

# Union Hill Middle

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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.

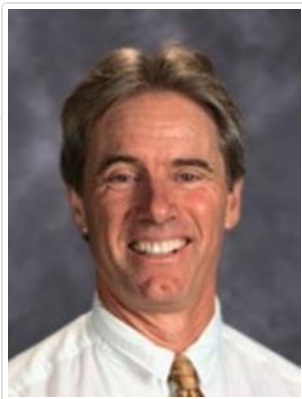
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) 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).

### 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.



### Mr. Joe Nicholas Limov, Principal

Principal, Union Hill Middle

#### About Our School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2015–16 school year. School finances are reported for the 2015–16 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2016–17 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### Contact

Union Hill Middle  
11638 Colfax Hwy.  
Grass Valley, CA 94945-8805

Phone: 530-273-8456  
E-mail: [jlimov@uhsd.k12.ca.us](mailto:jlimov@uhsd.k12.ca.us)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Union Hill Elementary
<b>Phone Number</b>	(530) 273-0647
<b>Superintendent</b>	David Curry
<b>E-mail Address</b>	<a href="mailto:dcurry@uhsd.k12.ca.us">dcurry@uhsd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.uhsd.k12.ca.us">www.uhsd.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Union Hill Middle
<b>Street</b>	11638 Colfax Hwy.
<b>City, State, Zip</b>	Grass Valley, Ca, 94945-8805
<b>Phone Number</b>	530-273-8456
<b>Principal</b>	Mr. Joe Nicholas Limov, Principal
<b>E-mail Address</b>	<a href="mailto:jlimov@uhsd.k12.ca.us">jlimov@uhsd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.uhsd.k12.ca.us">www.uhsd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	29664070128629

*Last updated: 4/22/2017*

### School Description and Mission Statement (School Year 2016-17)

Union Hill Middle School opened in 1868 and is located in Grass Valley, near the Empire Mine State Historical Park. The school serves students in seventh and eighth grades and had enrollment of 123 students during 2015/16. The school enjoys a stable community with strong traditional values focusing on quality education.

#### Vision Statement

Every child deserves the best education our schools can provide. We have high standards and expectations for academic achievement and student citizenship. We are an embodiment of the things we believe in. We are dedicated to doing all we can to sustain our "Tradition of Excellence." We believe that our schools are vital to the preservation of democracy. We are committed to the total development of our students into productive citizens and life-long learners. We are the Union Hill School District. "A Tradition of Excellence: Touching the Future, Today."

