

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Unity Middle College High	Erin Craig, Ed.D. Executive Director	ecraig@unitymchs.org 714.473.0723

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Unity Middle College High School is a new independent charter school in the city of Orange. Our goal is to provide all students with the supports they need to graduate with a high school diploma and college credits, up to and including an Associate's degree. We strive to remove the financial, academic and psychological hurdles that prevent students from entering and succeeding in college. Our goal as a school is to provide explicit structures and systems of support for students to graduate from Unity MCHS having already experienced college success.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The three critical and distinct areas included in this LCAP are:

1. Students and staff will work in a healthy, safe, and collaborative environment that supports learning for all stakeholders.
2. Increase the percentage of students that have passed 2 of more college courses with a C or higher.
3. Students will have equitable access to a high-quality curricular and instructional program designed to lead to post-secondary success

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other

information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

As this was the founding year for Unity Middle College High, we used comprehensive data from in person meetings, parent/student/staff surveys as performance indicators in addition to using the LCFF Evaluation Rubrics.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

N/A since no prior year's data

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

N/A no Prior data

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

UNITY MCHS strives to provide an environment with proactive social-emotional and academic supports. Some significant ways we will be providing supports for at-risk students are:

1. The development and use of an Academic Seminar class for all incoming students
2. Unity MCHS will add an intervention teacher who will oversee the SST process
3. Unity MCHS will add a course section for credit recovery starting with the 2018-19 school year.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

DESCRIPTION**AMOUNT**

Total General Fund Budget Expenditures For LCAP Year

\$ 1,435,301

Total Funds Budgeted for Planned Actions/Services to Meet
The Goals in the LCAP for LCAP Year

\$ 322,689

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

N/A

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 322,689

Annual Update

LCAP Year Reviewed: N/A- Unity MCHS is in its first year of operation so has no prior year LCAP.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

N/A- Unity MCHS is in its first year of operation so has no prior year LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities: N/A

Local Priorities: N/A

Annual Measureable Outcomes

	Expected	Actual
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
N/A	N/A	N/A	N/A

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

N/A

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

N/A

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

UNITY MCHS consulted with the teaching staff over the course of multiple professional development meetings, hosted parent input meetings and gave out parent surveys, and solicited student input during the Spring 2018 semester. The LCAP was presented to the Board in June 2018 and was approved on June 29, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations had significant impact on the LCAP for the upcoming year in that they helped formulate the goals and action plans of the document. For example, every stakeholder group asked for more intervention and social-emotional support so we will be adding an intervention teacher for the 2018-19 school year and a counselor for the 2019-20 school year, which is a revision of the plans to add an Assistant Principal in 2019 and a counselor in 2020.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

Students and staff will work in a healthy, safe, and collaborative environment that supports learning for all stakeholders

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

Local Priorities: N/A

Identified Need:

Unity MCHS is currently in a temporary shared facility that necessitates compromises to its educational program. We are moving to a new, permanent home next school year, the design of which we will tailor to our instructional program.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of instructional spaces in good repair	25%	25%	75%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of instructional space exclusive to Unity MCHS instructional program	0%	0%	75%	100%
Number of modalities of parental input	3	3	5	6
Percentage of parents attending/ responding to input requests	15%	15%	30%	50%
School attendance rate	95%	95%	95.5%	96%
High school dropout rate	N/A	N/A	<5%	<5%
High school Graduation rate	N/A	N/A	N/A	>95%
Surveys of pupils, and parents and teachers on the sense of safety and school connectedness	N/A	N/A	80% feel a sense of safety and school connectedness	90% feel a sense of safety and school connectedness
Percentage of guardians aware of SCC skill-	N/A	N/A	80% are aware of SCC skill-building and certificate programs	90% are aware of SCC skill-building and certificate programs

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
building and certificate programs available at school site			available at school site	available at school site

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

ALL

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NEW

NEW

NEW

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Renting shared instructional space
- Temporary Classrooms
- ParentSquare Communication Tool
- Quarterly Bilingual Parent Meetings
- Illuminate SIS tools
- Unity Student Ambassadors program
- In-house Google Surveys

- Unity-exclusive instructional space
- Permanent Classrooms
- ParentSquare Communication Tool
- Monthly Bilingual Parent Meetings
- Illuminate SIS tools
- Unity Student Ambassadors program
- Research-based surveys
- SCC skill-building and certificate programs available at school site

- Unity-exclusive instructional space
- Permanent Classrooms
- ParentSquare Communication Tool
- Monthly Bilingual Parent Meetings
- Illuminate SIS tools
- Unity Student Ambassadors program
- Research-based surveys
- SCC skill-building and certificate programs available at school site

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	76,900	191,746	
Source	LCFF	LCFF	
Budget Reference	5600, 4300	5600, 4300	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Increase the percentage of students that have passed 2 or more college courses with a C or higher.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7 & 8

Local Priorities: NA

Identified Need:

