

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Union Street Charter School	<b>District Name</b>	Arcata Elementary School District
<b>Street</b>	470 Union Street	<b>Phone Number</b>	(707) 822-0351
<b>City, State, Zip</b>	Arcata, CA 95521	<b>Web Site</b>	<a href="http://www.humboldt.k12.ca.us/arcata_sd">www.humboldt.k12.ca.us/arcata_sd</a>
<b>Phone Number</b>	(707) 822-4825	<b>Superintendent</b>	Pamela Jones
<b>Principal</b>	John Douglas Schmidt	<b>E-mail Address</b>	<a href="mailto:pjones@humboldt.k12.ca.us">pjones@humboldt.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:unionstreetcharter@sbcglobal.net">unionstreetcharter@sbcglobal.net</a>	<b>CDS Code</b>	12626790111708

### School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Union Street Charter has a rich and diverse curriculum. The school provides strong foundations in language arts, social studies, science, and math. The school curriculum emphasizes an interactive "hands on" approach to math and science. Our "reasoning based" curriculum involves students in observation, recording results, predicting outcomes, and forming conclusions. In language arts we recognize each student's natural desire to communicate and to create. Children gain fluency in reading and writing by applying their developing language arts skills in all the curriculum areas. Arts and "special programs" balance the academic curriculum. Qualified and inspired special program teachers teach twice weekly classes in art, Spanish, and music. Drama, camping, backpacking, cultural events, and computer literacy supplement the core curriculum during each school year.

The initial school years are crucial to a child's educational attitudes and future success in learning. The teachers are committed to providing a nurturing environment that fosters high self-esteem and confidence. Our ultimate aim is to turn a child's natural curiosity and desire to explore into a lifelong love of learning. At our school we believe in the unique value of each child, parent, and teacher — both as individuals and as members of the school community. We offer a climate of warm caring and mutual respect. We work together to create an environment that minimizes the pressures of the popular culture and the use of academic competition as motivation. The school's strengths are based on the belief that academic growth, a well-developed sense of self-worth, and an eagerness to accept challenge, are essential to learning. Our beliefs underlie everything that we do at school. We strive to be constantly aware of the trust that parents place in us as we guide students toward a deeper understanding of themselves and the world around them.

### Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parents are partners in the school community. Parents: volunteer in classrooms, participate in field trips, serve on the board of directors, 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.

### Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	17
Grade 1	17
Grade 2	17
Grade 3	16
Grade 4	15
Grade 5	15
<b>Total Enrollment</b>	<b>97</b>

### Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American		White	92
American Indian or Alaska Native		Two or More Races	
Asian	2.06	Socioeconomically Disadvantaged	30
Filipino		English Learners	
Hispanic or Latino	5	Students with Disabilities	10
Native Hawaiian/Pacific Islander			

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

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	1	0	0	17.0	1	0	0	17	1		
1	16.0	1	0	0	16.0	1	0	0	17	1		
2	16.0	1	0	0	16.0	1	0	0	17	1		
3	16.0	1	0	0	17.0	1	0	0	16	1		
4	12.0	1	0	0	16.0	1	0	0	15	1		
5	15.0	1	0	0	15.0	1	0	0	15	1		
K-3	0.0	0	0	0	0.0	0	0	0				
3-4	0.0	0	0	0	0.0	0	0	0				
4-8	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

A school safety plan exists for all disaster/lockdown situations. The Union Street Safe Schools Plan is revised periodically and the plan is updated as needed.

The crime rate at Union Street Charter 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	2.2	2.1	2.1	4.0	3.7	5.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The "Boy's" bathroom was tiled during the summer of 2009 and it is much easier to keep clean and low odor. Over 35 cubic yards of wood chips were added to the playground in August 2010. The rings and the tire swing were replaced by the X-Wave. School grounds are maintained by Soil Seekers landscaping service, by parent volunteer work parties, and by staff. Three skylights were replaced in 2010.

### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	Occasional ant problems.
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

### V. Teachers

#### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	8	8	8	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

#### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	8	0
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	.1	---
Social Worker		---
Nurse	.1	---
Speech/Language/Hearing Specialist	.25	---
Resource Specialist (non-teaching)	.25	---
Other	.4	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

---

California Charter Schools are not required to use materials adopted by the SBE. Union Street Charter uses Everyday Math in all grades (SBE adopted). A variety of non-SBE adopted language arts instructional materials including Phonics from Modern Curriculum Press and Educators publishing service, Hand Writing without Tears, Zaner-Bloser Spelling Connections and GUM books (Grammar and Usage), and Science materials from SCIIS and from Delta Education.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	100	0	Yes
Mathematics	100	0	Yes
Science	100	0	Yes
History-Social Science	100	0	Yes
Foreign Language	n/a	n/a	Yes
Health	n/a	n/a	Yes
Visual and Performing Arts	n/a	n/a	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	5735	250	5,485	40,000
District	---	---		57,287
Percent Difference: School Site and District	---	---		
State	---	---	5,681	57,352
Percent Difference: School Site and State	---	---		

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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.

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38,000	38,905
Mid-Range Teacher Salary	40,000	56,504
Highest Teacher Salary	40,000	71,750
Average Principal Salary (Elementary)	56,000	92,053
Average Principal Salary (Middle)	0	95,666
Average Principal Salary (High)	0	94,401
Superintendent Salary	0	111,055
Percent of Budget for Teacher Salaries	45.1	37.9
Percent of Budget for Administrative Salaries	10.5	6.8

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	79	82	82	61	58	58	46	50	52
Mathematics	81	87	87	59	60	60	43	46	48
Science	80	87	87	63	65	65	46	50	54
History-Social Science	0	0	0	63	73	73	36	41	44

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	79	89	*	
Female	85	85	*	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*	*		
Native Hawaiian/Pacific Islander				
White	86	88	87	
Two or More Races	*	*		
Socioeconomically Disadvantaged	79	79	*	
English Learners				
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4	35.7	28.6

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9 *	10 *	9 *
Similar Schools			

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	34	-28	55
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	31	-13	56
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	929	820	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White	935	831	838
Two or More Races			808
Socioeconomically Disadvantaged		759	712
English Learners			692
Students with Disabilities		617	580

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

---

Union Street Charter Devotes 5 days to staff development. Typically 4 of these days are "in house" evaluation and sharing of resources for program improvement. One day is for an outside presenter.