Union Mine High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or 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).

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.

Paul Neville

📍 Principal, Union Mine High

About Our School

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, home of the Diamondbacks, is one of four comprehensive high schools in the El Dorado Union High School District. Completed in 1999 and modeled after a college campus, the school sits in the golden rolling foothills of rural El Dorado County and currently serves 1081 students, grades 9-12. Union Mine employs a highly trained, vibrant, professional staff, consisting of 59 certificated teachers, 44 classified staff, one certificated librarian, three counselors, a school psychologist, a food service director, a facilities plant manager and three administrators.

Via a four-by-four schedule, students experience ninety-minute instructional blocks for an eighteen-week term, allowing them to complete an entire year's curriculum in the traditional "semester" time frame. Students experience a rigorous curriculum at Union Mine and are easily able to meet graduation and UC/CSU requirements, as well as select from a wide variety of Advanced Placement courses, Career Technical Education courses and extensive elective options. Students have significant flexibility in their schedule at Union Mine High School, allowing for early graduation, enrollment in ROP courses, opportunities for a shortened day to allow for employment as well as concurrent enrollment at the nearby community college.

Union Mine understands that all students learn differently, some may need additional support while others benefit from extension and acceleration opportunities. In order to support all students, Union Mine offers "D-Back" for one hour each week. The purpose of D-Back is to ensure that no secondary school student becomes anonymous – the built in intervention time promotes students' social, emotional growth and character development, while providing personal and academic guidance. Students are able to makeup assignments, labs and tests and receive one-on-one academic support. In addition to academic support, student groups frequently meet during D-Back to discuss key aspects of Union Mine, provide a platform for the student body to have a voice in the decision-making process and provide guidance to students in leadership positions. Furthermore, students participate in a student-led thematic lesson(s) focusing on building a positive school culture. Additionally each quarter, Union Mine hosts a school culture day where staff members and students participate in a wide range of enrichment activities.

Union Mine is reflective of the needs of its students, 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, career technical education, athletics, student leadership and volunteer opportunities develops our students into well-rounded citizens ready to build a stronger community.

Expected Schoolwide Learning Results

Lifelong Learners who:

- Develop academic, social, behavioral, and career or employability skills.
- Exhibit functional, practical, responsible adult capacities. (e.g., self-discipline, judgment).
- Exhibit behavior that is in the best interest of themselves and the people around them.
- Utilize available resources to identify, research, and pursue multiple career pathways.

Effective Communicators who:

- Demonstrate clear and effective written and oral communication skills using academic vocabulary and standard language conventions throughout classroom conversations and written products.
- Read and comprehend various texts; interpret and apply the knowledge and information derived from reading using measurable formative and summative assessments.
- Listen actively and respond appropriately.

Academic Achievers who:

- Meet or exceed the Common Core State Standards in English, mathematics, NGSS, literacy, and other areas as standards are developed.
- Access, organize, evaluate and synthesize pertinent ideas, concepts and strategies from multiple sources for problem solving and decision-making.
- Work efficiently, independently, and cooperatively to complete tasks by deadline.

Responsible and Ethical Individuals who:

- Demonstrate an understanding of one's responsibility and individual citizenship by actively contributing to the school family and larger community.
- Demonstrate respect for individual differences and ideas other than one's own.
- Demonstrate accountability toward themselves and others.
- Create a positive school culture through good citizenship
- Develop an understanding of their individual place within the school culture.

New Technology to Enhance Individual Outcomes:

- Effectively use technology to access, research, analyze, produce, present, disseminate, and exchange information to enhance learning.
- Develop the technological skills necessary for transition to postsecondary education, or the workplace, by tapping into students' repertoire of global, technological skills.

Contact

Union Mine High
6530 Koki Ln.
El Dorado, CA 95623-4328

Phone: 530-621-4003
E-mail: jbrown@eduhsd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
E-mail Address	rcarruth@eduhsd.k12.ca.us
Web Site	www.eduhsd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Union Mine High
Street	6530 Koki Ln.
City, State, Zip	El Dorado, Ca, 95623-4328
Phone Number	530-621-4003
Principal	Paul Neville
E-mail Address	jbrown@eduhsd.k12.ca.us
Web Site	http://umhs.eduhsd.k12.ca.us/
County-District-School (CDS) Code	09618530930164

Last updated: 1/15/2019

School Description and Mission Statement (School Year 2018—19)

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.

