/her best and contributes to a positive learning environment. We encourage students who, along with their parents, share the following school values:

- All members of the school community will treat each other with courtesy, respect, and caring.
- Each student will engage the curriculum to the best of his/her ability.

- School culture will de-emphasize "pop culture," television, video games, movies, trendy toys and the commercial marketing of holidays.
- School culture will de-emphasize competition as motivation for learning.
- At the elementary age, home and family are the primary place for students to gain increasing awareness of complex political and religious values.
- All members of the school community follow state and federal regulations that govern public Charter Schools in California. Parents, teachers and students in this school community agree to participate in state mandated testing programs.

An **educated person of the 21st century** will join the technological age without losing sight of the importance of the environment and the value of nature, art, and the human experience. An educated person will become comfortable with, and able to use, the technology of the 21st century. Students develop age-appropriate skills for the responsible use of technology.

An educated person in the 21st century will have an understanding of his or her own learning styles. Lifelong learning will be the norm. Understanding core subjects, as well as attaining a breadth of knowledge, will be necessary.

An educated person in the 21st century will have: strong knowledge of academic content, problem solving skills, creative abilities, communication skills, collaboration skills, and a sense of social responsibility.

An educated person's resources include: working cooperatively, problem solving, communicating effectively, and learning to peacefully resolve conflicts. An educated person will be adaptable, compassionate, creative, and respectful. An educated person will become a supportive productive member of society.

Learning occurs best when there is mutual respect between student and teacher, when what is being taught builds on experience, and when teachers are enthusiastic about their field, themselves, and their students. Learning is a matter of inspiration and perspiration, the evocation of curiosity and the spending of adequate time practicing the steps to acquire the needed skills.

One learns best from an insightful teacher who fosters wonder, empowerment, and curiosity. Teachers will strive to engage minds and hearts in the pursuit of understanding, to help students discover ways of working cooperatively and independently, to stimulate questions, to engage in dialogue, and to share the wonder of life.

Community Interest

USC is uniquely situated to serve its students as interest in the school throughout the community is high. Annually we receive more applications for the lottery than available openings. Families choose to remain on our waitlists from K-5th. There is a waitlist for every grade. Rarely do students leave the school remaining enrolled from K-5th grade. In addition, Humboldt State University seeks out our teachers to mentor student teachers.

Annual Goals, Actions, and Outcomes in the State Priorities

The annual goals are aligned to the state priorities. Specific actions to achieve the goals, and outcomes in the state priorities, in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), are reasonably comprehensively described in our Local Control Accountability Plan in Appendix B.

• All students will continue to maintain a high level of achievement in all areas of the program according to multiple measures through research-based curriculum, small class sizes, intervention, and special education.

• We will maintain meaningful parental involvement and high student engagement in a positive school climate characterized by safety and connectedness. We will encourage parent participation in the many events we offer, volunteering on fieldtrips and in classrooms.

• Union Street Charter will maintain a safe, clean, well-equipped school environment that is staffed by properly credentialed teachers for core subjects through planned maintenance, purchase of instructional materials and retention of qualified staff.

• We will maintain a rich curriculum that balances arts and academics for all students including high needs and exceptional students by offering Spanish, music and art. Teachers will strengthen teaching practices through collaboration and training in effective teaching practices and common core instruction to fulfill the mission and vision of the school.

A.4 Curriculum and Instructional Design

The school will operate a site-based program for grades K – 5. The curriculum delivers strong foundations in the arts and core academic subjects.

The academic curriculum is a teacher-designed approach that includes state adopted curriculum (texts and programs) as well as teacher-designed instructional units that address the state standards (including Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, English Language Development Standards, and the remaining State Content Standards) and the teacher's own enthusiasm for diverse subject areas. In each grade, well qualified teachers are responsible for ensuring that the academic instruction allows students to meet the standards and to become successful learners.

Math and science curricula emphasize conceptual understanding of process and methods through the use of hands-on experiential lessons. Currently, the common core aligned Everyday Math series is the core of math instruction. Everyday Mathematics is developed and written by a group of education researchers at the University of Chicago School Mathematics Project with the goal of helping elementary students acquire deeper conceptual understanding of mathematical concepts and greater mathematical fluency, helping them become life-long mathematical thinkers, problem solvers, and collaborators.

The science curriculum is built around the SCIIS kits, Delta Education science instructional modules, Seeds of Science/Roots of Reading units, and teacher-designed units that involve making predictions, collecting and recording data, and analyzing/reporting outcomes. Other state-adopted and/or teacher-designed curricula may be used for math and science in future years.

The language arts curriculum is based on the idea that each child has a powerful natural desire to communicate. Phonics instruction (with support materials from Modern Curriculum Press, Educators Publishing Service, Fountas and Pinnell, and other phonics materials) is the core of the K – 2 beginning reading and writing program. Other instructional tools used in language arts include Handwriting Without Tears, Read Naturally, Running Records, and research-based spelling and grammar instructional materials. Other state adopted, or teacher selected, instructional materials for reading, writing, spelling, and grammar may be used in the future.

