

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

UNION MINE HIGH – 2009-10

OUR SCHOOL

Union Mine High School is the newest of the four comprehensive high schools in the El Dorado Union High School District. Union Mine opened its doors to 9th and 10th grade students on August 16, 1999, with an enrollment of approximately 820. The class of 2009 was our eighth graduating class. Located in the rural area of El Dorado in the foothills of the Sierras, Union Mine is built on 50.2 acres and has retained a large stand of oak trees, which separates the main campus from the athletic fields.

Union Mine High School is on a 4x4 schedule. Students can attend either three or four 90-minute classes each term. Students earn ten credits for each term class, allowing students to earn up to a total of 80 credits each school year. One highly successful innovation at Union Mine is the weekly D-BACK Hour. D-BACK Hour is scheduled every other Wednesday with students signing up for the activity that meets their current need. D-BACK opportunities provide students with their choice of a tutorial or enrichment activity. D-BACK enrichment activities have included: fly fishing, yoga, meditation, Olympic weight lifting, swing dancing, lab dissections, chemistry experiments, and assorted cooking classes.

Union Mine High School has an active parent/community group that includes: Athletic Boosters, Music Boosters, and School Site Council.

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

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

Vision: 1. Students will experience a rigorous, integrated curriculum that provides a clear and well-developed scope and sequence of classes, which motivates students to have higher expectations of themselves and others.

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

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

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

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

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

7. Union Mine High School will be a community center that seeks to provide educational and recreational opportunities, access to information services, and community-school partnerships for all age groups.

8. In order to respond to an ever-changing world, the Union Mine High School community will make changes that are consistent with the mission and vision statements.

SUPPORT SERVICES

UMHS has four counselors, one psychologist, one certificated librarian, access to the services of a speech and language specialist, a part-time nurse, a reading specialist, and resource specialists.

Counseling is available to all students in the Career Center regarding their high school career. Counseling involving further educational planning and personal problems and concerns is also available. The Counseling office also coordinates school-wide testing programs including STAR testing, High School Exit Exam, and college entrance exams. The district counseling program has been recognized as one of the top six programs in the nation for vocational/career counseling. UMHS also has a full-time Career Guidance Specialist who assists students in exploring post-high school opportunities.

INSTRUCTIONAL MATERIALS

The District expended approximately \$1,509,144 for new textbooks and other materials in the 2007-08 school year. The Board of Trustees' commitment to fully fund each textbook adoption cycle provides students with the opportunity to use the most current instructional materials of good quality.

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LEARNING CLIMATE

Union Mine supports students in the development and improvement of personal and academic skills in an environment of collaboration, trust, and respect. All students are enrolled in heterogeneously grouped classes that support the academic needs of all students. In addition to traditional teacher tutoring before and after school, Union Mine has established an after-school academic and credit recovery program in math, science, social science, and English on Tuesdays and Thursdays and will hold a week-long academic intersession in January.

Union Mine emphasizes individual responsibility and decision-making and maintains clear expectations for appropriate student behavior. Appropriate, corrective actions and consequences are taken quickly in response to rules violations. A commitment is made to provide a learning environment that is safe and appropriate for all students. In 2006-07, the rate of suspensions was 20.6% and the expulsion rate was 0.8% at UMHS. In 2007-08, the rate of suspensions was 25.7% and the expulsion rate was 1%. During the 2008-09 school year, the suspension rate was 31.2% and the expulsion rate was 1.8% at UMHS.

The School Safety Plan was updated this year.

CURRICULUM

The El Dorado Union High School District recognizes the importance of staff development in maintaining and improving program quality. In cooperation with the El Dorado County Office of Education, school curriculum is aligned with the California State Framework and Model Curriculum Standards.

Union Mine utilizes a 4x4 block schedule of classes to provide teachers and students an improved, more flexible learning environment. Classes meet daily for 90 minutes. Students have an opportunity to take four classes per term and eight classes per year. All classes are designed to help students meet graduation requirements and prepare for future education or career goals.

All core academic areas are aligned with the state content standards. Counselors and administrators monitor the progress of under-performing students. Students have equal access to core curriculum, and individuals with exceptional needs are placed in the least restrictive environment. Mainstreaming of special needs students ensures maximum contact with the general student population and exposure to the academic curriculum.

School-to-Work Transition - Union Mine offers guidance in career planning to all students. Counselors and the Career Center Technician will provide grade appropriate information and assessment for all students. UMHS offers a variety of introductory vocational classes, which provide a

foundation for future exploration. A broad range of Regional Occupation Program (ROP) classes are available to junior and senior students. All students with special needs are encouraged to explore work options through the Workability I & II programs which assist with training and placement in the job market.