Last updated: 1/15/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	265
Grade 10	257
Grade 11	272
Grade 12	239
Total Enrollment	1033

Last updated: 1/15/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	1.6 %
Asian	0.8 %
Filipino	0.7 %
Hispanic or Latino	21.2 %
Native Hawaiian or Pacific Islander	%
White	68.2 %
Two or More Races	7.1 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	36.4 %
English Learners	1.1 %
Students with Disabilities	11.5 %
Foster Youth	0.6 %

A. Conditions of Learning

State Priority: Basic

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

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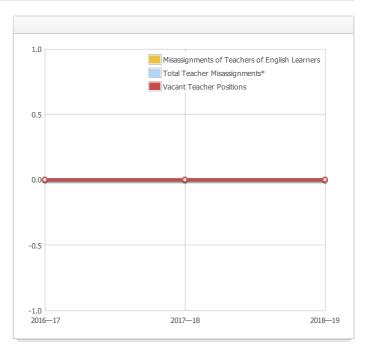- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	51	49	47	296
Without Full Credential	0	0	2	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	2

Last updated: 1/15/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/15/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted) English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted) English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted) 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)	Yes	0.0 %
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted) Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted) Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted) Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted) Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted) Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted) Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted) Probability and Statistics: Elementary Statistics-Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)	Yes	0.0 %
Science	Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 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: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted) AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (05/09/2017 Board Adopted) Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)	Yes	0.0 %
History-Social Science	World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted) U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted) AP World History: Ways of the World: A Global History, Bedford/St. Martins, 2016, (05/09/2017 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	0.0 %
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)	Yes	0.0 %

	Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)		
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.0 %
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2019

School Facility Conditions and Planned Improvements

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 the addition of a three acre Agriculture Farm Laboratory, renovation of our Agricultural Mechanics Lab, renovation of our Culinary Arts facility, additions to our Engineering Lab, a projector and retractable screen in the gymnasium, classroom renovation for our new ROP Fire Science class, installation of new weight room equipment, relamped parking and campus light poles with LED retrofit kits, upgrade of our lithonia automatic lighting system, and a new AVID college & career tutoring center.

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.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary

Last updated: 1/15/2019

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. 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); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	68.0%	76.0%	68.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	45.0%	48.0%	55.0%	53.0%	37.0%	38.0%

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.

Note: 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.

Last updated: 1/15/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	250	96.90%	68.00%
Male	129	126	97.67%	55.56%
Female	129	124	96.12%	80.65%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	55	54	98.18%	53.70%
Native Hawaiian or Pacific Islander				
White	185	179	96.76%	72.07%
Two or More Races	14	14	100.00%	64.29%
Socioeconomically Disadvantaged	79	77	97.47%	51.95%
English Learners	13	13	100.00%	
Students with Disabilities	33	30	90.91%	13.33%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/15/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	250	96.90%	48.40%
Male	129	125	96.90%	44.80%
Female	129	125	96.90%	52.00%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	55	54	98.18%	31.48%
Native Hawaiian or Pacific Islander				
White	185	179	96.76%	53.63%
Two or More Races	14	13	92.86%	46.15%
Socioeconomically Disadvantaged	79	78	98.73%	33.33%
English Learners	13	13	100.00%	
Students with Disabilities	33	29	87.88%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/15/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/15/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Union Mine High School offers a variety of Career Technical Education courses designed to provide students with the relevant real-world job skills needed to compete in today's competitive job market. Over the past three years, Union Mine has developed several career pathways for students including: Engineering, Agriculture, Graphic Design & Technology, and Culinary Arts. In order to provide our students with a world class experience, Union Mine has embarked on several facility and technology upgrades to support these programs including the construction of a new three acre Agricultural Farm Laboratory with a 2,000 square foot barn, renovation of our Culinary Arts classroom including new granite countertops, sinks and appliances, upgrading our state of the art video production classroom with new computers and photography equipment and installing a new Laser Cutter and two CNC Milling Machines in our Engineering lab.

Many of these courses also have an accompanying Regional Occupational 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 College & Career Center. Each student at UMHS takes part in multiple lessons that address such topics as career skill/interest inventories, entrepreneurship, resume building, and course planning focused on college and career goals.

Last updated: 1/15/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	561
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	36.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	9.0%

Last updated: 1/15/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	53.1%

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	16.2%	26.1%	43.6%

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.

Last updated: 1/16/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

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/Back to School Night (which provides parents with a wide range of workshops and information sessions including Advanced Placement, Registration, Graduation, Clubs, Extra-Curricular and Co-Curricular information), New Student Orientation, Career Technical Education Shadow Day(s), 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, Agriculture Boosters, Drama Boosters, Family and Consumer Science events, Sober Grad Night, SILT, 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. This year Union Mine improved its parent outreach and hosted several Latino Parent Nights, "Mi Gente," focused on supporting our latino students and families in their transition to their post-secondary lives.