As a middle college high school Unity MCHS has as the core of its mission the purpose to support all learners as they prepare for and partake in our dual enrollment program. Students will be supported as they work to qualify for dual enrollment and complete their college coursework.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of ALL students that qualify for dual	63%	63%	68%	73%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
enrollment				
Percentage of ALL students that take dual enrollment	60%	60%	65%	70%
Percentage of EL students that qualify for dual enrollment	81%	81%	82%	83%
Percentage of EL students that take dual enrollment	81%	81%	82%	83%
Percentage of SWD that qualify for dual enrollment	40%	40%	50%	60%
Percentage of SWD that take dual enrollment	40%	40%	50%	60%
Percentage of low-SES students that qualify for dual enrollment	58%	58%	63%	68%
Percentage of low-SES students that take dual enrollment	58%	58%	63%	68%
Percentage of FY students that	N/A	N/A	TBD	TBD + 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
qualify for dual enrollment				
Percentage of FY students that take dual enrollment	N/A	N/A	TBD	TBD + 5%
Percentage of ALL students that pass 1 or more college course	TBD	TBD	TBD + 5%	TBD + 10%
Percentage of EL students that pass 1 or more college course	TBD	TBD	TBD + 5%	TBD + 10%
Percentage of SWD that pass 1 or more college course	TBD	TBD	TBD + 5%	TBD + 10%
Percentage of low-SES students that pass 1 or more college course	TBD	TBD	TBD + 5%	TBD + 10%
Percentage of FY students that pass 1 or more college course	TBD	TBD	TBD + 5%	TBD + 10%
Percentage of ALL students that pass 2 or more college	TBD	TBD	TBD + 5%	TBD + 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of EL students that pass 2 or more college courses	TBD	TBD	TBD + 5%	TBD + 10%
Percentage of SWD that pass 2 or more college courses	TBD	TBD	TBD + 5%	TBD + 10%
Percentage of low-SES students that pass 2 or more college courses	TBD	TBD	TBD + 5%	TBD + 10%
Percentage of FY students that pass 2 or more college courses	TBD	TBD	TBD + 5%	TBD + 10%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

ALL

ALL

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

NEW

Select from New, Modified, or Unchanged for 2018-19

NEW

Select from New, Modified, or Unchanged for 2019-20

NEW

2017-18 Actions/Services

- PT Resource specialist
- Parent meetings about dual enrollment
- GLS classes
- Weekly grade checks
- Family intervention meetings
- Benchmark qualification checks
- Tutoring
- offering on-site SCC courses
- access to all SCC courses for all students

2018-19 Actions/Services

- Academic Seminar course
- Resource specialist
- Parent meetings about dual enrollment
- GLS classes
- Weekly grade checks
- Family intervention meetings
- Benchmark qualification checks
- Tutoring
- offering on-site SCC courses

2019-20 Actions/Services

- Academic Seminar course
- FT Resource specialist
- Parent meetings about dual enrollment
- GLS classes
- Weekly grade checks
- Family intervention meetings
- Benchmark qualification checks
- Tutoring
- offering on-site SCC courses

2017-18 Actions/Services

-all students can take all courses
-data-sharing MOU agreement

2018-19 Actions/Services

-access to all SCC courses for all students
-all students can take all courses
-data-sharing MOU agreement

2019-20 Actions/Services

-access to all SCC courses for all students
-all students can take all courses
-data-sharing MOU agreement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	27,344	78,443	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	1100, 4200	1100, 4300	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Students will have equitable access to a high-quality curricular and instructional program designed to lead to post-secondary success

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7 & 8

Local Priorities:

Identified Need:

Unity MCHS strives to provide a high-quality high school program that will prepare all learners for post-secondary success regardless of participation in our dual enrollment program.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
percentage of teachers in NCLB-compliance	100%	100%	100%	100%
percentage of students with access to Sufficient	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
instructional materials				
Percentage of students with access to CCSS & NGSS compliant courses	100%	100%	100%	100%
Percentage of students with access to all levels of A-G coursework	100%	100%	100%	100%
EL reclassification rate	N/A	TBD	TBD + 3%	TBD + 6%
Percentage of graduates meeting A-G requirements	N/A	N/A	N/A	TBD
Enrollment in HS and/or SCC electives of interest	63%	63%	72%	82%
Percentage of upperclassmen with internship experience	N/A	N/A	TBD	TBD + 5%
Pass rates across all subject areas	88.8%	88.8%	90%	92%
HS graduation	N/A	N/A	N/A	TBD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
rates				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

ALL

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

NEW

Select from New, Modified, or Unchanged for 2018-19

NEW

Select from New, Modified, or Unchanged for 2019-20

NEW

2017-18 Actions/Services

- NCLB-compliant teachers hired
- use of Open Educational Resources to support A-G compliant coursework
- integrated EL supports in all courses
- full inclusion/push-in model of Special Education
- weekly grade checks
- intervention program
- student HS education plans
- credit recovery classes
- professional development to support differentiation for student groups
- academic seminar courses
- creation and innovation lab course

2018-19 Actions/Services

- SCC 2-year plans
- NCLB-compliant teachers hired
- use of Open Educational Resources to support A-G compliant coursework
- integrated EL supports in all courses
- full inclusion/push-in model of Special Education
- weekly grade checks
- intervention program
- student HS education plans
- credit recovery classes
- professional development to support differentiation for student groups
- academic seminar courses
- creation and innovation lab course
- internships for upperclassmen

2019-20 Actions/Services

- SCC 2-year plans
- NCLB-compliant teachers hired
- use of Open Educational Resources to support A-G compliant coursework
- integrated EL supports in all courses
- full inclusion/push-in model of Special Education
- weekly grade checks
- intervention program
- student HS education plans
- credit recovery classes
- professional development to support differentiation for student groups
- academic seminar courses
- creation and innovation lab course
- internships for upperclassmen

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,500	52,500	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget	5800	1100, 5800	[Add budget reference here]

Year

2017-18

2018-19

2019-20

Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 4

[Describe the goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

[Add text here]

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

[Describe the 2017-18 action/service here]

2018-19 Actions/Services

[Describe the 2018-19 action/service here]

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: XXXX-XX

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

[Add text here]