Questions regarding any of the information presented in this report should be directed to Tony DeVille, at (530) 621-4003, ext. 4120.

Statistical data regarding student performance, student attendance, school facilities, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	60	60	65	63	65	68	43	46	50
Mathematics	30	33	30	39	42	43	40	43	46
Science	56	56	67	59	64	68	38	46	50
History-Social Science	49	47	62	49	57	64	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	54	19	*	44
Asian	82	64	*	*
Filipino	*	*		*
Hispanic or Latino	55	23	56	50
Pacific Islander	*	*	*	*
White (not Hispanic)	66	31	69	64
Male	60	33	66	64
Female	70	28	69	61
Economically Disadvantaged	49	24	52	49
English Learners	*	*	*	*
Students with Disabilities	13	6	11	22

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	64.8	61.1	70.0	72.2	74.0	75.5	48.6	52.9	52.0
Mathematics	67.2	62.2	75.6	73.2	75.0	77.0	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	30.3	29.9	39.8	24.7	48.6	26.7
Male	37.9	27.9	34.3	22.7	49.6	27.7
Female	20.7	32.4	46.8	27.3	47.3	25.5
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	44.4	33.3	22.2	39.3	35.7	25.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	29.6	28.6	41.7	23.4	50.7	25.9
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	50.0	28.8	21.2	45.3	39.6	15.1
Students with Disabilities	72.2	22.2	5.6	77.8	22.2	0.0

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.6	27.6	39.0

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	9
Similar Schools	8	4	4

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-5	9	7	805
White (not Hispanic)	-6	10	4	812
Socioeconomically Disadvantaged	-36	20	31	738

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in El Dorado Union High School District identified as a PI school.

SCHOOL COMPLETION

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		0.6	0.7	1.3	2.1	1.4	3.5	4.4	3.9
Graduation Rate		100.0	97.3	93.4	93.7	92.6	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	99%	97%	N/A
African American	100%	100%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	100%	100%	N/A
Filipino	100%	100%	N/A
Hispanic or Latino	100%	92%	N/A
Pacific Islander	NA	100%	N/A
White (not Hispanic)	99%	98%	N/A
Socioeconomically Disadvantaged	100%	96%	N/A
English Learners	100%	95%	N/A
Students with Disabilities	100%	95%	N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	318
Percent of the school's pupils completing a CTE program and earning a high school diploma	29
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	4

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	68.3
Graduates Who Completed All Courses Required for UC/CSU Admission	46.5

Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2	N/A
Social Science	1	N/A
All courses	3	5.0

SCHOOL FACILITIES

Union Mine has beautiful state-of-the-art classrooms and labs. In addition to traditional classrooms, there are six fully equipped Science labs; nine complete and multiple mini computer labs; a large multipurpose/cafeteria building; an indoor 350-seat theater; an outdoor 800-seat amphitheater; a competition swimming pool; and a gymnasium complete with weight and wrestling rooms. A second gymnasium was completed in the spring of 2007. All computers are networked, providing student access from anywhere on campus. The centrally located library can accommodate two classes at a time, has over 30 computers with access to both the Internet and subscription databases (EBSCO and Facts on File), and has a print collection of over 15,358 books. A three-classroom art building and a two-classroom music building opened in 2002. Six permanent classrooms were completed in the spring of 2007. The UMHS campus also has wireless access.

Since Union Mine is a new facility, the rest rooms, floors, walls, roof, plumbing and electrical systems are in excellent condition. Daily responsibility for keeping buildings and grounds clean and free of litter and graffiti is accomplished by our full-time maintenance staff. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

In response to the Asbestos Hazard Emergency Response Act (AHERA 1986) all district facility buildings containing asbestos have been mitigated and continue to be re-inspected every three years as required by USEPA. Additionally, the six-month surveillance inspections are completed by outside contractors every six months as required by USEPA. The district maintains (on file) a management plan for removal of materials and a record of the aforementioned inspections.

