

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	
School Name	Union Elementary	District Name	Union Joint Elementary
Street	5300 Red Hill Rd.	Phone Number	707-762-2047
City, State, Zip	Petaluma, CA 94952-9445	Web Site	http://mcoeweb.marin.k12.ca.us/rurals/union
Phone Number	707-762-2047	Superintendent	Luke McCann
Principal	Cynthia Haydon	E-mail Address	lmccann@marin.k12.ca.us
E-mail Address	union@marin.k12.ca.us	CDS Code	21- 65516- 6024939

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

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

For over 100 years Union Elementary School has provided an individualized program dedicated to developing each child to his/her fullest potential academically and socially. Union School is a small school limited to approximately 30 students.

Opportunities for Parental Involvement (School Year 2009-10)

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

For over 100 years Union Elementary School has had high parent involvement due to its small size and the frequent family events held at the school. Parents have direct daily contact with the teachers, volunteer to help in the classrooms, involve themselves in the enrichment fundraising activities of the Parent Club, attend field trips, and gather together for family work days, picnics, movie night, Living History Day and Science Fairs.

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	Grade Level	Number of Students
Kindergarten	2	Grade 8	0
Grade 1	1	Ungraded Elementary	0
Grade 2	1	Grade 9	0
Grade 3	2	Grade 10	0
Grade 4	1	Grade 11	0
Grade 5	2	Grade 12	0
Grade 6	1	Ungraded Secondary	0
Grade 7	0	Total Enrollment	10

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
African American	0%	White (not Hispanic)	60 %
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	0%	Socioeconomically Disadvantaged	30 %
Filipino	0%	English Learners	40 %
Hispanic or Latino	40 %	Students with Disabilities	0 %
Pacific Islander	0%	n/a	n/a

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				Avg. Class Size	2008-09			Avg. Class Size	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														
1														
2														
3														
4														
5														
6														
K-3	9.0	1												
3-4														
4-8														
Other					13.0	1			14.0	1				

III. School Climate

School Safety Plan (School Year 2009-10)

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

Union School has a Comprehensive School Safety Plan which provides: disaster procedures, child abuse reporting procedures, rules on student discipline, a sexual harassment policy, procedures for safe ingress and egress of pupils, policies regarding actions leading to suspension and expulsion, and notification to teachers of dangerous pupils. Union School Safety Plan includes monthly practice drills for students and staff, and current CPR/First Aid training for all staff. Emergency supplies are stored on campus including food, water, sleeping bags, clothing, as well as first aid supplies. A silent alarm system provides extra security. Our local fire department works closely with us on safety issues.

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	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

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.

Providing a safe environment that meets the state standards for school programs is a priority for the Union Joint School District. Union Joint School District consists of a one-room schoolhouse that has an extended addition providing flexible space for a library, computer lab and a smaller classroom. A second small building provides multi-use space, music room, restrooms and equipment storage. All classrooms and restrooms are cleaned by a contracted custodial service. All classrooms are inspected regularly to ensure safety and the proper use of equipment. All maintenance and repairs are completed in a timely manner. Union Joint School District participates in the State Deferred Maintenance Program. With an enrollment between 8-16 students there is sufficient room to teach the multi-grade levels. Union School participates in a deferred maintenance program.

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

This table displays the results of the most recently completed the Facility Inspection Tool to determine the school facility's good repair status.

Date Items Inspected: 10/14/10	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Union School provides bottled water
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating for 2010-2011	Exemplary				N/A

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
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

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
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

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	N/A	
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	*	N/A
Social Worker	N/A	N/A
Nurse	*	N/A
Speech/Language/Hearing Specialist	*	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	N/A	

Union School participates in a consortium with three other schools for services provided by the Marin county Office of Education. 10.5 days of nurse services and 10.0 days of psychologist serves are divided between the schools during the year. Each school also receives one day a week of Speech/Language services.

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, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All core curriculum texts are state adopted and aligned with California Content Standards. They are reviewed annually and updated immediately when necessary. All texts are in excellent condition and each student is supplied with supplemental workbooks. Every student has sufficient materials for classroom work and to take home for completion of homework. Program budgets, categorical funding and state textbook allocations provide funding to ensure all students have access to the core curriculum through state and board adopted texts. Each year staff evaluate the availability and sufficiency of instructional materials. Students have access to sufficient textbooks and materials at the appropriate grade level to meet their in-class and home needs. There have been no supplemental curricula adopted by the governing board of the Union School District.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading California Series K-6, 2003	0
Mathematics	Scott Foresman, enVision Math K-6, 2008	0
Science	California Science Series, Harcourt School Publishers K-6, 2008	0
History-Social Science	2006 Scott Foresman History-Social Science for California K-6	0
Foreign Language	N/A	0
Health	Harcourt Health and Fitness	0
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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 / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$16,760	N/A	N/A	\$50,495
District	\$16,760	N/A	N/A	\$50,495
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,512	\$56,284
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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.

Necessary Small School funding is provided by the State of California through the California Department of Education. A specific level of funding is provided for districts with Average Daily Attendance (ADA) of 1-24. The 2009-10 total ADA generated revenues equated to \$193,349. The beginning balance was \$117,679. Total expenditures were \$202,292.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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	\$33,965	\$38,481
Mid-Range Teacher Salary	\$48,425	\$55,789
Highest Teacher Salary	\$69,042	\$70,849
Average Principal Salary (Elementary)	\$50,495	\$88,862
Average Principal Salary (Middle)	N/A	\$94,015
Average Principal Salary (High)	N/A	\$97,594
Superintendent Salary	N/A	\$110,994
Percent of Budget for Teacher Salaries	26.90 %	37.20 %
Percent of Budget for Administrative Salaries	3.80 %	6.60 %

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 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.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	*	*	*	*	*	*	46	50	NA
Mathematics	*	*	*	*	*	*	43	46	NA
Science	0	0	*	0	0	*	46	50	NA
History-Social Science	0	0	0	0	0	0	36	41	NA

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 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
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	*	*	*	*
Male	*	*	*	*
Female	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Students, parents and staff participate in the design of curricula and instruction based on the individualized and group needs of the students. Assessment follows California State Guidelines but more importantly focuses on the individual student's growth through yearly Individualized Lesson Plans (ILP). Each ILP focuses on specific growth targets based on student portfolios, weekly classroom assessment of work and chapter tests, and standardized tests. Parents are kept informed of student progress through trimester report cards, conferences, and the personal daily contact over our picket fence when parents arrive to drop off and pick up students.

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	*	*	*
7	0.0	0.0	0.0
9	0.0	0.0	0.0

All students enrolled in the 5th grade are tested yearly. Results are reported to the California Department of Education and kept in district and individual student files. Because of the small fifth grade student population (usually less than 10 students), school/district data is not available.

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			
Similar Schools			

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school.

Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system.

However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small 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			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

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	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XII. 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.

Teachers and on-site support staff participate in a broad range of professional development chosen to enrich and support classroom curriculum and current research knowledge. Staff development courses are supported through the Rural Schools Consortium, the Marin County Office of Education, PAR, grants and scholarships.

Continued education and staff development are also sought out by the principal and are usually taken on weekends or during summer break. Credentialed staff takes a minimum of three professional development courses. Three staff development days have been scheduled before the start of school in August and/or after the end of school in June for each of the three previous school years 2007-08, 2008-09, and 2009-10. These days are monitored by the Principal/Teacher.