UNITY CONCORD INTERNATIONAL SCHOOL

227 and 272 Moo 2 Chiang Mai Lampang Superhighway

Tambol Nong-Pheung Amphur Sarapee

Chiang Mai, Thailand 50140

April 3-5, 2019

WASC Initial Visits Procedures Manual, 2016 Edition

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Accrediting Commission for Schools
Western Association of Schools and Colleges

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FRED VAN LEUVEN, ED.D.

MARILYN S. GEORGE, ED.D.
ASSOCIATE EXECUTIVE DIRECTOR

ACS WASC INTERNATIONAL
INITIAL VISIT SCHOOL DESCRIPTION

[This information will be used in addition to the original affiliation data for the initial visit. Please complete and submit to ACS WASC using the Document Upload link on the top navigation bar of the ACS WASC website: **www.acswasc.org/document-upload/**.]

School Information

Today's Date: November 27, 2018

School: Unity Concord International School

Address: 227 & 272 Moo 2 Lampang Superhighway | Chiang Mai, Thailand | 50140
Number and Street | City and State | Zip Code

Mailing Address (if different):
Number and Street | City, State, and Country | Zip Code

Telephone #: 66 53 142517 Fax #:

Email Address: foreignprincipal@ucis.ac.th

Website: www.ucis.ac.th

Chief Administrators: Supahni Phumi Dilig and Tina Ellingsworth

Enrollment: 585 Current Grade Span to be Reviewed: PK-12

School Description: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Unity Concord International School (UCIS) was founded by Ajarn Amporn Garmolgomut along with her husband Ajarn Chugiat. Unity provides education to students from Pre-Kindergarten to Grade 12 using the American Common Core CA curriculum. The school was founded (2016) and opened its doors to students on August 28th, 2017, at the time only offering Pre-Kindergarten to grade 5 with an enrollment of approximately 150 students. This number climbed throughout the year to approximately 220 students by the end of the second semester.

The 2018-19 school year began with the opening of a new campus on the other side of the super highway. Pre-Kindergarten to grade 2 remained on the first campus while grades 3 to 11 migrated to the new location. The addition of grades 6-11 raised the enrollment to its current level of approximately 580 students. UCIS is split almost evenly between genders with boys outnumbering girls by a marginal 3% (image below).
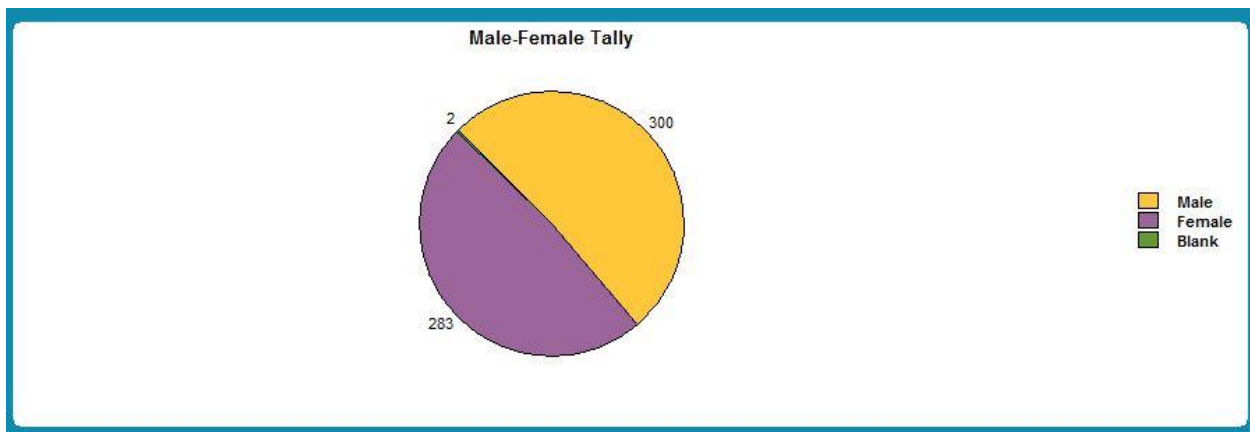
The class sizes are capped at 20 per classroom grades Pk-K3, 26 for grades 1-6 and 32 in grades 7-12 to maintain the desired student to teacher ratio. Pre-Kindergarten to grade 6 have more students as grades 7-11 are composed entirely of new students while grade 6 and below include returning students.
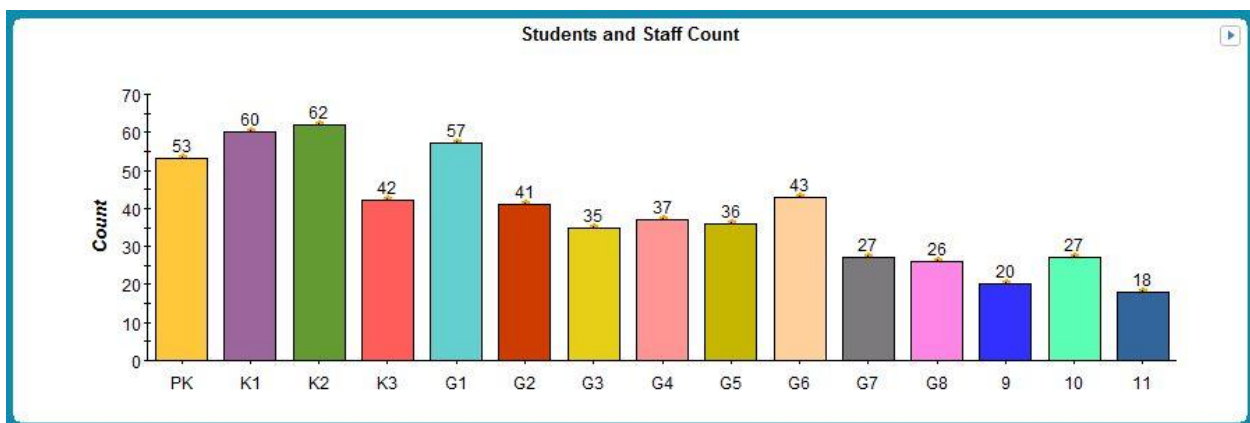
Our Student population consists primarily of Thai, Chinese, Korean, American, and mixed-race individuals. Thai students account for approximately 37% of the population with Chinese

contributing almost 33%. This makes a total of 70% falling into one of those categories and the remaining 30% divided between American (~4%), Korean (~5%), and various other nationality students. The other nationalities include mixed-nationality students who account for approximately 21% of the total population.
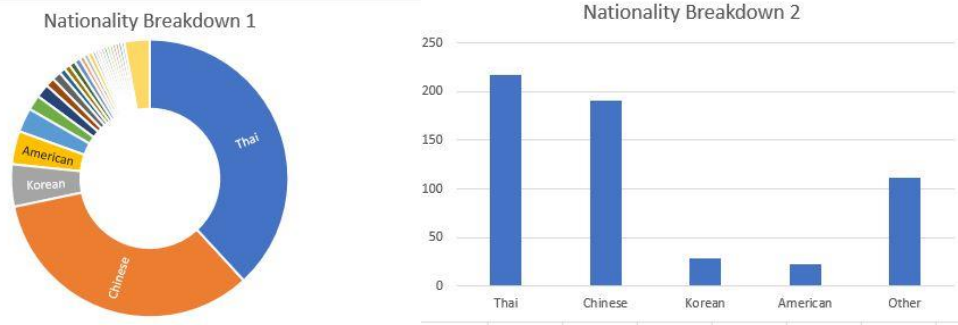
Unity Concord International School is located across two campuses; one on either side of the Super Highway in the Nong-Pheung sub-district of Sarapee in the city of Chiang Mai, Thailand (Figure 1). UCIS was founded by Ajarn Amporn Garmolgomut along with her husband Ajarn Chugiat and their son Kiatiphat (Patrick) Garmolgomot who is the School Licensee. The school's campuses are located in a less populated area about a twenty-minute drive South East of the Old City, which is the center of Chiang Mai city (Figure 2).
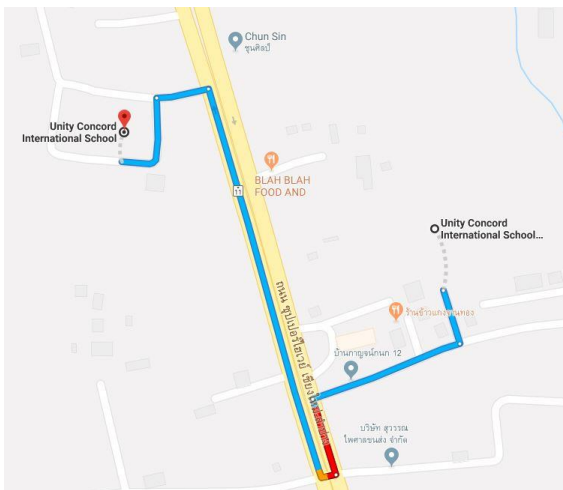
Figure 1
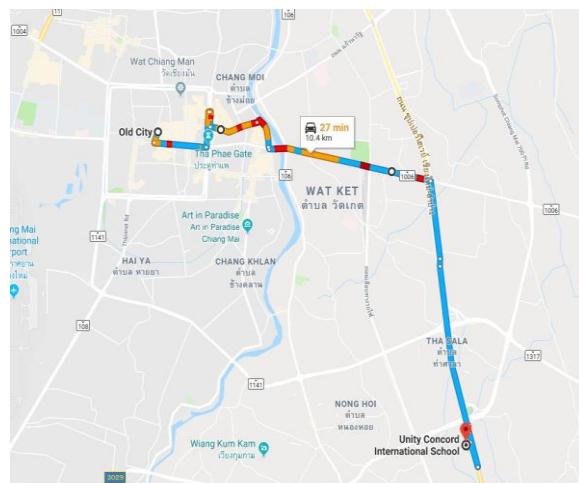
Figure 2

The new Unity 2 campus includes an area devoted to student housing, small businesses and various dining options. This area is known as Unity Park and was designed with the purpose of providing a convenient service to the parents and students alike. Being on a major thoroughfare provides good accessibility for families bringing their students to and from campus. Being in Thailand, the community is largely Thai with a smattering of other nationalities residing in the area. It should be noted that many of the non-Thai parents, mostly Chinese have a single parent representative living here while the spouse is in the home country working to support them.

Renaissance Star 360 Test Performance

The Star 360 Enterprise assessments package was purchased and implemented at the end of March 2018 as a tool for evaluating students' performance relative to their American peers as well as their attainment of Common Core skills. Our admissions policy was then updated to include testing prior to

enrollment for new students. Testing (benchmarks) are otherwise scheduled at specific times throughout the school year to monitor progress. A typical school year should look something like the following:

Date	Test	Timeframe
August	Benchmark Assessment	Year Start
October	Mid Semester 1	Progress Report – Semester 1
December	End of Semester 1	Report Cards – Semester 1
March	Mid Semester 2	Progress Report – Semester 2
June	Year End Assessment	Report Cards – Semester 2

Language

The home language breakdown reflects the diversity of nationalities of our students. This means that the predominant languages spoken at home are Thai and Chinese. Bear in mind that the home language data is self-reported during the application process which means that it is likely to have some errors and gaps.
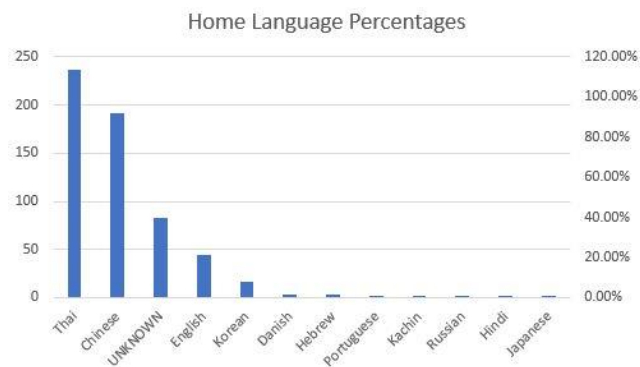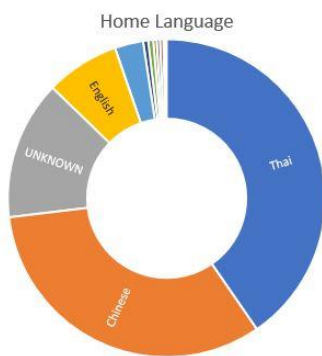
Data

Being a new school, we do not have three years of archival data to submit for this section. Our achievement data only covers back to the schools opening in August of 2017.

Preface

1. The involvement and collaboration of all staff and other stakeholders to support student achievement:

This is the first School Description Report for Unity Concord International School. Our school opened PK-5 in August 2017 and then expanded and opened PK-11 August 2018. The WASC process has provided Unity Concord International School (UCIS) the opportunity and structure to evaluate our school program in light of our own stated purpose and Expected Schoolwide Learning Results (ESLRs) as well as the WASC criteria. We believe that the resulting conclusions and the action plan presented will lead to continued, improved, student learning at UCIS.

Self-review and study has been an ongoing component of UCIS since inception. Accountability is held in high regard by faculty, parents, and students alike. Beginning in 2017, our foundational organization and practices have worked within a system of government where our ultimate goal has been to see students succeed, in a learning environment that cares for each child. The current report was largely the result of collaborative work in regular meetings and with direct input from the existing organizational structure which was designed during our school development. Members of our Governing Board, our Faculty (which includes classified, certificated and administration), and our Parents and Student Councils provided input for this document.

Getting widespread stakeholder involvement in an Initial Report can be challenging at any school, but we achieved universal support from parents, students and faculty. As part of our desire to keep examining and assessing what our school and students need, we set annual goals. When it came time to finalize our report and findings, we were able to concentrate all of our energies and resources on meeting successful student learning, through an objective examination of the actual programs of study-affirming our mission and vision.

In 2017, we applied for WASC membership. Most findings were compiled by August 2018, which is when the writing of Part III of this report began. Based on the need for additional data, open-ended prompts were designed to draw out teacher perceptions. The questions asked teacher to consider concepts regarding instructional style, use of community resources, methods of assessment, support received, and school climate. Their comments were recorded in note form and incorporated into the report's findings.

All stakeholders were included in the process as such they were involved in: the budget process, school governance, student culture, exploring instructional methods, and planning and providing ongoing parent, community, and teacher development, both in long-term goals and short-term goals.

UCIS administrators served and functioned as the WASC Initial Visit Report Leadership Team.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school. Please remember that this is an Initial Visit Application and not a full self-study. Refer to the rubrics in the ACS WASC Initial Visit Procedures for International Schools at www.acswasc.org/wp-content/uploads/2015/05/ACS-WASC-International-Initial-Visit-Procedures-2015-FINAL.pdf for areas to review prior to responding to the questions below.

Category A:
Organization for Student Learning

A1. School Purpose Criterion: The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student.

1. State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

2. State the schoolwide learner outcomes. Summarize how they were developed and are understood at this stage of development by the stakeholders.

3. Explain how the school addresses the defined global competencies that form the basis of the school's education program. The ACS WASC definition of global competencies is provided as a reference. Global competencies include:
   1. The use of concepts, knowledge, skills and languages of various disciplines to research current global issues
   2. The understanding of the interdependence of economic, political, technological, environmental and social systems worldwide
   3. The understanding of multiple perspectives
   4. The valuing of diversity
   5. The ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies
   6. Engaging responsibly in action and service to improve conditions both locally and globally
   7. The ability to function effectively in an interdependent world.

4. Explain how the school purpose is communicated to the members of the school community.

5. Supporting Evidence and Documentation

6. Achievements and Areas for Focus

Findings	Supporting Evidence

Vision

We seek to establish an educational environment that is creative, academically rigorous and emotionally nurturing. Unity Concord International School will provide a safe and supportive environment that empowers students with the strategies and tools to become lifelong learners and informed, responsible citizens to function effectively in the 21st century global environment.

Mission

Unity's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. Unity seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. Unity will strive to ensure that students are prepared for college and for the 21st Century world and workplace by creating students with higher order thinking skills.

Unity seeks to: provide targeted instruction and support services to accelerate growth among students under-prepared for high school success, and (as a consequence) prepare them for college.

The mission of Unity Concord International School is to provide an experience-centered, life-long learner-based environment that enables each student to meet the academic challenges and develop the social, emotional, and physical understanding necessary to succeed in life.

Educational Philosophy

We believe students learn in an environment that encourages inquiry and dialogue around Common Core State Standards, that values and builds on prior knowledge and that nurtures and supports the whole child.

Unity provides an environment where accountability, flexibility, innovation, parental choice, parent teacher involvement, and public-private partnerships can work together to provide a better future for our children. Unity will embrace, celebrate and benefit from the ethnic, linguistic and the socioeconomic diversity of our ever-changing community by promoting family, school, and community partnerships.

Whom the School is Attempting to Educate

Unity is committed to providing a successful, safe, and rigorous educational experience aligned to the Common Core State Standards, while promoting the joy, dedication to, and importance of learning for all of our students. Unity welcomes, as space and resources are available, all Chiang Mai residents PK–12. Our educational program is committed to academic, social, civic, and character development. We opened our doors in 2017

Supporting Evidence column:

School Curriculum Statement
Vision Statement
Mission Statement
ESLRs

STAR Data
Teacher Data
Demographic Data

with 150 students and our current 2018-2019 enrollment is approximately 585 students; we anticipate that the enrollment will reach approximately 950 students by 2021.

