Union Mine High

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/.

About This School

Paul Neville, Principal

 Principal, Union Mine High

Contact

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

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

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Kuhlman, Michael
Email Address	mkuhlman@eduhsd.k12.ca.us
Website	www.eduhsd.k12.ca.us

School Contact Information (School Year 2025–26)

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/
Grade Span	9-12
County-District-School (CDS) Code	09618530930164

School Description and Mission Statement (School Year 2025–26)

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 1030 students, grades 9-12. Union Mine employs a highly trained and professional staff, consisting of 50 certificated teachers, 50 classified staff, a certificated librarian, two full time counselors and one part-time counselor, 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." 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 for employment, and 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 targeted academic support and enrichment. The daily intervention time promotes students' academic success and helps build a stronger connection among staff and students. Additionally, Union Mine hosts a variety of school culture events where staff 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 model our core values. Our core values of **U**nited, **M**indful, **H**onorable, **S**trong also align with the district strategic initiatives, which emphasize high academic expectations and access to post-secondary pathways. 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 2024–25)

Grade Level	Number of Students
Grade 9	252
Grade 10	276
Grade 11	256
Grade 12	249
Total Enrollment	1033
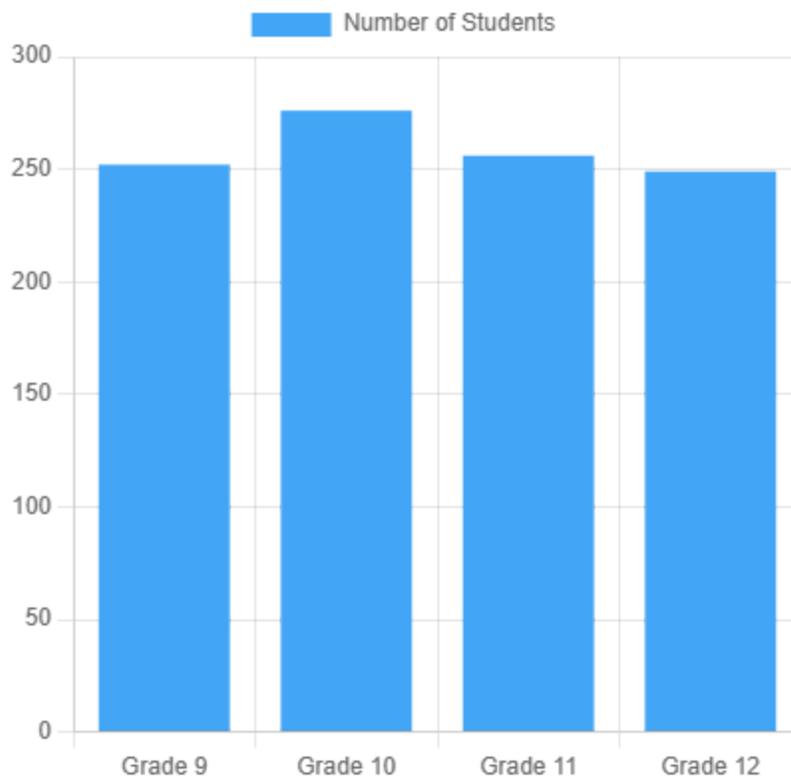
Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.60%
Male	50.20%
Non-Binary	0.00%
American Indian or Alaska Native	1.30%
Asian	0.70%
Black or African American	0.80%
Filipino	0.30%
Hispanic or Latino	24.50%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	5.30%
White	65.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.30%
Foster Youth	0.30%
Homeless	4.30%
Migrant	0.00%
Socioeconomically Disadvantaged	39.30%
Students with Disabilities	18.70%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	41.00	85.57%	258.00	88.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.50	1.04%	2.70	0.96%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.11%	6.10	2.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	5.38%	14.60	5.02%	11746.90	4.23%
Unknown/Incomplete/NA	2.80	5.86%	9.20	3.17%	14303.80	5.15%
Total Teaching Positions	47.90	100.00%	290.90	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	39.40	77.75%	242.50	84.93%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.10	0.42%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	7.19%	8.90	3.13%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	6.73%	15.40	5.41%	12112.80	4.34%
Unknown/Incomplete/NA	4.20	8.29%	17.40	6.10%	13705.80	4.91%
Total Teaching Positions	50.70	100.00%	285.50	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.40	0.4	0.00
Misassignments	1.70	0.5	3.60
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.20	1	3.60

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	3.80	2.5	3.40
Total Out-of-Field Teachers	3.80	2.5	3.40

