

Unity Middle College High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/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 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.



Erin McKenzie Craig, Executive Director, Principal

Principal, Unity Middle College High

About Our School

Welcome to the Unity Family!

Welcome to Unity Middle College! Unity Middle College High School prepares all students, especially those who are at-risk and underserved for four-year university success, leading to professional careers through a blended high school and college curriculum.

Unity Middle College High School (Unity MCHS) achieves this mission by offering project-based learning, dual enrollment and early college experiences, and differentiated support through a nurturing, family based school culture. Unity MCHS is structured on the Middle College National Consortium Design Principles with career pathways available to all students. Unity MCHS career pathways will provide students high school and college courses, internships, and hands-on experience directly aligned to each student's career pathway of choice and post-secondary plans.

The Middle College program, differentiated support, and structured, nurturing environment will effectively prepare students for success in college coursework after high school graduation. Integrated into this educational program will be Unity's Habits of Heart and Mind. These habits will develop and empower students' and families' capacity to support sustained success in higher education, career, and beyond. Additionally, the Unity MCHS program helps families recognize and build upon their assets so that they can obtain their future goals. Unity MCHS will balance these ambitious goals by developing a rich, enjoyable, and memorable school experience through a nurturing, family based school culture.

Sincerely,

Dr. Craig

Contact

Unity Middle College High
1937 West Chapman Avenue, Suite 110
Orange, CA 92868

Phone: 7146426624
E-mail: ecraig@unitymchs.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Orange County Department of Education
Phone Number	(714) 966-4000
Superintendent	Al Mijares
E-mail Address	amijares@ocde.us
Web Site	http://www.ocde.us

School Contact Information (School Year 2018—19)	
School Name	Unity Middle College High
Street	1937 West Chapman Avenue, Suite 110
City, State, Zip	Orange, Ca, 92868
Phone Number	7146426624
Principal Principal	Erin McKenzie Craig, Executive Director,
E-mail Address	ecraig@unitymchs.org
Web Site	www.unitymchs.org
County-District-School (CDS) Code	30103060133959

Last updated: 2/7/2019

School Description and Mission Statement (School Year 2018—19)

Unity Middle College High School (MCHS) prepares all students, especially those at risk, for four-year university success and professional careers through a blended high school and college curriculum.

Unity Middle College High School (Unity MCHS) achieves this mission by providing each student a personalized blend of high school and college courses in a career pathway of interest and talent. From 9th through 12th grade, all Unity MCHS students have ongoing opportunities to experience both depth and complexity in a variety of situations in academia and in the workplace. These situations will increase with rigor, be hands-on, and integrate theory with practice across content areas. Unity MCHS will implement these practices using C3 Innovation: College, Career, & Community Innovation. The synchronicity of proven nationwide middle college practices with C3 innovation support all Unity MCHS students in the acquisition of significant transferable college credits prior to high school graduation in a career and major of choice.

C3: College, Career, & Community Innovation

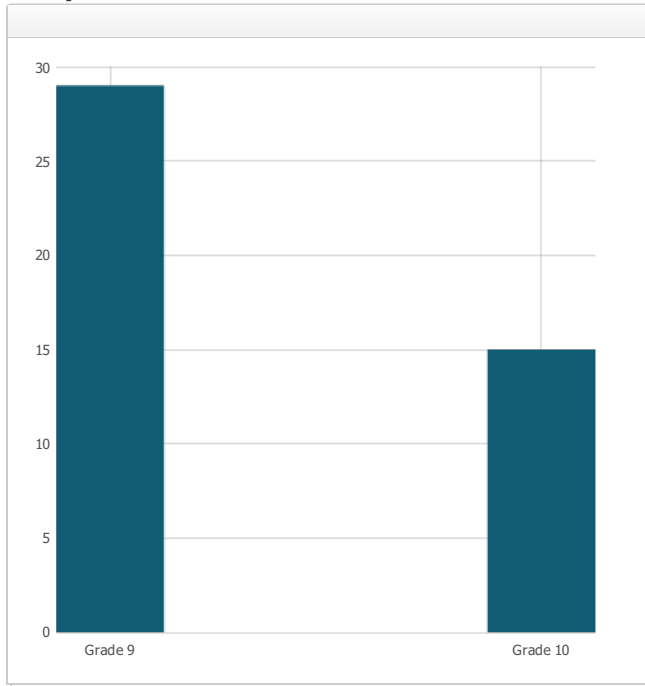
College: Unity MCHS offers a dual enrollment program with Santiago Canyon College. A differentiated blend of career-focused high school and college curriculum designed to meet the diverse needs of underserved students will result in authentic college and career preparation, support, and readiness at the same time.