Demographic Characteristic	Unity
Thai National	37%
Two or More Races	11%
Chinese	33%
Western	7%
Other	12%
Native English	2%
English Learners	98%
Students with Disabilities	5%

Benchmark Data
MAP Data
ELL Data
School Site Council Minutes
Board Minutes
Enrollment Data

Unity's educational program is based on the instructional needs of our target student profile. Unity targets the following students:

1. Students who are not currently successful in their current core academic subjects;

2. Students with special needs who require a small class setting and their academic, emotional and behavioral needs are not being met in a traditional school setting;

3. Students whose academic or English learning needs necessitate a school environment with personalized attention;

4. Students whose academic or English language learning needs are not being met; and

5. Students whose diversity represents their respective communities.

In education, one size does not fit all and Unity is dedicated to providing students and families throughout the Chiang Mai area with an International school option that can meet their unique needs.

The goals of Unity Concord International School are:

- to provide students with practical knowledge and skills that will promote competence, a life-long curiosity and self-motivation for learning in an ever-changing world;

- to provide students with the necessary tools to maximize their ability to achieve high scores on norm-referenced tests;

- to teach and motivate students to seek understanding of the world around them and to apply this understanding to the broader world contexts of career, family and civic responsibility;

- to help students learn to reason, research, analyze, apply, elucidate and extrapolate for preventive problem-solving

School Curriculum Statement
Vision Statement

and goal setting/attainment;

- to provide a culture that will learn by doing, accompanied by the willingness and the energy to keep asking the questions that will generate the next best alternative;
- to regularly measure student and staff performance and to provide information for attaining higher achievement;
- to regularly measure parent and school community satisfaction; and
- to enable pupils to become self-motivated, competent, and life-long learners.

Expected School Wide Learning Results

Proficient communicators who:

- Are active and critical listeners.
- Find appropriate solutions as an individual or in collaboration with others.
- Demonstrate effective listening skills by responding to questions, participating in discussions, and following instructions.

Research and technologically proficient students who:

- Access, analyze, synthesize, and apply information to solve problems, express insights, and present ideas accurately and creatively.
- Actively pursue knowledge through a variety of resources incorporating the use of technology.
- Use technology as a tool to research, organize, evaluate, and communicate information.

Investigative problem solvers who:

- Use effective questioning and reflection to advance and evaluate learning.
- Exercise sound reasoning and understanding to analyze problems and reach solutions.
- Demonstrate a commitment to learning as a life-long process.

Diligent scholars who:

- Think, speak, read, and write clearly in English
- Identify and solve problems by applying critical thinking skills and mathematical reasoning.
- Establish career and life-long learning goals.

Ethical and honest students who:

- Exhibit personal and academic integrity.
- Embrace and celebrate diversity.
- Show honesty, ethics, and responsibility toward themselves and others.

Mission Statement

ESLRs

Special Education Policy

Enrollment Packet

ESL Support

Unity Pathways

CEC Language School

Professional Development Meetings

Parent Meetings

Teacher Contract

Routines and Procedures Manual

SAT Test Prep class

Community Outreach and Projects

ESLR's

Falcon PRIDE posters/banners

Website

What it Means to be an Educated Person in the 21st Century   WASC Global Competencies

Educated persons of the 21st century will have a strong and healthy self-concept and see themselves as autonomous, cooperative, respectful and productive lifetime learners. They will be self-disciplined, intuitive, self-motivated and pro-social toward others and wise in their personal choices. They will be able to work and live harmoniously with others and the environment and interact in a manner that is flexible, healthy, purposeful and creative. The educated persons of the 21st century understand that life existence is interconnected and interdependent and will see themselves as integral members of a diverse community. They will have developed a broad knowledge base and acquired skills that will allow them to be constructive, successful and contributing members of society. The educated persons of the 21st century will:

- have a strong understanding in core areas of math, reading, writing, and science;
- be able to understand and use computers and adapt to new technologies as they become available;
- appreciate the fine and performing arts;
- be knowledgeable of western and world cultures both present and historic;
- be able to work collaboratively with others;
- be a complex and creative thinker;
- be a problem solver and an independent decision-maker;
- be a lifelong learner, capable of using existing knowledge and skills and capable of learning new skills when necessary;
- will understand that every action has an impact and will recognize the impact of his or her behavior on others and the environment; and
- be self-assured, articulate, accepting of diversity and compassionate, and use common sense.

We establish a learning community where:
- learning needs are met,
- resources are provided,
- questions are answered, and
- potentials are unlocked for all learners

How Learning Best Occurs

Unity Concord International School educational program is based upon the understanding that learning best occurs:

- in an environment that values and builds on students' prior knowledge and engages students actively in a rigorous

curriculum that is student centered, inquiry based and humanistic;

- when students are encouraged to construct meaning through questioning, problem solving and discovery;
- when children feel safe, cared about, and encouraged to explore new ideas;
- as a result of positive attitudes, a supportive environment, and high expectations from teachers and parents;
- when parents participate in school and are taught how to help their students with their schoolwork;
- when teachers are highly qualified, motivated, and love their work;
- in small classes and through curriculum that is exciting, challenging, and inquiry based;
- when students are invited to apply their knowledge and encouraged to look at all sides of issues;
- when differentiated instruction is utilized; and
- where children are valued for who they are and what they bring to the class.

Teachers' Responsibilities

The responsibilities of the teacher are to:

1) provide a classroom environment that offers each child the freedom to learn;

2) make learning an active process that engages and involves children in an environment that is activity-directed, and teacher facilitated;

3) have ongoing communication with students and/or parents, promoting the three-way partnership in the learning process

4) interact with stakeholders in a respectful and cooperative manner; and

5) provide an individually personalized learning plan for each child's progress, while maintaining that the student is unique and that the purpose of evaluation is to strengthen learning.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

The Vision, Mission and Learner Outcomes were created in 2017 as part of our inception. The ESLR's were developed after our Mission, Vision, Purpose and Philosophy statements. We used these to create our goals, which then became further refined based on WASC's definition of Global Competencies. Using the global competencies, we were able to narrow our focus and create specific and target ESLR's.

WASC Global Competencies

Unity's Mission, Vision, Goals, Philosophy statements

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Our school's mission and vision is on our web page. The Expected Schoolwide Learner Results which are closely tied to our mission and vision statements are posted in every classroom. Communication with parents has increased through the use of the Facebook, Class DOJO and Remind, the school web site, individual class newsletters located on our website. Parents receive mid-term progress reports and official grade reports two times per year. We are currently working to provide parents with the ability to access grades and attendance online at any time through our Rediker Parent Portal. The staff explains the results of various assessments such as Star Reading, Star Math, and Benchmarks to students and parents. In the future parents will also be provided this information through Individual Learning Plans (ILPs) at mid-term parent conferences.

Website
Facebook
Dojo
Remind
Rediker
STAR
ILP templates

Regular Review and Revision

The regular review of student data is important to Unity in refining its vision to fit students' needs. The use of Star Early Literacy, Star Reading and Star Math, NWEA-MAP (in progress) and other means of collecting and sharing data has been crucial in providing all stakeholders access to current information that can be used to make appropriate revisions. All staff members have access to student information such as demographics, parent contact information, and targeted student performance data. The school administrators work collaboratively with students, parents, staff, and board members in order to analyze and discuss current data.

STAR Math
STAR Reader
STAR Early Literacy
MAP

Conclusions

Unity Concord International School is a highly collaborative team where all stakeholders are valued in the educational process. This has allowed Unity to establish a clear vision for what we expect students to learn and accomplish. The vision and mission statements will be routinely evaluated in order to maintain a clear direction.

Unity has a very clear focus on preparing all students with an experience-centered, life-long learner-based environment that enables each student to meet the academic challenges and develop the social, emotional, and physical understanding necessary to succeed in life.

A2. Governance Criterion: The governing authority adopts policies which are consistent with the school's mission and vision and supports the achievement of the schoolwide learner outcomes, i.e., global competencies, delegates implementation of these policies to the professional staff, and monitors results.

1. Describe the operational procedures of the governing authority (or board), including such areas as:
    a. Procedures for selecting the governing authority (or board) members
    b. A list of current members and their occupations
    c. Responsibilities of the governing authority (or board)
    d. Processes for regular monitoring, communication, and oversight of the school.

2. Explain how the governing authority's policies are directly connected to the school's vision, mission and schoolwide learner outcomes.

3. Evaluate the level of understanding of the role of the governing authority and the responsibilities of the professional staff. (The governing authority constrains its actions to policy making, financial direction and strategic planning while authorizing the administration to implement its decisions.)

4. Explain the status of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance data, overall school programs and operations, and the fiscal health of the school.

Findings	Supporting Evidence
Governing Board Unity's Governing Board is governed by written policies that provide oversight and decision-making authority without micromanaging the day-to-day activities of the students and staff. The Governing Board is composed of thirteen members. All members are employed by Unity. The Board meets regularly - at least once a month, informally - and every other month formally, with a written agenda. In addition to our Governing Board, there is an Executive Board which has additional members, a parent representative, Mikey Ivey and consultant, AJ Prechart. The Governing Board oversees the daily operations of Unity, while the Executive Board meets with Thailand's Ministry of Education and U.S. Consulate when requested.	Curriculum Board Agendas Board Minutes Board Policies Board Evaluations KPI Standards 2017-2020

Members:

Kiattipat (Patrick) Garmolgomut, School Licensee

Amporn Garmolgomut, Founder

Chugait Garmolgomut, Founder

Laddaporn (Linda) Garmolgomut, International Relations

Tina Ellingsworth, Foreign Principal Pk-12

Margaret O'Driscoll, Deputy Principal 3-12

Suphani (Awe) Phumi Dilig, Thai Director & School Manager

Heather Ivey, Public Relations Manager

Brittany Yandell, Vice Principal Pk-2

Wirin (Apple) Sansiribhan, Deputy Director: Admissions

Saychol (Chon) Pattanawant, Deputy Director: Finance

Benjawan (Ben) Mitchinson, Deputy Director: Administration

Stephen O'Driscoll, I.T/Marketing Manager, Financial Advisor

Kylee Agrelius, Executive Assistant / HR (Board Secretary)

Procedures for selecting the Governing Board

The process is to appoint the Executive Staff to the Governing Board. There have been discussions regarding adopting a more Western structure; however, that is something that is a few years away. As a new International School, we feel it is important to develop our Policies and Procedures as well as develop our school community before trying to elect members.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Unity's Governing Board listens to staff, students, and parents. They read, research, monitor school progress, analyze information, carefully consider recommendations, ask great questions, and are very supportive. Currently, they invite administrators, and various committee chairs to give reports or make presentations at board meetings. Next year, the Board plans to invite students, staff and PTO to make presentations.

They also visit the campus while school is in session and for special school events. While the board members are actively involved in the school, the administrators and staff are given a degree of latitude on how to implement the mission and vision based on the school's particular strengths and unique staffing qualities and student needs, thereby fostering a spirit of innovation and empowering staff to make day-to-day decisions to help all students achieve.

Responsibility of the Governing Board
The Board is fully responsible for the operation and fiscal affairs of the school, including but not limited to the following tasks:
- Hire, supervise, evaluate, discipline and dismiss the Executive Staff of the school.
- Hire, promote, discipline and dismiss all employees of the school after consideration of a recommendation by the

Executive Staff.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies. Approve and monitor the school's annual budget and budget revisions.
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with school laws consistent with the mission of the school.
- Contract with an auditor to produce a financial audit according to generally accepted accounting practices, according to Thailand's regulations and laws.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school-related programs.
- Engage in strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve curriculum amendments as necessary and submit material revisions as necessary to the Ministry of Education.
- Approve fiscal audits and performance reports.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

Governing Board's Involvement in the Review and Refinement

Monitoring and refinement of the School's Action Plan
start at the beginning of each school year and is an ongoing process. Testing results and benchmarks are communicated to the faculty on a regular and timely basis. The school's planning process is collaborative and there is input by staff, parents and students.

Next year, Unity will create a School Site Council, who will help review achievement data and modify the Action Plan. They will suggest resources to academically support those students who are not meeting grade level proficiency targets.

Unity is in the process of purchasing NWEA Map testing. Additionally, we have draft Individual Learning Plans which will be for every student. Finally, all staff will receive professional development and be required to create Data Binders to help further refine our review of student data.

KPI Standards 2017-2020

Benchmark Data

STAR 360 Data

Future:

NWEA MAP Testing

Data Binders

Individual Learning Plans

School Site Council

Sample IEP (Policies)

Student Study Teams

Governing Board Goals

I. Governance and Organizational Leadership: The school and the governing board are organized to support the school's mission and vision supporting the achievement of high standards by all students.

II. Educational Performance: The school provides a rigorous educational program for all students that is based on state content standards and delivered in a supportive and positive learning environment.

III. Fiscal Operations and Internal Controls: The school is financially viable organization that is operated in compliance with all applicable requirements, and sound fiscal practices for the purpose of supporting high student achievement.

IV. Fidelity to Ministry: The school implements all of its operations in accord with its approved Curriculum.

KPI Standards 2017-2020

Professional Staff and Governing Board

Unity has developed frequent interim standards-based assessments (common assessments) that are administered to students to identify those who need immediate intervention and to assess the degree to which students are learning the standards.

Unity has implemented school-wide common assessments. These assessments ensure that teachers provide all students with instruction driven by rigorous standards, which prepares them to meet grade level requirements.

Unity's systematic interventions include effective instruction, providing test-taking strategies, alignment of curriculum to standards, development and implementation of common assessments, subsequent adjustment of curriculum and re-teaching based on common assessment data, re-takes of assessments to demonstrate later mastery, tutorials at the end of each class period, after school tutoring, parent-teacher conferences and peer counseling.

KPI Standards 2017-2020

Curriculum

Board Agendas

Board Minutes

Board Policies

Board Evaluations

Unity is currently developing: SSTs and IEPs. Thailand has not yet fully embraced a Western standard when it comes to students with disabilities. Unity has taken the necessary steps to ensure our current students with special needs are getting the best possible experience as it related to education, social and emotional factors. Unity's long-term goals is to have a fully functional Special Education department.

Process of Board's Evaluation/Monitoring Procedures

The governing board helps to create evaluation and monitoring procedures for the school. Annually, administration presents to the board an analysis of the measurable objectives achieved by the school. These objectives include benchmark scores. The board also reviews Unity's Action Plan, which includes:

achievement results, strategies for improving those results, and any modifications to previous plans for improvement.

The fiscal health of Unity comes under regular review by the Board. As an International School Unity's budget is based on tuition. However, Unity is 1 of 6 school's developed by our school owners. This network of school's ensures Unity's continued fiscal solvency. The school's owners are local Chiang Mai residents who have been operating school's for over 28 years.

Complaint and conflict Resolution Procedures

Uniform Complaint Procedures can be found in the Staff Handbook and the Student Handbook/Planner. Additionally, a Parent Concern form can be found on the school web site under Parent Resources. If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee.

STAFF INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee:

1. The complainant will bring the matter to the attention of the Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director or designee will then investigate the facts and

    provide a solution or explanation;
3.   If the complaint is about the Director, the complainant may file his or her complaint in a signed writing to the Board of the School, who may conduct a fact-finding mission or authorize a third-party investigator on behalf of the Board. The Board or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director or Staff Liaison or Board (if the complaint concerns the Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

<u>**Conclusions**</u>

The Board plays an integral role in our school. Many members are longtime and/or lifetime Chiang Mai residents.

Board members have been involved with the community for many years and have sent their children to schools in the area. This gives members a unique perspective, allowing them to interact with the school not only as administrative personnel, but also as parents and community members who are directly impacted by the Board's own decisions and policies.

The Board works closely with the Director and Foreign Principal, in making sure that all students receive a quality education. They follow all mandated procedures carefully and have built a strong, trusting relationship within the community.

The Board's policies and procedures support our focus on the Areas for Improvement sections identified in our Initial Description process. Unity is dedicated to equity, access and excellence. A quality standards driven instructional program that is consistently delivered ensures that circumstances of language proficiency, or disability are not barriers to learning.

A3. School Leadership Criterion: The school leadership makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies; empowers the staff; and encourages commitment, participation, and shared accountability for student learning in a global environment.

1. Give the qualifications (including degrees, credentials, experience) of the principal (head of school), and any other administrative personnel, for the position(s) they hold. (A4)
2. Provide the school's administrative organizational chart, job descriptions (sent as separate attachments), and other pertinent materials.
3. Give examples of how the leadership encourages commitment, participation, and shared accountability for student learning.

Findings	Supporting Evidence

Leaderships Commitment to Accountability

The administration team meet on a regular basis (weekly) to discuss student achievement. The administration and teaching staff meet on a regular basis (weekly U1, monthly U2) to discuss student achievement. At the beginning of the year, the teams meet to review the scores of the STAR 360 results from the previous years and determine areas of focus for individual classrooms, grade levels and the whole school.

Grade-level teams have also created standards-based benchmarks, and these scores are also discussed in teams to help determine areas that need to be addressed. The Unity staff believes that assessments should drive instruction and that discussing academic scores in collaborative groups helps student achievement.

Beginning in 2019, the grade-level data teams will review all past assessments and report cards located in the student cumulative record, including, but not limited to the special education file, SST file and assessment file. Each teacher will do a thorough Cume Review, which will be evidenced by their Cume Review Sheets located in their Data Binders.