After children become independent readers in second or third grade, the reading emphasis is geared toward meaningful interaction with quality literature in all the forms: classic novels, non-fiction, poetry, etc. Children who need support in reading instruction at any level are given extra time with the teacher or with an appropriately qualified reading aide.

Critical thinking and creative writing are important strengths of the program. Children learn to write well and to enjoy writing, both as a means to express creativity and as an effective tool for communication. The school frequently publishes student writing in newsletters, classroom books, and a yearbook that includes writing from the entire school. Teachers use many concepts and lessons from Lucy Calkin's "Units of Study in Opinion, Information, and Narrative Writing Elementary Series".

Teachers use an ever-expanding variety of technology for instructional research, skills practice, and curriculum delivery including, LCD projectors, document cameras, microscopes and microscope projector equipment, tablets and laptops. The school has class sets of Chromebooks that are used for testing and for projects in grades 3-5. In grades K – 2, children learn to be comfortable using the computer through educational programs and apps. Students in grades 3 – 5 begin learning to use the computer for writing and for (teacher supported) research of information. Computers and iPads are available to assist students during writing. We have a school wide subscription to NEWSELA, a news service whose content can be adjusted to different reading levels. Students using Internet connected devices receive training in the acceptable electronics use policy of the school.

Instruction is designed for continuity and consistency from grade to grade. The staff updates the curriculum during meetings before the start of school and immediately after the end of the school year. At these times, the staff formally evaluates the curriculum and asks, “What are we doing well? What would make a stronger curriculum?” Yearly parent evaluations are part of the annual curriculum review. The staff is mindful that Union Street Charter succeeds in the mandate to meet the state standards.

Our art, music, and drama programs enhance each student's engagement with the K-5 Common Core Speaking and Listening Standards. We work to instill a life-long appreciation of the arts. This is, in reality, an appreciation of the human spirit.

Drama: Drama is a cornerstone of our arts program. Students in kindergarten, first, and second-grade stage an original play with sets and costumes in each classroom. Students give input to help develop characters, plot, and dialogue in a collaborative process. The third-grade stages a live theater “coffee house” where the students act as both the wait staff and the poets.

Each year our fifth-grade teacher, a gifted playwright, creates an original ninety-minute script for those in fourth and fifth grades. The teacher crafts the plays based on her knowledge of the actors, their input, and her creative inspiration. We rent a theater at Humboldt State University and stage a full professional production, including music, gorgeous sets, and beautiful costumes.

In an encouraging environment, theatre builds self-confidence, improves communication skills, encourages active engagement, and fosters mutual respect and positive group dynamics. Theatre teaches cooperation, patience, and how to collaborate with others.

Art: The art program is a unique studio-arts program taught by a talented art teacher. The art teacher has confidence that children can naturally follow the process and creative manner of master artists. She believes that each student has the ability through art to express him or herself in meaningful ways. Our school provides students with high quality art materials, encourages them to develop their own styles, and guides them in creating beautiful art with many different media. The art teacher validates each student’s ability to communicate through art regardless of gifts for representational art and of motor skill.

Music: Students learn about instruments, music concepts, music history, and many types of music from diverse cultural traditions. Music develops an awareness of the use of sound, recognition of tonal and rhythmic patterns, and the relationship between sound, feeling, and meaning. Students use rhythm instruments in each grade. In fifth grade, students learn to read music by playing the recorder.

A.5 Typical Curriculum Detail: Second Grade Example

Language Arts: Students are surrounded by, and involved with, rich language opportunities with receptive and expressive language. Students master language for use in all aspects of their lives. Students become increasingly comfortable using language to: gain information, solve problems, share and record experiences, make requests and express their creativity and knowledge.

Reading: During second grade (or earlier) students become independent readers. They transition from books with controlled phonetic patterns to chapter books. Reading instruction and practice includes:

- An individualized reading program utilizing books in shared, guided, and independent reading.
- Phonics, Read Naturally and DIBELS
- Oral Reading with teachers, volunteers and reading partners
- Reading for: 1) accuracy, 2) fluency and 3) comprehension
- Plays and Reader's Theater / Songs and Poetry / Fiction and Non-fiction

Writing: Students move toward mastery of conventional spelling, grammar and punctuation. Students continue to develop their own "voice" as authors. The writing curriculum includes:

- Words Their Way
- Developing standard English conventions from the basic complete sentence with capitals and ending punctuation, to the skillful use of more complex sentences of varied length and structure.
- Following a formal writing process including editing and revising of pieces for publishing
- Lucy Caulkins Units of Study: Poetry, Personal Narrative, Creative Writing, Non-fiction Reports, Letters and writing across curricular areas.

Mathematics: Union Street Charter Everyday Mathematics.

Everyday Mathematics focuses on real-life problem solving, whole-class and self-directed learning, emphasis on communication, facilitation of school-family cooperation, and appropriate use of technology. Second grade math includes lessons for: number and numeration, operations and computation, data and chance, measurement and reference frames, geometry and patterns, functions, and algebra.