Career: Unity MCHS implements a student-driven selection of career pathway experiences including: coursework, local internships, and creation & innovation labs. Each week during creation & innovation labs, students design and construct their own learning in an area of interest and passion, similar to all Google employees. Community: Unity MCHS's community is centered on the implementation of Family at school and through the development of grit and perseverance.

Last updated: 2/7/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	29
Grade 10	15
Total Enrollment	44



Last updated: 2/7/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	63.6 %
Native Hawaiian or Pacific Islander	%
White	31.8 %
Two or More Races	%
Other	4.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.2 %
English Learners	15.9 %
Students with Disabilities	%
Foster Youth	2.3 %

A. Conditions of Learning

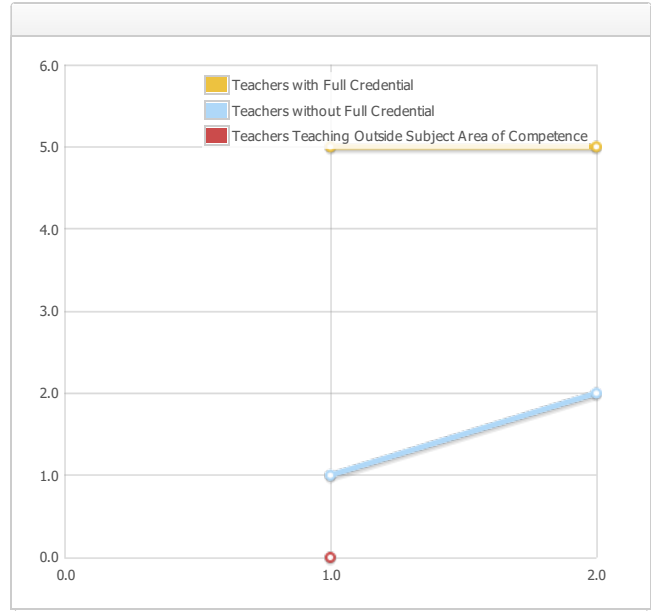
State Priority: Basic

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

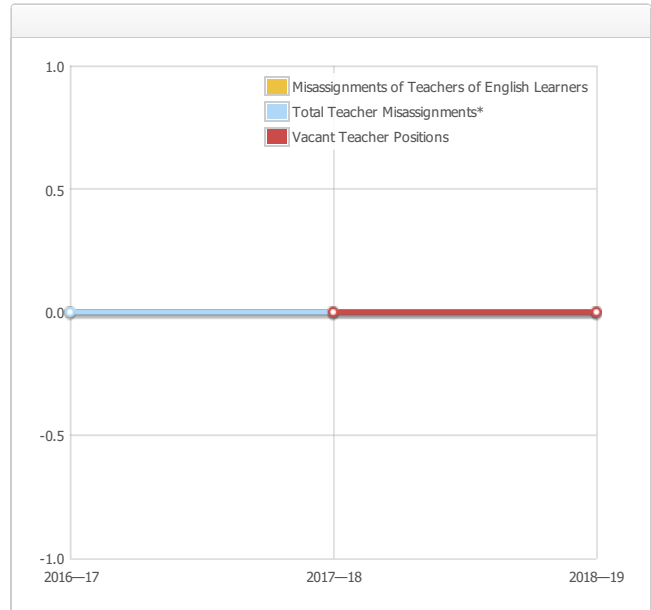
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		5	5	
Without Full Credential		1	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0		