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 is updated daily on smore.com providing parents with upcoming events, changes in the school day and student life information. 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 access to 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 a "Coffee at the Mine" parent meeting each month which provides parents an opportunity to meet with administration and provide feedback regarding programs, upcoming events, and student life. In addition to "Coffee at the Mine," Union Mine hosts a "Parents Day on Campus" including a student recognition ceremony, which provides parents an opportunity to visit their student's classes and participate in the recognition of our outstanding student achievement here at Union Mine.

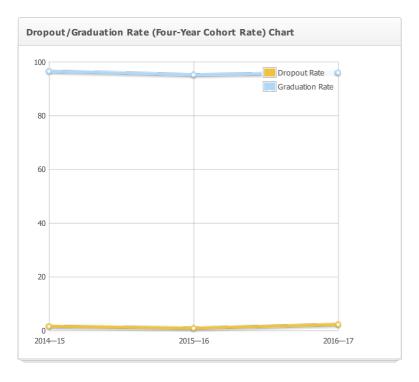# State Priority: Pupil Engagement

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

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	1.5%	0.8%	2.6%	2.2%	10.7%	9.7%
Graduation Rate	96.4%	95.1%	95.3%	94.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	2.2%	2.3%	9.1%
Graduation Rate	95.9%	94.7%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

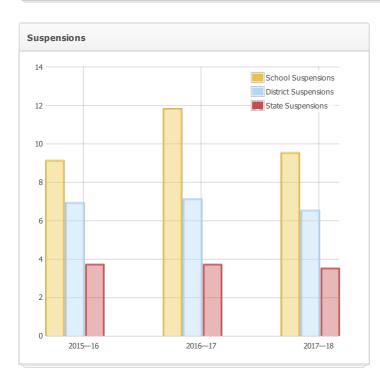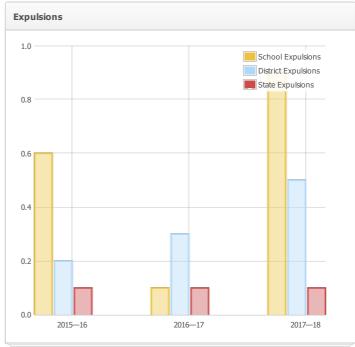| Student Group	School	District	State
All Students	94.2%	94.3%	88.7%
Black or African American	75.0%	81.8%	82.2%
American Indian or Alaska Native	100.0%	85.7%	82.8%
Asian	100.0%	95.1%	94.9%
Filipino	100.0%	94.1%	93.5%
Hispanic or Latino	97.5%	92.1%	86.5%
Native Hawaiian or Pacific Islander	100.0%	85.7%	88.6%
White	94.2%	94.8%	92.1%
Two or More Races	88.9%	96.5%	91.2%
Socioeconomically Disadvantaged	95.0%	95.3%	88.6%
English Learners	0.0%	42.9%	56.7%
Students with Disabilities	73.9%	71.0%	67.1%
Foster Youth	71.4%	60.0%	74.1%

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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	9.1%	11.8%	9.5%	6.9%	7.1%	6.5%	3.7%	3.7%	3.5%
Expulsions	0.6%	0.1%	0.9%	0.2%	0.3%	0.5%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2018—19)

Our comprehensive safe schools plan was last updated on 8/4/2018, and again on 10/19/2018, after a thorough review of our safety protocols, 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 2018. 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 and in their student planners.

Union Mine High School continues to use the "STOPit" app 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. In addition to the "STOPit" app, Union Mine reinstituted our Safe School Ambassadors program to empower students to be positive change agents on our campus. Over one hundred and twenty students on campus have been formally trained as Safe School Ambassadors. The Safe School Ambassadors program is an effective bystander education program that harnesses the power of students to prevent and reduce incidents of bullying, cyber-bullying, promote academic excellence, and improve the overall school climate.

In addition to the changes in our school climate programs, Union Mine continues to refine and improve our freshman outreach programs including Link Crew, Union Mine Assistance Team and our freshman College and Career Readiness program to support incoming freshman in their transition from junior high to high school. Link Crew and Union Mine Assistance Team creates opportunities for upperclassmen and staff to work as mentors and academic peer tutors for incoming freshman. Throughout the year, Link Crew "families" and our student advisory groups meet during D-Back and participate in team building activities. Once a quarter thematic lessons that help promote and instill the "Union Mine Way," including our core values: Passion, Humility, Integrity, Respect, Unity, Determination and Grit, are presented during D-Back.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	12	11	6
Mathematics	28.0	3	13	6
Science	32.0		6	7
Social Science	27.0	5	3	12

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	14	16	6
Mathematics	25.0	5	14	7
Science	27.0	2	9	5
Social Science	21.0	10	8	8

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	11	13	7
Mathematics	23.0	10	11	6
Science	23.0	6	8	3
Social Science	24.0	8	8	7

* 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.