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.3%	3.1%	13.50%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4%	2%	0.90%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1/Adv. English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)	0
	English 2/Adv. 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 (5/14/2013 Board Adopted)	
	English 4: Literature and Language Arts – UMHS, Holt Rinehart Winston,2003 (5/20/2003 Board Adopted)	
	AP Literature & Composition: Literature & Composition: Reading, Writing, Thinking, Bedford/St. Martin's Press (06/09/2015 Board Adopted)	
	English Language Development 1: Lift Welcome and Lift Intro, National Geographic, 2023 (05/14/2024 Board Adopted)	
	English Language Development 2 & 3: Lift Fundamentals and Lift 1, National Geographic, 2023 (05/14/2024 Board Adopted)	
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)	0
	Algebra 1: Reveal Algebra 1, McGraw Hill, 2020 (4/11/2023 Board Adopted)	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Geometry: Geometry, McGraw Hill, 2022, (5/17/2022 Board Adopted)	
	Algebra 2/Advanced Algebra 2: Reveal Algebra 2, McGraw Hill, 2020, CA Edition (5/14/2024 Board Adopted)	
	Financial Analysis: Financial Algebra, Cengage, 2021 (06/10/2025 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)	
	AP Calculus AB - Calculus, Graphical, Numerical, Algebraic, Prentice Hall, 2012 (05/08/2012 Board Adopted)	
	AP Calculus BC: Brooks/Cole Cengage Learning, 2012 (05/08/2012 Board Adopted)	
	Probability and Statistics: Elementary Statistics-Picturing the World, 2019, 7th Edition (5/8/2018 Board Adopted)	
	AP Statistics: The Practice of Statistics, Bedford, Freeman & Worth, 2020 (04/28/2019 Board Adopted)	
Science	Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)	0
	Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)	
	AP Environmental Science: Exploring Environmental Science AP, Cengage, 2019 (05/07/2019 Board Adopted)	
	Honors Physiology: Human Anatomy and Physiology, Pearson, 2025 (Board Adopted 6-10-2025)	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	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)	
	Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)	
History-Social Science	World History: History Alive! World Connection, TCI, 2020, (5/13/2025 Board Adopted)	0
	U.S. History/Geography: United States History, TCI, 2024, (5/13/2025 Board Adopted)	
	AP World History: Ways of the World, Bedford, Freeman and Worth, 2020, (05/12/2020 Board Adopted)	
	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: TCI Econ Alive! The Power to Choose, TCI, 2020, (5/14/2024 Board Adopted)	
	Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)	
	AP Psychology - Myers' Psychology for the AP Course - Bedford, Freeman and Worth, 2024. (05/14/2024 Board Adopted)	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	AP Macroeconomics - Krugman's Macroeconomics, Bedford, Freeman & Worth, 2022 (05/14/2024 Board Adopted)	
Foreign Language	Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)	0
	AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)	
	French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)	
	AP French, Discovering French Nouveau, McDougal Littell, 2004. (06/14/2005 Board Adopted)	
Health	Glencoe Health, McGraw Hill, 2022 (5/14/2024 Board Adopted)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	0
Science Lab Eqpmt (Grades 9-12)	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 360, a competition size swimming pool, an all-weather track, and synthetic playing field. The school's facilities also include a livestock facilities and a metal fabrication building on our agriculture farm laboratory, 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.

Daily responsibility for keeping buildings and grounds safe, clean and free of litter/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, four 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.

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 2025

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 2025

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	61%	61%	65%	69%	47%	48%
Mathematics (grades 3-8 and 11)	31%	26%	45%	47%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	231	94.67%	5.33%	61.04%
Female	131	125	95.42%	4.58%	64.80%
Male	113	106	93.81%	6.19%	56.60%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	65	63	96.92%	3.08%	52.38%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	17	16	94.12%	5.88%	68.75%
White	156	147	94.23%	5.77%	64.63%
English Learners	14	14	100.00%	0.00%	21.43%
Foster Youth	0	0	0%	0%	0%
Homeless	12	10	83.33%	16.67%	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	104	92.04%	7.96%	50.96%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	37	90.24%	9.76%	21.62%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	231	94.67%	5.33%	26.09%
Female	131	125	95.42%	4.58%	26.61%
Male	113	106	93.81%	6.19%	25.47%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	65	63	96.92%	3.08%	20.63%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	17	16	94.12%	5.88%	25.00%
White	156	148	94.87%	5.13%	27.89%
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	12	9	75.00%	25.00%	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	103	91.15%	8.85%	23.30%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	36	87.80%	12.20%	13.89%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	35.11%	35.93%	41.50%	48.66%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	489	470	96.11%	3.89%	36.81%
Female	242	232	95.87%	4.13%	37.50%
Male	247	238	96.36%	3.64%	36.13%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	125	96.90%	3.10%	27.20%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	25	24	96.00%	4.00%	45.83%
White	320	307	95.94%	4.06%	40.39%
English Learners	23	23	100.00%	0.00%	4.35%
Foster Youth	--	--	--	--	--
Homeless	21	18	85.71%	14.29%	16.67%
Military	22	22	100.00%	0.00%	31.82%
Socioeconomically Disadvantaged	215	204	94.88%	5.12%	27.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	92	89	96.74%	3.26%	19.10%

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.