Last updated: 2/7/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions		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: 2/7/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>9th</p> <p>The House on Mango Street, Sandra Cisneros Romeo & Juliet, William Shakespeare Lord of the Flies, William Golding Animal Farm, George Orwell</p> <p>EngageNY CK-12 Open Educational Resources</p> <p>10th</p> <p>To Kill a Mockingbird, Harper Lee Night, Elie Wiesel Of Mice and Men, John Steinbeck EngageNY</p> <p>CK-12 Open Educational Resources</p> <p>11th</p> <p>The Great Gatsby, Scott Fitzgerald Of Mice and Men, John Steinbeck Their Eyes Were Watching God, Zora Neale Hurston EngageNY CK-12 Open Educational Resources</p>	Yes	0.0 %
Mathematics	<p>Algebra 1</p> <p>ALEKS - McGrawHill CK-12 Open Educational Resources Kuta Common Core Mathematics</p> <p>Algebra 2</p> <p>ALEKS - McGrawHill CK-12 Open Educational Resources Kuta Common Core Mathematics</p> <p>Geometry</p> <p>ALEKS - McGrawHill CK-12 Open Educational Resources Kuta Common Core Mathematics</p>	Yes	0.0 %
Science			0.0 %
History-Social Science	<p>Biology</p> <p>CK-12 Open Educational Resources</p> <p>Chemistry</p> <p>Introductory Chemistry (4th Edition), by Nivaldo Tro CK-12 Open Educational Resources</p>	Yes	0.0 %
Foreign Language	HOLT Spanish 1 - ¡Exprésate, Nancy Humbach, Sylvia Madrigal Velasco, Ana	No	0.0 %

Beatriz Chiquito, Stuart Smith John McMinn			
Health	N/A	Yes	0.0 %
Visual and Performing Arts			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: 2/7/2019

School Facility Conditions and Planned Improvements

Unity Middle College moved into a newly renovated building with 2018 E-occupancy tenant improvements. 100% of all items are in good repair both inside and outside of the building. There is brand new air condition, a voice activated fire alarm system, fire sprinklers, and LED lighting. The tenant improvements required take care of 90% of all improvements needed for future expansion throughout the building. The only future improvements to be completed are the sprinklers on the second floor.

Last updated: 2/7/2019

School Facility Good Repair Status

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	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 2/7/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	--	--	--	--		
Mathematics (grades 3-8 and 11)	--	--	--	--		

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.

Last updated: 2/7/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
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 (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.

Last updated: 2/7/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
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 (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.

Last updated: 2/7/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 2/7/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Although Unity does not offer specific CTE programs, the school provides weekly creation and innovation labs aligned to students' interests and talents and presented in a cyclical method that is focused on short and long term goals. Future 11th grade students will prepare for an internship in an area of interest. Student can also enroll in Santiago Canyon College CTE courses.

Last updated: 2/7/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/7/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2017–18)

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
9	22.2%	37.0%	22.2%

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: 2/7/2019

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 2018—19)

Student Success Team: The SST is a team centered on a student, which reviews individual student strengths and areas of concern in academics, behaviors, or other areas. The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST including, but not limited to those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

Committees: Committees are created by the staff members at Unity MCHS in response to feedback gathered from the administration, staff members, students, and parents. Committees will work to continue to improve and refine all aspects of the school community. Committees may work on topics such as student climate and support, teacher climate and support, curriculum and instruction, and community partnerships.

Parent-Teacher Conferences: Parents are essential stakeholders in the education of their children. In addition to the supports mentioned above, Unity MCHS will conduct bi-annual parent-teacher conference meetings in which the student's Family teacher will meet with each family and their student to discuss achievement, behavior, and goal setting. One of these conferences will happen in the late fall and another will occur in the early spring. This will not preclude Family teachers or Administration from contacting families in the interim to schedule Student Support Plan meetings as needed.

Unity MCHS School Council: The Unity MCHS School Council (UMSC) shall participate in proposing school policies, monitoring charter compliance, planning school fundraisers and making budget recommendations. The UMSC shall consist of the Principal, teachers, parents, and other Unity MCHS staff. UMSC will select a non-Unity MCHS staff member as its chair, who will also serve as the representative on the Unity MCHS school board. This UMSC representative will be responsible for sharing feedback and recommendations from UMSC to the Unity Schools SoCal Board of Directors. Students and other community members may also participate in the UMSC. Unity MCHS employees on the UMSC are selected by other Unity MCHS employees and will not exceed 50% of the seats on the UMSC. Parents of Unity MCHS students will comprise at least 40% of seats on the UMSC and are selected by other Unity MCHS parents. Either the UMSC or other appropriately configured committees of the UMSC shall constitute the School Site Council or English Language Advisory Committee for the purpose of meeting the requirements of federal and state regulations, as applicable.