Last updated: 1/15/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	344.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.3	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/15/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12667.0	$2975.0	$9692.0	$82398.0
District	N/A	N/A	$8556.0	$81042.0
Percent Difference – School Site and District	N/A	N/A	13.0%	2.0%
State	N/A	N/A	$6574.0	$85815.0
Percent Difference – School Site and State	N/A	N/A	78.0%	-4.0%

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

Last updated: 1/15/2019

Types of Services Funded (Fiscal Year 2017—18)

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, instructional and teaching assistant support 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, executive functioning, 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 introduces students to learning strategies that they will see throughout their time at Union Mine, including but not limited to, Cornell Note Taking, binder organization, critical reading and writing strategies, Socratic Seminars and Philosophical Chairs. Ultimately, this course is designed to support all students at Union Mine in their goals of becoming college and career ready.

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 consists 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, Pearson Math XL, IXL, Pearson Realize, online textbooks and curriculum, supplemental resources and adaptive online computer software to help with intervention and remediation.

Instructional Support - Union Mine currently supports our English Language Learners, "at-promise" math students and students with disabilities by utilizing highly qualified instructional aides to work in 1:1 and small groups settings. The purpose of this support is to help accelerate learning and support students as they work towards grade level mastery.

APEX & UC Scout Credit Recovery
Union Mine understands that students learn in a variety of ways. Union Mine offers a blended learning model, using the APEX curriculum, to help remediate failing grades. The program is designed to keep students on track for graduation but provides them with the flexibility to work at their own pace throughout the spring term.
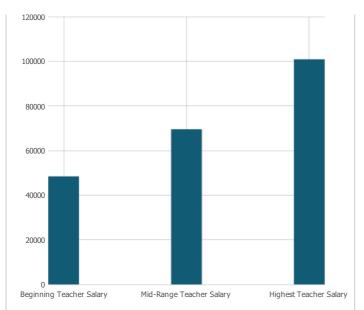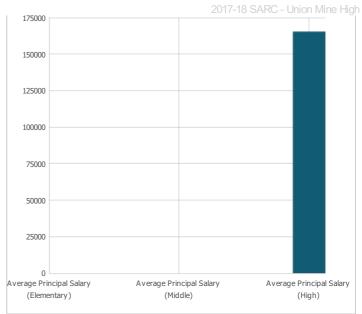
Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,407	$50,747
Mid-Range Teacher Salary	$69,511	$86,127
Highest Teacher Salary	$100,848	$106,915
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$136,636
Average Principal Salary (High)	$165,381	$150,286
Superintendent Salary	$231,663	$238,058
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

Teacher Salary Chart	Principal Salary Chart

Last updated: 1/15/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All Courses	11	8.5%

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

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

Last updated: 1/16/2019

Professional Development

The El Dorado Union High School District and Union Mine High School are committed to high quality professional development, which 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, instruction 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. This year, Union Mine High School developed a new professional development structure. Staff members selected three professional development strands (Love & Logic, AVID and Universal Design for Learning). Staff members then selected a strand of interest creating cross curricular cohorts. During the school year, each cohort will meet nine times (once a month) for two hours and fifteen minutes and work together to improve our instruction and learning environments throughout campus. Over the next two years, each cohort will cycle through the three professional development strands. In doing so, all staff members will be Love & Logic, Universal Design for Learning and AVID trained after three years. In addition to our professional development three year plan, Union Mine High School continues to encourage and provide a wide range of off site professional development opportunities including, but not limited to:

- College & Career Readiness

- AVID Instructional Strands

- Assessment for Learning

- Sound Grading Practices

- CTE - Career Based Professional Development

    - Project Lead the Way - Engineering Program

    - Agriculture & FFA

    - Exploring Computer Science

- Expository Reading and Writing across all grade levels

- Instructional Technology programs such Google Apps for Education

- Training to utilize supplementary digital textbook materials for all core subject areas

- Advanced Placement

- ACSA's Every Child Counts Symposium

- Next Generation Science Standards Conference

- QUE Conference

- Google Apps for Education

- National Council of the Social Sciences Conference

Last updated: 1/15/2019