Supporting Evidence:
Professional Development Plan & Meeting Agendas
Star Reading score repots
Star Math score reports
Accelerated Reader reports
SOLOM (Student Oral Language Observation) matrix
ELL Reclassification Monitor Sheets
Roll up/Teacher Recommendation Forms (pink & blue)

Future:
NWEA-MAP score reports
SST Action Plans
IEPs
Cumulative Folder Review Forms
Data Binders
SST schedule & Action Plans
Tutoring schedule & materials

School Plan Correlated to Student Learning

Student achievement/ data is collected, reported and analyzed on a regular schedule: benchmarks, STAR testing, curriculum unit and chapter assessments and accelerated reading data. This data is used to make decisions about student services such as tutoring programs. Star 360 data is also used for students when deciding upon student participation in advanced math and ELA programs. Beginning in 2020 Unity will implement the Response to Learning Tiered Model.
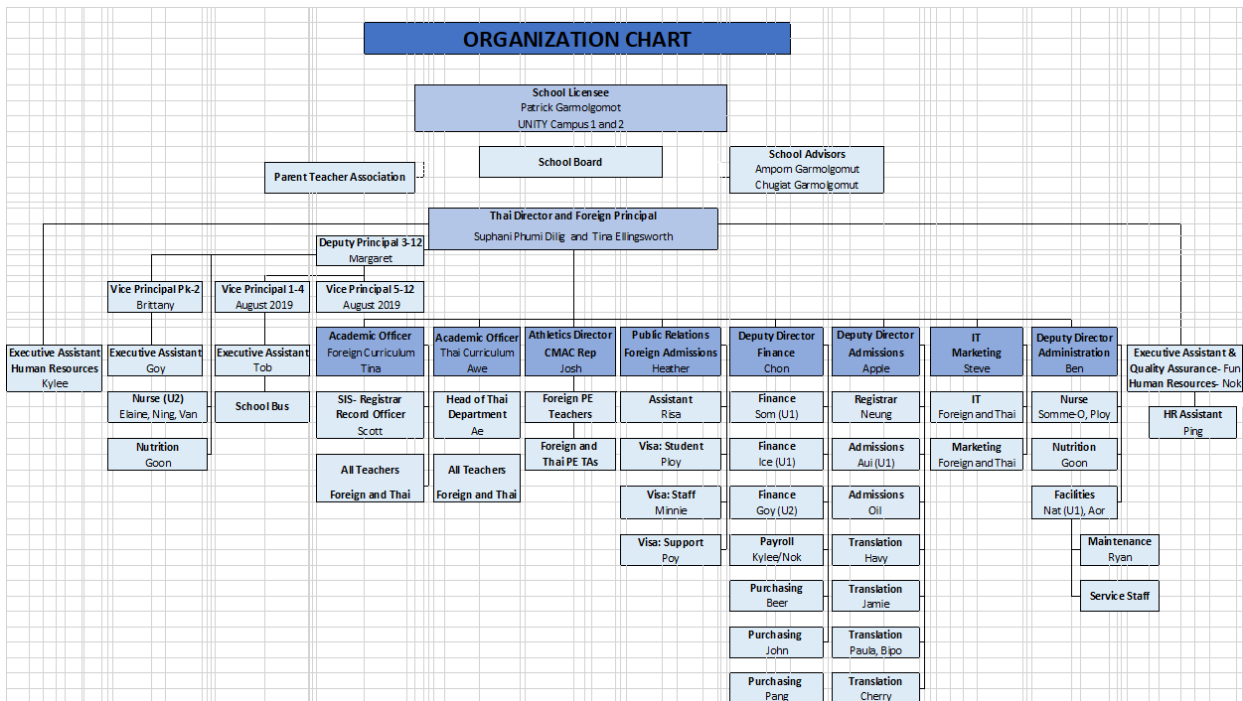
Conclusions

Students are regularly assessed using STAR 360 and curriculum assessments. Students have opportunities throughout the day to receive tutoring by their teachers as

well as the ability to enroll in after school tutoring.

Unity's philosophy involves students, parents and staff working together to meet the school's expectations.

In the future, the Board will invite staff and students to participate in board meetings to explain their involvement in such things as: academic tournaments, spelling bees, geography bees, sports and Junior Olympics. Board members currently attend these school functions whenever possible.

Our school Board is also always looking for ways to improve their knowledge in educational practices. Once Accredited Unity will be able to join EARCOS and attend seminars for educators.

ORGANIZATION CHART

School Licensee
Patrick Garmolgomot
UNITY Campus 1 and 2

School Board

School Advisors
Amporn Garmolgomut
Chugiat Garmolgomut

Parent Teacher Association

Thai Director and Foreign Principal
Suphani Phumi Dilig and Tina Ellingsworth

Deputy Principal 3-12
Margaret

Vice Principal Pk-2
Brittany

Vice Principal 1-4
August 2019

Vice Principal 5-12
August 2019

Executive Assistant Human Resources — Kylee	Executive Assistant — Goy	Executive Assistant — Tob	Academic Officer Foreign Curriculum — Tina	Academic Officer Thai Curriculum — Awe	Athletics Director CMAC Rep — Josh	Public Relations Foreign Admissions — Heather	Deputy Director Finance — Chon	Deputy Director Admissions — Apple	IT Marketing — Steve	Deputy Director Administration — Ben	Executive Assistant & Quality Assurance — Fun / Human Resources — Nok
	Nurse (U2) Elaine, Ning, Van	School Bus	SIS- Registrar Record Officer Scott	Head of Thai Department Ae	Foreign PE Teachers	Assistant Risa	Finance Som (U1)	Registrar Neung	IT Foreign and Thai	Nurse Somme-O, Ploy	HR Assistant Ping
	Nutrition Goon				Foreign and Thai PE TAs	Visa: Student Ploy	Finance Ice (U1)	Admissions Aui (U1)	Marketing Foreign and Thai	Nutrition Goon	
			All Teachers Foreign and Thai	All Teachers Foreign and Thai		Visa: Staff Minnie	Finance Goy (U2)	Admissions Oil		Facilities Nat (U1), Aor	
						Visa: Support Poy	Payroll Kylee/Nok	Translation Havy		Maintenance Ryan	
							Purchasing Beer	Translation Jamie		Service Staff	
							Purchasing John	Translation Paula, Bipo			
							Purchasing Pang	Translation Cherry			

A4. Staff Criterion: The school leadership and staff are qualified for their assigned responsibilities and are committed to the school's purpose. School leadership and staff engage in ongoing professional development that promotes student learning.

List the number of teaching personnel in full-time equivalents.

ASSIGNMENT	MEN	WOMEN	TOTAL
Administration	3	5	8
Regular Instruction	20	50	70
Other	2	2	4
TOTALS	25	57	82

1. List staff (including administrators, teachers, and support staff) by name, giving such information as: (All information is in the attachments sent)
a. Highest degree held
b. Type of teaching credential held by each (in case no teaching credential is held, so indicate)
c. Ethnicity or nationality
d. Attrition rates
e. Proficiency of English language and other languages.

2. List by courses those instances where teachers are not teaching in their areas of major or minor preparation and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

3. Attach a copy of the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationship of leadership and staff.

4. Summarize the current process for supervision and evaluation and show the relationship to teacher professional learning. Provide a copy of the process and procedures.

5. Attach the school's master schedule indicating staff assignment and length of period or module.

6. Attach a copy of the salary schedule for teaching personnel.

7. Describe responsibilities of regularly employed instructional assistants, if applicable.

8. Describe any regular use made of community volunteers

9. Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel = 7.67.

10. List the classified staff (secretaries, custodians, etc.) together with the normal number of hours worked per week and the rate of pay.

Findings	Supporting Evidence

Employment Policies and Practices

Unity currently has 8 full-time Administrators, 70 full-time qualified native-English speaking teachers, 40 full-time licensed teaching assistants, 5 full-time licensed Thai teachers, 3 full-time 1:1 aids, 1 part-time para-professional teacher to help with special education support, 3 full-time substitutes, 1 part-time substitute, 2 full-time librarians, 3 full time administrative assistants, 3 full time computer teachers, 16 full time food service, 30 full time custodians, 6 full-time maintenance staff/part-time bus drivers. All of Unity's teachers are eligible to apply for a Thai teaching license after 1 year. All teachers have at least a BA, many do possess teaching credentials/licenses from their own states or countries. Although Unity strives to employ teachers who have teaching credentials in their current subject areas, it has been very difficult to find these qualified candidates.

Personnel Files

Teaching Contracts

Orientation Week

Professional Development Schedule

Routines and Procedures Manual

Staff Roster

Employee Handbook

Formal Observation Template

Qualifications of Staff

Teachers at Unity are required to hold a BA degree. In Thailand, possession of a BA degree and one year of teaching experience makes them eligible for a Thai Teaching License. These documents are maintained and audited by the school office. Candidates interested in teaching at Unity must possess the following:

- Bachelor's degree (master's degree preferred)
- Eligibility to obtain a Thai Teaching license
- Police Scan from home country and Thailand
- Tuberculosis Screening
- Syphilis Test
- AIDS test

Future:

New Teacher Mentorship

Professional Learning Communities

Peer Observation and Dialogue

Unity maintains clear employment policies and practices related to qualification requirements by providing detailed job descriptions online and giving print outs of policies and requirements for employment upon hiring via a handbook for which all staff sign upon hiring.

Our procedures are established to ensure that staff members are qualified based on education, training, preparation including background checks, evaluations, prior employment, collegiate transcripts and any additional qualifications.

Maximum Use of Staff Expertise

The school process is to assign staff members and provide appropriate orientation for all assignments including teacher trainings, mentor teachers, professional development days, administrative evaluations, staff meetings, and availability of other staff and administrators to answer questions for any assignment given.

Defining and Understanding Practices/Relationships

The school has clear written policies, charts, and handbooks, which define responsibilities, operational practices, and decision-making processes, and relationships of leadership and staff are clearly outlined for all staff in the handbook that each staff member is given at the beginning of every year.

Internal Communication and Planning

The school has effective existing structures for internal communication, planning and resolving differences through email, staff meetings, staff mailboxes, and utilization of administration if further action is required. The processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs include mentoring, collaboration and feedback.

Staff Actions/Accountability to Support Learning

All staff (including administration) are responsible for maintaining professional standards at all times. As administrators observe in classrooms or work settings, they have the responsibility to identify any concerns related to the professional standards. All foreign and Thai teachers, classified and administrative staff at Unity are formally evaluated in writing once every year.

Evaluation of Existing Processes

The leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning by yearly updating the handbook and routines and procedures manual, meeting with parents who may have concerns, implementing new strategies, and regularly reporting to the school board about overall student progress. Staff regularly communicates (bi-weekly) with each other and parents (weekly newsletters) about successful student learning. Because we are regularly communicating and trying to adapt to different student needs, we are able to identify critical learner needs quickly so we can get additional needed support for these learners.

Support of Professional Development

Unity faculty and administration have mandatory staff development days written into their contract each year. The majority of staff development activities are focused on increasing student learning, proficiency of standards, supporting language learners, differentiation and discipline.

Leadership and staff are supported through various types of professional development opportunities. Schoolwide technology training in the use of online gradebooks, report cards and teacher websites are offered on a regular basis.

Personnel Files

Orientation Week

We have started programs such as: character counts, Second Step and PBIS and are working to train staff. In addition, most of the faculty is affiliated with an academic academy on campus and attend annual trainings.

Staff members are encouraged to attend professional workshops and conferences to grow professionally. New teachers, experienced teachers, administrators and support staff are all encouraged to participate in workshops sponsored by ISAT.

Beginning in 2019-2020, new teachers will be supported as they participate in the school's Beginning Teacher Support program. It will be run similar to BTSA (Beginning Teacher Support and Assessment) program in the US. The program will be 2 years.

The goals are:

Unity will provide teachers with intensive individualized support and assistance.

Unity will enable beginning teachers to be effective in teaching diverse student populations.

Unity will ensure the professional success and retention of new teachers.

A robust professional development program is at the heart of Unity's plan to increase the number of students who are college- and career-ready as measured by college applications and acceptance letters.
Effective and on-going professional development has the potential to boost success for all students as teachers stay up-to-date, sharp and focused on what helps students all learn in their classes.

Supervision and Evaluation
The school implements effective supervision and evaluation procedures in order to promote professional growth of staff. The faculty evaluation process at Unity includes a standard for "developing as an educator." The Peer Assistance Review (PAR) panel exists in order to improve performance by faculty members receiving unsatisfactory evaluations. These faculty members are assigned to a district support provider to assist them in achieving satisfactory performance evaluations. Currently, there are no faculty members from Unity in this program.

Additional Online Instructional Prompt
The Administration provides staff with emails including relevant information for teacher evaluations and data received from testing used by staff to implement necessary student modifications to curriculum.

Character Counts

Second Step

PBIS

Professional Development Binder/Schedule

Routines and Procedures Manual

BTSA Induction

Mentorship

Professional Learning Communities

Peer Observation and Dialogue

Staff Roster

Employee Handbook

Formal Observation Template

Kern County Training Schedules

Individual Staff Binders from Kern County Trainings

Formal Evaluation

Peer Assistance Review Panel

In addition, online communication provides parents access to the website with daily schedules, newsletters and staff contact information.

Conclusions

100% of Unity teachers are qualified and meet all Thailand employment laws. They are well prepared to meet the diverse needs of our student body. Unity has focused all professional development in the last year on the needs of our most academically at-risk students through our Action Plan. We will continue to address the critical needs of all students to improve literacy skills, and to ensure that they are fully prepared for college.

There is a need to provide ongoing professional development to ensure that the new technology at our site is optimally utilized to improve student achievement. There is a further need to provide professional development in the areas of Advanced Placement curriculum.

Future PD will include: (1) developing standards-based targets and summative common assessments; which, will align to expected learning outcomes. (2) Teachers who teach the same grades will develop common formative assessments.

It is a challenge to develop curriculum and assessments which address significant language gaps and to also provide instruction which improves achievement. The individual student is the focus of Unity. The staff provides many avenues for students to acquire content to process information, and to develop products. The administration support ongoing professional development in the areas of differentiated instruction to improve student achievement, and in the future, "Response to Intervention" (RTI) to identify and help struggling learners on an individual basis.

A5. School Environment Criterion: The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

1. Indicate the modes available for general communication among staff, between staff and students, between staff and parents, etc.

2. Comment on the degree to which these modes support student self-esteem and high expectations and support and encourage teachers.

3. Describe the school's facilities and their overall condition (buildings, labs, technology, library, athletic facilities, playground, etc.).

4. Attach a copy of the written health, internet, safety, and emergency policies and procedures that are in place.

Findings	Supporting Evidence

Safe, Clean, and Orderly Environment

Unity employs many policies and fully utilizes all available resources to ensure a safe, clean, and orderly place that nurtures learning.

Daily, our teachers ensure the safety of all students as soon as the gates open at 7:30am. The teachers supervise students playing and ensure the safety of students and their families in the parking lot and drop off line.

Once school begins at 8:00 am/8:30 am, the school gates are closed and locked. This ensures that all school visitors sign in with the security gate or front office. Throughout the day the student safety is monitored by security guards. Our teaching assistants supervise student recesses and lunches from 9:15am-2:30pm. Since they are on campus and monitoring different zones, they are also able to ensure that students are being safe and responsible when taking bathroom breaks or visiting other areas of campus. All our security guards, teachers and teaching assistants receive annual training on playground safety and how to look for signs of bullying.

Copies of the emergency preparedness plans are in each classroom and teachers are directed to discuss them with students. Maps are posted throughout campus for use during evacuations and emergencies. Unity also participates in emergency disaster drills to ensure that all students are familiar and comfortable with our emergency procedures.

Custodians deep clean and make general repairs during summer months. General everyday upkeep includes student workers, and daily custodial services. We have two custodians per floor that maintain our campus by keeping it safe and clean. Students

Supporting Evidence:

Student Handbook

Duty Schedule

Duty Map

Locked gates

Fenced Campus

Playground Supervision Schedule

Playground Supervision Map

Playground Supervision Manual

Emergency Preparedness Folders

Emergency Preparedness Plan

Cleanliness of Campus

Student Handbook

pitch in to keep the campus free from litter. Students who are responsible and pitch in by picking up trash without being asked are randomly rewarded with character counts certificates.

At the beginning of the school year, students are provided with the school guidelines for student behavior. These are presented to the students in their student handbooks. Teachers also introduce the students to their classroom expectations within the first weeks of school.

ESLR Posters

Our schoolwide expectations are presented to the students during morning assembly. SOAR posters are also posted in the cafeteria, around the playground, near the restrooms and in the classrooms. The posters clearly show the students what it means to be Safe, On Task, Always Respectful and Responsible around the campus. The posters also provide the students with pictures of how the different areas should look when the students are being responsible and picking up the areas properly.

SOAR posters

Character Counts Vinyl's

Future Trainings: Our school will have a CPI (crisis prevention intervention) trainer and several CPI certified staff members. These staff members will carry walkie talkies and are available to teachers and other staff to help deescalate a potentially dangerous situation with a student. The CPI team will be trained in the best methods in keeping our students safe while utilizing nonviolent tactics and language.

Student handbook

Acceptable Use Policy

The future our children will live in depends on their ability to use technology. Unity is providing students with access to and experience with cutting-edge technology. Each student has daily access to technology and receives instruction in the appropriate use of this technology. While Unity regularly updates blocking software to limit access to inappropriate resources and information, it is impossible to restrict access to all controversial materials. Student work is also monitored. Students are to follow all rules and regulations governing technology and Internet conduct. Any violations of these rules and regulations will result in disciplinary action. Students are responsible for their use of technology and technological resources and must sign an Acceptable Use Agreement annually.

Computers and the Internet are found in every classroom and the Library Media Center and Computer Labs of the school. Students use computers for school projects and research. Teachers help students learn to use computers and the Internet properly, so they will be prepared for the future. Unity will work to protect students from any dangerous or inappropriate material found on the Internet. It is the student's job to use the computer properly and responsibly.

