Union Mine High

School Accountability Report Card
Reported Using Data from the 2018—19 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

📍 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 High School, home of the Diamondbacks, is one of four comprehensive high schools in the El Dorado Union High School District. Modeled after a college campus, the school sits in the golden rolling foothills of rural El Dorado County and currently serves 1090 students, grades 9-12. Union Mine High School employs a highly trained, vibrant, professional staff, consisting of 50 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 block schedule, students experience eighty-two 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 High School 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.

Union Mine High School 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 and reach its college readiness goals, Union Mine High School has worked diligently to implement Advancement via Individual Determination (AVID) strategies across all subject areas as well as build academic support time into students' daily schedule. This year, Union Mine High School, was recognized as an AVID Emerging Schoolwide Site for the 2019-2020 school year. In addition to its progress implementing AVID schoolwide, Union Mine High School is also implementing "Priority Period" to meet the learning needs of all students. Priority Period is offered Tuesday through Friday for 34 minutes. The purpose of Priority Period is to ensure that all students have academic support and enrichment they need to be successful. The built in intervention time promotes students' academic success and helps build a stronger connection among staff and students. 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 Priority Period to discuss key aspects of Union Mine High School and provide a platform for the student body to have a voice in the decision-making process. Additionally, each quarter, Union Mine High School hosts a school culture day where staff members and students participate in a wide range of enrichment activities.

Union Mine High School is reflective of the needs of its students, provides a quality 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.

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.

Contact

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

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

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
Email Address	rcarruth@eduhsd.k12.ca.us
Website	www.eduhsd.k12.ca.us

School Contact Information (School Year 2019—20)	
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, Principal
Email Address	jbrown@eduhsd.k12.ca.us
Website	http://umhs.eduhsd.k12.ca.us/
County-District-School (CDS) Code	09618530930164

Last updated: 1/23/2020

School Description and Mission Statement (School Year 2019—20)

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:

- 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.

- Students will be provided with an opportunity to experience learning in a positive environment that encourages high expectations, mutual respect, and self-direction.

- Students will demonstrate knowledge using performance-based, cross-curricular, collaborative learning experiences in traditional and non-traditional settings.

- Students will use technology to enhance understanding of the core curriculum, expand learning outcomes, and evaluate and synthesize information.

- Students will become part of the worldwide community, will respect diversity, and will achieve academic and extracurricular goals.

- Students will experience an environment that will further develop integrity and respect for self, others, and their school.

- 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.

- 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.

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.
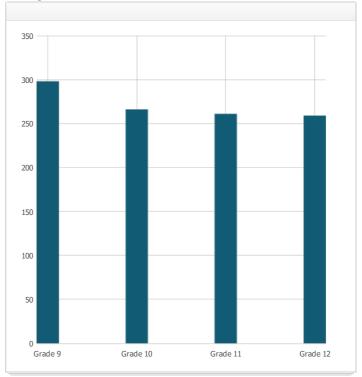
Responsible and Ethical Individuals who:

- Demonstrate an understanding of one's responsibility and individual citizenship by actively contributing to the school family and the 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.

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	298
Grade 10	266
Grade 11	261
Grade 12	259
Total Enrollment	1084

Last updated: 1/23/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	1.30 %
Asian	0.60 %
Filipino	0.40 %
Hispanic or Latino	20.90 %
Native Hawaiian or Pacific Islander	%
White	68.70 %
Two or More Races	7.30 %

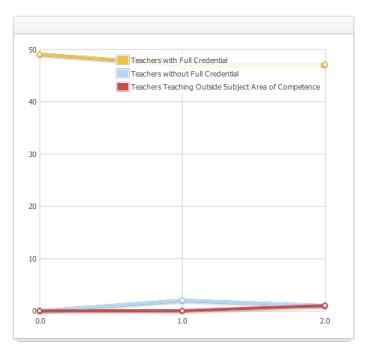| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	33.80 %
English Learners	1.50 %
Students with Disabilities	14.20 %
Foster Youth	0.60 %
Homeless	0.80 %

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
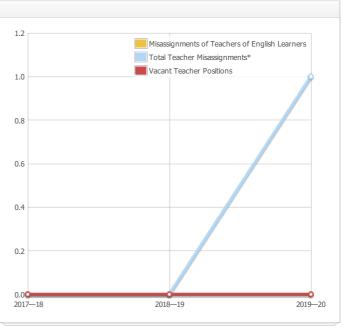- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	49	47	47	292
Without Full Credential	0	2	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