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	62	54	53	327
Without Full Credential	2	2	2	7
Teaching Outside Subject Area of Competence	1	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	4	0
Total Teacher Misassignments	1	4	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25

percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.0	4.0
All Schools in District	99.1	0.9
High-Poverty Schools in District		
Low-Poverty Schools in District	99.4	0.6

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	English 1: Literature , McDougal Littell, 2009 - 9 th Edition (6/23/2009) English 2: Elements of Literature , w/readings in World Literature – 4 th Course, Holt Rinehart Winston, 2000 (5/23/2000) English 3: The Language of Literature , McDougal Littell, 2002 (6/8/2004) English 4: Elements of Literature , British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); Literature and Language Arts – UMHS , Holt Rinehart Winston, 2003 (5/20/2003).	0
Mathematics	Algebra Foundations: CA Algebra Readiness: Concepts, Skills, & Problem Solving , Glencoe, 2008 (6/23/2009) Algebra 1: Algebra 1 , Prentice Hall Mathematics, 2004 (6/13/2006) Geometry: Geometry , McDougal Littell, 2001 - 1 st Edition (4/2000) Algebra 2: Algebra 2: Concepts, Skills, & Problem Solving , Glencoe, 2008 (6/23/2009) Advanced Algebra 2: Algebra 2 , Holt Rinehart Winston, 2001 (5/8/2001) Math Analysis: Pre-Calculus a Graphing Approach , Holt Rinehart Winston, 2002 (5/20/2003)	0
Science	Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment , Glencoe/McGraw Hill, 2007 (6/12/2007). Biology: Biology, Visualizing Life – EDHS , Holt Rinehart Winston, 1998 (5/8/2001); Modern Biology – ORHS, PHS, UMHS , Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: Chemistry , Prentice Hall, 2005 (6/13/2006) Physics: Physics , Holt Rinehart Winston, 2009 (6/23/2009)	0
History-Social Science	World History: The Modern World , Prentice Hall, 2007 (6/12/2007) U.S. History/Geography: Pursuing American Ideals , Teachers' Curriculum Institute, 2007 (6/12/2007) American Government: Magruder's American Government , Prentice Hall, 2006 – CA Edition (6/13/06) Economics: Economics, Principles and Practices , Glencoe, 2005, (6/13/2006) Sociology: Sociology and You , Glencoe, 2003 (6/14/2005) Psychology: Understanding Psychology , Glencoe, 2003 (6/14/2005)	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Foreign Language	Spanish 1-3: <u>Realidades – Books 1-3</u> , Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: <u>Nuevas Vistas</u> , Holt Rinehart Winston, 2005 (6/14/2005) German 1-4: <u>Deutsch Aktuell – Levels 1-3</u> , EMC/Paradigm, 2004/05 (5/12/2009) French 1-4: <u>Discovering French Nouveau, Levels 1-3</u> , McDougal Littell, 2004 (6/14/2005) Italian 1-4: <u>Oggi in Italia</u> , Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001)	0
Health	Health: <u>Glencoe Health</u> , Glencoe/McGraw Hill, 2009 (6/15/2008)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	N/A
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students.	0

CLASS SIZE AND ENROLLMENT

At Union Mine HS, smaller classes are in place for freshman math and English.

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.1	10	13	8	25.7	11	14	5	24.3	16	7	5
Mathematics	25.7	11	11	5	26.2	11	11	3	28.0	8	6	8
Science	28.1		17	1	28.6	3	12	3	30.9	1	11	7
Social Science	31.4		11	10	28.2	5	9	9	27.7	5	7	8

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	296
Grade 10	269
Grade 11	301
Grade 12	312
Total Enrollment	1178

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.76 %
American Indian or Alaska Native	2.04 %
Asian	1.10 %
Filipino	0.42 %
Hispanic or Latino	9.34 %
Pacific Islander	0.25 %
White (not Hispanic)	83.11 %
Multiple or No Response	2.97 %
Socioeconomically Disadvantaged	19.00 %
English Learners	1.00 %
Students with Disabilities	8.00 %

SCHOOL FINANCES

In addition to General Fund services, Union Mine offers several special programs including Title I & II, Gifted and Talented Education, 9th Grade Reading, Special Education, and 10th Grade Counseling.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,731	\$2,293	\$6,438	\$65,467
District	\$8,116	\$2,342	\$5,774	\$67,219
Percent Difference – School Site and District	7.6%	-2.1%	11.5%	-2.6%
State	N/A	N/A	\$5,512	\$68,332
Percent Difference – School Site and State	N/A	N/A	16.8%	-4.2%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,424	\$42,810
Mid-Range Teacher Salary	\$58,046	\$69,375
Highest Teacher Salary	\$84,216	\$89,104
Average Principal Salary (High)	\$131,465	\$126,901
Superintendent Salary	\$182,087	\$198,563
Percent of Budget for Teacher Salaries	38.20 %	37.30 %
Percent of Budget for Administrative Salaries	6.00 %	5.20 %