Career Technical Education (CTE) Programs (School Year 2024–25)

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, ROP Animal Health and Military Leadership. In order to provide our students with a quality learning experience, Union Mine has embarked on several facility and technology upgrades to support these programs including the improvements to our three acre agricultural farm laboratory. Union Mine continues to upgrade and install industry standard equipment, including but not limited to, 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. 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
- Ag Mechanics III
- Agricultural Food Science
- Agricultural Food Science II
- ROP Animal Health

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

- ROP Animal Health

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 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	523
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.3%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	2.9%

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	98.26%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	47.35%

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 2024–25)
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%	93%	93%	93%	89%

Note: The admistration of the PFT requires only participation results 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.

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 2025–26)

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, Budget Advisory Committee, Athletic Boosters, Music Boosters, Agriculture Boosters, Drama Boosters, and Curriculum & Instruction Leadership Team (SILT). Additionally, UMHS offers several counseling and career center information nights in order to educate parents on college scholarships, financial aid, college requirements, etc. Union Mine also hosts the district Career Expo and College & Career Fair providing students with a wide range of breakout sessions including:

- UC/CSU Admissions Panel: For students interested in attending a 4-year college.

- Community College & Trades Pathways: For students interested in attending a community college or pursuing a career in the trades.

- US Military and Military Academies: For students interested in joining the military and/or pursuing an education and training to become a commissioned officer in the US Armed Forces.

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 "Weekly Rattler" newsletter is updated on our website weekly providing parents and students with upcoming events and student life information. Our weekly "Snake Bytes" is also sent out via ParentSquare which communicates upcoming events, changes to our

school structure and highlights campus wide celebrations. The Aeries Parent Portal is used to allow parents access to grades and attendance and keeps parents apprised of their child's academic progress.

Finally, Union Mine High School hosts a "Coffee at the Mine" parent meeting quarterly which provides parents an opportunity to meet with administration and provide feedback regarding programs and the student experience.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
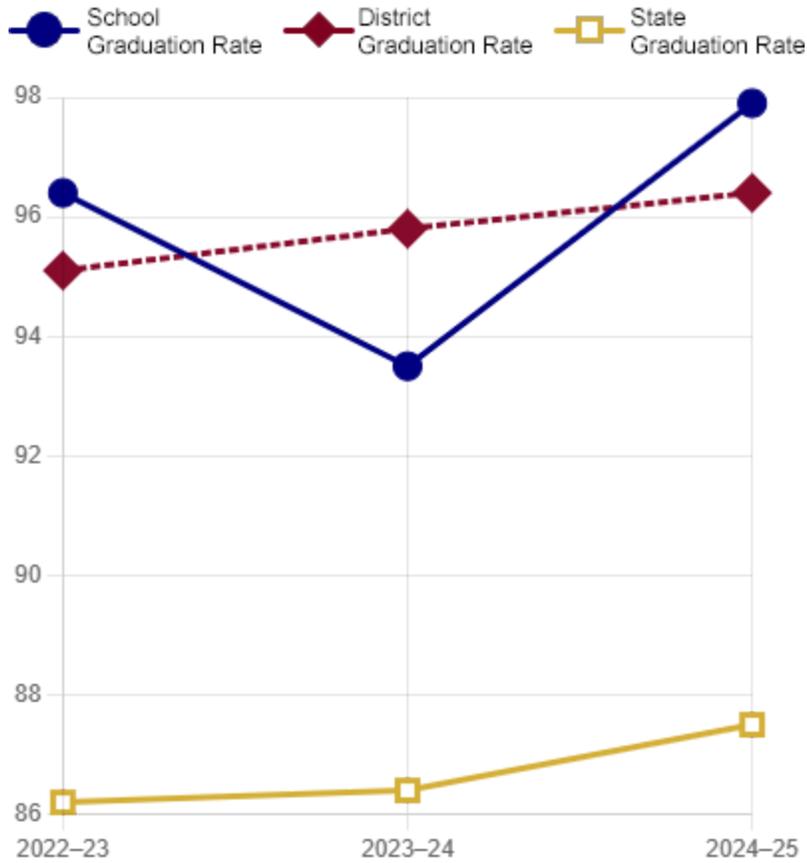
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

