



# Union Street Charter School

470 Union Street • Arcata, CA 95521 • (707) 822-4845 • Grades K-5

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<http://www.unionstreetcharter.org>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### Union Street Charter School

1435 Buttermilk Lane

Arcata, CA 95521

(707) 822-0351

[www.humboldt.k12.ca.us/arcata\\_sd](http://www.humboldt.k12.ca.us/arcata_sd)

#### District Governing Board

Jeffrey Schwartz

Suzanne Langford

Prairie Moore

Carrie Kelly

Joe McKinzie

#### District Administration

Barbara Short

Superintendent

### School Description

#### Philosophy

The initial school years are crucial to a child's educational attitudes & future success in learning. Our teachers are committed to providing a nurturing environment and fostering high self-esteem & confidence. Students are encouraged to see themselves as part of a learning community that emphasizes collaboration, critical thinking and performance. Student success at Union Street is based on academic growth, a well-developed sense of self worth, and an eagerness to accept challenge.

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 & desire to explore into a lifelong love of learning. We value the trust that families place in us as we guide students toward a deeper understanding of themselves and the world around them.

## About the SARC

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

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

| 2016-17 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 17                 |
| Grade 1                                   | 17                 |
| Grade 2                                   | 17                 |
| Grade 3                                   | 17                 |
| Grade 4                                   | 17                 |
| Grade 5                                   | 16                 |
| <b>Total Enrollment</b>                   | <b>101</b>         |

| 2016-17 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 0                           |
| American Indian or Alaska Native    | 1                           |
| Asian                               | 1                           |
| Filipino                            | 0                           |
| Hispanic or Latino                  | 6.9                         |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 81.2                        |
| Two or More Races                   | 9.9                         |
| Socioeconomically Disadvantaged     | 17.8                        |
| English Learners                    | 0                           |
| Students with Disabilities          | 6.9                         |
| Foster Youth                        | 0                           |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Union Street Charter School                 | 15-16 | 16-17 | 17-18 |
| With Full Credential                        | 7     | 6     | 6     |
| Without Full Credential                     | 0     | 0     |       |
| Teaching Outside Subject Area of Competence | 0     | 0     |       |
| Union Street Charter School                 | 15-16 | 16-17 | 17-18 |
| With Full Credential                        | ♦     | ♦     |       |
| Without Full Credential                     | ♦     | ♦     |       |
| Teaching Outside Subject Area of Competence | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Union Street Charter School  | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners                                       | 0     | 0     |       |
| Total Teacher Misassignments                                       | 0     | 0     |       |
| Vacant Teacher Positions   | 0     | 0     |       |

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

| Textbooks and Instructional Materials<br>Year and month in which data were collected: October 2017 |  |
|--|--|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts  | Phonics from Fountas & Pinnell, Zoophonics, Modern Curriculum Press, and the Sisters Cafe Program, Hand Writing and Keyboarding Without Tears, Zaner-Bloser and Words Their Way Spelling, GUM books (Grammar and Usage), Lucy Calkins Units of Study for Writing.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| Mathematics  | Everyday Math<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| Science  | Seeds of Science Roots of Reading, Lawrence Hall of Science, Science materials from SCIIS, EEIS, Delta Education, and Teacher Developed Materials.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| History-Social Science   | Teacher Developed Materials.<br><b>Percent of students lacking their own assigned textbook:</b> n/a  |
| Foreign Language   | Teacher Developed Materials.<br><b>Percent of students lacking their own assigned textbook:</b> n/a  |
| Health   | Teacher Developed Materials.<br><b>Percent of students lacking their own assigned textbook:</b> n/a  |
| Visual and Performing Arts   | Teacher Developed Materials.<br><b>Percent of students lacking their own assigned textbook:</b> n/a  |
| Science Laboratory Equipment   | N/A<br><b>The textbooks listed are from most recent adoption:</b> N/A<br><b>Percent of students lacking their own assigned textbook:</b> n/a   |

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: October 2016 |               |      |      |  |
|--|---------------|------|------|--|
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|  | Good          | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer   | X             |      |      |  |
| <b>Interior:</b><br>Interior Surfaces  |               |      | X    | Inspector was concerned about items on top of cabinets, which has been remedied.                       |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation   | X             |      |      |  |
| <b>Electrical:</b><br>Electrical   |               |      | X    | Inspector was concerned about extension cords being used instead of power bars. This has been changed. |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains   | X             |      |      |  |

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: October 2016

| System Inspected   | Repair Status    |             |             |             | Repair Needed and Action Taken or Planned                  |
|--|------------------|-------------|-------------|-------------|--|
|  | Good             | Fair        | Poor        |             |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         |                  | X           |             |             | Cleaning supplies were not locked up, but have since been. |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             |             |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             |             |  |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |  |
|  |                  |             | X           |             |  |

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| <b>Science</b>                                  | 100  | 92    | 56       | 66    | 60    | 56    |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| 2016-17 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 15-16  | 16-17 | 15-16    | 16-17 | 15-16 | 16-17 |
| <b>ELA</b>                              | 85   | 80    | 58       | 56    | 48    | 48    |
| <b>Math</b>                             | 87   | 88    | 46       | 45    | 36    | 37    |