Student Handbook

Acceptable Use Policy

Personal Responsibility:

• Students are expected to know that the computer must be used correctly.

• Students are expected to know that school rules must be followed on the computer network.

• Students are expected to know that if anything is not right or makes me uncomfortable, "I will tell the person in charge."

• If a student finds something that is not appropriate on the Internet, they are expected to leave it right away and tell an adult.

• Students are expected to understand that all the rules described in the discipline matrix apply when they are using the computer and/or the Internet.

Acceptable Use: Students are expected to understand that computers should be used for learning, research and creating classroom projects. The purpose of using the Internet in our school is to support research and education by providing access to unique resources and the opportunity for collaborative work. Transmission of any material in violation of school policy or any Thailand regulation is prohibited. This includes, but is not limited to: copyrighted material; threatening or obscene material; or material protected by trade secrets.

• If a student copies anything from the Internet or software program and pastes it into their project, they are to give credit to the author.

• Students are expected to follow the rules of the network.

• Students are expected not to try to buy, sell or advertise anything on the school network.

• Students are expected to understand that the computer belongs to the school and are not to change the way the computer desktop looks or works.

• Students are expected not to download any commercial software from the Internet.

Network Etiquette and Privacy: Students are expected to abide by the generally accepted rules of network etiquette. The following are not permitted: sending or displaying offensive messages or pictures; using obscene language; accessing personal e-mail; harassing, insulting or attacking others; sharing confidential information (name, personal address, phone number); damaging computers, computer systems or computer networks; violating copyright laws; using others' passwords;

trespassing in others' folders, work or files; intentionally wasting limited resources; employing the network for commercial purposes; downloading of files; and purchasing of items, materials, goods, etc.

Services: Unity has no control over the Internet. Teachers and staff will work with students to protect them from inappropriate material on the Internet. They will also teach students how to save and protect their work so that they are successful computer-users.

Vandalism: Will result in the cancellation of privileges. Vandalism is defined as any malicious attempts to harm or destroy data of another user, Internet, or any of the networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, or changing online materials without permission.

Privileges: Using the computer network is a privilege students must earn and keep. If students don't use the computer correctly, students will face disciplinary action and their parents/guardians will be notified.

Security: Security on any computer system is a high priority, especially when the system involves many users. If a student feels they can identify a security problem on the Internet, they must notify the teacher/administrator in charge. Students shall not use another student's log in. Attempts to logon to the Internet as anyone but themselves may result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Updating: With the rapidly changing nature of technology and information resources, it may be necessary to update and/or modify this Acceptable Use Policy (AUP). Each user will be required to review and sign this policy annually. All users are responsible for notifying the designated system administrator or any Unity staff member of changes in personal information that may compromise the integrity of the user's Acceptable Use Policy.

Digital Citizenship: Access to Unity-provided materials and technologies from any location will be subject to Unity discipline guidelines and procedures.

Unity makes no warranties of any kind, whether expressed or implied, for the service it is providing. Unity will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or

Character Counts Posters throughout campus

ESLR's Vinyl's

service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Unity specifically denies any responsibility for the accuracy or quality of information obtained through its services.

High Expectations/Concern for Students

Our school uses Character Counts to take a proactive approach to student behaviors which is more conducive to creating a caring environment. It also creates many opportunities for positive individual reinforcement which helps to create a caring environment. We are working now to implement, Positive Behavior Intervention Support (PBIS).

We have adopted the PBIS umbrella expectations of S.O.A.R. This acronym stands for Safe, On Task, Always Respectful and Responsible. We will teach these expectations along with the 6 pillars of Character Counts to encourage our students to be (TRRFCC) Trustworthy, Respectful, Responsible, Fair, Caring and Good Citizens. Each month we focus on a different character counts pillar and what it means to be a student with TRRFCC character.

Throughout the campus S.O.A.R. expectations are posted as an anchor to help all students to remember the expectations. Many classrooms also have adapted versions of the S.O.A.R. posters to fit individual teachers' classroom rules. These variations include S.O.A.R. expectations for the reading and computer centers. The common language and format helps to reinforce what the school's expectations are for all students in the classroom as well as around the campus.

Students in grades K3-6 are also encouraged to turn in assignments, consistently attend school and treat one another with respect through the Fantastic Falcon program. Each month students that have no more than 2 missing assignments, 2 unexcused absences or tardies and have not received any detentions or suspensions are recognized with a Fantastic Falcon Award. We plan to expand this program to grades 7-12.

We have a wide variety of online programs that allow students to work on their individual needs. This allows students to access the curriculum in variety of ways and at their own pace. Students are recognized for their achievements in a variety of programs during the semester awards ceremony. These programs allow students to work at their own pace while mastering curriculum-based standards. Our recognizing and encourages student achievement growth and achievement in a variety of programs. This helps to create a positive environment in which all students are capable of achieving the rigorous standards.

Fantastic Falcons certificates & assemblies

Accelerated Reader

Typing Agent

Future Programs:

Second Step Schedule

Second Step Lesson Plans

Second Step Posters throughout the campus

School-wide students that S.O.A.R. throughout the day are randomly rewarded. Future: Falcon Feathers will be awarded to students exhibiting SOAR traits, these feathers will then be put into a drawing in which students will win prizes and recognition for their Safe, On Task, Always Respectful and Responsible choices.

Second Step is a school wide program with teaches children to honor each other's differences and teaches students about

Atmosphere of Trust, Respect, and Professionalism

Unity is characterized by an academic culture that values professionalism, trust, collegiality and high expectations for all students. Unity takes pride in providing a safe and secure learning environment while engaging the students in rigorous academic content. Our staff consistently engages in on going collaboration and dialogue to strive for the best instructional practices for our students as exemplified by our school's department meetings and professional development trainings. Our teachers collaborate each week with their grade level teams to discuss grade/subject specific content with colleagues and make necessary changes in planning, lesson execution and assessment. Department meetings give the teachers the opportunity to come together as a collective group by grade level to share and discuss a range of topics from content specific instructional practices or school logistics. The entire Unity staff meets collectively at least once a month, led by administration to discuss a range of topics from professional development, school logistics, and upcoming events on the school calendar.

School's Facilities and Overall Condition

Our facility is brand new and in excellent condition. As for the cleanliness of our facilities, the custodial team deserves praise. They work hard to maintain our classrooms, offices, restrooms and other areas. The custodians carry out many duties on the campus including cleaning up the trash after breakfast and lunch.

Conclusions

Unity faculty and staff work together to provide a safe, clean and orderly place where learning can happen. Teachers work together to produce quality learning programs. Administrators support instruction and assist with student matters. All staff contributes to an overall positive environment where students feel welcome.

Providing students with a positive learning environment where they feel safe, happy and able to grow will encourage them to pursue college and career goals. This type of environment will also make it more possible for students to get the support they need when things are difficult – academically, socially and emotionally.

empathy and compassion which helps create a caring atmosphere. In addition to weekly Second Step lessons, Second Step posters will be prominently featured in every classroom.

Whole Brain Teaching strategies will be implemented in all classrooms in order to promote positive learning environments in which all students are encouraged to do their best work. These strategies as well as other similar strategies allow for equitable access to each lesson for all students regardless of ability or individual differences. This helps more students feel as though they are cared about while still holding each student to high achievement standards in academics and behavior.

Professional Development Plan

Professional Development Meeting Agendas

Peer Coaching & Observation Sign-up & Release Time Coverage by Admin

Staff Party's

Future:

Secret Pal

Sunshine Club

Staff Potluck

A6. Reporting Student Progress Criterion: The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and reports students' progress to the school community.

For all responses, include information regarding English language proficiency in the areas of reading, writing, listening, and speaking.

1. List the types of statistical information accumulated by the school to monitor student progress. Indicate what the school's plans are to analyze and use this data.

2. Indicate the data that is available to the school's stakeholders (teachers, parents, students and others) regarding student progress, and the frequency of reporting this information.

3. Describe the procedures used to report pupil progress to parents.

Findings	Supporting Evidence
<u>**Current Educational Research and Thinking**</u>	
Unity follows a curriculum that emphasizes direct instruction, guided practice, and student interactive or project-based methods for teaching and learning. All texts are state adopted, approved, and aligned to the California Common Core State Standards (CA CCSS) and reviewed/recommended by a committee comprised of teachers, administrators, paraprofessionals prior to adoption by our School Board.	Unity Web Site HMH, Journeys, Teacher Edition www-k6.thinkcentral.com McGraw-Hill School Education, Teacher Edition
The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively. The instructional materials contain strategies and tools for continually measuring student achievement.	www.connected.mcgraw-hill Pacing Guides Teacher weekly lesson plans
Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding. Assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through monitoring is another component of the approved, adopted programs.	Student Work Samples
The program materials provide teachers with the necessary content and pedagogical tools to ensure universal and equitable access to high-quality curriculum and instruction for all students, so they can meet or exceed the expectations as described in the CA CCSS.	
Instructional materials provide access to the standards-based curriculum for all students including English Learners, advanced learners, students below grade level in academic skills, and students with disabilities. The instructional materials contain a	

clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS.

HMH Journey's was adopted in 2017 for the kindergarten through 5th grade classrooms. HMH Collections was adopted in 2018 for grades 6-12 English Language Arts classes and includes an on-line component. Additionally, HMH Write Source was adopted K3-12 as a supplemental text for ELA.

McGraw Hill My Math was adopted in 2017 for kindergarten through 5th grade mathematics classes. Grades 6-8 use the My Math extensions, Courses 1, 2, 3 and five different McGraw Hill texts were purchased in 2018 to cover the wide range of math levels in high school: Algebra I, II, Geometry, Pre-Calculus and Statistics.

McGraw Hill, A Closer Look California Science was adopted in 2017 for kindergarten through 5th grade. McGraw Hill Integrated Science was adopted for grades 6-8 (Earth, Life, Physical Science Series) and Biology, Chemistry, Physics and Zoology were adopted for grades 9-12.

Harcourt Social Studies was adopted in 2017 for kindergarten through 6th grade social studies classes. World Geography, World History, Geography (The Human and Physical World), United States History (Modern Times), World History (Modern Times) and Economics was adopted for grades 7-12.

Formal and Informal assessments are used along with teacher observations in making recommendations for math class placement.

Unity 1 has a computer lab with 26 computers. Unity 2 has two labs, one Windows with 26 computers and one iMac with 32 computers, each with 32 computers. Unity 2 also has 8 Chromebooks in each classroom grades 3-6. The library in U2 has 12 Chromebooks, 2 iMacs and 4 Windows desktops.

Beginning in pre- kindergarten (PK) and continuing through first grade, when students are emergent or beginning readers, instruction focuses on phonemic awareness and phonics instruction not only using the Journey's program, but also through the supplemental teacher created Phonics programs.
Unity 3-12 students follow a block schedule allowing for more instructional time to be spent on a rigorous, relevant, and standards-based curriculum. Beginning in October 2018, all 7-12 core classes were split allowing for smaller student numbers in each class and a wider range of instructional levels and

School Schedule

Professional Development Plan

Formal Evaluation Schedule
Formal Teacher Evaluation Template

Future:
All grade levels will use the Too Good for Drugs materials from the Mendez Foundation, an evidenced based drug prevention program that promotes social and emotional learning.

In 2019, a specifically trained teacher will provide instruction to all classes using 2nd Step, another evidenced based social and emotional learning program.
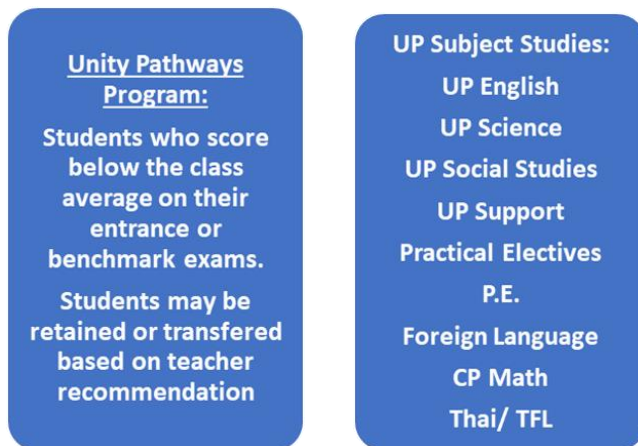
pacing. This is our Unity Pathways (UP) and College Prep (CP) classes.

Unity Pathways

The American Common Core Curriculum demands high levels of academic focus and English language ability.

To support our English Language Learner (ELL) students Unity has developed a specialized curriculum to help support ELL students in an effort to meet the minimum requirements of enrolling in our mainstream courses; Unity Pathways Program.

Unity Pathways (UP) is designed to facilitate English Language Learners. The curriculum will cover the same academic subjects as the mainstream CP Course. However, the content of each course will be modified to assist students who cannot access the CP Curriculum due to language deficits. This program will focus specifically on academic vocabulary as it pertains to grade level content standards in an effort to make learning more relevant for the ELL students who are still not ready for a full-scale College Prep class.

Professional Development Plan

Pacing Guides turned in by each teacher at the beginning of the year listing CA CCSS related to each unit/lesson.

Weekly Lesson Plans that include CA CCSS associated with each lesson

Standards posted in each classroom

Teacher Edition Texts list related CA CCSS for each lesson

Report Cards

Unity Pathways Program:

Students who score below the class average on their entrance or benchmark exams.

Students may be retained or transfered based on teacher recommendation

UP Subject Studies:
UP English
UP Science
UP Social Studies
UP Support
Practical Electives
P.E.
Foreign Language
CP Math
Thai/ TFL

Congruence

Unity's compliance with content standards, college and career readiness guidelines, and their alignment with schoolwide learner outcomes is very strong. Teachers are required to use Common Core State Standards when they are planning their lessons. Teachers use several assessment programs designed to collect empirical evidence of progress toward these standards. Star Math, Accelerated Math, and Star Reading through Renaissance Place are used to assess and monitor their progress toward state and local standards.

Accelerated Reader Reports

STAR 360 Reports

Next year a new program, Northwest Evaluation Association – Measure of Academic Performance (NWEA –MAP), is being phased in to assess students' progress toward Common Core standards and assure congruence between the concepts being taught.

College and career readiness is a focus of the Middle School. Unity Middle School teachers teach metacognitive skills and organizational skills to prepare students for the high school environment, the college environment, and ultimately careers. These skills include reliability, punctuality, organization, planning, studying, presenting, and academic and personal honesty.

Student Work – Engagement in Learning
Student engagement and student work in mathematics and English language arts reflect standards-based curriculum that targets school wide learner outcomes. Math lessons are highly interactive and varied (pair/share, SMART boards, total physical response, etc.). They are designed to tap into the students' learning styles so that all students can be engaged. Students from K3 to 6th grade read a wide variety of non-fiction and fiction. Unity utilizes standards–aligned textbooks (Reading/Writing Workshop and Literature Anthology) at each grade level. Student interactions with the texts are challenging and engaging. During differentiated small group instruction, on level and beyond level students are challenged with specific vocabulary and complex sentence structures. Also, students have access to their teachers' classroom library, which offers a wide range of books, during silent sustained reading times.

Accessibility of All Students to Curriculum
For students who are struggling beyond the support in the general education whole group setting, differentiated small group instruction is offered in mathematics and language arts. For English Language Arts, not only are leveled readers utilized, but leveled independent practice is used daily. In math, after a formal assessment (Quick Check), differentiated instruction (intervention, on–level, and advanced) is offered within the classroom. Also, Unity offers after school tutoring in ELA and Math for struggling students who need extra support.

Benchmarks and Star Reading and Star Math results are used for placement in to the after-school tutoring program. Students with special needs receive accommodations despite Unity not having a full-scale special education program. Special needs students are often supported by instructional aides in the classroom in order to meet the standards and help these students achieve the school wide learner outcomes. Also, teachers may use Universal Design Learning lesson plans that take in to account every student's needs, thus insuring access to content (curriculum) through multiple means of action, expression, and engagement.

Integration Among Disciplines
There is integration among disciplines throughout the learning day. For example, elementary teachers use the Research and

Bulletin Boards

SST – Action Plans

ELL lesson plans

Unity Pathways

Student projects and work samples

Inquiry component from our reading program to integrate disciplines. Social studies, science, and/or art are integrated and connected to the weekly essential question. Students work collaboratively and participate in shared research, and projects. Also, elementary teachers use graphic organizers (Venn diagrams, Thinking Maps) not only in Language Arts, but across disciplines. For example, a double bubble map is equally effective when used to compare and contrast two plant specimens grown in two different environments in science, as it is as effective when used to compare and contrast the settings of two literature texts. Our science curriculum integrates art and music, social studies, language arts/writing, and math. Science lessons include math mini lessons or links that connect science to mathematics and to students' lives. Directed Inquiry science lessons often use math to measure or represent scientific data (bar graphs, line plots). In mathematics, each daily lesson has several instances where writing is integrated. Each lesson has a journal question where students write a math story directly related to the lesson's learning objective. Often, students must not only answer a math word problem, but explain how they solved the problem using SMPs.

Mathematics
English Language Arts
Science and Social Sciences
Interactive Notebooks

Future:
August 2019 a licensed counselor for our Middle School and High School.

Curricular Development, Evaluation, and Revisions

Prior to the purchase of curriculum, our school ordered sample kits from various suppliers. Teachers were given the opportunity to use the kits upon meeting within grade-levels to discuss experiences. In addition, a committee was also formed from the mixed grade level groups to compile data and reports from teacher findings. Sample kits were also put on display for parents/guardians and they were given time to provide their input on the curriculum. Ultimately, information from all reporting groups was made available to the Board of Directors prior to purchase.

