

Union Mine High

School Accountability Report Card Reported Using Data from 2010–11 School Year Published During 2011–12

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.k12multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (*) means that the size of the group was numerically insignificant.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Union Mine High	District Name	El Dorado Union High
Street	6530 Koki Ln.	Phone Number	(530) 622-5081
City, State, Zip	El Dorado, CA, 95623	Web Site	www.eduhsd.k12.ca.us
Phone Number	(530) 621-4003	Superintendent	Chris Hoffman
Principal	Tony DeVille, Principal	E-mail Address	supt@eduhsd.net
E-mail Address	tdeville@eduhsd.k12.ca.us	CDS Code	09618530930164

School Description and Mission Statement (School Year 2010-11)

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 2011 was our 10th 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 block 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 bi-monthly 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, School Site Council and Safe and Sober Graduation.

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.

Opportunities for Parental Involvement (School Year 2010-11)

Union Mine High School works hard to provide as many opportunities as possible for parents to be involved in our school community. We offer both a fall and spring term Back-to-School Nights (which are both preceded by a presentation from our Counseling Staff), Eighth Grade Parent Night, New Student Orientation, and "Parents on Campus" Day. In addition, parents play an integral role in our School Site Council, our Sober Grad Night activity, and most recently, our district-wide Robotics Club.

In order to foster effective communication with our parents, we utilize the "Blackboard Connect Ed" dialing system which allows us to send information home via telephone and e-mail, a weekly e-mail message from the Principal communicating the various activities and event taking place on campus, Aeries Browser Interface (ABI) which allows parents to access grades and attendance, and eight report cards during the school to keep parents apprised of their child's academic progress.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	277
Grade 10	264
Grade 11	259
Grade 12	230
Ungraded Secondary	0
Total Enrollment	1030

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5%	White	79.7%
American Indian or Alaska Native	2.6%	Two or More Races	2.2%
Asian	1.6%	Socioeconomically Disadvantaged	25.7%
Filipino	0.4%	English Learners	1.7%
Hispanic or Latino	12%	Students with Disabilities	8.4%
Native Hawaiian/Pacific Islander	0.6%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.4	11	5	4	no data	no data	no data	no data	26.2	7	13	5
Mathematics	28	8	6	8	no data	no data	no data	no data	30.5	2	5	8
Science	30.9	1	11	7	no data	no data	no data	no data	31.3	1	4	9
Social Science	29.2	3	6	8	no data	no data	no data	no data	27.6	2	4	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.

III. School Climate

School Safety Plan (School Year 2010-11)

Union Mine High School has developed a comprehensive school safety plan that is reviewed and revised on a yearly basis both by site-level and district-level School Safety Committees.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	31%	34%	25%	17%	17%	14%
Expulsions	2%	2%	1%	1.2%	0.9%	0.7%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

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.

In 2009 the football field & track were replaced with a synthetic field and all weather track enhancing health and fitness activities.

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 2011-12)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Overall Rating	X				

Note: Cells shaded in gray do not require data.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	53	54	48	301
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.9	355
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	1.0	
Social Worker	0	
Nurse	0.40	
Speech/Language/Hearing Specialist	County Provided	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in gray do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; 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
Foreign Language	Spanish 1-3: Realidades – Books 1-3 , Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: Nuevas Vistas , Holt Rinehart Winston, 2005 (6/14/2005) German 1-4: Deutsch Aktuell – Levels 1-3 , EMC/Paradigm, 2004 (5/12/2009) French 1-4: Discovering French Nouveau, Levels 1-3 , McDougal Littell, 2004 (6/14/2005) Italian 1-4: Oggi in Italia , Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001)	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
Health	Health: Glencoe Health , Glencoe/McGraw Hill, 2009 (6/15/2008)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	0
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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,348	\$2,052	\$7,296	\$67,194
District			\$7,845	\$68,392
Percent Difference: School Site and District			-7%	-2%
State			\$5,455	\$70,570
Percent Difference: School Site and State			34%	-5%

Note: Cells shaded in gray do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

