

Union Mine High

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Union Mine High
Street	6530 Koki Lane
City, State, Zip	El Dorado, Ca, 95623-4328
Phone Number	530-621-4003
Principal	Paul Neville
E-mail Address	pneville@eduhsd.k12.ca.us
Web Site	umhs.eduhsd.k12.ca.us
CDS Code	09618530930164

District Contact Information	
District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Stephen Wehr
E-mail Address	supt@eduhsd.net
Web Site	www.eduhsd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Union Mine High School, located in El Dorado, California, was founded in 1999 and is a Western Association of Schools and Colleges accredited school.

Union Mine is reflective of the needs of its community, provides a quality world-class education, and empowers all students to achieve at the highest possible level! Our rich and varied curriculum ensures a quality learning experience for each student. Participation in a broad range of activities, including academic classes, visual and performing arts, athletics and volunteer opportunities develops our students into well-rounded citizens ready to build a stronger community.

The faculty and staff of Union Mine High School are dedicated to providing a quality education for ALL students and strive to achieve the Mission and Vision Statements shown below.

Mission:

Union Mine High School will support students in the development and improvement of personal and academic skills in an environment of collaboration, trust, and respect.

Vision:

1. Students will experience a rigorous, integrated curriculum that provides a clear and well-developed scope and sequence of classes, which motivates students to have higher expectations of themselves and others.
2. Students will be provided with an opportunity to experience learning in a positive environment that encourages high expectations, mutual respect, and self-direction.
3. Students will demonstrate knowledge using performance-based, cross-curricular, collaborative learning experiences in traditional and non-traditional settings.
4. Students will use technology to enhance understanding of the core curriculum, expand learning outcomes, and evaluate and synthesize information.
5. Students will become part of the worldwide community, will respect diversity, and will achieve academic and extracurricular goals.
6. Students will experience an environment that will further develop integrity and respect for self, others, and their school.
7. Union Mine High School will be a community center that seeks to provide educational and recreational opportunities, access to information services, and community-school partnerships for all age groups.
8. In order to respond to an ever-changing world, the Union Mine High School community will make changes that are consistent with the mission and vision statements.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	269
Grade 10	243
Grade 11	273
Grade 12	262
Total Enrollment	1,047

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.2
Asian	0.9
Filipino	0.1
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.6
White	72.3
Two or More Races	5.5
Socioeconomically Disadvantaged	29.8
English Learners	0.9
Students with Disabilities	9.2
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	79	79	51	303
Without Full Credential	1	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)</p> <p>English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p>	Yes	0
Mathematics	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted)</p> <p>Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted) EDHS, ORHS, PHS, IHS, VA, VHS; Glencoe Algebra 2, Glencoe/McGraw -Hill, 2014, CC (5/13/2014 Board Adopted) UMHS</p> <p>Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted) Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted) Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted) Advanced Chemistry: Chemistry, Prentice Hall, 2005 (6/13/2006 Board Adopted) Physics: Physics, Holt Rinehart Winston, 2009 (6/23/2009 Board Adopted)	Yes	0
History-Social Science	World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted) U.S. History/Geography: History Alive! Pursuing American Ideals, Teachers' Curriculum Institute, 2007 (6/12/2007 Board Adopted) American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted) Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted) Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted) Psychology: Understanding Psychology, McGraw - Hill, 2014 (6/11/2013 Board Adopted)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted) AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted) German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted) German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted) French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted) Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted) Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)	Yes	0
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Union Mine High School campus is the newest comprehensive site in the El Dorado Union High School District. Constructed in three phases from 1999 to 2005, the campus has one of the largest theaters in the community with a seating capacity of 387, a competition size swimming pool, an all-weather track, and synthetic playing field. The school's facilities also include a cafeteria, library, dance, art and music rooms, a fully equipped physical education area including main and auxiliary gymnasiums, locker rooms, weight rooms, baseball, soccer, and softball fields and public friendly tennis and basketball courts.