Science: Seeds of Science Roots of Reading, Delta Science Modules, WOW! The Wonders of Wetlands, AIMS Primarily Plants

Students gain hands-on experience with earth, life and physical sciences through activities and experiments. They are introduced to the scientific method and learn to question, predict, observe, and record data and results. They take several field trips for "on location" learning and guest speakers from the community visit our classrooms.

Units may include:

- Ecosystems (terrariums)
- Habitats (desert, forest, ocean, marsh)
- Magnetism and gravity
- Rocks and minerals

- Soil
- Plants

Spanish: Second graders receive an introduction to Spanish during twice weekly lessons with the Spanish teacher. Spanish instruction includes vocabulary, songs, games, movement, and introduction to the culture of Spanish speaking countries. The classroom teacher reinforces Spanish vocabulary as the occasion arises during regular class time.

Social Studies: Social Studies emphasize personal and local topics, social structures, and interactions. Students consider how events from the past shape their lives today and how actions, and interactions, influence the present and future. Second grade topics include:

- Friendships
- Families (and family traditions)
- Communities
- Multicultural Education
- Family History Quilt
- Mapping
- Social/ emotional skills (Second Step)

Physical Education: PE activities focus on positive play that develops self-esteem, teamwork, and following directions. Children learn a variety of skills and practice them through games, drills, and activities. Activities include:

- Moving their bodies and increasing heart rate
- Balance and spatial awareness
- Underhand and overhand throwing and catching
- Ball skills such as dribbling, passing and shooting with hands and feet
- Jump roping

Community Connections: The school uses the resources of the larger educational community including presenters from Humboldt State University, College of the Redwoods, and other community groups with specific expertise.

Field trips may include: Center Arts performances, Giuntoli pumpkin patch/Co-op tour, the Arcata Post Office, Arcata Marsh, the Natural History Museum, the Clarke Museum, Telonicher Marine Lab and Trinidad tide pools, and Redwood Park forest. The school participates in a community service project each year such as pulling non-native plants from Patrick's Point State Park.

Homework: In grades 2 - 5, Homework will usually require 15-30 minutes each evening. In addition to reading, there will be skill-building activities in spelling, phonics, writing, and math. Occasionally the students will be involved in class projects that require family participation, or that simply need to be finished at home.

A.6 Plan for Students Who Are Academically Low Achieving Or Academically High Achieving

Normal class size is 17 students. Small class size allows the teacher to be the primary observer who identifies and remediates students who are not achieving at expected levels. The teacher will analyze and discuss the needs of such student with parents, at regular staff meetings, and during student study meetings called to support success for a particular student. According to each student's needs and abilities, a teacher

may: alter the instructional methods or expectations, offer support through aides or one-on-one teacher time, or refer the student for special education testing and support services. We use Response to Intervention (RTI) and draw on the resources of the staff. We use a Student Study Team (SST) approach to supporting student success and for referrals to Special Education.

Likewise, small class size allows the teacher to alter the program for students who are high achieving. Teachers may choose, in consultation with staff and a student's parents, to extend assignments, offer alternative assignments, or otherwise adjust the curriculum to challenge a particular student. Teachers also use the resources of the Humboldt County Office of Education to provide extensions and challenges to students who need it.

A.7 Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Union Street Charter will use state approved measures to identify and meet the needs of English learners. A credentialed teacher meets 1-2 times a week with English learners. They employ an object based physical response approach and work with the classroom teacher to pre-teach concepts that will be taught in the regular classroom. Our English Second Language teacher participates in the county wide English Learner collaborative. The Humboldt County Office of Education ("HCOE") provides staff for initial and summative English Language Proficiency Assessments for California ("ELPAC").

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well-developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

1. Cultivate relationships and be culturally responsive.
2. Teach language skills across the curriculum.
3. Emphasize productive language.
4. Speak slowly—and increase your wait time.
5. Differentiate—and use multiple modalities.
6. Incorporate students' native languages—and use of technology (Rosetta Stone, etc.).

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

A.8 Plan for Special Education

A. Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

All children will have access to the Charter School, and no student shall be denied admission due to disability.

The Charter School and the District, in the Memorandum of Understanding ("MOU"), define a mutually agreeable arrangement that makes Union Street Charter responsible for the delivery of special education services to students in the charter, while being categorized as a public school of the District pursuant to Education Code Section 47641(b). Union Street Charter receives special education funding for Union Street Charter students. Union Street Charter is responsible for hiring or contracting special education staff and providing services. To serve the needs of students with individualized education programs ("IEP) Union Street Charter will have, as needed, full or part time: resource teacher, speech teacher, occupational therapist, behavior support analyst and coordinator, and resource aide(s). The staff uses all its collective resources to evaluate the needs of students who are struggling and to try a variety of classroom modifications and accommodations in the response to intervention. When it is appropriate to do so, students are evaluated by the Resource Specialist Teacher and School Psychologist to see if they would be best served by participating in Special Education Services via an IEP, 504 plan, or other support services.