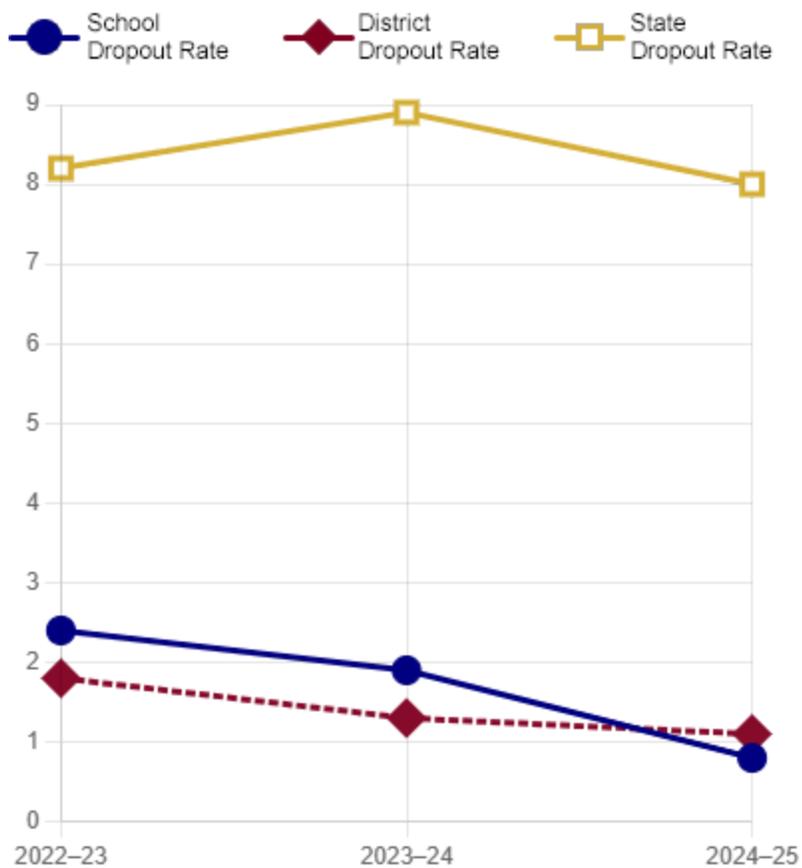**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	96.4%	93.5%	97.9%	95.1%	95.8%	96.4%	86.2%	86.4%	87.5%
Dropout Rate	2.4%	1.9%	0.8%	1.8%	1.3%	1.1%	8.2%	8.9%	8.0%

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

Graduation Rates

Dropout Rates

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	243	238	97.9%
Female	115	114	99.1%
Male	128	124	96.9%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	62	59	95.2%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	164	162	98.8%
English Learners	21	20	95.2%
Foster Youth	--	--	--
Homeless	18	16	88.9%
Socioeconomically Disadvantaged	140	135	96.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	53	49	92.5%

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1078	1059	206	19.5%
Female	531	520	95	18.3%
Male	547	539	111	20.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	16	14	5	35.7%
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	267	264	51	19.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	59	18	30.5%
White	705	694	128	18.4%
English Learners	59	58	17	29.3%
Foster Youth	--	--	--	--
Homeless	55	54	22	40.7%
Socioeconomically Disadvantaged	485	473	124	26.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	213	208	70	33.7%

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.

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	10.36%	0.00%	8.07%	5.56%	0.00%	4.78%	3.60%	3.28%	2.94%
Expulsions	0.27%	0.27%	0.09%	0.19%	0.18%	0.18%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.07%	0.09%
Female	4.52%	0.00%
Male	11.52%	0.18%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	18.75%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	8.24%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	11.29%	0.00%
White	7.66%	0.14%
English Learners	16.95%	0.00%
Foster Youth	0.00%	0.00%
Homeless	14.55%	0.00%
Socioeconomically Disadvantaged	11.55%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	15.02%	0.47%

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.

School Safety Plan (School Year 2025–26)

Our comprehensive safe schools plan was last updated on 8/2025, and again on 10/2025, 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 2025. 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.

