Union Mine High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	6530 Koki Ln. El Dorado, CA , 95623-4328	**Principal:**	Paul Neville, Principal
Phone:	(530) 621-4003	**Grade Span:**	9-12

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 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.

About This School

Paul Neville, Principal

📍 Principal, Union Mine High

About Our School

Contact

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

Phone: (530) 621-4003
Email: pneville@eduhsd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name   El Dorado Union High

Phone Number   (530) 622-5081

Superintendent   Carruth, Ron

Email Address   rcarruth@eduhsd.k12.ca.us

Website   www.eduhsd.k12.ca.us

School Contact Information (School Year 2023–24)

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   pneville@eduhsd.net

Website   http://umhs.eduhsd.k12.ca.us/

County-District-School 09618530930164
(CDS) Code

Last updated: 2/7/24

School Description and Mission Statement (School Year 2023–24)

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

With a four-by-four block schedule, students experience eighty minute instructional blocks for eighteen-week terms, 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 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 intervention built 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 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 activities.

The faculty and staff of Union Mine High School are dedicated to providing a quality education for ALL students and strive to achieve the Schoolwide Learner Outcomes.   Our Schoolwide Learner Outcomes of United, Mindful, Honorable, Strong also align with the district strategic initiatives, which emphasize high academic expectations and access to post-secondary pathways.

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 academics, Visual and Performing Arts, California Cadet Corp, Career Technical Education, athletics, student leadership and community service provide our students with transferable skills necessary to be successful in their post-secondary lives.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	264
Grade 10	267
Grade 11	287
Grade 12	248
Total Enrollment	1066
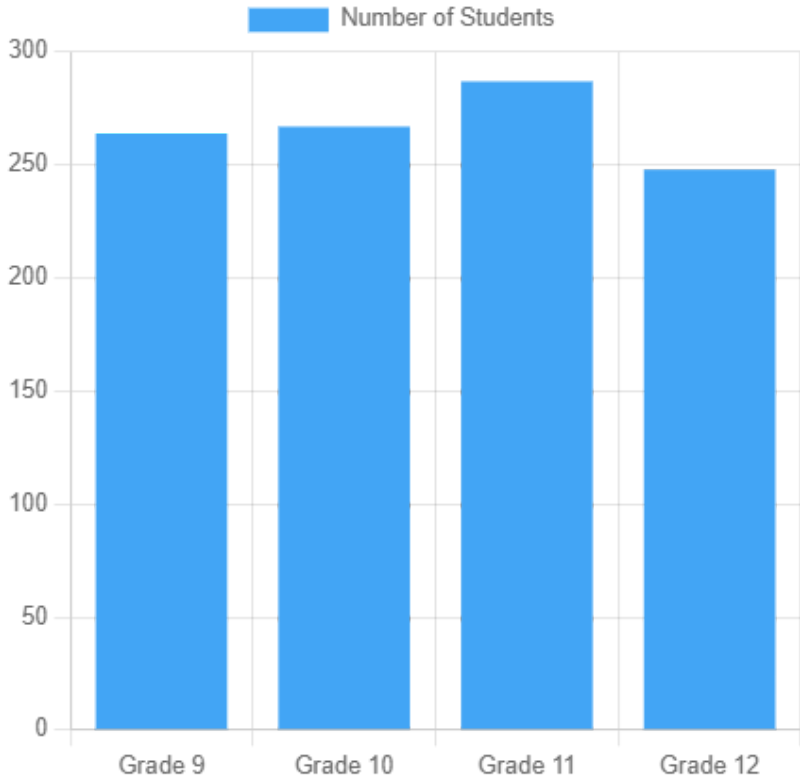
Last updated: 2/7/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.10%
Non-Binary	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.70%
Foster Youth	0.60%
Homeless	3.70%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.60%
Asian	0.80%
Black or African American	0.80%
Filipino	0.30%
Hispanic or Latino	23.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.10%
White	67.70%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disavantaged	41.20%
Students with Disabilities	16.40%

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 Preparation and Placement (School Year 2020–21)

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/Incomplete/NA	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.

