

Union Mine High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Union Mine High School
Street	6530 Koki Lane
City, State, Zip	El Dorado, Ca, 95623-4328
Phone Number	530-621-4003
Principal	Paul Neville
Email Address	pneville@eduhd.k12.ca.us
School Website	https://umhs.eduhd.k12.ca.us/
County-District-School (CDS) Code	09618530930164

2022-23 District Contact Information

District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
Email Address	sfuson@eduhd.net
District Website Address	www.eduhd.k12.ca.us

2022-23 School Overview

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. Modeled after a college campus, the school sits in the golden rolling foothills of rural El Dorado County and currently serves 1050 students, grades 9-12. Union Mine employs a highly trained, vibrant, professional staff, consisting of 50 certificated teachers, 40 classified staff, one certificated librarian, three counselors, a school psychologist, a food service director, a facilities plant manager, a Dean of Students and three administrators.

Via a four-by-four block schedule, students experience eighty 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 an interactive and positive learning experience 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, 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 reach their college readiness goals, Union Mine 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. Union Mine has recently been recognized as an AVID Emerging Schoolwide Site. In addition to its progress implementing AVID schoolwide, Union Mine has also implemented and built intervention into the school day to meet the learning needs of all students. The purpose of the daily intervention is to ensure that all students have academic support and enrichment they need to be successful. The daily built-in intervention time promotes students' academic success and helps build a stronger connection among staff and students. In addition to academic support, student groups frequently meet during Priority Period to discuss key aspects of Union Mine and provide a platform for the student body to have a voice in the decision-making process. Additionally, Union Mine hosts a variety of school culture days 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 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, California Cadet Corp, career technical

2022-23 School Overview

education, athletics, student leadership and volunteer opportunities develops our students into well-rounded citizens ready to build a stronger community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	256
Grade 10	303
Grade 11	275
Grade 12	291
Total Enrollment	1,125

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.2
American Indian or Alaska Native	1.5
Asian	0.5
Black or African American	0.8
Filipino	0.3
Hispanic or Latino	22.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.9
White	68.5
English Learners	4.7
Foster Youth	0.8
Homeless	3.6
Migrant	0.0
Socioeconomically Disadvantaged	35.6
Students with Disabilities	17.0

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.00	80.58	251.10	87.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	2.05	1.50	0.53	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	2.05	3.00	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	5.23	12.40	4.36	12115.80	4.41
Unknown	4.80	10.06	17.40	6.10	18854.30	6.86
Total Teaching Positions	48.40	100.00	285.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.30	
Misassignments	0.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.50	
Total Out-of-Field Teachers	2.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)</p> <p>English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p>	Yes	0
Mathematics	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted)</p> <p>Geometry: Geometry, Pearson, 2020, CC (5/17/2022 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted)</p> <p>Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p> <p>Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted)</p> <p>Probability and Statistics: Elementary Statistics-Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)</p>	Yes	0
Science	<p>Earth and Space Science: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted)</p> <p>Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted)</p> <p>AP Biology: Biology In Focus, 2020 (5/17/2022 Board Adopted)</p> <p>Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (5/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (5/09/2017 Board Adopted)</p>	Yes	0

	Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)		
History-Social Science	<p>World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)</p> <p>U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted)</p> <p>AP World History: Ways of the World, Bedford, Freeman and Worth, 2020, (05/12/2020 Board Adopted)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p> <p>Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)</p> <p>Sociology: Sociology: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted)</p> <p>Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)</p>	Yes	0.0
Foreign Language	<p>Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)</p> <p>AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)</p> <p>German 1-3: Mosaik – Levels 1-3, Vista Higher Learning, 2018 (4/09/2019 Board Adopted)</p> <p>German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 Board Adopted)</p> <p>French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)</p> <p>Italian 1-4: Sentieri 3e, Vista Higher Learning, 2019 (10/27/2020 Board Adopted)</p> <p>Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)</p>	Yes	0.0
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 Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The Union Mine High School campus is one of four comprehensive high school sites 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 full remodel of the weight room including all new equipment, new swine facility and a metal fabrication building in our three acre Agriculture Farm Laboratory, renovation of our Agricultural Mechanics Lab, additions to our Engineering Lab, classroom renovation for our ROP Fire Science class, classroom renovation for our new California Cadet Corp program, and upgrades to our athletic stadium including a new track.