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. With this information, administration is able to appropriately respond to 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 Link Crew Leaders and Peer Advocacy Mentors. These student wellness program(s) are effective bystander education programs that harness the power of students to prevent and reduce incidents of 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 and Peer Advocacy class has implemented a peer mentoring program called "Guided Studies" which provides opportunities for upperclassmen and staff to work as

mentors and academic peer tutors for incoming freshmen. Guided Studies targets at-risk ninth and tenth grade students that traditionally have struggled academically. Throughout the year, academic peer mentors work closely with their mentees to support them academically, socially and emotionally. Our Guided Studies mentors advocate for their student mentees creating strong bonds among the students, building connections and ultimately creating a culture of giving back to their community. In addition to Guided Studies, Union Mine High School has also implemented a Student Wellness Center run by a team of licensed therapists and clinicians 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0		0
5	0.00	0		0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	24	11	6
Mathematics	18.00	15	12	5
Science	22.00	6	7	5
Social Science	14.00	25	11	2

* 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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	24	9	7
Mathematics	18.00	14	7	8
Science	21.00	6	11	1
Social Science	14.00	26	2	11

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	348.67

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.80
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other**	2.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18061.00	$5400.00	$12661.00	$92443.00
District	N/A	N/A	$16222.00	$99463.00
Percent Difference – School Site and District	N/A	N/A	11.00%	-7.00%
State	N/A	N/A	$11146.18	$113595.00
Percent Difference – School Site and State	N/A	N/A	13.59%	-26.00%

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

Types of Services Funded (Fiscal Year 2024–25)

Categorical funds supplement several programs and services at Union Mine High School, including but not limited to, Academic Support Classes (ASC), a Peer Advocacy program, English Language Development support, instructional and teaching assistant support and our AVID (Advancement Via Individual Determination) program.

Peer Advocacy program targets at-risk ninth and tenth grade students that traditionally have struggled academically. Throughout the year, academic peer mentors work closely with students to support them academically, socially and emotionally. Our 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.

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 currently has 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 and students with disabilities by utilizing highly qualified instructional aides to work in 1:1 and in small group settings to support Algebra 1, Geometry, Biology, Chemistry, English 1 and English 2. The purpose of this support is to help accelerate learning and support students as they work towards grade level mastery.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59731.00	$67237.98
Mid-Range Teacher Salary	$85772.00	$106841.05
Highest Teacher Salary	$124439.00	$136880.99
Average Principal Salary (Elementary)	$0.00	--
Average Principal Salary (Middle)	$0.00	$167233.29
Average Principal Salary (High)	$206051.00	$193950.22
Superintendent Salary	$330447.00	$314303.88
Percent of Budget for Teacher Salaries	28.17%	29.51%
Percent of Budget for Administrative Salaries	5.61%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
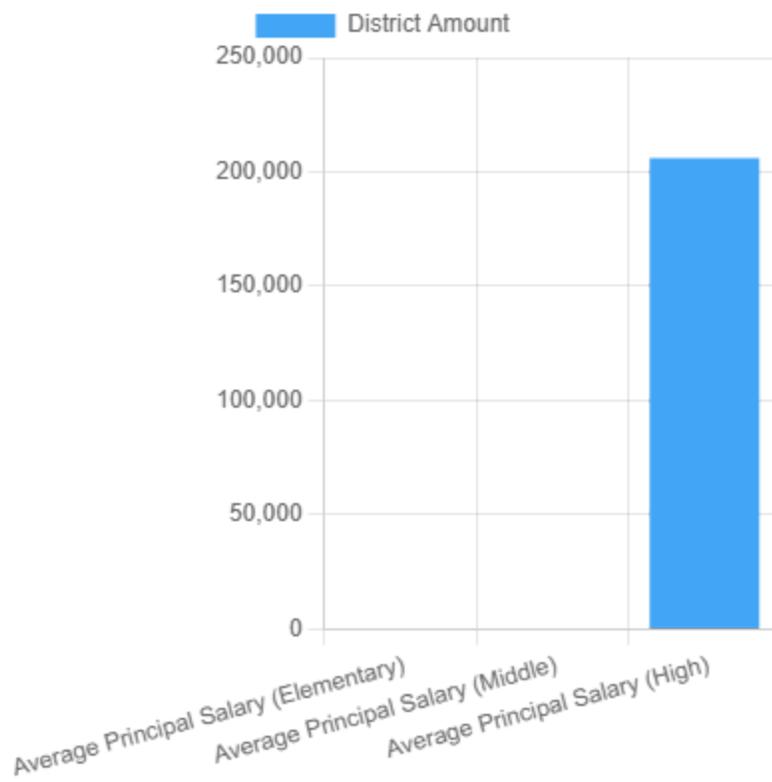
Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 9.5 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	1
Mathematics	0
Science	3
Social Science	1
Total AP Courses Offered*	12

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20