Last updated: 1/23/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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: 1/23/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other 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	0.00 %
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	0.00 %
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	0.00 %
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	0.00 %
Foreign Language	Spanish 1-4: i 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 1-3: Mosaik – Levels 1-3, Vista Higher Learning, 2018 (4/09/2019 Board Adopted) German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 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	0.00 %

Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.00 %
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: 1/23/2020

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 a new lamb barn, poultry facility and growing plots in our three acre Agriculture Farm Laboratory, renovation of our Agricultural Mechanics Lab, additions to our Engineering Lab, a projector and retractable screen in the gymnasium, classroom renovation for our ROP Fire Science class, new solar arrays in our parking lot, and upgrades to our athletic stadium including live streaming cameras for school events/athletics and new equipment storage containers.

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, five 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: 1/23/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

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 2019

Overall Rating	Exemplary

Last updated: 1/23/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	65.0%	68.0%	69.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	48.0%	44.0%	53.0%	55.0%	38.0%	39.0%

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: 1/23/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	237	97.93%	2.07%	65.40%
Male	136	133	97.79%	2.21%	59.40%
Female	106	104	98.11%	1.89%	73.08%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	52	52	100.00%	0.00%	51.92%
Native Hawaiian or Pacific Islander					
White	162	160	98.77%	1.23%	70.63%
Two or More Races	19	17	89.47%	10.53%	52.94%
Socioeconomically Disadvantaged	87	85	97.70%	2.30%	58.82%
English Learners	--	--	--	--	
Students with Disabilities	23	20	86.96%	13.04%	25.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/23/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	233	96.68%	3.32%	44.21%
Male	136	131	96.32%	3.68%	41.98%
Female	105	102	97.14%	2.86%	47.06%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	52	51	98.08%	1.92%	33.33%
Native Hawaiian or Pacific Islander					
White	161	157	97.52%	2.48%	47.13%
Two or More Races	19	17	89.47%	10.53%	41.18%
Socioeconomically Disadvantaged	86	81	94.19%	5.81%	30.86%
English Learners	--	--	--	--	
Students with Disabilities	23	20	86.96%	13.04%	10.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/23/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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. Union Mine High School offers several career pathways for students including: Engineering, Agriculture, Computer Science and Culinary Arts. In order to provide our students with a world class experience, Union Mine High School 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, growing plots, welders, and livestock barns, renovation of our Culinary Arts classroom, upgrading our video production and computer science classroom, installing a Laser Cutters in both the Engineering lab and Agriculture Mechanics shop and a new CNC Milling Machine 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, Union Mine High School offers a sequence of guidance lessons presented by counselors and the Union Mine High School College & Career Center. Each student at Union Mine High School 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.

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, Union Mine High School provides several career pathways and programs in the following areas:

Engineering
Introduction to Engineering Design
Principles of Engineering
Computer Integrated Manufacturing
Engineering Design and Development

Computer Science
Exploring Computer Science

Culinary Arts
Culinary 1
Culinary 2

Agriculture
Agricultural Science
Agricultural Biology
Animal Science
Agricultural Mechanics
Adv Agricultural Mechanics
Agricultural Leadership

Regional Occupational Programs offered at Union Mine High School or EDUHSD Virtual Academy (adjoining campus)
ROP Fire Science
ROP Cosmetology
ROP Dental

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	460
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.60%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	2.40%

Last updated: 1/23/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.61%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	56.39%

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 2018—19)

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	16.70%	25.00%	43.10%

Note: 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.

Last updated: 1/23/2020

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 2019—20)

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, glubs, extracurricular and cocurricular 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, Sober Grad Night, SILT, and our district wide Robotics Club. Additionally, Union Mine High School 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 "ParentSquare" 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 High School 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 High School.

State Priority: Pupil Engagement

Last updated: 1/30/2020

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 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.80%	2.20%	9.70%
Graduation Rate	95.10%	94.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	2.20%	2.60%	2.30%	2.10%	9.10%	9.60%
Graduation Rate	95.90%	93.20%	94.70%	94.20%	82.70%	83.00%

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

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/23/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	11.80%	9.50%	12.30%	7.10%	6.50%	7.10%	3.60%	3.50%	3.50%
Expulsions	0.10%	0.90%	0.70%	0.30%	0.50%	0.30%	0.10%	0.10%	0.10%

Last updated: 1/23/2020

School Safety Plan (School Year 2019—20)