Last updated: 2/7/24

Teacher Preparation and Placement (School Year 2021–22)

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)	37.10	76.10%	255.50	88.63%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	2.05%	1.00	0.35%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	6.56%	5.40	1.90%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.80	7.87%	15.00	5.22%	11953.10	4.28%
Unknown/Incomplete/NA	3.60	7.38%	11.20	3.90%	15831.90	5.67%
Total Teaching Positions	48.70	100.00%	288.30	100.00%	279044.80	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.

Last updated: 2/7/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.30	1.40
Misassignments	0.60	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	3.20

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.50	3.80
Total Out-of-Field Teachers	2.50	3.80

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	7.3%
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%	1.4%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted) Algebra 1: Reveal Algebra 1, McGraw Hill, 2020	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	(4/11/2023 Board Adopted)		
	Geometry: Geometry, McGraw Hill, 2022, (5/17/2022 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)		
Science	Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)	Yes	0
	Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)?		
	AP Biology: Biology In Focus, SAVVAS, 2020, 3rd Edition (05/17/2022 Board Adopted)		
	Environmental Science: Environmental Science: Sustaining Your World,		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Cengage, 2017 (05/12/2020 Board Adopted)		
	AP Environmental Science: Exploring Environmental Science AP, Cengage, 2019 (05/07/2019 Board Adopted)		
	Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 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)		
	AP Physics 1 and 2: College Physics, Cengage, 2018, (06/13/2023 Board Adopted)		
History-Social Science	World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)	Yes	0
	U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted)		
	AP World History: Ways of the World, Bedford, Freeman and Worth, 2020, (05/12/2020 Board Adopted)		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	AP US History: AMSCO AP United States History, Perfection Learning, 2022, (05/09/2023)		
	American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)		
	AP American Government: American Government: Stories of a Nation, Bedford, Freeman and Worth, 2021, (06/07/2022 Board Adopted)		
	Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)		
	Sociology: Sociology: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted)		
	Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)		
Foreign Language	Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)	Yes	0
	AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)		
	German 1-3: Mosaik – Levels 1-3, Vista Higher Learning,		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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: Sentieri 3e, Vista Higher Learning, 2019 (10/27/2020 Board Adopted) Japanese 1-4: Genki I and II, Japan Times, 2011 (5/09/2023 Board Adopted)		
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0
Visual and Performing Arts	VAPA: Miscellaneous Supplemental Instructional Materials	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

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.

Last updated: 2/7/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed

- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2023

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 2023

Overall Rating	Good

Last updated: 2/7/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
     2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
     3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	67%	55%	60%	67%	47%	46%
Mathematics (grades 3-8 and 11)	28%	29%	41%	42%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 2/7/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	263	249	94.68%	5.32%	55.42%
Female	141	131	92.91%	7.09%	61.07%
Male	121	117	96.69%	3.31%	48.72%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	70	68	97.14%	2.86%	48.53%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	10	90.91%	9.09%	--
White	174	163	93.68%	6.32%	57.06%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67%	8.33%	27.27%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	106	101	95.28%	4.72%	47.52%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	31	86.11%	13.89%	22.58%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 2/7/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	263	248	94.30%	5.70%	28.63%
Female	141	131	92.91%	7.09%	25.95%
Male	121	116	95.87%	4.13%	31.90%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	70	68	97.14%	2.86%	16.18%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	10	90.91%	9.09%	--
White	174	162	93.10%	6.90%	36.42%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67%	8.33%	18.18%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	106	101	95.28%	4.72%	17.82%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	30	83.33%	16.67%	13.33%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 2/7/24