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.

Year and month of the most recent FIT report

September 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	67	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	241	94.51	5.49	66.80
Female	118	111	94.07	5.93	72.07
Male	137	130	94.89	5.11	62.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	48	92.31	7.69	62.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	22	100.00	0.00	81.82
White	171	161	94.15	5.85	67.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	107	96.40	3.60	58.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	35	94.59	5.41	20.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	241	94.51	5.49	28.22
Female	118	111	94.07	5.93	28.83
Male	137	130	94.89	5.11	27.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	48	92.31	7.69	27.08
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	22	100.00	0.00	31.82
White	171	161	94.15	5.85	27.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	107	96.40	3.60	26.17
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	35	94.59	5.41	8.57

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	40.94	37.3	44.81	39.55	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	473	429	90.7	9.3	37.3
Female	214	192	89.72	10.28	34.38
Male	259	237	91.51	8.49	39.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	85	93.41	6.59	27.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	33	91.67	8.33	42.42
White	331	296	89.43	10.57	39.86
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	196	170	86.73	13.27	32.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	52	74.29	25.71	19.23

2021-22 Career Technical Education Programs

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, ROP Fire Science, 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, new swine facility, new metal fabrication facility, goat & lamb facility, growing plots, welders, and livestock barns, renovation of our Culinary Arts classroom, installing Laser Cutters in both the Engineering lab and Agriculture Mechanics shop and a CNC Milling Machine in our Engineering lab.

Starting in January of 2022, Union Mine High School will also offer California Cadet Corp which will include a four year pathway for students.

The California Cadet Corp Program will enable students to:

- Develop a high degree of ethics, self-esteem, self-reliance, and leadership.
- Adhere to the values of integrity, service, and excellence.
- Increase their understanding of patriotism and responsibilities as US citizens.
- Participate in community service activities.
- Expand their skills of critical thinking and problem solving, communication and collaboration, and creativity and innovation.
- Demonstrate military customs, courtesies, and traditions and develop habits of order, discipline, and social skills.
- Acquire a broad-based knowledge of military leadership education.

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

Culinary Arts

- Culinary 1
- Culinary 2
- ROP Culinary Arts (Off Campus)

Agriculture

- Agricultural Science
- Agricultural Biology
- Animal Science
- Agricultural Mechanics
- Adv Agricultural Mechanics
- Agricultural Leadership
- Agricultural Food Science
- ROP Animal Health (Off Campus)

California Cadet Corp

- CACC Regulations "Know What is Expected of You"
- Cadet Uniform "Dress for Success"
- Individual Drill "Instill Habits of Precision"
- First Aid "Respond to Emergencies"
- CACC Basics "Build a Foundation"
- Maps & Navigation "Leaders Know the Way"
- Unit Drill "Follow, Cooperate, then Lead"
- Military Courtesy "Courtesy is the Foundation of Respect"
- US Armed Forces "In Service to this Nation"
- Field Skills "Build the Team"

2021-22 Career Technical Education Programs

- Survival / Resilience “Be Resilient in Adversity”
- Ceremonial Drill “Inspire with Unity of Purpose”
- Marksmanship

Regional Occupational Programs offered at Union Mine or Virtual Academy (adjoining campus)

- ROP Fire Science
- ROP Cosmetology
- ROP Dental

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, career and community goals.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	569
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.07
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	46.72

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	82	83	82	83	83

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Union Mine High School works to provide as many opportunities as possible for parents to be involved in the school community. This year we offered Back-to-School Nights for each term, Eighth Grade Preview Night and New Student Orientation, and our Academic Awards Assembly. In addition to attending these school information events, parents play an integral role in our School Site Council, Athletic Boosters, Music Boosters, Agriculture Boosters, Drama Boosters, and SILT. Additionally, UMHS offers several counseling and career center information nights in order to educate parents on college scholarships, financial aid, college requirements, etc.