Categorical funds supplement several programs and services at Union Mine High School, including but not limited to, Academic Support Classes (ASC) in English 1/Reading, algebra 1, geometry, biology, CAHSEE support and instruction, EL support and instruction, and our AVID Program.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,424	\$42,954
Mid-Range Teacher Salary	\$58,043	\$69,905
Highest Teacher Salary	\$84,216	\$89,464
Average Principal Salary (Elementary)	\$0	no data
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$138,434	\$128,348
Superintendent Salary	\$229,656	\$205,119
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	7%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	65%	67%	67%	68%	68%	68%	49%	52%	54%
Mathematics	30%	32%	30%	43%	42%	46%	46%	48%	50%
Science	67%	67%	69%	68%	68%	72%	50%	54%	57%
History-Social Science	62%	68%	63%	64%	63%	64%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	68%	46%	72%	64%
All Students at the School	67%	30%	69%	63%
Male	64%	35%	69%	68%
Female	71%	23%	68%	56%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	67%	30%	0%	64%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	55%	20%	0%	0%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%
White	71%	31%	74%	67%
Two or More Races	49%	26%	36%	41%
Socioeconomically Disadvantaged	52%	19%	52%	45%
English Learners	no data	no data	no data	no data
Students with Disabilities	13%	7%	16%	16%
Students Receiving Migrant Education Services	no data	no data	no data	no data

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.

California High School Exit Examination

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	70%	66%	76%	75%	72%	80%	52%	54%	59%
Mathematics	78%	76%	71%	79%	77%	77%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	20	29	51	23	42	35
All Students at the School	24	29	47	29	40	32
Male	25	30	45	24	41	35
Female	22	28	50	34	38	28
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	52	28	20	52	32	16
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	20	29	50	26	39	34
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	28	40	33	47	33	21
English Learners	0	0	0	0	0	0
Students with Disabilities	83	10	7	73	23	3
Migrant Education Services	0	0	0	0	0	0

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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.2%	26.2%	46.5%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	4	4	8

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	7	20	-6
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	4	24	-5
Two or More Races		no data	no data
Socioeconomically Disadvantaged	31	24	-18
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Note: Cells shaded in gray do not require data.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	744	818	5055	834	4683676	778
Black or African American	3	no data	55	815	317856	696
American Indian or Alaska Native	21	847	57	803	33774	733
Asian	10	no data	170	918	398869	898
Filipino	4	no data	51	909	123245	859
Hispanic or Latino	17	797	126	816	2406749	729
Native Hawaiian/Pacific Islander	5	no data	22	750	26953	764
White	592	833	4068	839	1258831	845
Two or More Races	22	872	108	837	76766	836
Socioeconomically Disadvantaged	186	742	842	741	2731843	726
English Learners	0	no data	2	no data	1521844	707
Students with Disabilities	68	517	419	520	521815	595

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	no data	2009-2010
Year in Program Improvement	no data	Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		10

Note: Cells shaded in gray do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU* Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.7%	0.7%	0.7%	1.4%	1.1%	1.4%	4.9%	5.7%	4.6%
Graduation Rate	no data	no data	97.38%	no data	no data	93.58%	80.21%	78.59%	80.44%

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	99%	94%	no data
Black or African American	100%	100%	no data
American Indian or Alaska Native	100%	96%	no data
Asian	100%	100%	no data
Filipino	NA	100%	no data
Hispanic or Latino	100%	95%	no data
Native Hawaiian/Pacific Islander	100%	100%	no data
White	100%	98%	no data
Socioeconomically Disadvantaged	100%	94%	no data
English Learners	NA	92%	no data
Students with Disabilities	100%	91%	no data

Career Technical Education Programs (School Year 2010-11)

The California Department of Education defines Career Technical Education (CTE) as --“a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.” The Regional Occupational Program (ROP) is part of the public education system and an important component in the continuum of sequenced CTE classes. CTE coursework often leads to ROP courses, providing more focused, advanced capstone courses to prepare for entry-level jobs or to make a transition to postsecondary education, technical training, or apprenticeships. The purpose of ROP is to prepare students to (1) enter the workforce with the skills and competencies necessary to succeed, (2) pursue advanced training in higher educational institutions, and/or (3) upgrade existing skills and knowledge. The ROP delivery system is directly linked to business and industry through advisory committees and provides work-based learning opportunities for students.