The district and maintenance staff work closely to maintain the appearance and functionality of the campus. Recent upgrades include combining two classrooms in the E Building to create a Engineering lab for "Project Lead the Way" as well as the purchase of a Laser Cutter and CNC Milling Machine, a new sound system in the gymnasium and the athletic stadium, new scoreboards in the athletic stadium and on the baseball and softball fields, a new ticket booth for the athletic stadium, classroom renovation for our new ROP Fire Science class, installation of new weight room equipment, new storage containers for maintenance, woodshop and ROP Fire, re-lamped parking and campus light poles with LED retrofit kits, upgrade of our lithonia automatic lighting system, a new AVID college & career tutoring center, and upgrades to our Career Technical Education classrooms with new technology and equipment including a new television studio, computer science lab and graphic design lab.

Plans are underway to renovate our Culinary Arts classroom in the summer of 2017. Union Mine is also in the process of implementing an agriculture program for the 2017-2018 school year. With the addition of agriculture and Future Farmer's of America, Union Mine will start building a new School Farm Laboratory during the 2018-2019 school year.

Daily responsibility for keeping buildings and grounds clean and free of litter and graffiti is accomplished by our full-time maintenance staff. To ensure a safe and clean learning environment, the district employs a full time plant supervisor, full time athletic maintenance and general maintenance workers, 5.5 custodians and a full time on site security guard. All efforts to ensure building safety, cleanliness, and adequacy have been successful. To ensure that items are fixed, cleaned and maintained in an efficient and timely manner, our maintenance and custodial staff utilizes "Help Desk," an online program where teachers and staff generate and submit "help" tickets when something needs to be fixed or replaced. The site is also the beneficiary of the district/state deferred maintenance program which provides matching funds to assist school districts with major repairs and capital improvement.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	75	79	75	81	44	48
Mathematics	46	49	54	58	34	36

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	270	259	95.9	78.7
Male	11	139	134	96.4	71.6
Female	11	131	125	95.4	86.3
Hispanic or Latino	11	38	37	97.4	78.4
White	11	205	196	95.6	78.5
Two or More Races	11	17	16	94.1	87.5
Socioeconomically Disadvantaged	11	75	71	94.7	67.6
Students with Disabilities	11	22	17	77.3	37.5

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 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.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	271	259	95.6	49.4
Male	11	140	135	96.4	48.4
Female	11	131	124	94.7	50.4
Hispanic or Latino	11	38	37	97.4	43.2
White	11	206	196	95.2	50.5
Two or More Races	11	17	16	94.1	68.8
Socioeconomically Disadvantaged	11	76	71	93.4	45.6
Students with Disabilities	11	23	18	78.3	13.3

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 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.

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69	72	56	77	75	70	60	56	54

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	245	238	97.1	55.9
Male	121	119	98.4	56.3
Female	124	119	96.0	55.5
Hispanic or Latino	54	53	98.2	45.3
White	167	164	98.2	56.1
Two or More Races	14	14	100.0	85.7
Socioeconomically Disadvantaged	73	69	94.5	46.4
Students with Disabilities	19	17	89.5	35.3

Note: 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.

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.

Career Technical Education Programs (School Year 2015-16)

Union Mine High School offers a variety of Career Technical Education courses designed to provide students with the relevant real-world job skills to compete in today’s competitive job market. Many of these courses have an accompanying Regional Occupation Program (ROP) capstone course. To help further address the career preparation needs of all students, UMHS offers a sequence of guidance lessons presented by counselors and the UMHS Career Center. Each student at UMHS takes part in multiple lessons that address such topics as careers skill/interest inventories, entrepreneurship, resume building, and course planning focused on college and career goals.

