

Unity Middle College High

School Accountability Report Card Reported Using Data from the 2018—19 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.

Rashi Seth, Principal

Principal, Unity Middle College High

About Our School

Welcome to our 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,

Ms. Seth

Contact

Unity Middle College High
1937 West Chapman Ave. Suite 110
Orange, CA 92868-2632

Phone: 714-473-0723

Email: rseth@unitymchs.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Orange County Department of Education
Phone Number	(714) 966-4000
Superintendent	Al Mijares
Email Address	amijares@ocde.us
Website	http://www.ocde.us

School Contact Information (School Year 2019—20)	
School Name	Unity Middle College High
Street	1937 West Chapman Ave. Suite 110
City, State, Zip	Orange, Ca, 92868-2632
Phone Number	714-473-0723
Principal	Rashi Seth, Principal
Email Address	rseth@unitymchs.org
Website	www.unitymchs.org
County-District-School (CDS) Code	30103060133959

Last updated: 2/2/2020

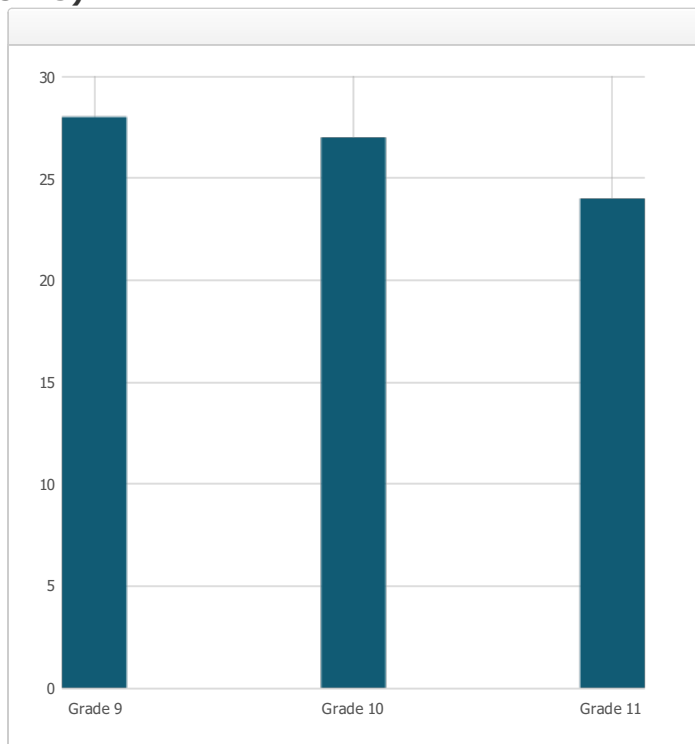
School Description and Mission Statement (School Year 2019—20)

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.

Last updated: 2/2/2020

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

Grade Level	Number of Students
Grade 9	28
Grade 10	27
Grade 11	24
Total Enrollment	79



Last updated: 2/2/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	3.00 %
Filipino	1.00 %
Hispanic or Latino	60.00 %
Native Hawaiian or Pacific Islander	1.00 %
White	26.00 %
Two or More Races	2.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.00 %
English Learners	14.00 %
Students with Disabilities	19.00 %
Foster Youth	0.00 %
Homeless	0.00 %