English Learner Advisory Committee (ELAC) When there are 21 or more English learners at Unity MCHS, parent/guardian ELAC shall be maintained to serve the advisory functions specified by law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school. ELAC has 4 legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

Development or revision of a master plan for English learner education for the individual school.

Development of the school's needs assessment.

Administration of the school's annual language census.

Ways to make parents aware of the importance of regular school attendance

Coffee with the Principal: Once a month the Unity principal hosts "Coffee with the Principal". Ideas, issues, challenges, and successes are discussed in an open setting to support parents getting connected with the school and being part of the decision process.

State Priority: Pupil Engagement

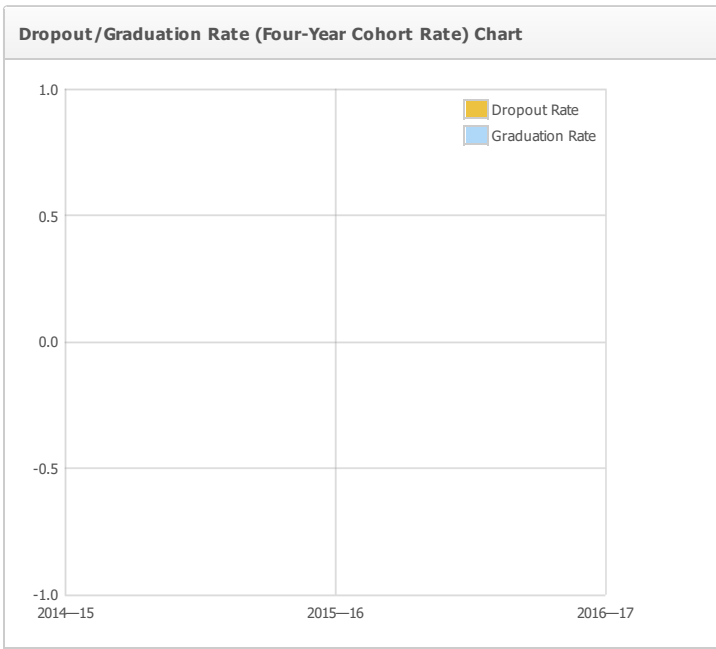
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	37.1%	40.6%	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	33.8%	9.1%
Graduation Rate	--	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/7/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

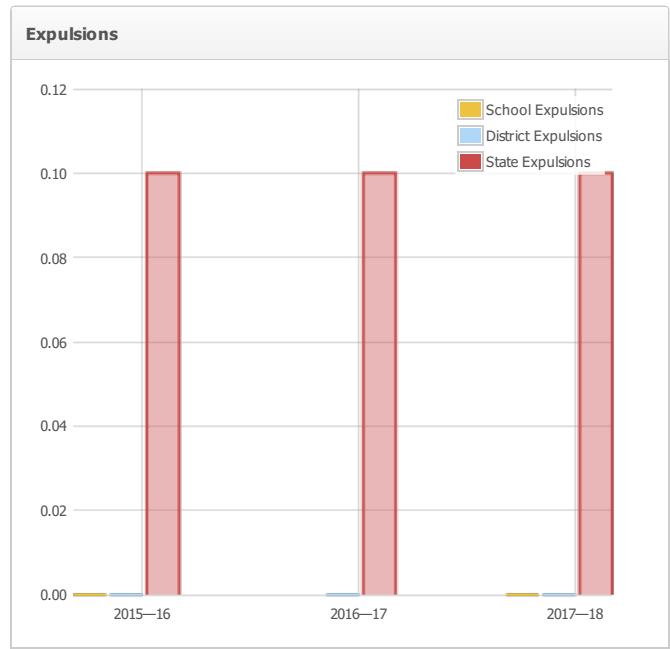
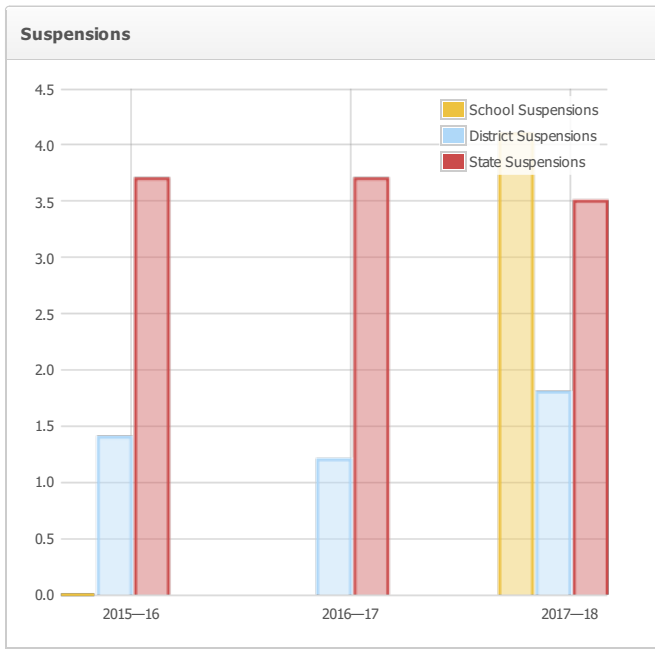
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	4.1%	1.4%	1.2%	1.8%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/7/2019