Union Mine High School works to prepare students to successfully meet the ever-changing nature of today's technical workplace. In order to accomplish this goal, UMHS provides programs in:

- Introduction to Engineering Design
- Principals of Engineering
- Computer Integrated Manufacturing
- Introduction to Television Production
- Advanced Video Production
- Woodworking and Carpentry
- Finished Carpentry
- Library Science
- Web Page
- ICT Digital Media
- Desktop Publishing
- Fashion Application & Textiles
- Foods & Nutrition
- Accounting
- Child Development
- ROP Fire Science
- Exploring Computer Science
- Agriculture (Coming in 2017-18)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	480
% of pupils completing a CTE program and earning a high school diploma	38
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.02
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	51.8

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.3	19.1	45.5

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Union Mine High School works to provide as many opportunities as possible for parents to be involved in the school community. We offer a fall term Back-to-School Night (which is preceded by a presentation from our counseling staff), a spring term Eighth Grade Preview Night/Open House (which provides parents with a wide range of workshops and information sessions including Advanced Placement, Registration, Naviance, Graduation, Clubs, Athletics and Co-Curricular information), New Student Orientation, end of year Academic Awards Assembly and Parents Day on Campus. In addition, parents play an integral role in our School Site Council, Athletic Boosters, Music Boosters, Drama Boosters, Child Development events, Sober Grad Night, Every 15 Minutes Program, and most recently, our district wide Robotics Club. Additionally, UMHS offers several counseling and career center information nights in order to educate parents on college scholarships, financial aid, college requirements, etc.

In order to foster effective communication with our parents, we utilize the "Parent Square" communication platform which allows us to send information via text message, email, and telephone. The "Daily Diamondback" newsletter goes out via Parent Square daily to update parents on upcoming events, changes in the school day and student life. A quarterly "Principal's Newsletter" is also sent out via Parent Square which communicates upcoming events and celebrations happening throughout campus. The Aeries Parent Portal is used to allow parents to access grades and attendance, as well as eight report cards during the school year to keep parents apprised of their child's academic progress. Finally, Union Mine High School hosts the "Coffee at the Mine" parent meeting four times a year which provides parents an opportunity to meet with administration and provide feedback regarding programs, upcoming events, and student life.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.40	0.00	1.50	4.20	2.80	2.60	11.40	11.50	10.70
Graduation Rate	96.96	97.51	96.45	93.13	93.49	95.29	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	93	96	86
Black or African American	100	100	78
American Indian or Alaska Native	100	100	78
Asian	50	92	93
Filipino	0	100	93
Hispanic or Latino	100	98	83
Native Hawaiian/Pacific Islander	100	100	85
White	91	96	91
Two or More Races	100	97	89
Socioeconomically Disadvantaged	68	77	66
English Learners	0	33	54
Students with Disabilities	95	100	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.8	7.1	9.0	8.4	7.0	6.8	4.4	3.8	3.7
Expulsions	0.5	0.5	0.6	0.3	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our comprehensive safe schools plan was last updated on 8/4/2016, and again on 9/19/2016, after a thorough review of our disaster procedures, suspension and expulsion records, harassment policies, and school disciplinary practices. Drafts are reviewed regularly by the school's Safety Committee (which includes school officials - teachers, nurse, site administration, School Resource Officer, campus monitors, office staff, parent and student reps) and by the district safe schools coordinator. UMHS Management meet monthly to review overall school safety, including both preventative and responsive plans to potential school emergencies. The school's comprehensive school safety plan was finalized and approved in October 2016. Safety procedures and protocols are reviewed with staff regularly, and safety drills are conducted multiple times per year. The discipline policy is reviewed at the beginning of each school year and is published in a handbook available to every student on the school webpage.

This year Union Mine High School developed an online "Take a Stand" form that provides students with an anonymous online communication platform to report bullying, drugs/alcohol, self-harm and other unsafe behavior on campus. As a result, referrals for discipline, Educational Related Mental Health Services, and other support structures are generated by these forms from the Assistant Principal's in order to support the social/emotional needs of all students.

Union Mine also implemented the "Link Crew" program to support incoming freshman in their transition from junior high to high school. The program creates opportunities for upperclassmen to work as mentors and academic peer tutors for the incoming freshman. Throughout the year, Link Crew "families" meet during D-Back and participate in team building activities as well as receive thematic lessons on time management, organization and instilling the "Union Mine Way" which include our core values: Excellence, Integrity, Respect, Unity, Grit.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement*	Year 4	Year 4
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	8	10	9	21	11	11	3	25	NA	NA	NA
Mathematics	26	6	13	5	27	4	15	1	29	NA	NA	NA
Science	32	0	5	10	29	2	9	5	32	NA	NA	NA
Social Science	29	4	2	13	29	3	4	10	30	NA	NA	NA