Rigorous, Relevant, Coherent Curriculum
The curriculum selected continues to meet and exceed learning goals for our multi learning styles and types.

Articulation and Follow-up Studies

Unity collaborates between their own divisions, Elementary School, Middle school and High School.

Unity's three divisions, the elementary, middle and high school, work closely together to serve student needs and ease the transition between self-contained and single-subject classrooms.

At the end of each year, middle school holds an open house day when the sixth graders get an orientation course in procedures, expectations, and the middle school environment. The day

includes an observation of a lesson, an introduction to each teacher, and a copy of the middle school teachers' syllabi.

Reporting Students Data and Progress to Parents
Unity has two semesters. During the midpoint of each semester, a mandatory parent-teacher conference is conducted. At this time teachers notify parents in writing of their student's progress. This is also the time teachers go over benchmark data and various assessments from their curriculums. As a new school, we found out quickly that we needed to modify our schedule based on student English proficiency rates. At parent conferences, administrators met with each family to notify them of placement changes. This is when we introduced and explained our new UP program to parents. At first, parents and students were resistant to the change; however, at the conclusion of week two we interviewed families and students and they were pleased with the changes and felt that the school really took ownership of education and they were confident the UP program was an excellent fit for their student.

Progress Reports

Conference Forms

UP placement forms

STAR 360 BMK data

Conclusions
All students at Unity have access to a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards as well as college and career readiness. Access to a research-based curriculum coupled with effective teaching methodology have contributed to the progress of students on several different assessments across a wide range of individual needs: English Language Learners, children with disabilities and gifted and talented students.

Every Friday beginning in January 2018, staff will meet from 3:30-4:30 for professional development meetings.

All teachers who are new to the school are assigned a mentor teacher from our school. The school mentor is an experienced teacher, and typically teaches the same grade level. At some point during the first couple months of school, substitute teachers cover classes so new teachers have time to observe veteran teachers in action for an entire school day.

A7. School Improvement Process Criterion: The school leadership facilitates school improvement which is driven by plans of action that will enhance quality learning for all students, has school community support and involvement, effectively guides the work of the school, and provides for accountability through monitoring of the schoolwide action plan.

1. Describe stakeholder involvement in the development and implementation of the schoolwide action plan for improvement. Comment on what data or factors determined the schoolwide action plan sections.

2. Indicate how the schoolwide action plan is monitored to determine if satisfactory progress is being made in meeting the plan's goals and its impact on student learning.

3. Attach a copy of the current schoolwide action plan.

Findings	Supporting Evidence

Stakeholder Involvement

Unity has developed a Schoolwide action plan that align objectives and goals, which focus on academic needs. Unity ESLRs align very well to expectations for students who are expected to employ 21st century skills; however, more attention to professional development is required. As Unity is a new International School, we must work to develop a professional development plan that fits with our needs.

Developing the action plan to move our school forward in a direction of improving academic needs has forced us to narrow its focus to instruction, assessment, student achievement, and student supports. Implementing the rigorous CCSS is forcing Unity to examine and modify instruction and assessment. Although Unity teachers have engaged in some professional development trainings, the need for more refined and consistent collaboration opportunities and trainings related to the Common Core State Standards and future MAP testing is needed.

The work done within this action plan will be focused on improving instruction, assessment, and student achievement as we increase student and staff understanding of CCSS, school ESLRs, and Unity's mission statement.

That mission is to educate and inspire each student to succeed and meet the challenges of the future through innovative programs and curriculum within a supportive, nurturing environment. The Expected School Wide Learning Results (ESLRS): Proficient communicators, Research and Technological proficient, Investigative problem solvers, Diligent scholars and Ethical and honest students. At Unity we encourage our students to become respectful learners who achieve growth in all areas, are successful citizens who are civic minded, and are hands on problem solvers.

Supporting Evidence:

Professional Development Plan & Meeting Agendas

Star Reading score repots

Star Math score reports

Accelerated Reader reports

SOLOM (Student Oral Language Observation) matrix

ELL Reclassification Monitor Sheets

UP Student Monitoring

Schoolwide Action Plan Monitoring

Unity established its initial action plan during the 2017 school year and is currently working on the goals set forth in that plan. Monitoring and refinement of the action plan start at the beginning of each school year and is an ongoing process.

Testing results and benchmarks are communicated to the faculty on a regular and timely basis. The school's planning process is collaborative and there is input by staff, parents and students.

At the conclusion of this report Unity intends to expand on its initial goals including the areas for focus identified in the initial report.

Unity's Action Plan is realistic, there are identifiable targets each year and long-term goals on a 3-year timeline. Unity stakeholders will examine the action plan at a minimum annually and update the information accordingly. Once updated the revised action plan will be posted to the school's website.
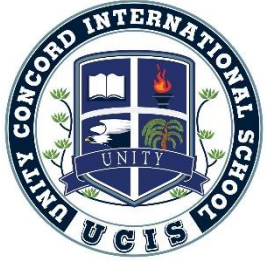
UNITY CONCORD INTERNATIONAL SCHOOL

3 YEAR SCHOOLWIDE ACTION PLAN

2017-2020

Action Item #1- UNITY will develop clear and concise ESLRS. ESLRS represent the most essential things students should know and be able to do by the time they graduate. ESLRS represent the cumulative skills and attributes we believe children should develop during their time at our school.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
UNITY will develop clear and concise ESLRS. **ESLRS represent the most essential things students should know and be able to do by the time they graduate.**	Create a collaboration schedule.	Administrators, teachers, and other staff	Compile a list of staff interested in creating ESLRS. Schedule meeting times for interested stakeholders.	October 2017	Staff list compiled, meetings scheduled. Status: Complete
	Develop ESLRS	Staff interested in creating ESLRS	Paper, pencils, conference room	November 2017	Clear and concise ESLRS were created. Status: Complete
	Staff vote on the adoption of the ESLRS.	All Staff	Secretary will email all staff	December 2017	Staff approves the ESLRS. Status: Complete
ESLRS represent the cumulative skills and attributes we believe children should develop during their time at our school.	Prepare ESLRS for Board approval.	Administration, Governing Board	ESLRS as part of a Board Packet, Board Secretary to prepare.	December 2017	Governing Board approves ESLRS. Status: Complete

Action Item #2- UNITY will foster effective teacher and staff collaboration and deliver on-going, consistent professional development as a way to continuously improve curriculum, instruction, and assessment.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Focus on the development of a cohesive and coherent professional learning plan that provides teachers with the tools to engage students from diverse backgrounds.	Develop new goals for professional development outcomes and design opportunities to meet those outcomes.	Administrators, teachers, and classified staff	Compile a list of teachers/classified interested in creating a plan. Schedule meeting times for interested stakeholders.	December 2017	Annual list of PD goals as determined by staff input, as well as an annual plan for implementation that align with the school mission and vision. Status: Complete
	Investigate bell schedule options that will provide increased time for PD and collaboration; provide opportunities for teachers to shadow students on different schedules.	All Staff	Designated meeting time for discussion. Volunteer committee interested in generating a list of options.	2017-2018 discussion/ planning; 2018-2019 implementation AND/OR ongoing annual revisit	Staff vote on the built-in opportunities for collaboration (prep periods). Status: Complete
	Implement a master schedule that will allow for increased time for PD and collaboration	Administrators, counselors, teachers	Bell and Master Schedule that provides for PD opportunities.	2018-2019 and ongoing	A master schedule with common prep periods for teacher cohorts, PLCs, and whole staff PD. Status: In Progress
	Create opportunities for teachers to observe other teachers.	Administrators, teachers	Specials teachers can substitute.	2017-2018 planning and piloting; 2018-19 implementation w/ annual review	Professional development plan includes training protocols on peer review, walkthrough, lesson study, reflection, etc. Status: In Progress

Increase opportunities for teacher-driven collaboration across departments.	Create a collaboration schedule. Teachers must be held accountable and attend the sessions	Teachers	Bell and Master Schedule that provide opportunities for collaboration	August 2018 and ongoing	Minutes of meetings that demonstrate productive and regular collaboration among teachers. Status: In Progress
Teachers continue to build effective instructional strategies specific to their subject areas.	Provide training and professional development opportunities. Share best instructional practices.	Administrators, teachers	Budget for professional development and substitute coverage, provide time during staff meetings and in-service days	December 2018 and ongoing	Administrator walkthroughs, peer observations, and evaluations Status: In Progress
All teachers will apply Common Core Standards in their subject areas.	Send designated department teacher(s) to appropriate Common Core workshops. Share knowledge gained in department PLCs	Administrators, teacher leaders	Budget for professional development and substitute coverage, provide time during staff meetings and in-service days	August 2018 and ongoing	Administrator walkthroughs, peer observations, and evaluations Status: In Progress
Continue to refine and improve the effectiveness of PLCs.	Provide training and professional development opportunities. Share best PLC practices.	Administrators, teacher leaders	Budget for professional development and substitute coverage, provide time during staff meetings and in-service days, designate time for collaboration in the master schedule	2018-19 and ongoing	PLC minutes, peer PLC observations Status: In Progress
Utilize support from the leadership to address vertical and horizontal articulation in relation to instruction and student middle to high school transition.	Schedule at least one day per year for middle school and high school teachers from each academic discipline to meet to share and discuss curriculum and best practices.	Administrators; Department Chairs	Allocated release days for teachers (in the form of a no-student staff PD day, paid substitutes for groups of teachers to meet during the work day, or stipends for teachers to work on a non-school day.)	2019-20 and ongoing	Departments will create a scope and sequence to successfully transition students from the middle school curriculum to the high school curriculum. Status: In Progress

Increase the quality and frequency of instructional supervision to increase feedback/communication between administration and teachers, identify patterns in student achievement/instruction, and inform leadership of professional learning needs.	Create a timeline and clear protocol for both administration and teacher colleagues to observe classrooms and provide feedback.	Administration, Teachers	Staff Meeting time or a subcommittee of teachers dedicated to creating a classroom observation timeline and protocol that will be voted on and adopted by staff	2018-19 => Begin discussions and planning 2019-20 => Implementation	An agreed upon protocol will be in place for observing classrooms and providing feedback; Recommended timelines will be followed Status: In Progress
	Provide opportunities for teachers to discuss and address professional learning needs.	Administration, Teachers	Surveys and classroom observations to determine PD needs, Collaboration/Staff PD to address those needs	2018-19 => Begin discussions and develop process and protocols; 2019-2020 => Full implementation	Instruction focused on identified learning needs will be the norm Status: In Progress

ACTION ITEM #3- UNITY will expand community outreach and increase communication with all stakeholders to encourage and facilitate involvement in the school.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Improve the method and effectiveness of communication with all stakeholders including students, parents, and other members of the school community.	UNITY will administer a survey to establish a baseline of parental satisfaction with communication.	Administrators	Survey	June 2018	2018 survey responses from stakeholders will establish a baseline. Status: In Progress
	UNITY will increase the use of Line, Facebook, SIS, Class DOJO and other available methods of communication to disseminate information.	Administrators, teachers, and staff	Training for teachers as needed Ongoing technology training	Ongoing	By Spring 2019, at least 95% of stakeholders will deem communication satisfactory, and at least 75% will deem it above average or excellent. Status: In Progress
Share information about school communication sources with parents and show them how to best monitor student progress.	Host Parent Information Nights for incoming 9th graders in the spring of their 8th grade year and for all students in late July or early August (High School A-G)	Administrators, counselors, teachers, PTA representatives	Meeting space, presenters, planning time to maximize relevance of information	Spring 2017 and ongoing 1-2 times per year	One Parent Information Night will be on the calendar for the 2018-2019 school year PK-12. Parent surveys will show increased satisfaction with the communication received from the school
Increase parent, student, and teacher participation in school activities, programs, and organizations.	Organize PTSA-hosted tables at school events, make presentations to staff, include marketing tools in registration packets, give PTSA more prominence on the school website	Administrators, teachers, staff, students, PTA representatives	Opportunities for PTA to participate in school functions	August 2018 and Ongoing	PTA membership will increase by at least 30% during the 2019-20 school year and will continue to increase year over year [Establish Baseline: In 2018-2019] Status: In Progress

	Recruit parents, teachers, students, and community members to serve on school committees (e.g., School Site Council, Advisory, WASC).	Administrators, teachers, parents	Stakeholder email addresses and contact information; marketing materials	June 2017 and again in June-July 2018 Ongoing	Membership lists for SSC, Advisory, WASC Status: Complete
Improve communication with Chinese speaking students and parents in our community	Provide translation services for school events, documents, and web resources.	Administrators, Translators, Student Volunteers	Chinese Translator	August 2018 and ongoing	Translated documents and translators will be available for major school events Status: In Progress
	Provide information to Chinese speaking parents on graduation and college entrance requirements	Administrators, Translators, Student Volunteers	Dedicated time	December 2018 and ongoing	Increased parent participation in school activities. Status: In Progress
	Build environments that respond to the needs of immigrant students. Create structures and systems to support students as they adjust to a new culture, both social and academic	Administrators, translators ESL Teachers, Staff	Professional Development for all staff regarding cultural identity and practices (in particular for our most common Thai, and Chinese) new immigrant students	2018-19 and ongoing	Decreased time for students to achieve English proficiency and a decrease in percentage of ELs who are long-term Status: Complete
Increase collaboration within and across departments.	Create designated opportunities for collaboration within the school day	Administrators, Dept. Leads	Allocated Collaboration Time	2018-19 school year and ongoing	Opportunities for common prep periods for cohorts. Status: In Progress
Increase and improve articulation between elementary, middle schools and high school.	Collaboration between elementary, middle and high school within subject areas to clarify what skills are expected at what levels and what steps will be taken for effective implementation	Department representatives	Allocated Collaboration Time	April 2019 (Site Admin), August 2019 (Staff) and ongoing	Meeting notes; scope and sequence expectations established New campuses open in August 2020 Status: In Progress

Action Item #4 – UNITY will continue to expand student and staff access to technology, improve the use of technology as an instructional tool, and increase digital literacy.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Increase the effective use of technology in a variety of contexts to enhance and personalize learning.	Plan and design clear, comprehensive technology PD for teachers.	Administrators, teachers	Teachers, funding for PD, access to appropriate technology	Summer/Fall 2018 and ongoing	Evidence of training and consistent use of email, Google docs, and other basic technologies Status: Complete
	Plan and develop a standard of digital literacy for all students and provide necessary training	Administrators, teachers	Access to appropriate technology and time to develop curriculum and instructional strategies	Spring 2018 and ongoing	Evidence of curriculum and instructional strategies and use of technology to demonstrate learning. Status: Complete
	Provide equitable access to technology for teachers, students, and staff.	Administrators, teachers	Designated budget for technology and training	Ongoing	Annual evaluation of access to Technology Status: Complete
	Recruit a task force composed of teacher leaders to support technology needs on campus	Administrators, teachers	Designated budget for technology and training	Fall 2018	Creation of a sustainable task force Status: Complete

Action Item #5 – UNITY will provide additional counseling and career/college readiness services to all students in order to better prepare them for high school and post-secondary success.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Provide a variety of college and career services to all students.	Hire a trained, qualified career and college advisor.	Administrator	Funding for salary and PD	June-August 2018	Position filled Status: Complete
	Create a centralized college and career center.	Administrator, counselor	Funding for appropriate technology and materials Personnel to manage the program.	August 2018	Space provided in Library or Office Status: Complete
	Improve communication/ awareness about college deadlines, scholarship programs, college visits, etc.	College/Career advisor, counselors	A newsletter published by the counselor and shared with students, parents, and staff.	January 2019	Regular newsletter created and communicated Status: In Progress
	Expand career (vocational) training experiences available to all students.	College/career advisor, counselors, administrators	Vocational classes	March 2019	Vocational programs offered Status: In Progress
Guarantee the counselor to student ratio to the American School Counselor Association (ASCA) 250 to 1 model.	Staffing allocations to provide for additional counseling staff if necessary	Administrators	Funding, office space, and support	August 2020	Adequate counselor/student ratio Status: In Progress

Action Item #6– UNITY will systematically address the appropriate scheduling and support of students from all backgrounds to increase educational opportunities and access to core curriculum.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Ensure student populations are provided the opportunity to pursue a college prep curriculum.	Continue to monitor placement of students	Administration Administrative Team Counselors Teachers	Counselor	Begin 2019-2020 Ongoing	90% of students will successfully complete coursework, pass courses Status: In Progress
	Provide structured support programs to build student skills	Administration Counselors SPED Teacher	Staff to monitor student participation and maintain records. Tutors Summer Program	Ongoing	90% of identified students will participate in at least 2 tutoring or practice sessions during the course of the school year Status: In Progress
	Additional counseling support for students	Counselor College Career Advisor	Allocation of staffing resources	Begin 2019-2020 Ongoing	Counselor meet with students on a regular basis, 1 time per semester Status: In Progress
	Implement new ELD standards in alignment with CCSS to accelerate the progress of ELs as they learn English	Administrator Teachers	Classroom materials Teacher training	Begin August 2018 Ongoing	Annual increase of ELA scores and students being exited from ESL Status: In Progress
	Develop remedial/ supplemental/ summer school classes targeting the needs of EL students in	Administrator Teachers	Extended learning time before/during/after school and/or in the summer	Spring 2017- Begin discussion 2018-2019- Begin	Annual increase of students exiting ESL

	order to provide enrichment and accelerate language acquisition.		Block schedule that designates additional ESL time	Implementation	Status: In Progress
	Utilize data to determine next steps.	Administration		Begin 2017-2018	Improved performance of target group