Starting with classroom modifications, any student may benefit from the support of in class Aides or intervention services. Intervention services include math and reading pullout. We use Leveled Literacy

curriculum and Bridges math for intervention. Action plans may be developed through the Student Study Team (SST) process that involves the resource teacher, classroom teacher, parents and charter principal/director. The team works together to support the child's learning. The team determines an intervention plan that meets the needs of a struggling student. The team monitors the student progress through formal and informal assessments and makes educational changes as needed to address the student's areas of challenge.

The SST is a systematic approach to assist students with academic or social success. The SST clarifies problems and concerns, develops strategies, and organizes resources. Students benefiting from an SST may include students achieving below or above grade level, English Learners, and students with issues that might hinder their academic success at school. Ongoing, regular communication with families is an important part of the process. Anyone who has a concern for a student can refer that student for an SST. Once the Student Study Team receives a referral, a meeting will be scheduled. Parents have the opportunity to participate in the SST process.

The SST meeting is designed to support and enhance the education of an identified student. At each meeting an SST form is completed. An SST form may include student's strengths, current performance level(s), areas of concern, desired objectives, and specific strategies that will be used with the student to address the concerns, measurable goals and assessment means, and a timeline in which each objective is projected to be met. The SST process may include, but is not limited to, the classroom teacher, the parents, and the Principal.

B. Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations.

B. Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil Outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B)

B.1 Core Academic Skills:

Students at Union Street Charter will demonstrate age-appropriate mastery of:

- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects that the staff and governing board deem appropriate.
- **Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression with communication skills appropriate to the setting and audience. They will comprehend multiple forms of expression including literature from genres.
- **Science:** Students will successfully utilize scientific discovery, research, and inquiry methods to understand and apply the major concepts underlying the various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.
- **Core Subjects:** Math, language arts, and science are the core subjects at Union Street Charter. Math and language arts are measured by multiple means of assessment including state tests in grades 3 - 5 for math and language arts, and state science tests in grade 5.

B.2 Life-Long Learning Skills:
Students will develop skills, which enable them to pursue their own path of learning throughout their lives, including:

- Study skills and habits
- Ability to plan, initiate, and complete a project
- Problem solving abilities, curiosity, and tenacity
- Ability to reflect on and evaluate one's own and others' learning

B.3 Social/Interpersonal Skills:
Students will demonstrate:

- Strong citizenship and leadership skills
- Ability to engage in responsible, compassionate peer relationships
- Ability to collaborate and work effectively in cooperative groups
- Strong communication skills (verbal, written, and collaboration skills)

C. METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C)

Union Street Charter will use several assessment tools. State mandated test scores provide information to show that the charter's instructional program is meeting state standards. Our assessment tools, and the teacher's comprehensive knowledge of each student, are designed to measure and report the extent to which students have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

Our goal is for most students in the grades tested to demonstrate core academic mastery by meeting or exceeding the state standards on the CAASPP. This method for measuring pupil outcomes for state

priorities is consistent with the way information is reported on a school accountability report card. English Learners will be identified through use of the ELPAC initial assessment. Their mastery will be assessed using the summative. Fifth grade students take the California Science Test (CAST) as well as the Physical Fitness Test (PFT) to demonstrate mastery of those corresponding standards.

Teachers will report student outcomes to parents in twice yearly parent conferences. Parent conferences will include a conference report that details teacher assessment of student performance, attitudes, and engagement of the school program.

Parents will have the opportunity to comment on student outcomes in yearly parent questionnaires. Student and parent satisfaction with Union Street Charter will be indicated by significant parent participation in the school community (volunteers, parent events, parents on the governing board), high re-enrollment, and favorable parent survey results.

We strive to ensure that all of our students develop the skills and behaviors necessary for academic, artistic, and personal success. We measure the outcomes by assessing the following characteristics:

- Strong knowledge of academic content
- Problem solving capability
- Creativity and the ability to work with multiple ways of representation
- Motivation to learn and participation in one's own education
- Communications skills (oral, written, teamwork, and interpersonal skills)
- Working collaboratively with other students
- Making connections between topics and subject areas

Teachers will use “authentic” and formative assessment techniques, staff-designed assessment rubrics, and informal observations to measure student progress. The small and personal nature of the school allows teachers to develop a comprehensive view of each student’s progress in core academic areas. Teachers assess reading skills by listening to students read, using running records, and monitoring reading assignments. Teachers will assess math and science by both group and individual observations of student’s performance on assignments and group projects. Teachers will assess writing skills by the quality, content, volume, and variety of student writing in each grade. The school will use DIBELS screening, or other norm referenced measures, to assess reading level. In grades 3 - 5, teachers will use CAASPP test results to help affirm that formative assessments and conference report evaluations are consistent in their description of a student.

Parents and teachers will discuss these assessments at two yearly conferences — more frequently at the request of a teacher, parent, student, or administrator.

