Unidos Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Unidos Middle School
Street	1850 Salvador Ave
City, State, Zip	Napa, CA, 94558
Phone Number	(707) 253-6813
Principal	Alejandra Uribe
Email Address	auribe@nvusd.org
School Website	https://ums-nvusd-ca.schoolloop.com/
Grade Span	6-8
County-District-School (CDS) Code	28 66266 6113302

2024-25 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2024-25 School Description and Mission Statement

Unidos Middle School is a language and arts integration academy dedicated to fostering a strong sense of belonging, where each student is encouraged to recognize their unique talents and appreciate the gifts of their peers. Our school culture emphasizes the importance of language learning, cultural exploration, and arts exposure, creating an environment that nurtures socio-cultural competence among students and staff.

At Unidos, every student is a language learner. We offer three Spanish language pathways tailored to meet diverse needs: a dual immersion continuation for students from elementary immersion programs, Spanish for beginners, and Spanish for

2024-25 School Description and Mission Statement

heritage speakers who have not yet received formal Spanish instruction. Our curriculum integrates cultural arts, providing students with opportunities to use the arts to demonstrate comprehension, express ideas, and connect with the material in meaningful ways.

Mission and Vision at Unidos Middle School:

The mission is to provide a global education that instills a love for learning and honors languages and cultures.

Our vision is that all students are empowered to achieve academic excellence while growing bilingualism, biliteracy, and interpersonal connections in a community that is responsive to the well being of all learners.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	203
Grade 7	203
Grade 8	193
Total Enrollment	599

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.6
Asian	0.5
Black or African American	0.5
Filipino	0.2
Hispanic or Latino	73.5
Two or More Races	2.3
White	23
English Learners	21.9
Homeless	1
Migrant	6.7
Socioeconomically Disadvantaged	59.4
Students with Disabilities	7.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.40	80.79	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.63	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	8.53	22.40	2.98	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	34.50	4.59	18854.30	6.86
Total Teaching Positions	19.10	100.00	753.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.90	85.63	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	14.37	22.50	3.08	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	42.00	5.75	15831.90	5.67
Total Teaching Positions	17.40	100.00	731.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.20	80.59	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	3.47	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	4.85	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	5.69	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	1.20	5.27	28.00	3.98	14303.80	5.15
Total Teaching Positions	23.90	100.00	704.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.8
Misassignments	2.00	0.00	0.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	1.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.60	2.50	1.3
Total Out-of-Field Teachers	1.60	2.50	1.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.90	0	1.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Unidos Middle School teachers use district adopted curriculum in all content areas. Adjustments have been made to Spanish curriculum as we provide lessons and units which are supported by developmentally appropriate curriculum for middle schoolers and also onboard students to earn the Seal of Biliteracy in high school.

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Online C: Study Sync A: All	Yes	0%
Mathematics	Q: : Good (Text and Online) C: Houghton Mifflin – Course 1 (6th grade) (Text and Online) Houghton Mifflin Course 2 (7th grade) (Text and Online) Houghton Mifflin- Course 3 (8th grade) (Text and Online) A: All students	No	0%
Science	Q: Good Q: Amplify Science - all grades, consumables and lab materials A: All students	Yes	0%
History-Social Science	Q: Good C: McGraw Hill-Impact California A: All students	Yes	0%
Foreign Language	Q: Good Q:Benchmark Adelante, Espanol 7, Que Chevere, Perspectivas, Reporteros A: All Students	Yes	0%
Health	NA		

Visual and Performing Arts	Integrated Cultural Arts		

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

School Facility Conditions and Planned Improvements

Unidos has moved into a beautiful and renovated campus that was build in January 2020. The school custodian and school staff work with the district maintenance department to finish any incomplete construction issues and any and all repairs needed.

Year and month of the most recent FIT report	10/2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	45	43	42	40	46	47
Mathematics (grades 3-8 and 11)	26	26	27	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	594	592	99.66	0.34	42.74
Female	313	312	99.68	0.32	46.47
Male	281	280	99.64	0.36	38.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	436	435	99.77	0.23	33.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	57.14
White	137	136	99.27	0.73	71.32
English Learners	101	100	99.01	0.99	6.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	43	43	100.00	0.00	25.58
Socioeconomically Disadvantaged	355	354	99.72	0.28	30.51
Students Receiving Migrant Education Services	39	39	100.00	0.00	28.21
Students with Disabilities	46	46	100.00	0.00	19.57

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	594	591	99.49	0.51	25.72
Female	313	312	99.68	0.32	23.40
Male	281	279	99.29	0.71	28.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	436	434	99.54	0.46	17.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	28.57
White	137	136	99.27	0.73	50.00
English Learners	101	100	99.01	0.99	2.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	43	43	100.00	0.00	9.30
Socioeconomically Disadvantaged	355	354	99.72	0.28	15.82
Students Receiving Migrant Education Services	39	39	100.00	0.00	20.51
Students with Disabilities	46	46	100.00	0.00	10.87