Status: Complete |

Action Item #7– UNITY will focus on increasing the level of rigor in grades 9-12, engagement and critical thinking present in all classes to increase student access to the cognitive expectations outlined in the Schoolwide Learner Outcomes.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Teachers from all disciplines will require students in grades 9-12 to:

(a) Summarize informational texts

(b) Write justifications of their opinions on debatable issues

(c) Evaluate Internet sources for credibility and value

(d) Perform close reading of informational texts on both sides of an issue

(e) Complete constructed-response questions | Create CCSS-aligned informational writing tasks

Provide school-wide summary and justification templates. | Teacher Leaders

Administrators | -Staff professional development time

-Release time or compensation for teacher leaders to plan for PD | Begin 2019-20 | An increasing number of students will be able to effectively summarize a passage and clearly justify their responses

Status: In Progress |
| | Create CCSS-aligned argumentative essay performance tasks in grades 9 through 11. | Teachers

Administrators | -Staff professional development time

-Release time for teacher leaders to plan for PD | Begin 2018-19 | An increasing number of students will be able to effectively write an argumentative essay

Status: In Progress |
| | Pilot and evaluate the effectiveness of CCSS performance tasks on | Teachers

Administrators | -Staff professional development time | Begin 2018-19 | Baseline data will come from STAR and Teacher Assessments |

(f) Write an argumentative essay.	student learning		-Release time or compensation for teacher leaders to plan for PD		Status: In Progress
	Utilize close reading of informational texts and the analysis of primary documents across the curriculum.	Teachers Administrators	-Staff professional development time -Release time or compensation for teacher leaders to plan for PD	Begin 2018-19	An increasing number of students will be able to effectively utilize close reading strategies to analyze information from a text Status: In Progress
	Develop CCSS-aligned writing instruction that includes discussion of main idea, purpose, intended audience, text structures, rhetorical devices, connotative word meanings, text accuracy and/or biases, etc.	Teachers Administrators	-Staff professional development time -Release time or compensation for teacher leaders to plan for PD	Begin 2018-19	Baseline data will come from STAR and Teacher Assessments Status: In Progress

Action Item #8– UNITY will create a Comprehensive School Safety Plan, Parent/Student and Employee Handbook.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Create a Comprehensive School Safety Plan to include the following Board Policies: **(a) Child Abuse** **(b) Disaster Procedures** **(c) Suspension Expulsion Procedures** **(d) Sexual Harassment Policy** **(e) Dress Code Policy** **(f) School Discipline Policy**	Create a clear, concise child abuse policy.	Administrators	Applicable laws, paper, pens, meeting space	June-December 2017	Board approved policy July 2018
	Create a clear, concise disaster procedure policy.	Administrators	Applicable laws, paper, pens, meeting space	June-December 2017	Board approved policy July 2018
	Create a clear, concise suspension and expulsion policy.	Administrators	Applicable laws, paper, pens, meeting space	June-December 2017	Board approved policy July 2018
	Create a clear, concise sexual harassment policy.	Administrators	Applicable laws, paper, pens, meeting space	January-June 2018	Board approved policy July 2018
	Create a clear, concise dress code policy.	Administrators	Applicable laws, paper, pens, meeting space	January-June 2018	Board approved policy July 2018
	Create a clear, concise school discipline policy.	Administrators	Applicable laws, paper, pens, meeting space	January-June 2018	Board approved policy July 2018
Create a comprehensive Parent/Student Handbook PK-12	Create a clear, concise Parent/Student Handbook	Administrators	Applicable policies, paper, pens, meeting space	June 2018	Board approved Parent/Student Handbook July 2018
Create a comprehensive Employee Handbook	Create a clear, concise Employee Handbook	Administrators	Applicable policies, paper, pens, meeting space	June 2018	Board approved Employee Handbook July 2018

Category A: Organization for Student Learning

Achievements:

- Administration and the Unity Board have a cohesive working relationship.

- Unity's Board has developed policies, goals and a clear evaluation process to ensure they remain effective.

- Unity has a strong Human Resources department, organization chart, employee files, employee handbook, job descriptions, staff evaluation forms and salary schedule.

- The Vision, Mission and ESLRs of Unity unify the campus around common themes that guide what they are doing.

- Unity has a website and Facebook page which are regularly updated and used to inform parents and community members about the schools' purpose.

- Unity has Parent/Student handbook, clear rules regarding discipline.

- Unity has a well-developed School Safety Plan, and supervision plan.

- Unity's leadership has developed a comprehensive schoolwide action plan with identified measures of success that show the impact on student learning.

- Unity's leadership team has developed programs to address the ELL population.

- Unity's stakeholders as well as the community have access to a published Annual Update.

- Teachers can grow professionally with the guidance of the onsite mentorship.

- Unity's facilitates include libraries, computer labs and nurses' rooms which are functional, clean, safe and support the instructional program in a healthy setting.

- Parents are informed regularly regarding student work/performance via conferences, class DOJO and Remind.

- The systems in place for allocating funds are effective.

- Unity is financially stable and secure.

Areas for Focus:

- While Unity has Safe Schools online professional development and have had various trainings. Unity must find a way to schedule PD more regularly.

- While many teachers participate in professional development, there is no clear, overall strategy for ensuring that teachers are growing professionally through ongoing education.

- Unity has a many new teachers that are being underutilized because there has not been time to train them.

- While Unity is working to collect student data, the school must work towards staff collaboration regarding the regular review of such data.

- While Unity is using Rediker to produce report cards and transcripts, Unity must fully utilize Rediker and open the Parent Portal.

- While Unity's motto is "Creating Together" the school needs to look at "branding" (possible STEAM or technology focus).

Category B:
Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion: The school provides a challenging, coherent, and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

1. Attach a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

2. Particularly, for schools where English is not the only language of instruction, explain what courses are taught in English, bilingually, or in another language.

3. List the graduation requirements of the school.

4. Briefly describe the post-graduation plans of the school's graduating class.

5. List the subject areas and/or courses for which there is a written, comprehensive and sequential documented curriculum that is articulated within and across grade levels.

6. Provide access to this curriculum, vertical and horizontal curricular maps, and instructional units. (See attachments)

7. Comment on the status of a well-developed written curriculum and the degree to which this is reflected in the taught curriculum. Comment on the process for curriculum discussion, research, development, and review/revision.

8. Comment on the degree to which the written and taught curriculum results in student achievement of the school's purpose and the schoolwide learner outcomes.

UNITY Graduation Requirements:

To graduate from Unity Concord International School a student must successfully complete the following minimum requirements in grades 9-12:

Subject	Years Required	Semester(s)	Semester Units of Credit
English	4	8	40
Math	3	6	30
Science	2	4	20
Social Science:			
American Government	1/2	1	5
Economics	1/2	1	5
United States History	1	2	10
Modern World History	1	2	10
World Geography	1/2	1	5
Fine Arts	1	2	10
Foreign Language	2	4	20
Physical Education	2	4	20
Health	1/2	1	5
Electives*		10	50
Totals		46	230

1. Students exempted from physical education must still meet the total prescribed semester-period requirement.

2. Courses taken after the completion of 8th grade will count toward high school graduation requirements. This includes summer school courses taken after the completion of the 8th grade and prior to entering 9th grade.

Notes:

1. The two years of science must include both biological and physical science.
2. Students must pass one year of Algebra I to receive a diploma.
3. To meet the fine arts and foreign language requirement, the student must successfully complete 2 full years of the same foreign language and 1 full year of the fine arts.

* Thai Language and Culture Class: Thai Nationals must take this class every day in grades 9-12. The class will be worth 5 credits per semester. Non-native Thai and Foreign students must take 1 period per week of this class in grades 9-12, they will earn 1 credit per semester.

Most courses, once passed, cannot be repeated for additional credit toward graduation. Courses failed may not be made up during the regular school year except when space is available. Make-up courses

are available in summer school and credit recovery. Credit recovery is available to juniors and seniors. Sophomores may enroll in credit recovery when space is available.

UNITY Grading Scale:
The basic grade point system in use throughout the state of California is based upon 4 points (A=4, B=3, C=2, D=1, F=0). This system is known as non-weighted and is always maintained apart from any weighted system. A 5-point system for Advanced Placement and honors classes is known as a weighted system and is calculated separately. Colleges, universities, foundations, and scholarship institutions make clear distinctions between weighted and unweighted information.

The University of California system requires that a 4.0 scale be used to report grade point averages and they perform the evaluation of students' transcripts to assess additional credit for successfully completed Advanced Placement courses and some Honors level courses. Some applications of the 5-point scale other than college and scholarships include good driver discounts for auto insurance, as well as locally-defined uses such as criteria for scholarship awards. It is important to remember, however, that there are two distinct and separate grade scales that are mutually exclusive. The awarding of an extra grade point for successful completion of Advanced Placement and honors courses does not affect or enhance the non-weighted grade point average. More specifically, a student receiving a grade of "B" in any course, including Advanced Placement, will not maintain a 4.0 GPA when non-weighted information or rankings are used.

Awarding of grades in Advanced Placement classes:
Criteria for the earning of grades vary from teacher to teacher and are clearly reviewed at the beginning of each Advanced Placement class. The standards in Advanced Placement classes, by their very nature, are high. This is commensurate with both the intent and benefit that comes with these courses. There shall be no lessening of standards based upon either grade point scale. The grades will be based upon widely accepted percentages. Grades received will be the grades earned by each individual student.

Grade	Percentages	GPA for College Prep Classes	Weighted GPA Honors/AP	Description
A	90%-100%	4	5	Excellent
B	80%-89%	3	4	Good
C	70%-79%	2	3	Average
D	60%-69%	1	1	Poor
F	50%-59%	0	0	Failure

Procedures for requesting grade point averages:
Student grade point information will be maintained in both 4-point non-weighted and 5-point weighted formats.

It is the intent of Unity Concord International School to provide the most reliable and beneficial information to students when they are applying for university admissions or for scholarships. Students must be clear on which type of information is being requested or accepted by the institution and must make their request based on the most appropriate and beneficial information. Students must work closely with the counselors and scholarship coordinator to evaluate which type of information is required.

College Entrance Requirements:

Entrance requirements to colleges or universities vary widely. It is important, therefore, that you check the entrance requirements of the schools in which you might be interested. Any high school graduate may enroll in a US community college; most state universities and private colleges, however, expect a "B" average or better in a college preparatory program. One year of English and one year of mathematics should be included in the senior year program. Important note: Not all summer school and credit recovery classes are accepted by the University of California System or the California State University System.

California State University (CSU) System:
(For students graduating in 2018)

The California State University System requires the following pattern of college preparatory subjects in grades 9 through 12.
(SAT Reasoning test or ACT is required.)
(All grades must be a 'C' or better.)

Subjects	Years	Semester Periods
English	4	40
Math	3	30
Social Science	2	20
Laboratory Science	2	20
Foreign Language (same language)	2	20
Visual Performing Art	1	10
College Prep Electives	1	10
		150 Total semester periods

University of California (UC) System:
(For students graduating in 2018)

A student applying for admission as a freshman to any branch of the University of California or Cal. State University must have completed a minimum of fifteen units (150 semester periods) of high school work during grades 9-12. A one-year course is equal to one unit; a one-semester course is equal to one-half unit.

Fifteen of these required units must have been earned in academic or college preparatory courses, as specified and defined below. Eleven of the fifteen required courses must be completed prior to the beginning of the senior year. Also, at least seven of the fifteen units must have been earned in courses taken during the last two years of high school. (ACT or SAT Reasoning Test are required.) SAT Subject Area Tests are no longer required. However, particular SAT Subject Area Tests may be required to demonstrate proficiency in competitive majors.

Unity follows the CA Common Core Standards and therefore modeled its graduation requirements to that of a typical Hugh School in California.

A-G Graduation Requirements:

A) History

UC-approved high school courses
Two years of history, including:
- one year of world or European history, cultures and geography (may be a single yearlong course or two one-semester courses), and
- one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government

SAT Subject Examination
U.S. History: Score of 550 satisfies one year.
World History: Score of 540 satisfies one year.

AP or IB Examination
U.S. History: score of 3, 4 or 5 on the AP U.S. History exam; score of 5, 6 or 7 on the IB History of the Americas HL exam U.S. Government: Score of 3, 4 or 5 on the AP Exam satisfies a half year.

World History/Cultures/Geography: score of 3, 4 or 5 on the AP exam in European History, World History or Human Geography; score of 5, 6 or 7 on the IB History HL or Geography HL exam

B) English

UC-approved high school courses
Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

SAT Examination
An SAT Reasoning Test (taken prior to March 2016) Writing section score of 560 or an SAT Writing and Language (taken March 2016 or later) score of 31 satisfies the first three years of the requirement.

An SAT Reasoning Test Writing section score of 680 or an SAT Writing and Language score of 36 satisfies the entire requirement.

ACT with Writing
Combined English/Writing or English Language Arts (ELA) score of 24 satisfies first three years; score of 30 satisfies entire requirement.

SAT Subject Examination
Literature: Score of 560 satisfies first three years.

AP or IB Examination
Score of 3, 4 or 5 on the AP English Language and Composition or English Literature and Composition Exam; score of 5, 6 or 7 on the IB HL English: Literature exam (formerly IB HL English A1)

C) Mathematics

UC-approved high school courses
Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses.

SAT Subject Examination
Math Level 1: Score of 570 satisfies the two years of required elementary and advanced algebra.

Math Level 2: Score of 480 satisfies the two years of required elementary and advanced algebra.

AP or IB Examination
Score of 3, 4 or 5 on the AP Statistics Exam satisfies elementary and intermediate algebra.

Score of 3, 4 or 5 on the AP Calculus AB or Calculus BC Exam satisfies two years of the requirement (but not geometry).

Score of 5, 6, or 7 on the IB Mathematics HL exam satisfies two years of the requirement (but not geometry).

D) Laboratory science

UC-approved high school courses
Two years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement. One yearlong interdisciplinary science or integrated science or earth and space sciences course can meet one year of this requirement — and combined with one year of biology or chemistry or physics, fulfills the full requirement.

SAT Subject Examination
Each test clears one year:
- Biology: Score of 540
- Chemistry: Score of 530
- Physics: Score of 530

AP or IB Examination
Score of 3, 4 or 5 on any two AP Exams in Biology, Chemistry, Physics (B, C, 1 or 2) and Environmental Science; score of 5, 6 or 7 on any two IB HL exams in Biology, Chemistry or Physics

E) Language other than English

UC-approved high school courses
Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek,

are acceptable. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.

SAT Subject Examination
The following scores satisfy the entire requirement:
- Chinese With Listening: 520
- French/French With Listening: 540
- German/German With Listening: 510
- Modern Hebrew: 470
- Italian: 520
- Japanese With Listening: 510
- Korean With Listening: 500
- Latin: 530
- Spanish/Spanish With Listening: 520

AP or IB Examination
Score of 3, 4 or 5 on the AP Exam in Chinese Language and Culture, French Language and Culture, German Language and Culture, Italian Language and Culture, Japanese Language and Culture, Spanish Language, Spanish Language and Culture, Spanish Literature and Culture or Latin; score of 5, 6 or 7 on an IB Language A2 HL exam.

F) Visual and performing arts

UC-approved high school courses
One yearlong course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art — or two one-semester courses from the same discipline is also acceptable.

AP or IB Examination
Score of 3, 4 or 5 on the AP History of Art, Studio Art or Music Theory Exam; score of 5, 6 or 7 on any one IB HL exam in Dance, Film, Music, Theatre Arts or Visual Arts

G) College-preparatory elective

UC-approved high school courses
One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language)

SAT Subject Examination
U.S. History: Score of 550
World History: Score of 540
Writing/English Compositions or Literature: Score of 560
Mathematics Level 2: Score of 520
Science (other than taken for "d" requirement): Same tests and scores as listed above under "d"
Language Other Than English, third year
- Chinese With Listening: 570
- French/French With Listening: 590
- German/German With Listening: 570

- Modern Hebrew: 500
- Italian: 570
- Japanese With Listening: 570
- Korean With Listening: 550
- Latin: 580
- Spanish/Spanish With Listening: 570

A second Language Other Than English: Same tests and scores as listed under "e"

AP or IB Examination

Score of 3, 4 or 5 on any one AP Exam in Computer Science, Microeconomics, Macroeconomics, Human Geography, Psychology, U.S. Government or Comparative Government; score of 5, 6 or 7 on any one IB HL exam in Economics, Philosophy, Psychology, Social and Cultural Anthropology, or Computer Science.

High School credits are accumulated from grades 9-12.
All courses have equal graduation credit (5 credits per course, per semester).