A. Conditions of Learning

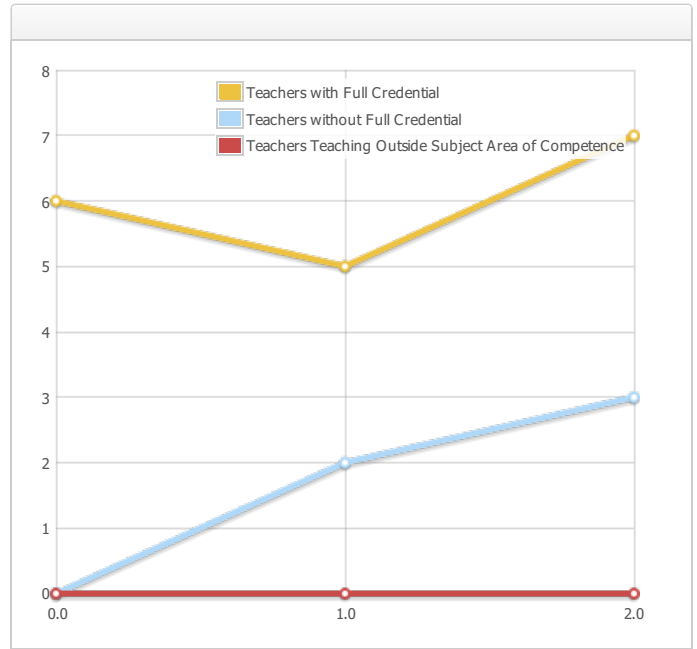
State Priority: Basic

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

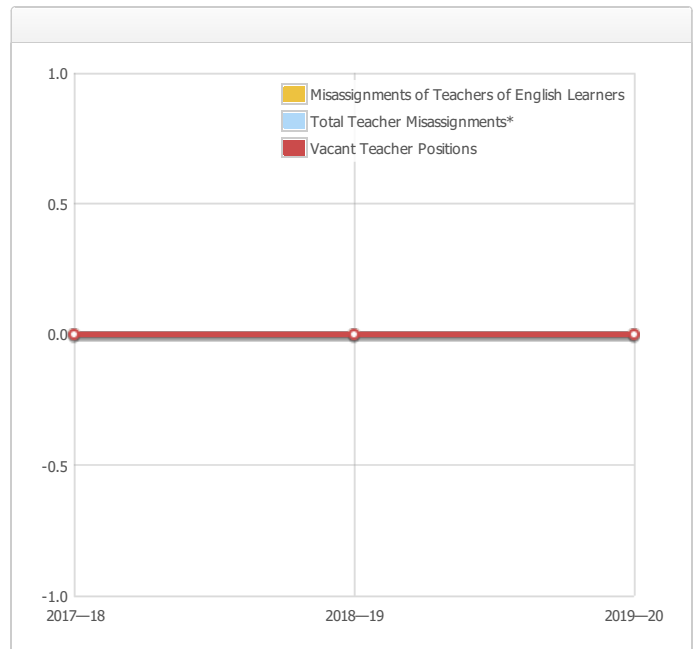
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	6	5	7	7
Without Full Credential	0	2	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/2/2020

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.

Last updated: 2/2/2020

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

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;">9th</p> <p>Teacher Created Common Core Curriculum The House on Mango Street, Sandra Cisneros Romeo & Juliet, William Shakespeare Lord of the Flies, William Golding Animal Farm, George Orwell EngageNY CK-12 CCSS Open Educational Resources</p> <p style="text-align: center;">10th</p> <p>Teacher Created Common Core Curriculum To Kill a Mockingbird, Harper Lee Night, Elie Wiesel Of Mice and Men, John Steinbeck EngageNY CK-12 CCSS Open Educational Resources</p> <p style="text-align: center;">11th</p> <p>Teacher Created Common Core Curriculum The Cask of Amontillado, Edgar Allan Poe Lamb to the Slaughter, Roald Dahl Spunk, Zora Neale Hurston EngageNY CK-12 CCSS Open Educational Resources</p> <p style="text-align: center;">12th</p> <p>Teacher Created Common Core Curriculum A Good Man is Hard to Find, Flannery O'Connor Brave New World, Aldous Huxley "The Lost Generation", Mike Kubic EngageNY CK-12 CCSS Open Educational Resources</p>	Yes	0.00 %
Mathematics	<p style="text-align: center;">Algebra 1</p> <p>Teacher Created Common Core Curriculum CK-12 CCSS Open Educational Resources EngageNY Kuta Common Core Mathematics</p> <p style="text-align: center;">Algebra 2</p> <p>Teacher Created Common Core Curriculum CK-12 CCSS Open Educational Resources EngageNY Kuta Common Core Mathematics</p> <p style="text-align: center;">Geometry</p> <p>Teacher Created Common Core Curriculum CK-12 CCSS Open Educational Resources EngageNY Kuta Common Core Mathematics</p> <p style="text-align: center;">Financial Math</p> <p>Teacher Created Common Core Curriculum CK-12 Open Educational Resources</p>	Yes	0.00 %

Kuta Common Core Mathematics			
Science	<p>Biology</p> <p>Teacher Created NGSS Curriculum</p> <p>CK-12 Open Educational Resources</p> <p>Chemistry</p> <p>Teacher Created NGSS Curriculum</p> <p>Introductory Chemistry (4th Edition), by Nivaldo Tro</p> <p>CK-12 Open Educational Resources</p>	Yes	0.00 %
History-Social Science	<p>World History</p> <p>Teacher Created Common Core Curriculum</p> <p>CK-12 Open Educational Resources</p> <p>Primary source documents Including but not limited to:</p> <p>"The White Man's Burden: The United States & The Philippine Islands, 1899." by Rudy Kipling</p> <p>WWI Propaganda Posters from the Smithsonian Museum "Spirit of the Laws" by Baron de Montesquieu</p> <p>"Social Contract" by Jean Jacques Resseau</p> <p>US History</p> <p>Teacher Created Common Core Curriculum</p> <p>CK-12 Open Educational Resources</p> <p>Primary source documents Including but not limited to:</p> <p>"Common Sense" by Thomas Paine</p> <p>"Social Contract" by Jean Jacques Resseau Declaration of Independence</p> <p>U.S Constitution</p> <p>"I Have a Dream" by Dr. Martin Luther King Jr.</p> <p>Government</p> <p>Teacher Created Common Core Curriculum</p> <p>CK-12 Open Educational Resources</p> <p>Primary source documents Including but not limited to:</p> <p>Federalist Papers 10 & 51 by James Madison</p> <p>US Constitution</p> <p>Bill of Rights</p> <p>Various Supreme Court Cases (ex. Marbury v. Madison, Brown v. Board of Education, Roe v. Wade)</p> <p>Economics</p> <p>Teacher Created Common Core Curriculum</p> <p>CK-12 Open Educational Resources</p> <p>Primary source documents Including but not limited to: Wealth of Nations by Adam Smith</p>	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
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: 2/2/2020

School Facility Conditions and Planned Improvements

Unity Middle College has completed a large tenant improvement project bringing the building up to 2018 E-occupancy. Below are further examples of more specific information of acceptable summary statements on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school currently has 8 classrooms a middle room to serve lunch, and administrative offices.