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	37.30%	33.47%	39.55%	39.46%	29.47%	30.29%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 2/7/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	507	474	93.49%	6.51%	33.76%
Female	253	235	92.89%	7.11%	33.19%
Male	252	237	94.05%	5.95%	34.18%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	122	116	95.08%	4.92%	23.28%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	32	31	96.88%	3.12%	32.26%
White	336	310	92.26%	7.74%	38.39%
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	21	16	76.19%	23.81%	12.50%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	203	189	93.10%	6.90%	26.98%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	67	56	83.58%	16.42%	14.29%

Career Technical Education (CTE) Programs (School Year 2022–23)

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 Military Leadership. 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 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, and renovation of our Food Science lab. Union Mine continues to upgrade and install industry standard equipment, including but not limited too, a new agriculture freezer, laser cutters in both the engineering lab and agriculture mechanics shop and a CNC Milling Machine in our engineering lab.

Starting in January of 2023, Union Mine added a second engineering pathway in our Project Lead the Way program. Students can now choose between three different capstone courses (Computer Integrated Manufacturing, Civil Engineering & Architecture and/or Engineering Design & Development) to complete an engineering pathway. Those students that are looking to go above and beyond have the ability to complete five different engineering courses during their time at Union Mine.

Union Mine High School also started the California Cadet Corp program in the spring of 2022. The California Cadet Corp, which is a branch of the National Guard, includes a four year pathway for students interested in military leadership and law enforcement.

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

- Civil Engineering & Architecture

- Engineering Design and Development

Agriculture

- Agricultural Science

- Agricultural Biology

- Animal Science

- Agricultural Mechanics

- Adv Agricultural Mechanics

- Agricultural Food Science

- Farm to Fork II

- 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"

- 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.

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	467
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/7/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	97.00%

Last updated: 2/7/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
9	95%	94%	94%	95%	97%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

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

Opportunities for Parental Involvement (School Year 2023–24)

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, 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 Curriculum & Instruction Leadership Team (CILT). Additionally, UMHS

offers several counseling and career center information nights (Career Expo and College & Career Fair) 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.

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	3.3%	0.7%	2.4%	1.2%	1.3%	1.8%	9.4%	7.8%	8.2%
Graduation Rate	91.9%	96.8%	96.4%	95.0%	96.1%	95.1%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
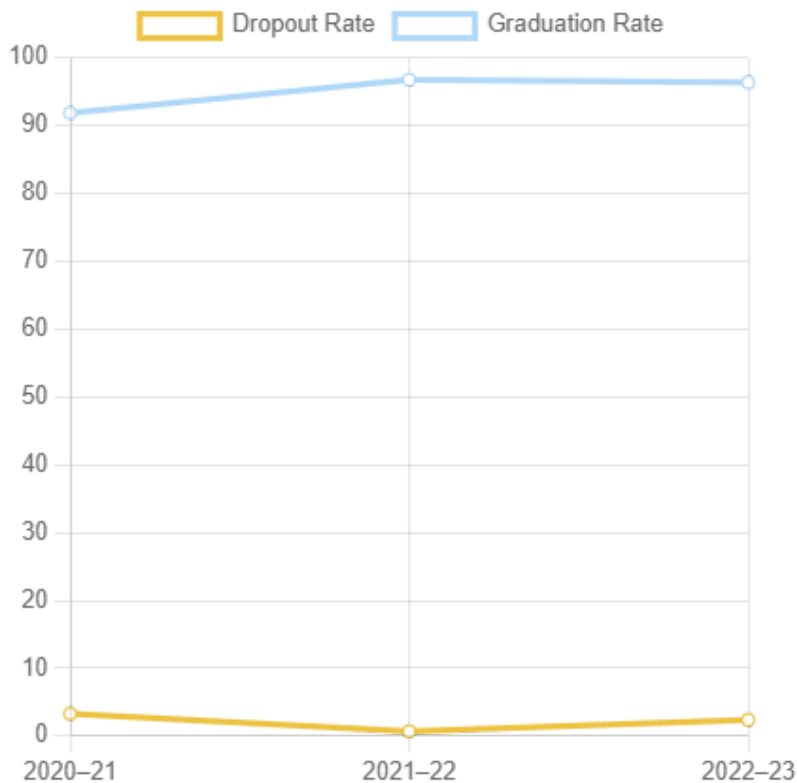
Last updated: 2/7/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	249	240	96.4%
Female	115	109	94.8%
Male	134	131	97.8%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	48	46	95.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	22	22	100.0%
White	169	162	95.9%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	13	10	76.9%
Socioeconomically Disadvantaged	138	130	94.2%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	38	34	89.5%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1129	1091	359	32.9%
Female	548	532	160	30.1%
Male	578	556	196	35.3%
Non-Binary	3	3	3	100.0%
American Indian or Alaska Native	20	18	10	55.6%
Asian	9	9	3	33.3%
Black or African American	9	9	4	44.4%
Filipino	4	3	1	33.3%
Hispanic or Latino	269	260	86	33.1%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	59	57	25	43.9%
White	756	733	228	31.1%
English Learners	63	63	19	30.2%
Foster Youth	10	10	3	30.0%
Homeless	61	55	34	61.8%
Socioeconomically Disadvantaged	500	477	201	42.1%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	199	185	82	44.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	3.66%	9.12%	10.36%	1.91%	5.39%	5.56%	0.20%	3.17%	3.60%
Expulsions	0.09%	0.17%	0.27%	0.04%	0.14%	0.19%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.36%	0.27%
Female	6.02%	0.18%
Male	14.53%	0.35%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	5.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	13.38%	0.37%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.47%	0.00%
White	8.99%	0.26%
English Learners	14.29%	0.00%
Foster Youth	0.00%	0.00%
Homeless	26.23%	1.64%
Socioeconomically Disadvantaged	13.20%	0.60%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	19.60%	0.50%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/7/24