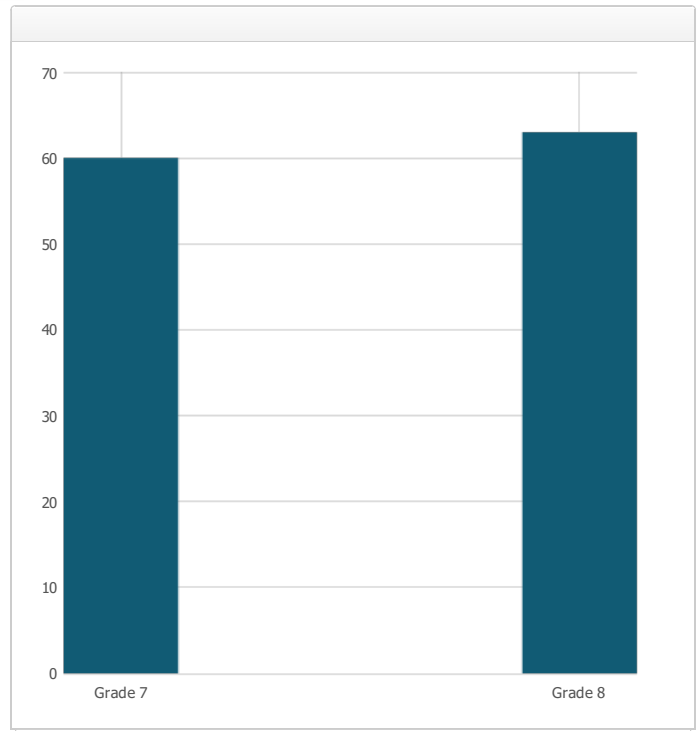
#### Our Core Values

- We focus on our students. Every conference, meeting, exchange, problem/solution is characterized by the quality of genuine caring about what is best for our students. Our success is measured by the success of our students.
- We listen, respect, and include each other in our "educational" lives. We work as a team and know that issues often have more than one side. We handle controversy, deliberations, teaching, problem solving and future thinking with real care for the students and each other.
- We recognize and celebrate the talents and contributions of our staff. We observe and appreciate the hard work of our teachers, support staff, custodians, office personnel, and administrators.
- We are a welcoming, friendly, and open community. We take pride in our entire learning environment from classrooms and student safety to buildings and grounds. We value our parents and community as essential partners in the learning processes necessary for student success.
- We are proud of our ability to offer individualized attention and continuity of program to our students in a Preschool through Eighth Grade setting.
- We function as an effective school system, a model for what the best in public education can be.

*Last updated: 4/22/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 7	60
Grade 8	63
Total Enrollment	123



*Last updated: 4/22/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.8 %
Asian	0.8 %
Filipino	0.8 %
Hispanic or Latino	5.7 %
Native Hawaiian or Pacific Islander	0.8 %
White	84.6 %
Two or More Races	4.1 %
Other	2.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.0 %
English Learners	0.0 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

*Last updated: 4/22/2017*

## A. Conditions of Learning

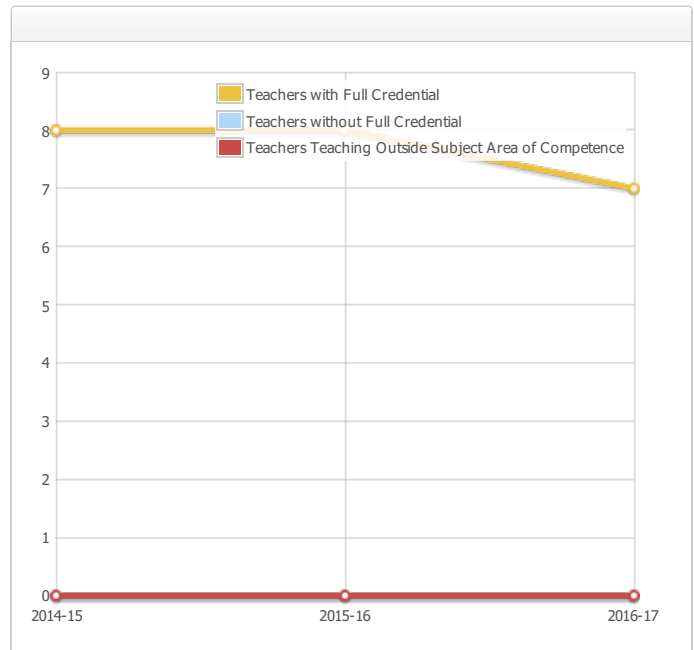
### State Priority: Basic

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 Credentials

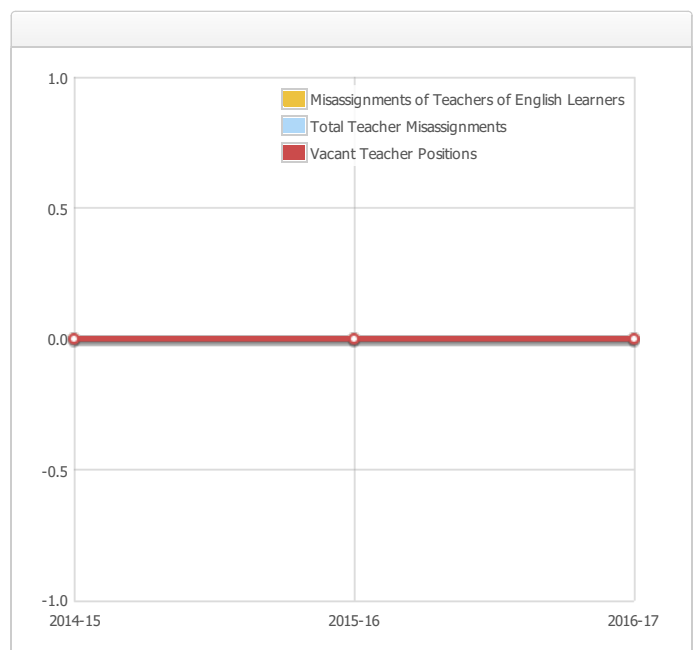
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	8	7	31
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 4/24/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 4/24/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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 39 percent or less in the free and reduced price meals program.