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	33.15	30.69	25.38	23.70	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	190	189	99.47	0.53	30.69
Female	105	105	100.00	0.00	27.62
Male	85	84	98.82	1.18	34.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	136	136	100.00	0.00	19.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	45	97.83	2.17	55.56
English Learners	36	35	97.22	2.78	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	113	112	99.12	0.88	17.86
Students Receiving Migrant Education Services	12	12	100.00	0.00	0.00
Students with Disabilities	16	16	100.00	0.00	18.75

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.5	99.5	99.5	99.5	100

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents and guardians are the primary educators and have the most impact on a child's success in school and are encouraged to volunteer throughout the year. Parents and guardians are invited to our Site Council, ELAC, and PTO meetings. Meetings and agendas are posted on the weekly communication sent out to families. In addition, we have Coffee with the Principal which are set to be informal meetings where parents and guardians can discuss topics of their choice. We also have parents who support with the weekly Otter Bazaar and other events such as dances, after school sports, and school wide events. This are also great opportunities for families to stay connected and informed.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	599	83	13.9
Female	314	314	33	10.5
Male	286	285	50	17.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	440	440	65	14.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	3	21.4
White	139	138	14	10.1
English Learners	131	131	21	16.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	359	359	59	16.4
Students Receiving Migrant Education Services	40	40	4	10.0
Students with Disabilities	49	49	14	28.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.21	4.96	5.83	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.00	0.17	0.00	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.83	0.00
Female	1.59	0.00
Male	10.49	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.04	0.00
English Learners	9.16	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.24	0.00
Students Receiving Migrant Education Services	10.00	0.00
Students with Disabilities	18.37	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

We have a comprehensive safety plan that is reviewed yearly in the Fall by a committee made up of staff, parents, and law enforcement. Each year our School Site Council reviews the plan . This school year, the plan was approved on September 26, 2024. The Plan this year includes specific goals in the following areas:

*provide evacuated routes
*Students/teachers participate in various emergency drills including search and rescue
*Run, Hide, Fight

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	1	4	6
Mathematics	29	1	5	5
Science	32		5	5
Social Science	32	1	3	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	4	6	4
Mathematics	30	1	8	4
Science	27	2	10	2
Social Science	32		5	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33		4	8
Mathematics	28	2	8	4
Science	32		7	5
Social Science	27		13	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	352.35

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	0.6
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,085	$58	$8,027	$101,353
District	N/A	N/A	$6,297	$96,897
Percent Difference - School Site and District	N/A	N/A	24.2	4.5
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-29.2	3.6

Fiscal Year 2023-24 Types of Services Funded

Unidos Middle School aligns with NVUSD's strategic plan and the mission and vision of the school.

Goal #1 Students graduate college and career ready
Math and Literacy (English/Spanish)
4 point Rubric-school-wide
Incorporate the artistic process into learning-embedding arts based strategies into the content (drafting, revising, and reflecting)
Align arts based strategies with standards
School wide Artful Learning Unit-Trimester 2 and 3
AVID Schoolwide

Goal #2 Students experience responsive and engaging pedagogy
Teachers use arts-based strategies as a method of assessment using rubrics and student reflection to assess standard mastery.
Use District proficiency scales. Staff will help students develop as assessment capable learners through the use of school-wide 4-point grading (common agreements for assessment and grading for learning practices with embedded progress monitoring).
We will develop Flex time twice a week during the school day to support student needs with specific attention to math and language development.
Support MLLs and parents with redesignation and communication

Goal #3 Robust Communication, Community Engagement and Advocacy
We will continue to regularly meet with all parent organizations and strengthen their advocacy and engagement.
Parent Square data will be used to ensure that 100% of our parents are able to access and receive information throughout the year.
Coffee with the Principal
Weekly communication with staff and families

Goal #4 - Students thrive socially, emotionally, and academically
FLEX and Advisory
Learning Sprints
Wellness Center
Student led Clubs
WEB

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Primary Areas of Focus for staff development: Artful Learning, AVID through Summer Institute, integrated support for MLLs

Methods delivered: early release Wednesday professional development, conference attendance, district wide training, and meeting agendas.
How supported: teacher-principal meetings, student performance data reporting, Prof Learning Communities meetings (grade level/content meetings, and biweekly leadership meetings
Number of Days provided: Bi Monthly Professional Development training - 200 minutes, Dept meeting - 120 minutes, Grade level meetings- 120 minutes, Leadership meetings: 120 minutes

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	12	12