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

D. Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D)

The Charter School is a directly funded independent charter school and will continue to be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this renewal petition.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.
A dynamic partnership of the Board of Directors, teachers, parents, and the Principal/Director govern the school. Teachers, with input from parent surveys, determine the curriculum. The Board of Directors and teaching staff are responsible for adopting and modifying policies that govern the daily operations of the school. The Principal/Director, with Board of Director and parent input, is responsible for developing, evaluating, implementing, and interpreting policy in regard to all aspects of school business and regulation.

Board of Directors

The Board of Directors are representatives of the major stakeholders of the Charter School community. We desire to have a majority of board members with experience in governance. As effective leaders from the business community, existing charter school staff, and representatives from the public sector, Board members will ensure continuing success in the evolution of an innovative and effective public charter school. They are the stewards of the mission and vision of the Charter School.

Board of Directors members are responsible for reviewing and updating school policy, annual oversight of the daily operations of the school as implemented by the Charter School Principal and staff and evaluating the outcomes of the Charter School's efforts. The staff is responsible for developing and maintaining a high-quality educational program that meets the mission and vision of the Charter School. The Principal/Director oversees implementing and updating policy and regulations.

The Board of Directors is comprised of no less than five (5) and up to eleven (11) members. No more than 49% may be employees of the Charter School. Non-employee members are parents of children enrolled in the Charter School and/or community members. A full 11-member Board of Directors is comprised of up to 5 staff members and 6 parents or community members. Per Education Code Section 47604.1, staff members abstain from voting on matters related to personnel or other potential conflicts.

The Board of Directors is developed from volunteers among the staff, the parent body, and the community. New board members are nominated from the parents or interested community members that attend meetings in preparation for board service. Anyone can attend Board of Directors meetings. Meeting dates and the agenda are posted according to open meeting laws.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

The Board of Directors meets each month from September through June and in accordance with the Brown Act and Education Code Section 47604.1(c). Meetings are scheduled during July and August as needed.

The Charter School has adopted a Conflict of Interest Code. The Charter School complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1. The Charter School also complies with the Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Parent Involvement in Governance

Board meeting dates are noted in the school news, which is bi-weekly. Parents may access the board agenda on the school website and the agenda posted on the parent information bulletin board at the school. Impactful board decisions are described in the school news. At the board meeting there is a public comment period. Parents are also invited to comment on each item on the agenda as it comes up. New board members are nominated from the parents who attend meetings. In addition, there is an LCAP advisory committee that parents may serve on to give input on school goals and actions.

See Appendix C-Board By-Laws; Appendix D- Conflict of Interest Code

E. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E)

Union Street Charter does not discriminate against any employee on the basis (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Principal/Director Qualifications

Requirements for appointment to the role of Charter Director include but are not limited to: Clear California Teaching Credential, CLAD or BLCAD certification, California Administrative Services Credential, and five years of service in a certificated position at a primary or elementary school site. Additional desired qualifications are a graduate degree. The school reserves the right to hire a Charter Director who does not have an Administrative Services Credential with the expectation of a commitment to enroll in a qualified program to obtain a California Administrative Services Credential. The Charter Director is reappointed on a bi-annual basis. The current Director holds an administrative credential.

Teacher Qualifications

The Charter School adheres to Education Code Sections 47605(l) and 47605.4(a), all California Commission on Teacher Credentialing requirements, and applicable provisions of the Every Student Succeeds Act in the hiring of all faculty for the Charter School.

All teaching staff at the Charter School shall be credentialed as required by Education Code Section 47605(l), and are required to hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. All teachers at Union Street are fully credentialed.

The Charter School intends to retain the staff of Union Street Charter. This staff is comprised of ten exceptional teachers. All have appropriate California Teaching Credentials.

Teachers will have opportunities for staff development each school year. There will be "in house" training. The school will offer encouragement and support for professional development at the Humboldt County Office of Education, Humboldt State University, and other professional development workshops.

Union Street Charter may also employ non-certificated instructional support staff in any case where this staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve students work assignments.

Non-Instructional Staff Qualifications

The school will employ administrative and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of relevant changes in laws and operational requirements. All non-instructional staff will possess experience and expertise appropriate for their positions within the school.

Any new staff that is needed will be held to the highest standards of professional competence and be properly credentialed for their assignments. Selection of new staff for classroom assignments will be done in accordance with board policy. The hiring committee will include board members and have a balance of teachers and parents as well as the administrator. All hiring will be done in compliance with the laws of California and the regulations of the State Board of Education regarding charter school employees as well as Federal laws applicable to charter school employees.

F. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F)

Union Street Charter is familiar with, and has, a comprehensive set of health, safety, and risk management policies. These policies have been developed in conjunction with the North Coast School's Insurance Group and with the Charter School Development Center. Policies are published in school handbooks and reviewed on an ongoing basis. These policies will include, but are not limited to:

1. A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237

2. The development of the school safety plan (reviewed and updated by March 1 of every year) includes the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282. See Appendix D.