School Safety Plan (School Year 2018—19)

The Unity MCHS comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines.

This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This plan encompasses a broad range of potential safety issues and major emergencies. In addition, the plan includes components related to protocols concerning the social and physical climate, as well as goals and objectives that will help assess the effectiveness of the plan over the coming academic year.

The 2018-18 Safety Plan was updated and refined by Unity staff, parents, legal team, and communit members and was approved by the Unity Schools SoCal Board of Directors to ensure it included specific information regarding the new facility.

Last updated: 2/7/2019

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) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	11.0	4		
Mathematics	11.0	4		
Science	11.0	3	1	
Social Science	22.0	1		1

* 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: 2/7/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	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: 2/7/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/7/2019

Types of Services Funded (Fiscal Year 2017—18)

College Courses

College coursework and curriculum are designed to meet the academic level, interest, and career pathway for each individual student. Students will be identified for potential college courses each semester by examining academic grades, attendance, and family input. According to Adelman, the single most important factor in determining college success is the academic challenge of the high school courses a student takes. A student who acquires at least 12 college credits prior to high school graduation has the highest likelihood of graduating from a post-secondary institution within four years

Family

One of the most essential assets of the Unity MCHS support program is the daily, rigorous Family program. Because the success of students can hinge on a combination of positive relationships, healthy social skills and engagement with learning, the Family program integrates both social and academic learning into the curriculum. As Paul Tough points out in his book "How Children Succeed," it is a student's ability to develop "non-cognitive" skills such as grit, optimism, motivation, and perseverance that will contribute to his or her later success in college. At Unity MCHS, Family will be tailored with lesson plans designed to foster those skills directly. The Unity MCHS Family program provides structured opportunities for the development of personal relationships between students and a caring adult advisor. The Family curriculum is heavily focused on developing positive social skills and self-esteem and reinforces Unity MCHS Habits of Heart and Mind.

Student Digital Portfolio

Each Unity MCHS student will take ownership of their education and will develop a Student Digital Portfolio beginning in the 9th grade to track, plan, document and pursue high school, postsecondary, and career goals. The Student Digital Portfolio will be a private website updated throughout high school. Documents in the portfolio include but are not limited to:

- High school transcript
- College transcript(s)
- Common Core and Next Generation Standardized Examination results
- Career Pathway choice, goals, and focused career learning experiences
- Prospective Colleges and Universities with timelines
- Scholarship Applications
- Extracurricular Activities
- Community Service
- Employment Record