Our comprehensive safe schools plan was last updated on 8/2023, and again on 10/2023, 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 2023. 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 systems. Administration is able to appropriately respond and 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-promise 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.

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 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	20	10	8
Mathematics	21.00	9	9	7
Science	23.00	7	13	5
Social Science	18.00	20	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	35	25	6
Mathematics	20.00	23	18	4
Science	23.00	14	16	4
Social Science	20.00	27	11	16

* 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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	20	8	10
Mathematics	20.00	11	13	4
Science	19.00	10	6	4
Social Science	16.00	22	9	4

* 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: 2/7/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	355

* 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: 2/7/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.20
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	1.00

* 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: 2/7/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16021.00	$5056.00	$10965.00	$84874.00
District	N/A	N/A	$9735.00	$87474.00
Percent Difference – School Site and District	N/A	N/A	13.00%	3.00%
State	N/A	N/A	$7606.62	$97850.00
Percent Difference – School Site and State	N/A	N/A	31.00%	13.00%

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

Last updated: 2/7/24

Types of Services Funded (Fiscal Year 2022–23)

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 three 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, accelerate student learning 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 a 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, iReady, 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 provide them with the flexibility to work at their own pace.
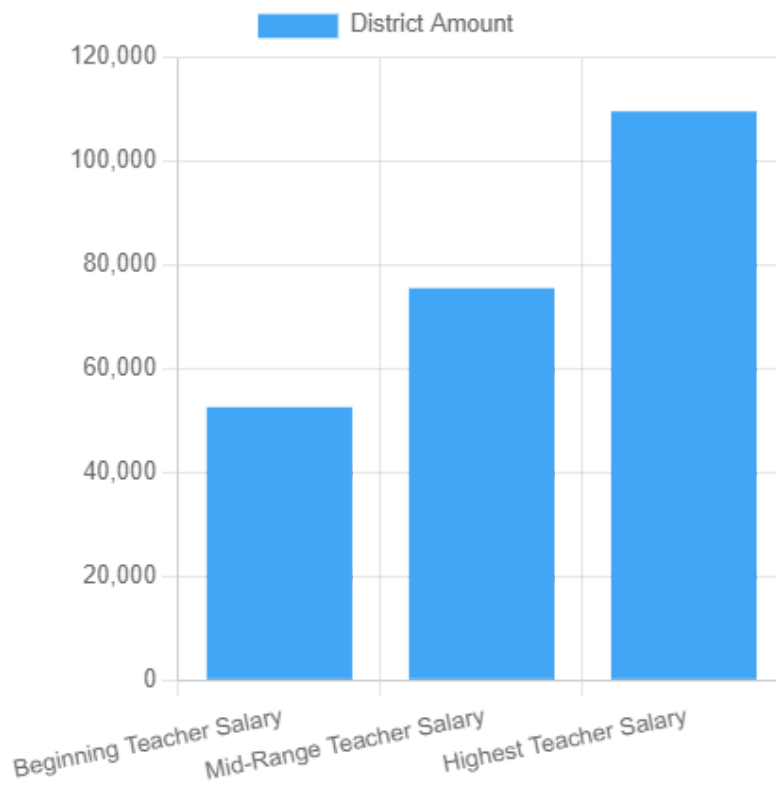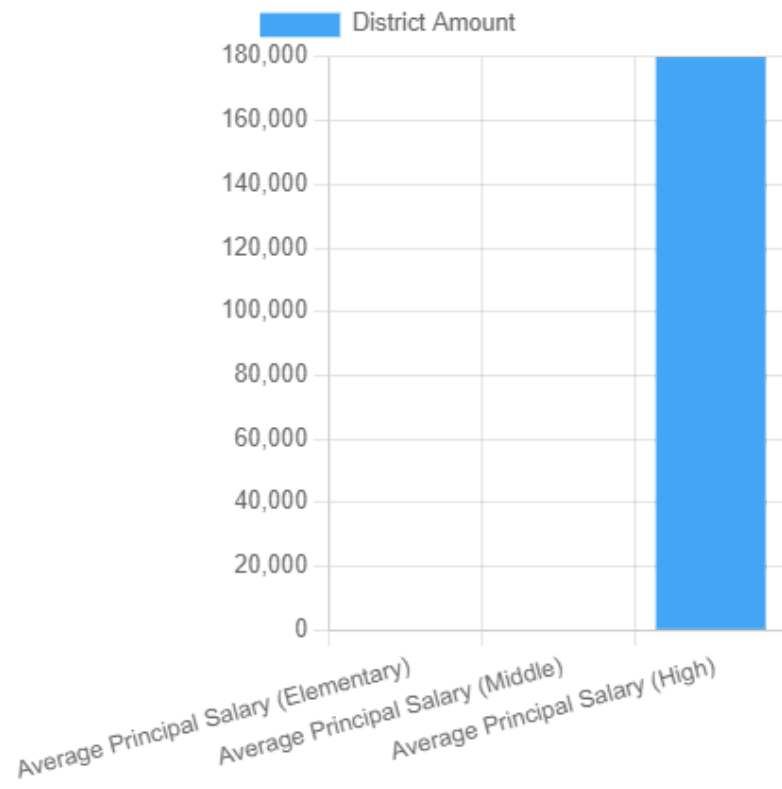
Last updated: 2/7/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52659.00	$57234.44
Mid-Range Teacher Salary	$75617.00	$95466.60
Highest Teacher Salary	$109706.00	$122669.10
Average Principal Salary (Elementary)	$0.00	$0.00

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	$0.00	$153476.29
Average Principal Salary (High)	$179914.00	$173197.59
Superintendent Salary	$273099.00	$277571.94
Percent of Budget for Teacher Salaries	28.04%	31.17%
Percent of Budget for Administrative Salaries	4.73%	4.46%

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

District Amount

180,000
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0

Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Last updated: 2/7/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 9.2 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	2
Mathematics	4
Science	3
Social Science	5
Total AP Courses Offered*	17

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

Last updated: 2/7/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Last updated: 2/7/24