*Last updated: 4/22/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall	Yes	0.0 %
Mathematics	Eureka Math	Yes	0.0 %
Science	Harcourt Science	Yes	0.0 %
History-Social Science	Harcourt Brace	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	Meet the Masters		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 4/24/2017*

## School Facility Conditions and Planned Improvements

Union Hill Middle School takes effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school district office.

### Maintenance and Repair

- The maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A process is used to ensure efficient service and that emergency and safety-related repairs are given the highest priority.

### Cleaning Process and Schedule

- The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance

- Union Hill School District has a deferred maintenance plan to assist in budgeting for expenditures associated with major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.
- The District has created a schedule to implement projects that have been postponed beyond normal timelines due to cutbacks in school funding in recent years.
- In 2016 school facilities improvements included: sewage system repairs/replacement, irrigation system repairs, heating-ventilation-air conditioning replacement, minor appliance replacement, parking safety features added, preschool playground equipment replacement, harmful brush and debris removal, fencing repairs, and sealing of cracks in the asphalt.

*Last updated: 4/24/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: April 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replaced both pumps and a panel in our sewage system. The district cleaned the septic tanks and replaced two HVAC units.
Interior: Interior Surfaces	Good	Each year district staff assess the asphalt needs of the district and repair as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	UHSD has implemented a continuous cleaning cycle. Classrooms, restrooms, and grounds are cleaned daily. Special projects are attended to as needed.
Electrical: Electrical	Good	IN 2016-17 UHSD replaced classroom lighting along with outside and parking lights as per Prop 39.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms/sinks/fountains are replaced or repaired as needed. In

		2016-17 the district repaired an outside fountain at the middle school. In addition, the district has a 5 year repair/replacement plan for facilities and attends to those projects as they are scheduled.
Safety: Fire Safety, Hazardous Materials	Good	Regular inspections are conducted by Ophir Fire Dept. Fire safety and hazardous materials are attended to immediately.
Structural: Structural Damage, Roofs	Fair	The district is in need of repairing roofs. In 2017-18 the district will replace two roofs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	UHSD is replacing playground equipment at Bearcat Discovery Center in 2016-17.

### Overall Facility Rate

Year and month of the most recent FIT report: April 2017

Overall Rating	Good
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*Last updated: 4/26/2017*

## 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	54.0%	41.0%	46.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	30.0%	32.0%	30.0%	35.0%	34.0%	36.0%

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

*Last updated: 4/22/2017*



**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	64	62	96.9%	41.9%
Male	24	22	91.7%	36.4%
Female	40	40	100.0%	45.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	55	96.5%	41.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	52.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 4/22/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	67	65	97.0%	66.2%
Male	29	28	96.6%	60.7%
Female	38	37	97.4%	70.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	50	96.2%	66.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	64.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 4/22/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	64	62	96.9%	22.6%
Male	24	22	91.7%	22.7%
Female	40	40	100.0%	22.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	55	96.5%	23.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	10.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 4/22/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	67	65	97.0%	40.6%
Male	29	28	96.6%	50.0%
Female	38	37	97.4%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	50	96.2%	40.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	35.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 4/22/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72.0%	73.0%	83.0%	68.0%	74.0%	73.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 4/22/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	67	64	95.5%	82.8%
Male	29	28	96.6%	85.7%
Female	38	36	94.7%	80.6%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	49	94.2%	85.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	88.2%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 4/22/2017

# 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.5%	25.8%	32.3%
9	0.0%	0.0%	0.0%

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

*Last updated: 4/22/2017*

## 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 for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

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Parents play an important role in Union Hill School through their active participation and involvement in the School Site Council, Parent Teacher Club (PTC), Music and Sports Booster Clubs. Each club adds unique programs and activities to our school culture.