3. All employees will submit to a tuberculosis (TB) risk assessment and examination, if needed.

4. All employees will participate annually in Mandated Reporter Training and bi-annually in sexual harassment training. The Director/Principal will participate biannually in supervisor's sexual harassment training.

5. All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

6. The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

7. Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

8. The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

9. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

10. The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place.

11. The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

12. The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

13. The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

G. Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local education agency for purposed of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G)

Union Street Charter will strive to achieve a student population that is a balance reflective of the District and Humboldt County that includes: racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated English proficient pupils. To encourage enrollment of a diverse population, we will, among other strategies, recruit students from all communities within the county. We will advertise enrollment openings in local media: print, radio, and public television. We will send brochures about admissions information to all types of local pre-schools (private and public funded).

Over the last few years, we have made extra efforts to achieve a student population balance. We no longer require families to attend meetings before submitting applications for the lottery. Applications can be emailed instead of dropped off in person. We have included multiple forms of proof of meeting minimum age for school attendance requirement with our enrollment paperwork (birth certificate, hospital souvenir, baptism record, affidavit). We have personally visited preschools that traditionally serve low-income families. We provided our brochures to the Arcata Play Center. Our brochure is also produced in Spanish and a staff member is a fluent Spanish speaker. We are posting our school information slide show, tour, and application materials on our website.

Demographic Report, 2019-20, SARC Student enrollment

	African American not Hispanic	**American Indian or Alaska Native**	**Asian**	**Hispanic or Latino**	**Pacific Islander**	**White not Hispanic**	**Two or More Races**	**Special Education**	**English Learners**	**Free and Reduced-Price Meals**
USC	0%	0%	0%	6.1%	0%	81.6%	12%	12%	1%	27%
Arcata School District	2.6%	6.1%	1.3%	18.8%		57%	13.6%	16.2%	2.9%	68%
Humboldt County Schools (from Dataquest)	1%	8.9%	3.3%	18.7%	0.5%	57.3%	9.2%	15.7%	7.3%	58.9%

Student enrollment by group, percent of enrollment as reported in the School Accountability Report Card (2014-2020) and in Calpads for 2020-21

Year	Hispanic or Latino	White	Not white or Two or more races *	% of students who are Socioeconomically disadvantaged	% of students who are English Learners	% of Students with disabilities
2020-21	8.9	78.2	12.9	43.5	1	14.9
2019-20	6	82	12	27	1	12
2018-19	5.9	80.2	13.9	29.7	0	10.9
2017-18	5.9	85.1	1	26.7	0	10.9
2016-17	6.9	81.2	11.9	17.8	0	6.9
2015-16	7.1	84.8	8.1	12.1	0	6.1
2014-15	6	88	6	10	0	4

* Includes students who identify as Black, Native American, Asian, Filipino or Pacific Islander.

H. Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall admit all students who wish to attend the Charter School. Students are considered for admission without regard to race, religion, ethnicity, national origin, gender, gender identity, gender expression, culture, disability, sexual orientation, or achievement level, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth. No

test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records[1]

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preference is given to students in the following order:

1. Students currently enrolled in Union Street Charter

[1] The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

2. Children of employees of Union Street Charter
3. Siblings of current Union Street Charter Students
4. Students who reside in the Arcata School District for a number of spaces defined by Union Street Charter Board Enrollment Policy. (Currently: after priorities #1 – 3 above, lottery preference for 5 spaces in kindergarten lottery and, if there are openings, lottery preference for 1 space in each grade for grades 1 – 5.)
5. All others (including Students who reside in the Arcata School District who were not assigned a spot in lottery step #4 above.)

If attendance demands exceed the capacity of the school, a lottery of students will provide the means of selection for wait lists using the previously mentioned priorities and steps.
The Director/Principal and one or more other school employees will conduct the public lottery. The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).
The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Director/Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

I. Annual Independent Financial Audits

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall

employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

Union Street Charter will participate in the annual financial audit of the Arcata School District conducted by the independent auditors selected by the District in accordance with state law. The audit will verify the accuracy of the school's financial statements, attendance, enrollment and accounting practices, and review the Charter School's internal controls. The audit is conducted in accordance with generally accepted accounting principles applicable to the Charter School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Chief Financial Officer of the Arcata School District and the Principal of Union Street Charter.

Union Street Charter will review any audit exceptions or deficiencies and report to the Arcata School District Board of Trustees with recommendations on how to resolve them and a timeline of expected resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the Superintendent of the District and the Principal of the Charter School. In the event that the Arcata School District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in a written dispute statement.

The Superintendent and Director/Principal shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members of their governing bodies who shall jointly meet with the Superintendent and the Charter School Director/Principal to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Director/Principal shall meet to jointly identify a neutral, third party arbitrator. The form for the arbitration session shall be developed jointly by the Superintendent and the Principal and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the District and the Charter School jointly agree to bind themselves.