To ensure that the skills taught and the context covered better match industry expectations and standards, industry input is required prior to Board approval of any CTE course revision and adoption process. CTE course curriculum are reviewed and approved by the El Dorado Union High School District's (EDUHSD) Standards and Instructional Leadership Team (SILT) committee, and the EDUHSD CTE Advisory Board. Some ROP courses are articulated with local California community college districts. ROP provides high-quality CTE programs and contributes to students' academic and career educational achievement, allowing them a smooth entry into the workforce or postsecondary education. Students receive a competency based certificate upon successful completion of the ROP program. Depending on the course, students may also receive industry certification that is recognized regionally, statewide, or nationally.

In 2010-11, seventy-eight percent of 12th grade CTE concentrators met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Seventy-nine percent met the proficient or advanced level on the mathematics portion of the CAHSEE. Students identified from special populations are provided with resources appropriate to their specific need. Instructional technicians, interpreters, and financial assistance referrals are among services provided to students from special populations. The percentage of CTE participants from underrepresented gender groups increased in the 2010-11 school year to over 29%. Nearly 34% of CTE concentrators from this group enrolled in a capstone CTE course that led to employment in a nontraditional field, and received a received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

District CTE teachers held a minimum of two industry specific advisory committee meetings during the 2010-11 school-year. Each committee consists of a minimum of five members from industry, one student member, and one faculty member who generally serves as secretary to the committee. During fall and/or spring, course curriculum, outlines, and projects were reviewed to ensure current industry standards are incorporated in student performance learning. The District also has a CTE Advisory Board which consists of a local business representative from each of the individual industry sector advisory committees; students; local community college, and university administrators; a representative from the CA State Employment Development Department; and district CTE faculty and administrators.

Several CTE teachers participated in the SB70 funded 2011 Summer Institute offered by the El Dorado County Career Technical Partnership. The teacher industry-based externship program increased teacher knowledge and their ability to apply core academic and career technical education content standards into their curriculum. A team of two teachers and one agency representative worked together to create contextual lessons/modules that relate to their industry. The teachers worked as “externs” with a local agency or business and learned first-hand the skills and qualities necessary to secure and keep jobs with local employers. Upon completion of the 40-hour externship, the team of three collaborators used the externship experience and the partner's in-depth knowledge of the business or industry to create contextual lessons or modules that the teachers delivered in their classrooms.

The end of the school year assessment is two-fold comprised of 1) CTE teachers self-assessment based on California teaching standards and the eleven (11) elements of a highly effective CTE program, and; 2) a student survey identifying attainment of student career goals. These survey results are reviewed by the district CTE advisory committee board, administrators, instructors, and the school Board of Trustees.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	330
Percent of pupils completing a CTE program and earning a high school diploma	29%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	66.4%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	47.7%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	1	
Social Science	1	
All courses	4	2.4%

Note: Cells shaded in gray do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

During the past three years, the district, through direction of the Board of Trustees, implemented “categorical flexibility” with regard to the professional development days beyond teacher contracted days. In doing so, the district has not implemented “buy back” professional development days as in past years.

In spite of the reduction of the traditional professional development days, the district has supported professional development opportunities in a variety of other ways. Each of the past three years, the district has supported teachers in the acquiring the authorization to educate English Learners. This support has included reimbursement of fees related to coursework and testing as well as working with other agencies in organizing and facilitating teacher trainings. The district has also provided professional development related to the district’s technology role out, specifically SMART Board training. A core group of teachers were trained as “trainer of trainers” and these teachers serve as resources across the district. All math and science teachers participated in SMART Board training during the past two years. Beyond the district level training, each site is allocated funds to support staff development opportunities at the site levels. Principals work with a site committee to identify appropriate trainings and the group approves individual and group requests. Topics of such trainings vary by site but have included topics such as support of English Learners, implementation of Common Core Standards, literacy skills including writing across content areas and training for teachers of Advanced Placement courses.

As resources for professional development have decreased the past few years, EDUHSD has maintained a commitment to the continued professional development of our staff members.

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