Our comprehensive School Safety Plan was last updated on 10/19/2019, 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. Union Mine High School Management meet monthly to review overall school safety, including both preventative and responsive plans to potential school emergencies. 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 High School 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 High School continues to refine and improve our freshman outreach programs including Link Crew and College and Career Readiness to support incoming freshmen in their transition from junior high to high school. Link Crew and student leadership provides opportunities for upperclassmen and staff to work as mentors and academic peer tutors for incoming freshman. In addition to Link Crew and College & Career Readiness, Union Mine High School has also implemented a peer mentoring program called "Guided Studies." Guided Studies targets at-promise ninth and tenth grade students that traditionally have struggled academically. Throughout the year, academic peer mentors work closely with at-promise students to support them academically, socially and emotionally. Our Guided Studies mentors advocate for their student mentees creating a bond with that student(s), build connections and ultimately creating a culture of giving back to their community. In addition to Guided Studies, Union Mine High School has also implemented a Student Wellness Center run by a licensed therapist to support the social and emotional needs of all students at Union Mine High School and to connect families with mental health resources in our community.

Last updated: 1/30/2020

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	14	16	6
Mathematics	25.00	5	14	7
Science	27.00	2	9	5
Social Science	21.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	11	13	7
Mathematics	23.00	10	11	6
Science	23.00	6	8	3
Social Science	24.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	17	12	9
Mathematics	19.00	16	9	6
Science	28.00	3	6	6
Social Science	22.00	12	2	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.

Last updated: 1/23/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	361.30

*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.
**Average Number of Pupils per Counselor

Last updated: 1/23/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.91
Social Worker	
Nurse	0.73
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.30
Other	0.20

*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: 1/27/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12782.00	$2862.00	$9920.00	$83419.00
District	N/A	N/A	$8830.00	$82102.00
Percent Difference – School Site and District	N/A	N/A	12.00%	2.00%
State	N/A	N/A	$7506.64	$88538.00
Percent Difference – School Site and State	N/A	N/A	32.00%	-6.00%

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

Last updated: 1/23/2020

Types of Services Funded (Fiscal Year 2018—19)

Categorical funds supplement several programs and services at Union Mine High School, including but not limited to, Academic Support Classes (ASC) , Reading Improvement, College & Career Readiness programs for 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.

Guided Studies - Academic Peer Mentor Program - Guided Studies targets at-promise ninth and tenth grade students that traditionally have struggled academically. Throughout the year, academic peer mentors work closely with at-promise students to support them academically, socially and emotionally. Our Guided Studies mentors advocate for their student mentees creating a bond with that student(s), build connections and ultimately creating a culture of giving back to their community.

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 fluency.

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 fifty (850) 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, No Red Ink, 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 group settings. The purpose of this support is to help accelerate learning and support students as they work towards grade level mastery.
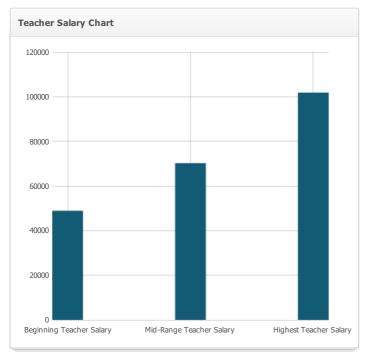

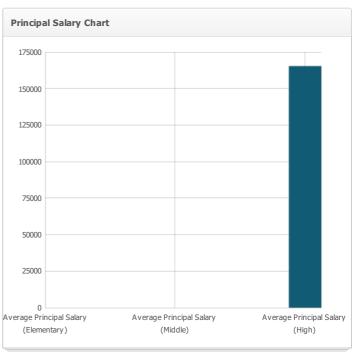Credit Recovery - APEX, Edgenuity, & Independent Study
Union Mine understands that students learn in a variety of ways. Union Mine offers a variety of blended learning models, using the APEX curriculum and Edgenuity, to help remediate failing grades. The program(s) are designed to keep students on track for graduation but provides them with the flexibility to work at their own pace.

Last updated: 1/23/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,891	$52,466
Mid-Range Teacher Salary	$70,206	$87,373
Highest Teacher Salary	$101,856	$109,803
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$142,025
Average Principal Salary (High)	$165,381	$153,904
Superintendent Salary	$243,246	$241,221
Percent of Budget for Teacher Salaries	33.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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: 1/23/2020

Advanced Placement (AP) Courses (School Year 2018—19)

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	6	N/A
All Courses	12	13.90%

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

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

Last updated: 1/29/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	12