Yearly audits are done as part of the District Audit as described in the MOU. The Arcata School District chooses an auditor with experience in education finance. There have been no audit exceptions for Union Street Charter in the last five years. To the extent that it is required to do so by under the Education Code, the Charter School will provide any audit exceptions to California Department of Education and include a timeline, developed with the District Superintendent, to resolve any audit exceptions. The Charter School Principal, with collaboration from the District Superintendent, will address and resolve any audit findings.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

J. Suspension and Expulsion Policies and Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code 47605(c)(5)(J)

Student Conduct and Suspension Policy **Board Policy #16 rev. 1/21**

The following behavior guidelines are intended to create an environment that is emotionally safe and academically supportive. Behavior guidelines are for the classroom, playground, field trips, and school events. Behavior guidelines apply to all programs on the campus including extended daycare. Teachers and other staff will give instruction, guidance, direction and counsel students regarding appropriate and safe behavior.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the Charter School's policies and its procedures are available upon request at the Principal's office.

Students attending Union Street Charter have several basic responsibilities:

1. To accept staff guidance, direction, and authority.
2. To demonstrate cooperative, appropriate, respectful behavior toward other people.
3. To be willing to attempt and finish assigned work.
4. To demonstrate the growing ability to work independently and take responsibility for one's own actions.

Union Street Charter Playground Rules:

1. Use swings, slides and other playground equipment the way it's meant to be used
2. Play chase games on the lower playground
3. No pushing, pulling or hanging on others while they climb
4. Welcome others into your game; be inclusive
5. Put away playground equipment when done
6. No pretend weapons or fighting at anytime
7. Any adult on yard duty may deem any activity unsafe or inappropriate regardless of prior approval.

The following behavior may result in intervention/suspension/expulsion:

1. Destruction/theft of school property or the belongings of other people.
2. Emotional, physical or verbal abuse of other people: students, staff, or parent. *Bullying or verbal abuse includes: put-downs, teasing, name calling, language or behaviors that excludes, hurts or belittles other people. This includes cyber-bullying in, or out, of school.*
3. See Ed code section 48900 for additional reasons for suspension or expulsion.

Intervention/Suspension/Expulsion Process:

1. Students will receive a consequence. Teacher, parent and principal meet to seek positive solutions and an action plan to address the problem and clearly delineate needed changes, including a time frame.
2. Student behavior results in suspension for a part day, full day or several days:
    a. Teacher/principal meet with the student and inform them of the reason for suspension and prior means of correction (such as 2nd step lessons, meeting with parents, counseling, etc.). If the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
    b. Families may meet with the teacher/principal to review the incident.
    c. Student repeats behavior: the consequence is suspension of one to three days. This step may occur one or more times before moving to step three:
    d. Parent and child will be informed if expulsion is a possible consequence for continuing behavior that is incompatible with basic student responsibilities.

Intervention/Suspension/Expulsion Process:

3. Students will receive a consequence. Teacher, parent and principal meet to seek positive solutions and an action plan to address the problem and clearly delineate needed changes, including a time frame.
4. Suspension will result from violations of ed code section 48900.
    a. Teacher/principal meet with the student and inform them of the reason for suspension and prior means of correction (such as 2nd step lessons, meeting with parents, counseling, etc.). If the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
    b. Families may meet with the teacher/principal to review the incident.
3. Student repeats behavior: the consequence is suspension of one to three days. Parent and child will be informed if expulsion is a possible consequence for behavior.
   Student is recommended for expulsion as a result due of a serious violation of ed.code. section 48900. Expulsion means involuntary disenrollment from the charter school.

   For suspensions of 10 days or more and all other expulsions for disciplinary reasons, USC will:
    - Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
    - Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

- UCS does not anticipate involuntarily removing any student.
- Ensure that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

K. Retirement Systems

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security Education Code Section 47605(c)(5)(K).

Union Street Charter employees are covered by the State Teachers' Retirement System (STRS), the Public Employees' Retirement System (PERS), and/or federal social security depending on their eligibility. Employees already in STRS or PERS will remain in those systems. New employees who qualify for STRS or PERS may join one of these systems. Other employees are covered by the social security system. The Principal/Director will make sure that each employee has appropriate arrangements for retirement coverage.

L. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L)

Union Street Charter is intended to be a school of choice. No student will be required to enroll in Union Street Charter. Students who opt not to attend this charter may attend their district schools in accordance with existing district enrollment and transfer policies of their district of residence. Parents and guardians

of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

M. Employee Return Rights

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Existing Arcata Elementary School District employee agreements or laws relating to school districts or school district personnel will not cover Charter School employees. Arcata Elementary School District employees covered by existing employee agreements who become employed by the Charter School will no longer covered by these collective bargaining agreements. Employees covered by existing Arcata Elementary School District collective bargaining agreements who transfer into charter school programs retain the right to transfer back to appropriate positions in accordance with existing collective bargaining agreements.

N. Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)

Disputes Arising Between the Charter School and the District

Disputes between the Charter School and the District regarding the terms of this charter or any other issue regarding the Charter School and District's relationship, both parties agree to follow the process outlined below. In the event of a dispute between the Charter School and the District, the parties agree to first describe the issue in written format and submit to the Superintendent of the District and the Charter School Director. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Charter School Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from each of their respective governing bodies who shall jointly meet with the Superintendent of the District and the Charter School Director to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Charter School Director shall meet to jointly identify a neutral, third party mediator.