### State Priority: Pupil Engagement

*Last updated: 4/22/2017*

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

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

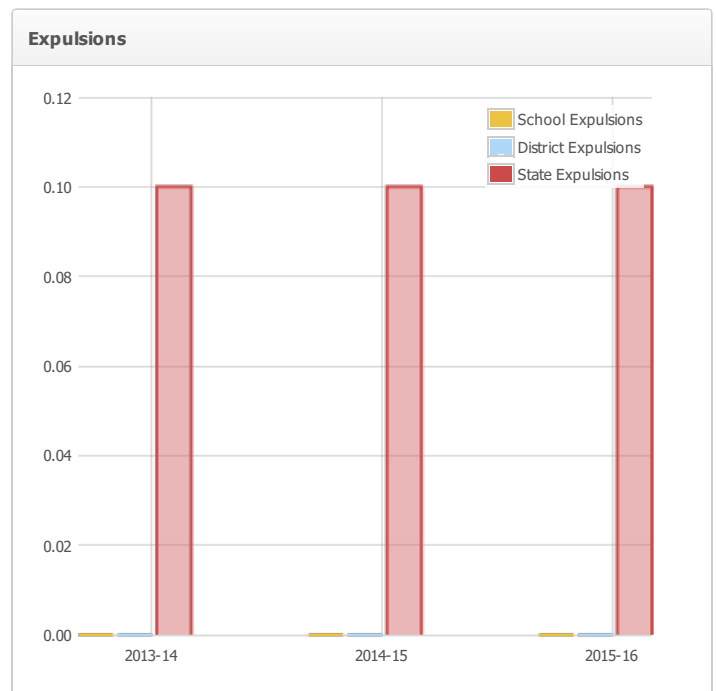
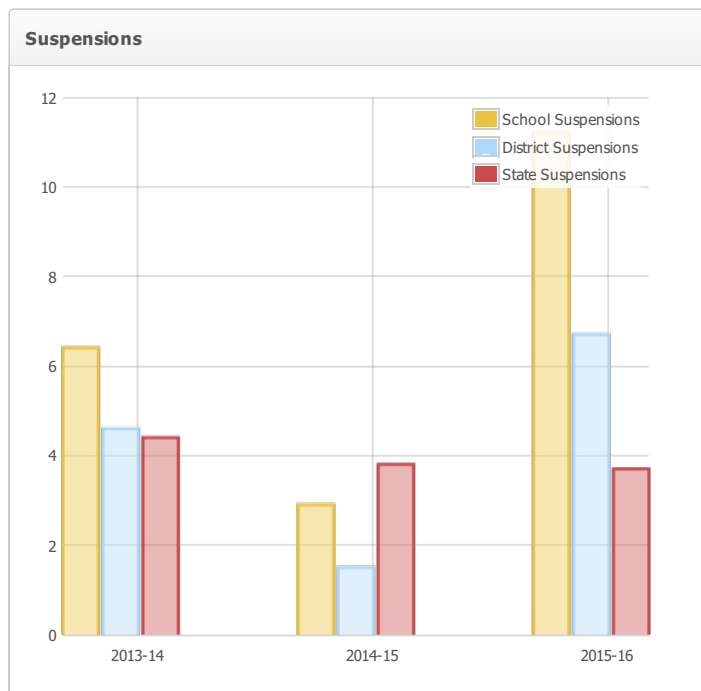
# State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.4	2.9	11.2	4.6	1.5	6.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 4/22/2017

## School Safety Plan (School Year 2016-17)

Union Hill Middle School and the Union Hill School District have developed a comprehensive safety plan which identifies major safety concerns and delineates specific prevention and action activities including community and local law enforcement agencies. District personnel participate in monthly meetings with representatives of various public safety agencies and schools to keep current on local community safety issues. In conjunction with District Goals and Priorities, Union Hill's safety plan ensures a safe and secure campus by maintaining a positive learning environment that uses prevention strategies, such as Peer Intervention, and emphasizes high expectations for student conduct. All staff wear name badges and all visitors to the campus are expected to check in at the office and receive a temporary visitor badge. All staff has been trained in the identification of hazards and appropriate procedures for action.

Last updated: 4/22/2017



## **D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	2	7	2	23.0	8	5	0	21.0	3	3	0
Mathematics	19.0	4	3	0	19.0	4	3	0	21.7	3	3	0
Science	22.0	3	3	0	22.0	4	2	0	21.5	5	1	0
Social Science	26.0	1	3	1	22.0	4	2	0	21.5	3	3	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 4/24/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values 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.