Grade 9 Credits	Grade 10 Credits
- English Language Arts 9 College Prep or Honors (10 credits) - Algebra I, Geometry, Algebra II (10 credits) - Geography (10 credits) - Biology (10 credits) - Physical Education (10 credits) - Foreign Language*** (10 credits) - Art (10 credits) - Thai Language (See Requirements Below) 80 Possible Credits	- English Language Arts 10 College Prep or Honors (10 credits) - Algebra I, Geometry, Algebra II, Probability & Statistics, Pre-Calculus (10 credits) - World History, Culture and Geography: The Modern World (10 credits) - Chemistry (10 credits) - Physical Education (10 credits) - Foreign Language (10 credits)*** - Electives (10 credits) - Thai Language (See Requirements Below) 80 Possible Credits
Grade 11 Credits	Grade 12 Credits
- English Language Arts 11 College Prep, Honors, AP (10 credits) - Algebra I, Geometry, Algebra II, Probability & Statistics, Pre-Calculus (10 credits) - United States History and Geography: Continuity and Change in the Twentieth Century (10 credits) - Physics (10 credits) * - Physical Education (10 credits)* - Health (5 credits)** - Foreign Language (10 credits)*** - Electives (10 credits) - Thai Language (See Requirements Below) 80 Possible Credits	- English Language Arts 12 College Prep, Honors, AP (10 credits) - Algebra I, Geometry, Algebra II, Probability & Statistics, Pre-Calculus (10 credits)* - Principles of American Democracy and Economics (10 credits) - Zoology (10 credits)* - Physical Education (10 credits)* - Health (5 credits)** - Foreign Language (10 credits)*** - Electives (10 credits) - Thai Language (See Requirements Below) 80 Possible Credits

*Not A Required Course- If graduation requirements have already been met.
**This 1 semester course is required either during grade 11 or grade 12.
***Foreign Language Requirements: 2 years during grades 9-12 of the same Foreign Language.

Thai Language and Culture Class: Thai Nationals must take this class everyday grades 9-12.
Non-native Thai and Foreign students must take 1 period per week of this class in grades 9-12.

<p align="center">**Textbook Selection K3-6**</p>

HMH Journey's was adopted in 2017 for the kindergarten through 5th grade classrooms. HMH Collections was adopted in 2018 for grades 6-12 English Language Arts classes and includes an on-line component. Additionally, HMH Write Source was adopted K3-12 as a supplemental text for ELA.

McGraw Hill My Math was adopted in 2017 for kindergarten through 5th grade mathematics classes. Grades 6-8 use the My Math extensions, Courses 1, 2, 3 and five different McGraw Hill texts were purchased in 2018 to cover the wide range of math levels in high school: Algebra I, II, Geometry, Pre-Calculus and Statistics.

McGraw Hill, A Closer Look California Science was adopted in 2017 for kindergarten through 5th grade. McGraw Hill Integrated Science was adopted for grades 6-8 (Earth, Life, Physical Science Series) and Biology, Chemistry, Physics and Zoology were adopted for grades 9-12.

Harcourt Social Studies was adopted in 2017 for kindergarten through 6th grade social studies classes. World Geography, World History, Geography (The Human and Physical World), United States History (Modern Times), World History (Modern Times) and Economics was adopted for grades 7-12.

For a complete curriculum breakdown please reference the approved Curriculum (attachment).

<p align="center">**Course Descriptions for Middle School Core Classes**</p>

<p align="center">**Grade 7**</p>

ENGLISH 7
In this course students explore many writing genres such as expository, persuasive, collaborative writing and analytical essays in order to strengthen and enhance their reading and writing skills. They analyze the connections between the texts they read and the real world. Throughout this course, students read a variety of short stories, novels, essays, and poems. The literature in this course is used to sharpen reading skills, develop vocabulary, and improve comprehension and identification of literary elements such as theme, plot, characterization, and figurative language.

MIDDLE SCHOOL CREATIVE WRITING
In this course, students explore a variety of fiction and nonfiction writing genres, and create authentic publications. Students write poetry, short stories, and personal narratives. In addition, students enhance their writing skills while gaining a deeper understanding of the writing process.

MATH 7
Ratios and Proportional Relationships
Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations
Use properties of operations to generate equivalent expressions.
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry
Draw, construct and describe geometrical figures and describe the relationships between them.
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability
Use random sampling to draw inferences about a population.
Draw informal comparative inferences about two populations.
Investigate chance processes and develop, use, and evaluate probability models.

Geography 7: Medieval and Early Modern Times
Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500Ð 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

LIFE SCIENCE 7
Life Science is a 7th grade course that provides students with the opportunity to learn that Life science is the study of living things. The life sciences comprise all fields of science that involve the scientific study of living organisms, like plants, animals, and human beings. The students will learn about environmental and global issues which effect our world. Emphasis will be placed on skill development to provide students with the basic tools they need to be successful in the course.

PHYSICAL EDUCATION 7
7th grade physical education introduces many activities and through skills and games, ensures that all students achieve an adequate level of skill and confidence in order to participate successfully in game play.

ART GRADE 7
Students are engaged in various studio projects that integrate history, theory, and critical analysis throughout the year. The 7th grade units include elements and principles of design, Islamic and Medieval Christian art, animal sculpture by using paper mâché, relief block print, animal drawing, color theory showing abstract expression known as action painting, and applied art in the of Dadaism style. Skills introduced or reviewed to include charcoal drawing, water colors, collage, paper mâché sculpture, block printing, color field painting, clay modeling techniques, and digital art using Adobe Photoshop and Art Rage. This course provides students with a hands-on visual problem-solving experience and develops their ability to decode visual information-skills which can be utilized in any discipline.

COMPUTER 7
Eighth grade projects require students to analyze problems, devise appropriate action plans, judge best solutions, and develop projects that reflect their creativity, individuality, use of appropriate software and quality work. Essential topics learned in this class include: advanced concepts in Microsoft Word and Excel, desktop publishing, Microsoft PowerPoint, and Internet research and safety. During the year, students will be challenged to use their knowledge of these skills while completing a marketing simulation.

Grade 8

ENGLISH 8
Students develop their analytical minds as they read a variety of texts that span several genres and come in many forms. They learn about extrapolating a text through annotation and understanding each author's purpose within varying genres. With the text's students read and discussions, they begin to foster the skills they need to tackle the level of reading they encounter in high school and beyond.

MATH 8
The Number System
Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations
Work with radicals and integer exponents.
Understand the connection between proportional relationships, lines, and linear equations.
Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions
Define, evaluate, and compare functions.
Use functions to model relationships between quantities.

Geometry
Understand congruence and similarity using physical models, transparencies, or geometry software.
Understand and apply the Pythagorean Theorem.
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability
Investigate patterns of association in bivariate data.

United States History 8

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

PHYSICAL SCIENCE 8
Students have been introduced to chemistry and physics in Grades K – 6. In Science 8, they will review and master the subject areas of force and motion, simple machines, energy and heat, atomic structure and the periodic table, properties of matter, mixtures and solutions, and chemical reactions. Students will also learn about the earth science topic of Meteorology. Emphasis is placed on developing such skills as critical thinking, problem solving, drawing conclusions, working cooperatively with others, following written and oral directions, writing, math, use of the scientific method, and generating and interpreting graphs.

PHYSICAL EDUCATION 8
8th grade physical education is designed as a culminating physical education opportunity for students - utilizing the knowledge, skills and strategies they have accumulated during their kindergarten through grade seven experiences. The curriculum for both courses is designed to help students develop positive self-esteem with regard to their physical skills and an appreciation of the lifelong implications of participation in physical activity with regard to their contribution to a healthy lifestyle. A great deal of emphasis is placed upon demonstrating good sportsmanship and character qualities, becoming a knowledgeable spectator, practicing appropriate behaviors for co-ed physical activities, using good judgment, and contributions as a teammate to team and class success.

ART Grade 8
Students are engaged in various studio projects that integrate history, theory, and critical analysis throughout the year. The eighth-grade units include art criticism, folk art from around the world, drawing with an emphasis on value, concepts that make an art movement, German expressionism, messages and symbolism in art, and sculpture using clay and other found materials. Skills introduced or reviewed to include charcoal drawing, acrylic painting, collage, paper mâché sculpture, block printing, found object sculpture, clay modeling techniques and digital art using Flash and Adobe Photoshop. This course provides students with a hands-on visual problem-solving experience and develops their ability to decode visual information-skills which can be utilized in any discipline.

COMPUTER 8
Eighth grade projects require students to analyze problems, devise appropriate action plans, judge best solutions, and develop projects that reflect their creativity, individuality, use of appropriate software and quality work. Essential topics learned in this class include: advanced concepts in Microsoft Word and Excel, desktop publishing, Microsoft PowerPoint, and Internet research and safety. During the year, students will be challenged to use their knowledge of these skills while completing a marketing simulation.

<p align="center">**Course Descriptions for High School Core Classes**</p>

<p align="center">**Grade 9**</p>

HONORS ENGLISH 9
Prerequisite: Teacher Recommendation, EXCEEDS EXPECTATIONS or high MEETS EXPECTATIONS score on entrance tests.

Honors English 9 will develop students' ability to analyze American literature, thus enabling them to devise their own standards of literary excellence, to demonstrate the diversity of their cultural, ethical and political heritage, and to develop sophisticated reading, writing, speaking and listening skills. Students will demonstrate their ability to analyze, interpret, and appreciate the literature studied in this course through essays, tests, and discussions, and will demonstrate through tests and essays their knowledge of how literature reflects each period historically, politically, culturally, and socially. Students will demonstrate their knowledge of language skills in both written and oral assignments and will master the California Content Standards for ninth grade. Grammar, usage and mechanics are studied, and vocabulary generated from the anthology and longer works for contextual reinforcement is studied and tested. Suggested works may include The Adventures of Huckleberry Finn, The Glass Menagerie, The Great Gatsby, My Antonia, Of Mice and Men, Olaudah Equiano, A Raisin in the Sun, The Red Badge of Courage, and The Crucible. Daily homework is required.
Meets the UC/CSU "B" or "G" requirement

ENGLISH 9
English 9 is the first year of college preparatory freshman English. Topics include grammar and usage, composition, vocabulary development, critical thinking, and reading. Literature focuses on the short story and nonfiction. Literature emphasis includes the novel, poetry, drama, and epic. Teachers choose from among such works as Fahrenheit 451, Of Mice and Men, The Pearl, Romeo and Juliet, and Animal Farm. Daily homework is required.
Meets the UC/CSU "B" or "G" requirement.

ALGEBRA I
Recommended: Placement through diagnostic testing, previous math class grade, benchmark exams, and teacher recommendation.
Algebra is a one-year course that covers the Common Core Standards necessary for a High School Diploma.
This course meets the UC/CSU "C" requirement.

HONORS ALGEBRA
Prerequisite: Grade of "A" or better in Math 8. Placement through diagnostic testing and teacher recommendation
Honors Algebra is a yearlong course. Students learn about operations with algebraic expression, solutions to first- and second-degree equations, factoring, graphing linear equations, inequalities, irrational numbers, the quadratic formula, and other similar topics. The typical student spends at least one-half hour on homework daily. This course has been aligned to the Common Core Standards for Mathematics.
This course meets the UC/CSU "C" requirement.

BIOLOGY (CP) 9

Biology CP is an in-depth study of the areas of cell biology, genetics, ecology, evolution and human physiology with relevant Earth Science components related to biology in accordance with the Next Generation Science content standards. Students will learn how organisms perform life functions and how they interrelate through a variety of laboratory activities, in-class work, and homework. A minimum of 4 hours of homework a week is expected.
Meets the UC/CSU "D" or "G" requirement.

HONORS BIOLOGY (CP) 9

Prerequisite: 9th graders must have concurrent enrollment in Honors English and Honors Geometry or higher math; or Honors English and Honors Algebra CP. Honors Biology CP is a rigorous, accelerated laboratory science course which focuses on investigating major biological concepts. In addition, emphasis will be placed on the study of chemistry, physics, and statistical analysis as applied to biological systems, genetics, evolution, ecology, and physiological processes in organisms. The course covers with relevant Earth Science components related to biology in accordance with the Next Generation Science content standards. The course is open to college-preparatory students who have demonstrated exceptional ability in science. A minimum of 5 hours of homework a week is expected.
Meets the UC/CSU "D" or "G" requirement.

WORLD GEOGRAPHY 9

Prerequisite: none World Geography is a semester long course designed to develop students' awareness of place and locational skills, and to enhance understanding of human and environmental interaction, world regions and their historical, cultural, economic and political characteristics. A minimum of 3 hours of homework a week is expected.
Meets the UC/CSU "G" requirement.

PE 9

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course 1 will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:
1. Individual and Dual Activities
2. Aquatics
3. Rhythms and Dance
4. Fitness Activities
5. Common Core Literacy and Math Activities
Students will complete the FitnessGram® fitness test in the spring semester. Students will be given a pretest in the fall while marking progress throughout the semester to achieve scores within the Healthy Fitness Zone.

ART 1

Semester
Prerequisite: None

Development of basic fine art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Elements of Art. Meets the Fine Arts graduation requirement.
Meets the UC/CSU "F" requirement.

ART 2
Semester
Prerequisite: Completion of Art 1 with a grade of "D" or better.
Continued development of basic art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Principles of Art. Meets the Fine Arts graduation requirement.
Meets the UC/CSU "F" requirement.

Grade 10

HONORS ENGLISH 10
Prerequisite: Teacher Recommendation, EXCEEDS EXPECTATIONS or high MEETS EXPECTATIONS score on district or state tests.
Students will develop an understanding of the connection between literature and its diverse political, social, historical and cultural background and develop sophisticated reading, writing, speaking and listening skills. The focus of the course is classical Greek and comparative world literature; typical longer works include The House of Atreus, Oedipus Rex, Homer's Iliad and Odyssey, Julius Caesar, All Quiet on the Western Front, Things Fall Apart and A Doll's House. Daily homework is required. Summer reading is required.
Meets the UC/CSU "B" or "G" requirement.

ENGLISH 10 College Prep
In this course, students will continue to develop the attitudes, knowledge, and essay writing skills necessary to master the sophisticated structure and conventions of the English language. Longer selections may include titles such as To Kill a Mockingbird, A Separate Peace, Lord of the Flies, Julius Caesar, and Antigone. Daily homework is required.
Meets the UC/CSU "B" or "G" requirement.

ALGEBRA I
Recommended: Placement through diagnostic testing, previous math class grade, benchmark exams, and teacher recommendation.
Algebra is a one-year course that covers the Common Core Standards necessary for a High School Diploma.
This course meets the UC/CSU "C" requirement.

GEOMETRY 10-12
Recommended: Successful completion Algebra I, benchmark exams, and final exams.
Geometry will cover topics with an inductive/discovery hands on approach different from the rigorous deductive college prep approach. The intent of the course is to offer a richer second year mathematical experience. Topics covered: Introduction to geometry; reasoning; construction; triangle, polygon, and circle properties; area and volume; similarity and congruence; introductory trigonometry.
This course meets the UC/CSU "C" requirement.

HONORS GEOMETRY 10-11

Prerequisite: Successful completion of Honors Algebra, benchmark exams, and final exams. Honors Geometry teaches deductive reasoning and organized thinking. Students study postulates, definitions, and theorems to use in formal proofs. Both semesters emphasize using algebraic skills to solve problems. Plane geometry and solid geometry are taught. Students also learn straightedge and compass constructions and transformations.
Meets the UC/CSU "C" requirement.

ALGEBRA 2 10-12

Recommended: Successful completion of Geometry or Honors Geometry, benchmark exams, and final exams.
This is an integrated college preparatory mathematics course covering all eight strands of the California State Mathematics Framework (Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Language and Logic) with an emphasis on advanced Algebra. This course includes a thorough study of functions (linear, quadratic, polynomial, radical, rational, logarithmic, and exponential). Sequences, series, probability, statistics, transformations, and trigonometry are also covered.
Meets the UC/CSU "C" requirement.

HONORS ALGEBRA 2 10-12

Recommended: Successful completion of Honors Geometry, benchmark exams, and final exams. This course includes the concepts taught in the third year of the college preparatory sequence (Algebra 2). The depth of study, the creative problem solving, and the additional concepts covered ensure a more challenging course. The expanded study of functions, conics, complex numbers, and trigonometry differentiates Honors Algebra 2 from Algebra 2. Honors Algebra 2 is the third course of a four-year honors mathematics program.
Meets the UC/CSU "C" requirement.

CHEMISTRY (CP) 10

Prerequisite: Completion of Biology (CP) and Algebra or higher math with a grade of "C" or better. Recommended completion or concurrent enrollment in Algebra or higher level math Chemistry(CP) is a laboratory-based course designed to provide students with an understanding of the following topics using critical thinking and application: atomic and molecular structure, chemical bonding, stoichiometry, gases and their properties, acids and bases, solutions, chemical equilibrium, chemical thermodynamics, nuclear processes, reaction rates, and organic and bio-chemistry. This course covers the Chemistry content standards. A minimum of 4 hours of homework a week is expected.
Meets the UC/CSU "D" or "G" requirement.

HONORS CHEMISTRY 10

Prerequisite: Completion of Honors Biology (CP) and Algebra or higher math with a grade of "A" or "B" or teacher recommendation. Completion or concurrent enrollment in Algebra or higher-level math. Honors chemistry is a laboratory-based course designed to provide students with an in depth understanding of atomic and molecular structure, nomenclature, chemical bonding, stoichiometry, gases and their properties, acids and bases, solutions, chemical equilibrium and chemical thermodynamics. This STEM based class is designed to motivate students who are planning to seek advanced study in science, engineering, and mathematics. Students will move more quickly though the standardized CP curriculum and thus will have the

capability to explore advanced components and applications of chemistry. A minimum of 5 hours of homework a week is expected.
Meets the UC/CSU "D" or "G" requirement.

MODERN WORLD HISTORY 10
Prerequisite: teacher recommendation Modern World History is a study of the major turning points that shaped the modern world from late eighteenth century through the present. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural (art, music, literature) contents. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. A minimum of 2-3 hours of homework a week is expected.
Meets the UC/CSU "A" or "G" requirement.

HONORS MODERN WORLD HISTORY 10
Prerequisite: teacher and department recommendation Honors Modern World History is an intensive study of the modern world, from the late eighteenth century through the present, including the cause and course of both World Wars and the Cold War period. Students also develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and culture (art, music, literature) contents. The standards for the year-long course are taught and learned through eight major themes sequenced chronologically. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. A minimum of 2-3 hours of homework a week is expected.
Meets the UC/CSU "A" or "G" requirement.