Disputes Arising from Within the Charter School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School including the Uniform Complaint Procedures policy. The Charter School complaint form will be provided on the Charter School's website, and copies will be provided when a parent or guardian inquires about enrollment, before conducting a lottery and before disenrollment.

The District shall not intervene in any such internal disputes without the consent of the governing board of the Charter School and shall refer any complaints or reports regarding such disputes to the governing board of the Charter School or its designee for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the Charter School has requested the District to intervene in the dispute.

O. Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Humboldt County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board of Director's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all

appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School nonprofit public benefit corporation and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file

all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix E the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

III. Miscellaneous Charter Provisions

A. Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached, as appendix E please find the following documents: (these documents are based upon the best data available to the petitioners at this time.)

- budget narrative
- a projected first year budget
- financial projections and cash flow for three years of operation.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Administrative Services
Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

C. Facilities
Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

The Charter School intends to remain at its current location at 470 Union Street in Arcata. Our unique campus and building is surrounded by apartments and located within a few blocks of the Arcata Community Center. A forest provides a backdrop for the building. There are 6 classrooms, an office, kitchen and supply room. The playground includes modern equipment, a trike track, picnic tables, a playing field and a blacktop. There is parking for staff behind the building and in the driveway for the public.

D. Potential Civil Liability Effects
Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h)

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).
Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the chartering authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to and the District may enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and the Charter School will purchase general liability

insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School. The Board of Directors shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Charter Renewal
of the
Union Street Charter School: A California Public Charter School

Whereas the governing board of the Arcata School District received renewal of the charter on March 1, 2021 submitted pursuant to Education Code Section 47605; and

Whereas the governing board of the Arcata School District, after holding a public hearing on March 8, 2021 and review of a valid and charter renewal; and

Resolved that the governing board of the Arcata School District hereby approves and grants this charter renewal by a vote of _____ to _____ on March 8, 2021; and

Be it further resolved that this charter constitutes a binding contract upon the Arcata School District and the Charter School.

Witnessed:

_____ _____

Carrie Kelly date
President Arcata School Board
Arcata School District

_____ _____

Luke Biesecker date
Superintendent
Arcata School District

_____ _____

Rea Erickson date

Charter Director
Union Street Charter School

Appendix A

Union Street Charter Calendar

2020-2021

School Year

20-21 Calendar version: 10/13/20

37 Weeks of School / 177 Student Days

July 2020

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Highlighted Dates

No School

Aug. 21: K Drop In 8:30-10:30
(Aug. 18,20,24: Staff Days)
Aug. 25: First Day of School

Sept. 7: Labor Day

Nov. 11: Veteran's Day

Nov. 19: Parent Conferences
Nov. 23- 27: Thanksgiving Break

Dec. 21 - Jan. 1: Winter Break

Jan. 18: Martin Luther King Day
Feb. 5: Teacher Initiated Conferences

Feb. 15-19: Presidents' Break

April 8 :Parent Conferences
Apr. 12-16: Spring Break

May 31: Memorial Day

June 10: Last Day of School

Union Street Charter Petition Renewal – Revision 3/31/2021

Union Street Charter Classroom Minutes for 177 days for 2020-21						Update 10-13-20	
	177 Distance or hybrid learning days						
	32 Minimum Days: Dismiss at 1:45						
	DL=Distance Learning						
	Monday-Thursday Bell schedule and minutes						0
KINDERGARTEN			**Minutes**	**Days**	**Total**	**Annual**	
Required	8:30 AM	11:30	180	176	31,680	min. req.	31,500
DL Minutes							
							Friday
1st Grade and 2nd grade			**Minutes**	**Days**	**Total**		Minutes
am session	8:30 AM	9:45 AM	75	176	40,480		230
recess	10:05 AM	11:30 AM	85				
DL Minutes			7 0		230	**Annual**	
pm session	12:30 PM	1:45 PM	75			min. req.	40,250
recess	2:05 PM	3:30 PM	85				
DL Minutes			**70**		**230**		
							Friday
3rd Grade			**Minutes**	**Days**	**Total**		Minutes
am session	8:30 AM	10:10 AM	100	176	40,480		230
recess	10:30 AM	11:30 AM	60				
DL Minutes			70		230	**Annual**	
pm session	12:30 PM	2:15 AM	100			min. req.	40,250
recess	2:35 PM	3:30 PM	55				
DL Minutes			**70**		**230**		
							Friday
4th - 5th Grade Start at 8:20				**Days**	**Total**		Minutes
am session	8:30 AM	10:10 AM	100	176	42,240		240
recess	10:30 AM	11:30 AM	60				
DL Minutes			80		240	**Annual**	
pm session	12:30 PM	2:15 AM	100			min. req.	42000
recess	2:35 PM	3:30 PM	55				
DL Minutes			**80**		**240**		