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

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| <b>5</b>    | 6.2   | 43.8   | 43.8   |

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

| 2015-16 CAASPP Results by Student Group<br>Science (grades 5, 8, and 10) |                    |                   |                     |                        |
|--|--------------------|-------------------|---------------------|------------------------|
| Group  | Number of Students |                   | Percent of Students |                        |
|  | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| <b>All Students</b>  | 14                 | 13                | 92.9                | 92.3                   |
| <b>White</b>   | 14                 | 13                | 92.9                | 92.3                   |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 50               | 49            | 98             | 79.59                   |
| Male                             | 18               | 18            | 100            | 72.22                   |
| Female                           | 32               | 31            | 96.88          | 83.87                   |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Hispanic or Latino               | --               | --            | --             | --                      |
| White                            | 41               | 40            | 97.56          | 77.5                    |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | --               | --            | --             | --                      |
| Students with Disabilities       | --               | --            | --             | --                      |

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 50               | 49            | 98             | 87.76                   |
| Male                             | 18               | 18            | 100            | 94.44                   |
| Female                           | 32               | 31            | 96.88          | 83.87                   |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Hispanic or Latino               | --               | --            | --             | --                      |
| White                            | 41               | 40            | 97.56          | 90                      |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | --               | --            | --             | --                      |
| Students with Disabilities       | --               | --            | --             | --                      |

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

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

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 0.0     | 0.0     | 1.0     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 3.1     | 2.5     | 3.1     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 3.8     | 3.7     | 3.6     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

### D. Other SARC Information

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

| 2017-18 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | Not In PI |
| First Year of Program Improvement                   |        |           |
| Year in Program Improvement                         |        |           |
| Number of Schools Currently in Program Improvement  |        | 2         |
| Percent of Schools Currently in Program Improvement |        | 40        |

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   |     |
| Counselor (Social/Behavioral or Career Development)        |     |
| Library Media Teacher (Librarian)                          |     |
| Library Media Services Staff (Paraprofessional)            |     |
| Psychologist   | .01 |
| Social Worker  |     |
| Nurse  | .01 |
| Speech/Language/Hearing Specialist                         | .1  |
| Resource Specialist  | .4  |
| Other  |     |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   |     |

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

**Average Class Size and Class Size Distribution (Elementary)**

| Grade | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|       |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|       | 2014-15            | 2015-16 | 2016-17 | 2014-15               | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K     | 17                 | 17      | 17      | 1                     | 1       | 1       |         |         |         |         |         |         |
| 1     | 17                 | 17      | 17      | 1                     | 1       | 1       |         |         |         |         |         |         |
| 2     | 17                 | 17      | 17      | 1                     | 1       | 1       |         |         |         |         |         |         |
| 3     | 17                 | 17      | 17      | 1                     | 1       | 1       |         |         |         |         |         |         |
| 4     | 16                 | 17      | 17      | 1                     | 1       | 1       |         |         |         |         |         |         |
| 5     | 16                 | 14      | 14      | 1                     | 1       | 1       |         |         |         |         |         |         |

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

**Professional Development provided for Teachers**

The primary areas of staff development were informed by input of major stakeholder groups and by staff interest and discussion. The major area is fostering student engagement through mindfulness and visible thinking. Our staff also attending writing workshop and guided reading workshops this summer.

Professional development is delivered in minimum day seminars, half day and all day in-service sessions, and through webinars, conferences, and peer or principal mentoring. Teachers are supported by allocating time for staff development, principal and peer collaboration, and substitutes for teachers to attend webinars and conferences.

| FY 2015-16 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$38,783        | \$42,598                                     |
| Mid-Range Teacher Salary                       | \$60,879        | \$62,232                                     |
| Highest Teacher Salary                         | \$73,543        | \$80,964                                     |
| Average Principal Salary (ES)                  | \$86,408        | \$102,366                                    |
| Average Principal Salary (MS)                  | \$86,408        | \$104,982                                    |
| Average Principal Salary (HS)                  |                 |  |
| Superintendent Salary                          | \$102,500       | \$117,868                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 29%             | 32%  |
| Administrative Salaries                        | 6%              | 7%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 7553                   | 1189       | 6964         | 43266                  |
| District   | ♦                      | ♦          | 7620         | \$61,952               |
| State  | ♦                      | ♦          | \$6,574      | \$61,939               |
| Percent Difference: School Site/District                           |                        |            | -8.6         | -29.4                  |
| Percent Difference: School Site/ State                             |                        |            | -19.9        | -30.5                  |

\* Cells with ♦ do not require data.

**Types of Services Funded**

Union Street Charter provides special education services for students with specific learning disabilities and with speech IEP's. These services are funded through the local SELPA funding. Charter School funding includes categorical block grant funds that are used to support our programs including art, Spanish, and music. We started receiving federal Rural education funding in 2016-17.

**DataQuest**

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

**Internet Access**

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