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

Cleaning Process and Schedule - The campus is cleaned by an outside service multiple times per week to ensure the campus remains safe, clean and free from clutter.

Last updated: 2/2/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Sink was repaired in January 2020
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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Last updated: 2/2/2020

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)		61.0%	40.0%	44.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		26.0%	30.0%	32.0%	38.0%	39.0%

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.

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: 2/2/2020

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	24	23	95.83%	4.17%	60.87%
Male	--	--	--	--	
Female	17	16	94.12%	5.88%	50.00%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	17	17	100.00%	0.00%	47.06%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	55.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
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.

Last updated: 2/2/2020

**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	24	23	95.83%	4.17%	26.09%
Male	--	--	--	--	
Female	17	16	94.12%	5.88%	25.00%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	17	17	100.00%	0.00%	23.53%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	30.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
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.

Last updated: 2/2/2020

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

Subject	School 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.

Last updated: 2/2/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 2/2/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.72%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 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
9	40.70%	11.10%	7.40%

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.

Last updated: 2/2/2020

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)

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

Last updated: 2/2/2020

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

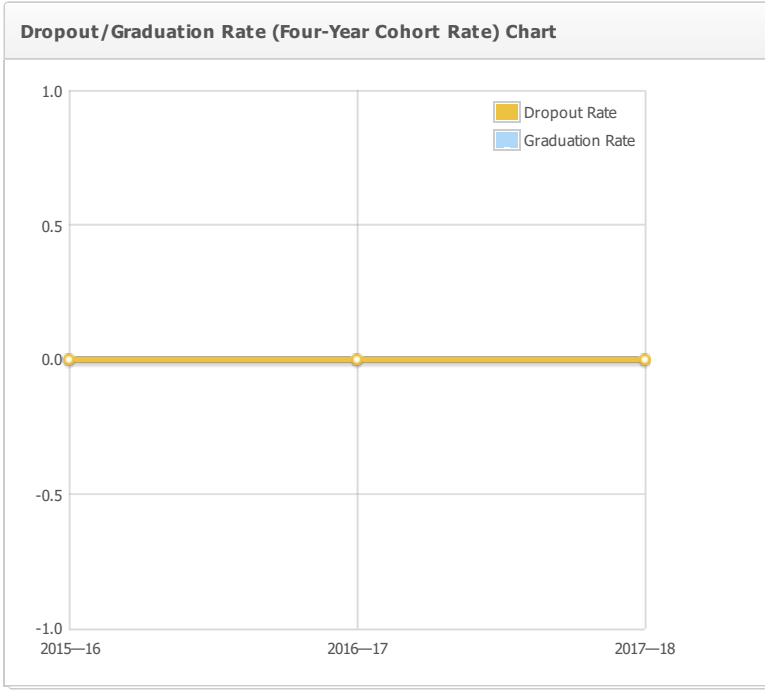
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16

Dropout Rate	0.00%	40.60%	9.70%
Graduation Rate	--	34.40%	83.80%

Indicator	School 2016-17	School 2017-18	District 2016-17	District 2017-18	State 2016-17	State 2017-18
Dropout Rate	0.00%	0.00%	33.80%	30.10%	9.10%	9.60%
Graduation Rate	--	--	29.40%	31.40%	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/2/2020

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	--	4.10%	7.10%	1.20%	1.80%	1.60%	3.60%	3.50%	3.50%
Expulsions	--	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 2/2/2020

School Safety Plan (School Year 2019—20)

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 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 Safety Plan is currently was updated and refined by Unity staff and legal team, parents, legal team, and community members and was approved by the Unity Schools SoCal Board of Directors to ensure it included specific information regarding the new facility.

Last updated: 2/2/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	11.00	4		
Mathematics	11.00	4		
Science	11.00	3	1	
Social Science	22.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	18.00	4	1	
Mathematics	14.00	5		
Science	16.00	4		
Social Science	22.00	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: 2/2/2020

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

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 2/2/2020

Student Support Services Staff (School Year 2018—19)

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

Last updated: 2/2/2020

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	\$13602.00	--	--	\$48500.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/2/2020

Types of Services Funded (Fiscal Year 2018—19)**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

Last updated: 2/2/2020

Advanced Placement (AP) Courses (School Year 2018—19)

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	0.00%

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

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

Last updated: 2/2/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10