

Union Street Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Union Street Charter (USC) is a unique K-5 school that balances arts and academics in a family atmosphere. The school began operation in August of 2006 and is housed on a rural campus that is an integral part of the surrounding community. It is within walking distance of Humboldt State University, the Arcata Community Center, a marsh and forest. We believe we are high performing in part because we attract highly qualified, dedicated and enthusiastic teachers, as well as invested parents and students from the surrounding communities. The teachers and principal collaboratively choose an engaging research-based curriculum. USC is a highly sought after school for multiple reasons: small class size (17 students), parent involvement, engaging academic content, and twice weekly instruction in Spanish, art and music.

The initial school years are crucial to a child's educational attitudes and future success in learning. We are committed to providing a nurturing environment and fostering high self-esteem and confidence. The students are part of a learning community that emphasizes collaboration, critical thinking, and creativity. Student success at Union Street Charter is based on academic growth, a well-developed sense of self worth, and a willingness to accept challenges.

At Union Street Charter, we believe in the unique value of each student, family, and teacher - both as individuals and as members of the school community. We work together to create an environment that minimizes the pressures of popular culture and the use of academic competition as motivation. Our ultimate aim is to turn a child's natural curiosity and desire to explore into a lifelong love of learning. We value the trust that families place in us, as we guide students toward a deeper understanding of themselves and the world around them.

About this School

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
American Indian or Alaska Native	1%
Asian	1%
Hispanic or Latino	8.2%
Two or More Races	8.2%
White	81.4%
Homeless	1%
Socioeconomically Disadvantaged	41.2%
Students with Disabilities	13.4%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.60	100.00	49.00	75.12	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.70	11.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.90	7.63	12115.80	4.41
Unknown	0.00	0.00	3.50	5.36	18854.30	6.86
Total Teaching Positions	6.60	100.00	65.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.80	100.00	55.00	74.93	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.80	5.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.90	2.65	11953.10	4.28
Unknown	0.00	0.00	11.90	16.27	15831.90	5.67
Total Teaching Positions	6.80	100.00	73.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

December 2023

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

School Facility Conditions and Planned Improvements

Our commercial kitchen was updated with new vinyl flooring, cabinets and counter tops in August 2013. Six outdoor picnic tables were replaced in August 2013. Second grade classroom expansion was completed in August 2014. Blinds were added to classroom windows for safety during lockdown drills in 2017. The electrical panel, the heaters and the main playground equipment were replaced in 2018 and 2019. New fencing and driveway paving were completed in 2020. Hazardous trees were removed in 2021 and 22. Two sections of the roof were replaced and solar panels were added in 2022. School grounds are maintained by Arcata School District personnel, by parent volunteer work parties, and by staff. Cleaning and maintenance is done by Arcata School District staff.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		3 of 6 classrooms have items stored above the height of students and not secured.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	83	96	51	52	47	46
Mathematics (grades 3-8 and 11)	85	87	39	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	48	47	97.92	2.08	95.74
Female	26	26	100.00	0.00	100.00
Male	22	21	95.45	4.55	90.48
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	39	100.00	0.00	94.87
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	90.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	48	47	97.92	2.08	87.23
Female	26	26	100.00	0.00	92.31
Male	22	21	95.45	4.55	80.95
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	39	100.00	0.00	87.18
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	76.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	93.75	75.00	29.91	26.72	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	16	100.00	0.00	75.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	73.33
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	101	100	17	17.0
Female	49	49	9	18.4
Male	52	51	8	15.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	11	11	3	27.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	3	33.3
White	79	78	11	14.1
English Learners	0	0	0	0.0
Foster Youth	1	1	1	100.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	45	45	7	15.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	19	7	36.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.00	0.00	0.00	3.99	5.76	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	100

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.35
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.01
Social Worker	
Nurse	.01
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.8
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,570	\$3,571	\$8,999	\$56,389
District	N/A	N/A	\$8,839	\$63,432
Percent Difference - School Site and District	N/A	N/A	1.8	-10.5
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	30.8	-27.1

Fiscal Year 2022-23 Types of Services Funded

Union Street Charter provides special education services for students with health impairments, specific learning disabilities and with speech IEP's. These services are funded through the local SELPA and from the general school budget. Charter School funding includes an LCAP plan that supports our programs including art, Spanish, and music. We currently have 40% socioeconomically disadvantaged students for whom we receive concentration funds that are used to increase classroom aides and provide lunch service. We started receiving federal Rural education funding in 2016-17, which provides opportunities for our students to have more experiences through field trips. Title 1 provides student intervention in English Language Learning, math and language arts, while Title II is for professional development of teachers. Title IV funds support Spanish instruction. In addition, the Expanded Learning Opportunities Grant provides many students free before and after school care. All students are allowed to attend after school where they receive homework support, literacy support, snacks, and games and craft experiences.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,254	\$48,481
Mid-Range Teacher Salary	\$67,526	\$73,129
Highest Teacher Salary	\$85,733	\$99,406
Average Principal Salary (Elementary)	\$102,048	\$117,381
Average Principal Salary (Middle)	\$90,895	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$119,675	\$138,991
Percent of Budget for Teacher Salaries	24.09%	29.34%
Percent of Budget for Administrative Salaries	5.57%	5.99%

Professional Development

The primary areas of staff development were informed by input of stakeholder groups and by staff interest and discussion. The major area last year was Dare to Lead and restorative practices. On our inservice day 11/1/22 we all attended countywide workshops on literacy. This year the teachers are all attending a yearlong workshop about Global Learning in conjunction with the Taiwan sister school project. We will also discuss the teaching routines in the book Making Thinking Visible. Professional development is delivered in minimum day seminars, half day and all day in-service sessions, and through webinars, conferences, and peer or principal mentoring. Teachers are supported by allocating time for staff development, principal and peer collaboration, and substitutes for teachers to attend webinars and conferences.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5