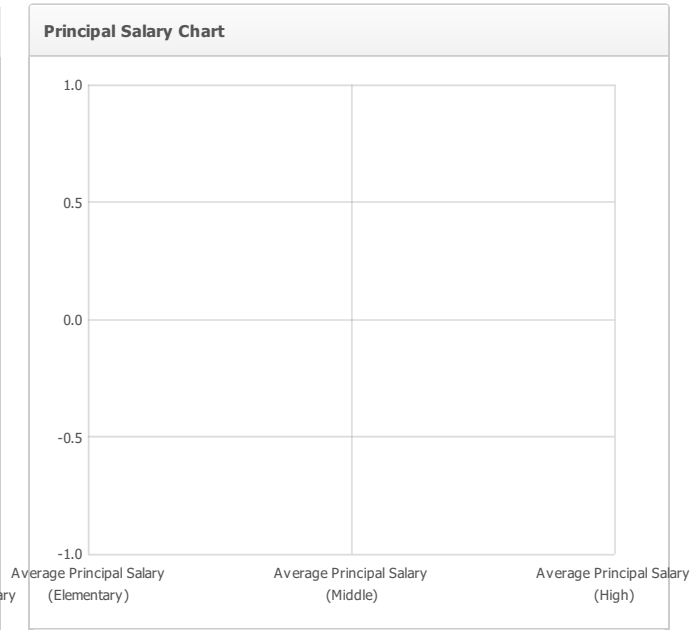
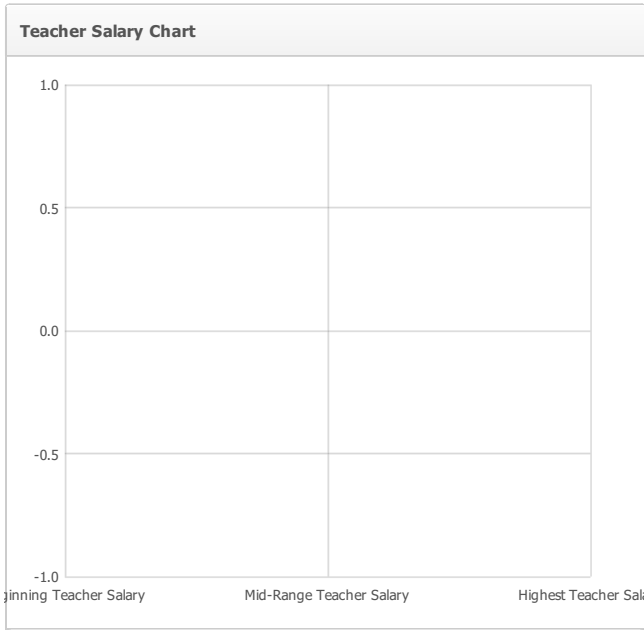
Career Pathway Internships

Unity MCHS students will experience a career pathway internship in their 11th grade year. All 11th grade students will be responsible for identifying a company or organization in the community that is screened and approved by Unity MCHS administration in their career pathway of choice. Unity MCHS will also provide students with a centralized list of partnering organizations and internships available. Companies and organizations who provide Unity MCHS internships will be provided with support and training from Unity MCHS staff to ensure students are effective and successful in their internship. All 11th grade students will engage in a culminating end of internship written and verbal project to display and celebrate their experience at the end of the 11th grade year. Career pathway internships will offer Unity MCHS every student explicit connections within their career pathway, college courses, selected college major, and future career plans. Career pathway internships will also support 12th grade students in selecting the most appropriate college major for admission.

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 2/7/2019

Professional Development

For 2017-18 there were 15 days of professional development. For 2018-19 Unity offers 10 days of professional development. Topics include:

Compliance

Mandated Reporter: Child Abuse and Neglect

Bloodborne Pathogen Exposure Prevention

Sexual Harassment: Staff-to-Staff

Sexual Misconduct: Staff-to-Student

Bullying: Recognition & Response

Ethics Training

New facility supervision and training

Special Populations

Understanding IEP Snapshots

Integrating SPED accommodations into Content Area

English Learners Integrating ELD Standards into Content Area Instruction

Utilizing Academic Language Across Disciplines

Instructional Practices Consistent Board Configurations and Classroom Routines

Teach Like a Champion Techniques

Formative Assessment Philosophy and Use

Stakeholder Input ParentSquare Tool Training

Parent Conference structure and practice

Differentiation for diverse student populations

Monthly student data dives

School Culture & Community

History of UNITY

Community Visioning

UNITY staff member goal setting

Operations

First Day, Week, Month of School

Discipline

Supervision

Adulting Days

Planning for symposiums