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.91	371.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.89	N/A
Social Worker	0.0	N/A
Nurse	0.44	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10706.0	2139.0	8567.0	77106.0
District	N/A	N/A	7746	\$76,036
Percent Difference: School Site and District	N/A	N/A	10.6	1.4
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	57.1	-1.7

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

Types of Services Funded (Fiscal Year 2015-16)

Categorical funds supplement several programs and services at Union Mine High School, including but not limited to, Academic Support Classes (ASC) in Algebra and Geometry, Reading Improvement, College & Career Readiness programs for all incoming freshman, English Language Development support and instruction, and our AVID (Advancement Via Individual Determination) Program as well as technology to support classroom learning.

Academic Support Classes for Algebra and Geometry - These courses are designed to meet the learning needs of students who were unable to develop mastery in Algebra or Geometry during the term. The philosophy behind this program is all students learn at a different rate. These courses provide students with an opportunity to continue working on the content without falling behind academically.

Reading Improvement - This course is designed to improve students' reading efficiency and analytical reading ability as needed to successfully read advanced high school material and to become lifelong readers. Critical comprehension skills, such as making inferences, distinguishing between facts and opinions, and making critical judgments, are emphasized. This course focuses on helping students to improve reading rate and reading flexibility.

College & Career Readiness - This course is designed to help all incoming freshman students improve their learning effectiveness, attitudes, and motivation, including time management, concentration, note taking skills, textbook study methods, test taking strategies, and critical thinking skills. This course models the AVID program and prepares students for instructional strategies that they will see throughout their time at Union Mine including but not limited to Socratic Seminars and Philosophical Chairs. Finally, this course is designed to encourage all freshman students at Union Mine that they are capable of being college-bound.

English Language Development - English Language Development is a year-long course designed to aid students in learning to improve their listening, speaking, reading, and writing in English, according to the California ELD Standards. Students participate in listening, speaking, reading, and writing activities. Class work will consist of ELD textbook lessons, grammar exercises, reading for vocabulary acquisition and other projects to increase English comprehension.

AVID - Advancement Via Individual Determination, is a school-wide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

Technology - Union Mine is committed to providing cutting edge technology and placing devices in the hands of our students. Currently, Union Mine is closing in on a 1:1 Chromebook to student ratio. We currently have eight hundred and twenty-one (821) student technology devices on our campus which are used to meet the educational needs of all students. We continue to implement Google Apps for Education, online textbooks and curriculum, supplemental resources and adaptive online computer software to help with intervention and remediation.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,667	\$46,184
Mid-Range Teacher Salary	\$65,576	\$75,179
Highest Teacher Salary	\$95,140	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$156,020	\$137,939
Superintendent Salary	\$200,000	\$217,637
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
All courses	18	18

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The El Dorado Union High School District and Union Mine High School are committed to high quality professional development, that meets the needs of the students, aligned to the established district strategic goals. Both district and site leadership provide regularly scheduled professional development in areas of curriculum, instructional resources and assessment. The focus of our professional development is the following: A continuous development and commitment to Professional Learning Communities that work to improve instructional practices, develop literacy, and strategies to maximize student achievement through technology. Our goal is that all students are provided the necessary skills and prerequisites to meet post-secondary goals and to prepare all students with 21st Century career skills. At Union Mine High School there has been a dual focus on continuing to improve academic intervention programs and Professional Learning Communities. Union Mine High School continues to encourage and provide a wide range of professional development opportunities including, but not limited to:

- Assessment for Learning
- AVID instructional and organizational strategies
- Project Based Learning (PLTW & ECS)
- Expository Reading and Writing across all grade levels
- Instructional Technology programs such Google Apps for Education, Kahoot.it, etc.
- Training to utilize supplementary digital textbook materials for all core subject areas
- Multi-Tiered Systems of Support to the meet the needs of ALL students
- Advanced Placement
- iLit Reading program
- Link Crew
- Why Try? - Resiliency Training
- CTE - Career Based Professional Development
- Executive Functioning
- Supporting the needs of Students with Disabilities