Union Hill Middle School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Union Hill Middle School
Street	11638 Colfax Hwy
City, State, Zip	Grass Valley, Ca, 94945-8805
Phone Number	530-273-8456
Principal	Mr. Joe Limov, Principal
Email Address	jlimov@uhsd.k12.ca.us
Website	www.uhsd.k12.ca.us
County-District-School (CDS) Code	29664070128629

Entity	Contact Information
District Name	Union Hill Elementary Charter
Phone Number	(530) 273-0647
Superintendent	David Curry
Email Address	dcurry@uhsd.k12.ca.us
Website	www.uhsd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

The Union Hill Elementary School District was established in 1868, with only a few students in a one-room schoolhouse.

Since that time the district enrollment grew to over 800 students and now consists of a traditional K-8 program at Union Hill School, with student population of just over 700 students, and the Bearcat Discovery Program, which is the district's preschool and infant through eighth grade childcare program. The District continues to expand and modernize its facilities, new playground equipment, new roofs, and other property improvements. Even with the modernization projects the district continues to provide a school environment that symbolizes its rich history and tradition.

Union Hill School District has a rich history beginning as a one room school in 1868, and growing into the trademark for excellence in education that it is today. Our district features an outstanding preschool through eighth grade articulated and enriched academic program taught by staff who are devoted to the academic and personal well being of every student; and an acclaimed before and after school extended child care program. Our integrated technology and art programs, band, choir, after school sports program, and the most supportive and productive Parent Teacher Club in the county enhance the high quality student learning in Union Hill School District!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	69
Grade 8	56
Total Enrollment	125

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.8
Asian	0.8
Hispanic or Latino	12.8
White	79.2
Two or More Races	4
Socioeconomically Disadvantaged	44.8
English Learners	0.8
Students with Disabilities	10.4
Homeless	0.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	8	8	37
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	4	2	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature Novels	No	0
Mathematics	Houghton Mifflin Harcourt - Go Math Eureka Math	No	0
Science	Holt Reinhart Winston - Science	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Prentice Hall Social Studies	No	0
Foreign Language	Holt Spanish	No	0
Health	Seven Habits of Highly Effective Teens	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Union Hill Elementary School takes effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses a Facility Inspection Tool (FIT) as a survey instrument developed by the State of California OPSC. The results of this survey are avilable 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 Supervisor of Maintenance, Operations and Transportation 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 curbacks in school funding in recent years. In 2017 and 2018 school facilities improvements included: sewage system repairs/replacement, irrigation system repairs, heating-ventilation-air conditioning replacement, minor applicance replacement, parking safety features, preschool playground equipment replacement, harmful brush and debris removal, fencing repairs, and roof replacment and repairs.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Twice annually the existing septic system is pumped out and system evaluations are complete. HVAC systems have active preventative maintenance completed and are in good condition
Interior: Interior Surfaces	Good	Interior surfaces are cleaned and repaired on an ongoing basis. FRP panels were installed in lower campus restrooms during the summer of 2018 and winter of 2019.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	There are no active pest infestations or issues at Union Hill School. There are sporatice nuisance issues from the wooded areas surrounding the campus
Electrical: Electrical	Good	One electrical transformer was replaced on the lower campus during the summer of 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	New water bottle stateions were installed in the multi-purpose and gynasium areas. New toilet enclosures were installed in 7 restrooms in 2018
Safety: Fire Safety, Hazardous Materials	Good	Changes/alterations to the main fire control panel were competed and ongoing drills to test the system and teach appropriate responses to students and staff continue on a monthly basis
Structural: Structural Damage, Roofs	Good	Union Hill School has completed roof replacement project over the past 3 years. No structural issue exist or are anticipated
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	We purchased and installed Barracuda Bars in the H Building for safety during lockdown. We installed new playground equipment in the Bearcats playground and installed new "Poured-in-Place" rubber surface for the elementary playground equipment
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, 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	61	46	46	50	50	50
Mathematics (grades 3-8 and 11)	54	53	42	43	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	118	99.16	0.84	45.76
Male	58	58	100.00	0.00	39.66
Female	61	60	98.36	1.64	51.67
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	15	15	100.00	0.00	46.67
Native Hawaiian or Pacific Islander					
White	99	98	98.99	1.01	46.94
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	56	55	98.21	1.79	34.55
English Learners	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: 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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	115	98.29	1.71	53.04
Male	57	57	100.00	0.00	49.12
Female	60	58	96.67	3.33	56.90
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander					
White	97	95	97.94	2.06	53.68
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	54	52	96.30	3.70	36.54
English Learners	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: 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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	15.6	42.2	20.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Family engagement is an essential strategy for supporting the success of all students. When the District focuses on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement leads to a school-family partnership that positively impacts student outcomes and help close achievement gaps.

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

Teachers engage parents as partners through Parent Education Nights aimed at academic and social/emotional topics of interest.

In addition, Union Hill School invites parents to volunteer on campus through classroom support opportunities, assemblies, and Career Day connections.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	15.3	20.2	5.5	7.9	8.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 Positive Behavior Interventions and Supports (PBIS), Peer Intervention, Olweus Anti-Bullying Program and emphasized high expectations for student conduct (Bearcat of Character). 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. In 2017 the District installed security cameras that provide coverage and remote viewing of potential hazards.

The current safety plan was reviewed, revised and board adopted in March 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	1	9		31		9		19	5	3	
Mathematics	19	2	4		23	2	4	1	19	9	4	
Science	29		4		30		4		25	2	3	
Social Science	29		4		31		4		25	1	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8520.31	1599.24	6921.07	61794.74
District	N/A	N/A	$7551.1	74805.76
Percent Difference - School Site and District	N/A	N/A	-8.7	-19.0
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	-8.1	-5.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Union Hill School District 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,476	$45,252
Mid-Range Teacher Salary	$65,160	$65,210
Highest Teacher Salary	$84,860	$84,472
Average Principal Salary (Elementary)	$115,316	$107,614
Average Principal Salary (Middle)	$0	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$143,486	$124,686
Percent of Budget for Teacher Salaries	39%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	

There are two dedicated professional development days in the school calendar. In addition, the district provides monthly team meetings, staff meetings, flex meetings, and 18 early-release collboration days. Student achievement data and staff surveys combine to inform our choice of topics for professional development. This year the district focus included common interim assessments to monitor student progress, math curriculum implementation, and behavioral interventions