Last updated: 4/24/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$11172.0	\$2413.0	\$8759.0	\$75292.0
District	N/A	N/A	\$7773.0	\$70057.0
Percent Difference – School Site and District	--	--	0.1%	0.1%
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 4/25/2017

### Types of Services Funded (Fiscal Year 2015-16)

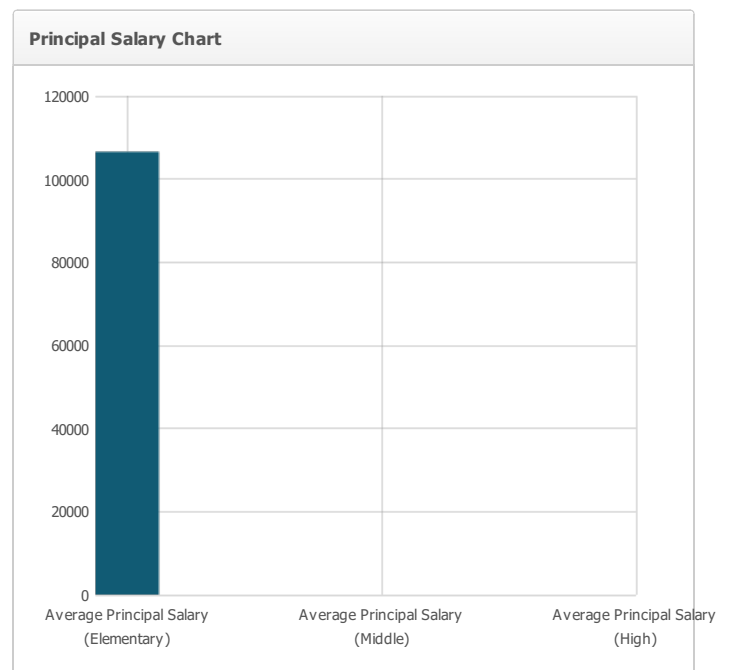
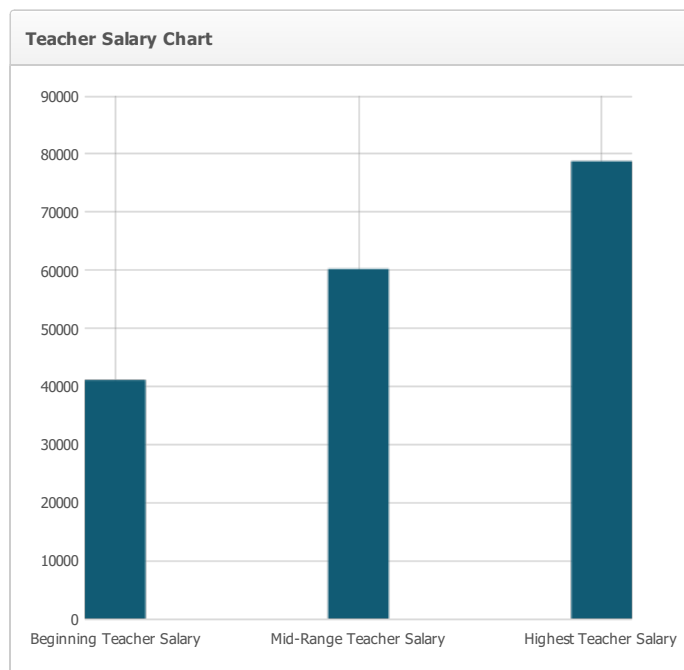
Union Hill School Receives supplemental funds for a variety of programs including special education, learning center, full time counselor, psychologist and professional development. These funds are used to augment services for students beyond base programs.

Last updated: 4/24/2017

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,106	\$41,085
Mid-Range Teacher Salary	\$60,222	\$59,415
Highest Teacher Salary	\$78,770	\$75,998
Average Principal Salary (Elementary)	\$106,578	\$100,438
Average Principal Salary (Middle)	\$	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$121,992	\$116,069
Percent of Budget for Teacher Salaries	46.0%	33.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

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



Last updated: 4/22/2017

## Professional Development

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There are two dedicated staff development days in the school calendar. In addition, the district implemented monthly teacher collaboration days. Target areas for professional development include:

- 1) Implementation of the common core state standards
- 2) Review of the current mathematics curriculum
- 3) Start training to implement CAASPP testing
- 4) Behavioral intervention strategies

*Last updated: 4/22/2017*