In order to foster effective communication with our parents, we utilize the "Parent Square" communication platform which allows us to send information via text message, email, and telephone. The "Daily Diamondback" newsletter is updated on our website weekly providing parents with upcoming events, changes in the school day and student life information. A quarterly "Principal's Newsletter" is also sent out via ParentSquare 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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.4	0.7		2.6	1.3		8.9	7.8
Graduation Rate		93.5	96.8		94.2	96.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	282	273	96.8
Female	125	122	97.6
Male	157	151	96.2
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	55	54	98.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	16	16	100.0
White	203	195	96.1
English Learners	11	10	90.9
Foster Youth	--	--	--
Homeless	18	17	94.4
Socioeconomically Disadvantaged	144	136	94.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	52	45	86.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1195	1161	396	34.1
Female	556	544	188	34.6
Male	637	615	206	33.5
American Indian or Alaska Native	18	17	11	64.7
Asian	6	6	1	16.7
Black or African American	12	11	6	54.5
Filipino	3	3	2	66.7
Hispanic or Latino	265	260	86	33.1
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	68	66	26	39.4
White	822	798	264	33.1
English Learners	53	52	22	42.3
Foster Youth	14	10	4	40.0
Homeless	60	58	36	62.1
Socioeconomically Disadvantaged	557	539	222	41.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	220	207	89	43.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.06	5.05	2.45
Expulsions	0.09	0.14	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	3.66	9.12	1.91	5.39	0.20	3.17
Expulsions	0.09	0.17	0.04	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.12	0.17
Female	7.73	0.00
Male	10.36	0.31
American Indian or Alaska Native	16.67	0.00
Asian	0.00	0.00
Black or African American	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.21	0.38
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.29	0.00
White	7.66	0.12
English Learners	20.75	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	12.93	0.36
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.73	0.00

2022-23 School Safety Plan

Our comprehensive safe schools plan was last updated on 8/2022, and again on 10/2022, 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 meets weekly 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 2022. 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 instituted a student leadership 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 student wellness 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.

Union Mine High School continues to refine and improve our freshman outreach programs to support incoming freshmen in their transition from junior high to high school. For example, our Associated Student Body Leadership class has implemented a peer mentoring program called "Guided Studies" which provides opportunities for upperclassmen and staff to work as mentors and academic peer tutors for incoming freshmen. Guided Studies targets at-risk ninth and tenth grade students that traditionally have struggled academically. Throughout the year, academic peer mentors work closely with their mentees to support them academically, socially and emotionally. Our Guided Studies mentors advocate for their student mentees creating strong bonds among the students, building 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 team of licensed therapists to support the social and emotional needs of all students at Union Mine and to connect families with mental health resources in our community.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	14	7
Mathematics	21	11	12	5
Science	26	4	6	8
Social Science	20	14	4	10

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	20	10	8
Mathematics	21	9	9	7
Science	23	7	13	5
Social Science	18	20	2	12

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	35	25	6
Mathematics	20	23	18	4
Science	23	14	16	4
Social Science	20	27	11	16

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	375

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,805	3,943	8,862	\$82,672
District	N/A	N/A	8,331	\$85,434
Percent Difference - School Site and District	N/A	N/A	6	-6
State	N/A	N/A	6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	34	-14

2021-22 Types of Services Funded

Categorical funds supplement several programs and services at Union Mine High School, including but not limited to, Academic Support Classes (ASC) , Reading Improvement, Guided Studies 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.

ASC Algebra Support - Union Mine will offer two sections of Academic Support Courses in Algebra to help remediate lost instruction due to the pandemic. This will provide students with an opportunity to close learning gaps and move towards mastery of mathematics state standards.

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 strong bond with that student(s), building connections and ultimately creating a culture of giving back to their community.

READ 180 - 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.

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 Chromebook carts (30+ devices) in every classroom on 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 - 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 and provides them with the flexibility to work at their own pace.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,118	\$55,947
Mid-Range Teacher Salary	\$71,968	\$90,080
Highest Teacher Salary	\$104,412	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$172,453	\$164,633
Superintendent Salary	\$256,179	\$261,984
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	2
Foreign Language	1
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	20