PE 10
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:
1. Team Activities
2. Combative Activities
3. Gymnastics and Tumbling
4. Fitness Activities
5. Common Core Literacy and Math Activities

Students will complete the FitnessGram® fitness test in the spring semester. Students will be given a pretest in the fall while marking progress throughout the semester to achieve scores within the Healthy Fitness Zone.

Grade 11

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION 11
Prerequisite: Teacher Recommendation, Advanced or high Proficient score on district tests. AP Language and Composition is a course comparable to freshman-level collegiate courses. The AP

Language and Composition course using Conversations in American Literature will enhance the experience of the junior-level student who is taking Advanced Placement United States History as well. This course is based on the AP English Course Description. This course focuses on nonfiction (though some literature is included), rhetorical styles, and writing for a variety of purposes in a number of different styles. Students examine language closely and critically, scrutinizing the writer's thought, style, purpose. Students examine the context of the writing and judge the writer's validity. Students become more powerful writers themselves by researching, writing and revising their work. Students also learn to cite and document work properly through the employment of MLA method. Students write a multitude of essays. Summer reading is required for this course. Longer works include The Life and Times of Frederick Douglass, Walden, The Grapes of Wrath, and The Things They Carried. Summer reading is required. Meets the UC/CSU "B" or "G" requirement.

HONORS ENGLISH 11
Prerequisite: Teacher Recommendation, Advanced or high Proficient score on district tests. Students will develop the attitudes, knowledge and essay writing skills necessary to interpret and evaluate English literature and they will understand the social, political and cultural contributions to that literature. Honors English 11 follows a chronological study of British literature and prepares students for the SAT, AP exams. The yearlong course is divided into three sections: Early English, Shakespeare, and Modern English. The first section includes works from Anglo-Saxon literature to the Renaissance. The Shakespeare Rotation is an intense study of the Bard's works for approximately thirteen weeks. The Modern English rotation focuses on British literature from the Restoration to the Modern period. Longer selections for this course may include such works as Beowulf, Grendel, Everyman, Taming of the Shrew, Midsummer Night's Dream, Merchant of Venice, Hamlet, Othello, She Stoops to Conquer, Strange Case of Dr. Jekyll and Mr. Hyde, Sense and Sensibility, The Importance of Being Earnest, and Brave New World. Daily homework and summer reading are required.
Meets the UC/CSU "B" or "G" requirement.

EARLY AMERICAN LITERATURE 11 College Prep
This college preparatory course offers students a historical overview of American literature from its earliest days to the end of the nineteenth century. Students will take quizzes and tests on their readings, participate in classroom discussions, do projects, and write essays on various topics related to the literature, thereby displaying an understanding of the historical and cultural significance of certain pieces of literature. Students will improve their writing by further understanding proper grammar, and by writing paragraphs and essays of various types. Students will increase their vocabulary through a range of vocabulary activities. They will employ library and research skills, and will further their listening and oral presentation skills.   The supplementary texts will be chosen from The Adventures of Huckleberry Finn, The Crucible, Red Badge of Courage, The Scarlet Letter, and Walden. Students will also complete preparatory activities for state testing. Daily homework is required. Note: Reading selections may be challenging for students who need to build reading proficiency; these students should choose Modern American or Multicultural American Literature.
Meets the UC/CSU "B" or "G" requirement

ALGEBRA I
Recommended: Placement through diagnostic testing, previous math class grade, benchmark exams, and teacher recommendation.

Algebra is a one-year course that covers the Common Core Standards necessary for a High School Diploma.

This course meets the UC/CSU "C" requirement.

GEOMETRY 10-12

Recommended: Successful completion Algebra I, benchmark exams, and final exams.

Geometry will cover topics with an inductive/discovery hands on approach different from the rigorous deductive college prep approach. The intent of the course is to offer a richer second year mathematical experience. Topics covered: Introduction to geometry; reasoning; construction; triangle, polygon, and circle properties; area and volume; similarity and congruence; introductory trigonometry.

This course meets the UC/CSU "C" requirement.

HONORS GEOMETRY 10-11

Prerequisite: Successful completion of Honors Algebra, benchmark exams, and final exams.

Honors Geometry teaches deductive reasoning and organized thinking. Students study postulates, definitions, and theorems to use in formal proofs. Both semesters emphasize using algebraic skills to solve problems. Plane geometry and solid geometry are taught. Students also learn straightedge and compass constructions and transformations.

Meets the UC/CSU "C" requirement.

ALGEBRA 2 10-12

Recommended: Successful completion of Geometry or Honors Geometry, benchmark exams, and final exams.

 This is an integrated college preparatory mathematics course covering all eight strands of the California State Mathematics Framework (Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Language and Logic) with an emphasis on advanced Algebra. This course includes a thorough study of functions (linear, quadratic, polynomial, radical, rational, logarithmic, and exponential). Sequences, series, probability, statistics, transformations, and trigonometry are also covered.

Meets the UC/CSU "C" requirement.

STATISTICS I, II (semester course) 11 - 12

Recommended: Successful completion of CP Algebra 2 or Honors Algebra 2.

Statistics is a semester length study focusing on four areas: Exploring data, sampling and experimentation, anticipating patterns and statistical inference, analyzing sampling methods, effectively analyzing and presenting data in a variety of formats and designing and implementing experiments and surveys. This course was developed as an alternative to the calculus track for students who do not wish to take Pre-Calculus or Calculus but still want a challenging and applicable math course.

PRE-CALCULUS 11-12

Recommended: Successful completion of Algebra 2 or Honors Algebra 2, benchmark exams, and final exams.

Pre-Calculus is a one-year math analysis course covering advanced topics of functions, trigonometry, statistics, analytic geometry, and limits.

Meets the UC/CSU "C" or "G" requirement.

PHYSICS (CP) 11
Prerequisite: Completion or concurrent enrollment in Algebra 2 and completion of Chemistry with a grade of "C" or better. Physics is an algebra and laboratory-based college preparatory course covering fundamental principles of matter and energy. The primary topics include mechanics, sound and light waves, electricity, magnetism, and thermodynamics. Emphasis is placed on quantitative analysis of data collected in laboratory exercises, and applied problem solving. This course covers Physics content standards. A minimum of 4 hours of homework a week is expected.
Meets the UC/CSU "D" or "G" requirement.

CONCEPTUAL PHYSICS (CP) 11
Prerequisite: Concurrent enrollment in Algebra
Conceptual Physics is the study of the concepts of physics. Investigation of mechanics, properties of matter, heat, sound and light, and electricity and magnetism. Analysis and mathematics are used in solving problems. This course covers Physics content standards. A minimum of 2 hours of homework a week is expected.
Meets the UC/CSU "G" requirement.

U.S. HISTORY 11
Prerequisite: none U.S. History is a course in which students examine the economic, social, and political development of the United States, concentrating primarily on the twentieth century. Throughout the course students will explore American culture, literature, the arts, and the mass media. Students will demonstrate competency in questioning, critical thinking, research, and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. A minimum of 3 hours of homework a week is expected.
Meets the UC/CSU "A" or "G" requirement.

ADVANCED PLACEMENT U.S. HISTORY 11 Prerequisite: Teacher recommendation Advanced Placement U.S. History is an intensive study of the economic, social, and political development of the United States. During the year certain themes will be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for social minorities; and the role of the United States as a major world power. Throughout the course students will explore American culture, literature, the arts, and the mass media. Students will demonstrate competency in questioning, critical thinking, research, and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. Students are required to take the AP Exam administered in the spring. A minimum of 7 hours of homework a week is expected.
Meets the UC/CSU "A" or "G" requirement.

PE 11-12 Elective Course
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in PE 10-12 (PE Elective) will participate and be evaluated in the following types of activities to meet and exceed the California PE standards: 1. Team Activities
2. Combative Activities
3. Gymnastics and Tumbling 4. Fitness Activities
5. Common Core Literacy and Math Activities

PE 11-12 (Aerobic, Individual and Dual Activities) Elective Course
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course 3 will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:
1. Walking
2. Running
3. Yoga
4. Badminton
5. Tennis
6. Two-player Volleyball
7. Golf
8. Racquetball
9. Handball

Athletic PE 11-12 (Weight Training and Fitness) Elective Course
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:
1. Identify principles of lifting, identify prime mover muscles, antagonistic muscles, and stabilizer muscle and assess muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
2. Learn proper lifting techniques
3. Establish a set of personal fitness goals; create a strength-training program.
4. Self and Peer evaluation of performance
5. Write an analysis of performance
6. Demonstrate proper spotting techniques
7. Measure and Assess balance, reaction time, agility, coordination, power, and speed.
8. Safety Equipment

Health 11 or 12

Health is a semester long course. This course will help students make informed decisions, modify behaviors, and change social conditions in ways that are beneficial to one's health. Students will gain literacy in the following topics: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

Standard 1: Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health. Standard 3: Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health. Standard 5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health. Standard 8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

Grade 12

ADVANCED PLACEMENT ENGLISH LITERATURE 12

Prerequisite: Teacher and Department Recommendation based on past performance and district test scores.

In this College Board-approved course, students will develop the knowledge, analytic skills, and compositional abilities necessary for collegiate-level analysis of works of recognized literary merit (British, American, and comparative literature). Students will also prepare for the skills-based AP Literature examination given in May; students receiving a qualifying score may receive up to one full year of college English credit. Students will conduct intensive poetry study; typical longer selections include but are not limited to 1984, All My Sons, Medea, Daisy Miller, Summer, An Ideal Husband, Ethan Frome, Heart of Darkness, Hedda Gabler, The Loved One, King Lear, The Scarlet Letter, Tartuffe, The Stranger, Wuthering Heights, and Antigone. Daily homework is required. Summer reading is required.

Meets the UC/CSU "B" or "G" requirement.

ADVANCED PLACEMENT LANGUAGE & COMPOSITION 12

Prerequisite: Teacher and Department Recommendation based on past performance and district test scores.

In this College Board-approved course, students will develop the knowledge, analytic skills, and compositional abilities necessary for collegiate-level analysis of nonfiction works of recognized literary merit. Students will also prepare for the skills-based AP English Language and Composition examination given in May; students receiving a qualifying score may receive up to one full year of college English credit. This course is different from AP Literature in that the focus is on nonfiction, rhetorical styles, and writing for a variety of purposes in a number of different styles. Students examine language closely and critically, scrutinizing the writer's thought, style, purpose. Students examine the context of the writing and judge the writer's

validity. Students become more powerful writers themselves by writing a wide range of essays in a wide range of modes. Typical longer works include Black Boy, Into the Wild, The Things They Carried, and 1984. Daily homework is required. Summer reading is required.
Meets the UC/CSU "B" or "G" requirement.

HONORS ENGLISH LITERATURE 12
Prerequisite: a grade of "B" or better in last English class or teacher and departmental recommendation based on district test scores.
This course features an exploration of big ideas in classic works of early and modern English literature. Typical longer selections may include such works as Beowulf, Macbeth, A Midsummer Night's Dream, Frankenstein, Strange Case of Jekyll and Hyde, The Importance of Being Earnest, and Brave New World. Daily homework is required.
Meets the UC/CSU "B" or "G" requirement.

EXPOSITORY READING AND WRITING 12 College Prep
In this yearlong course, students will progress through a series of thematic modules designed to develop expository, analytical, and argumentative reading and writing skills necessary for success in college and the world of work (CP). Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, and other nonfiction texts. The course materials also include modules on full-length works, including Krakauer's Into the Wild, Orwell's 1984, and Huxley's Brave New World. This course is paced to support students who have not yet demonstrated mastery of academic literacy standards. Daily homework is required.
Meets the UC/CSU "B" or "G" requirement.

GEOMETRY 10-12
Recommended: Successful completion Algebra I, benchmark exams, and final exams.
Geometry will cover topics with an inductive/discovery hands on approach different from the rigorous deductive college prep approach. The intent of the course is to offer a richer second year mathematical experience. Topics covered: Introduction to geometry; reasoning; construction; triangle, polygon, and circle properties; area and volume; similarity and congruence; introductory trigonometry.
This course meets the UC/CSU "C" requirement.

ALGEBRA 2 10-12
Recommended: Successful completion of Geometry or Honors Geometry, benchmark exams, and final exams.
 This is an integrated college preparatory mathematics course covering all eight strands of the California State Mathematics Framework (Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Language and Logic) with an emphasis on advanced Algebra. This course includes a thorough study of functions (linear, quadratic, polynomial, radical, rational, logarithmic, and exponential). Sequences, series, probability, statistics, transformations, and trigonometry are also covered.
Meets the UC/CSU "C" requirement.

STATISTICS I, II (semester course) 11 - 12
Recommended: Successful completion of CP Algebra 2 or Honors Algebra 2.
Statistics is a semester length study focusing on four areas: Exploring data, sampling and experimentation, anticipating patterns and statistical inference, analyzing sampling methods, effectively analyzing and presenting data in a variety of formats and designing and implementing

experiments and surveys. This course was developed as an alternative to the calculus track for students who do not wish to take Pre-Calculus or Calculus but still want a challenging and applicable math course.

PRE-CALCULUS 11-12
Recommended: Successful completion of Algebra 2 or Honors Algebra 2, benchmark exams, and final exams.
Pre-Calculus is a one-year math analysis course covering advanced topics of functions, trigonometry, statistics, analytic geometry, and limits.
Meets the UC/CSU "C" or "G" requirement.

ADVANCED PLACEMENT CALCULUS-AB 12
Recommended: Successful completion of Pre-Calculus (CP) or teacher recommendation.
This course is a college-level class for students who have completed the equivalent of 4 years of college preparatory mathematics. Students will receive little or no review. Topics include derivatives, differentials, integrations, and applications. Many problems are atypical and require students to synthesize new solutions. A graphing calculator is required. The course is designed to prepare students to take the Advanced Placement Exam for Calculus AB.
Meets the UC/CSU "C" or "G" requirement.

ZOOLOGY (CP) (semester course) 12
Prerequisite: A grade of "B" or better in Biology (CP) Zoology is a more in-depth study of the animal kingdom than is possible in Biology. Each of ten major animal groups (phyla) will be studied starting with an emphasis on vertebrates. Many aspects of their anatomy, physiology, and natural history will be covered in lecture and laboratories. Live animal labs emphasizing ecology and evolution, using student observation and analysis skills are the major laboratory skills. A minimum of 4 hours of homework a week is expected.
Meets the UC/CSU "G" requirement.

AMERICAN GOVERNMENT 12 (semester)
Prerequisite: none American Government covers topics such as voting, elections, Congress and the Presidency, bureaucracy, national courts, Bill of Rights, and state and local governments. A minimum of 2 hours of homework a week is expected.
Meets the UC/CSU "A" or "G" requirement.

ECONOMICS 12 (semester)
Prerequisite: none Economics covers topics such as fundamental economic concepts, microeconomics, comparative economics systems, and international economic concepts. A minimum of 2 hours of homework a week is expected.
Meets the UC/CSU "G" requirement.

ADVANCED PLACEMENT AMERICAN GOVERNMENT (CP) 12 (semester)
Prerequisite: Teacher recommendation
An intensive study of American government. Students are required to take the AP exam in spring. A minimum of 7 hours of homework a week is expected.
Meets the UC/CSU "A" or "G" requirement.

ADVANCED PLACEMENT ECONOMICS AND MACRO ECONOMICS 12 (semester)
Prerequisite: Teacher recommendation First semester is an intensive study of microeconomics. Second semester is the intensive study of macroeconomics. Students are required to take the AP exam in spring. A minimum of 7 hours of homework a week is expected.
Meets the UC/CSU "G" requirement.

PE 11-12 Elective Course
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
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Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in PE 10-12 (PE Elective) will participate and be evaluated in the following types of activities to meet and exceed the California PE standards: 1. Team Activities
2. Combative Activities
3. Gymnastics and Tumbling 4. Fitness Activities
5. Common Core Literacy and Math Activities

PE 11-12 (Aerobic, Individual and Dual Activities) Elective Course
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course 3 will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:
1. Walking
2. Running
3. Yoga
4. Badminton
5. Tennis
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7. Golf
8. Racquetball
9. Handball

Athletic PE 11-12 (Weight Training and Fitness) Elective Course
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:
1. Identify principles of lifting, identify prime mover muscles, antagonistic muscles, and stabilizer muscle and assess muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
2. Learn proper lifting techniques
3. Establish a set of personal fitness goals; create a strength-training program.
4. Self and Peer evaluation of performance
5. Write an analysis of performance
6. Demonstrate proper spotting techniques
7. Measure and Assess balance, reaction time, agility, coordination, power, and speed.
8. Safety Equipment

Health 11 or 12
Health is a semester long course. This course will help students make informed decisions, modify behaviors, and change social conditions in ways that are beneficial to one's health. Students will gain literacy in the following topics: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

Standard 1: Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.
Standard 2: Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health. Standard 3: Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.
Standard 4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.
Standard 5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health. Standard 8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

Textbooks:

English Language Arts
Reading, Grammar and Spelling: Collections, Houghton Mifflin Harcourt Publishing
Grammar and Writing: 7-12 Write Source, K–12 Textbook Programs for Writing

Mathematics, McGraw Hill
Grade 7: Pre-Algebra
Grade 8: Algebra I
Grade 9: Geometry
Grade 10: Algebra II

Grade 11: Pre-Calculus
Grade 12: Probability and Statistics

Science, McGraw Hill iScience Next Generation Science Standards
Grade 7: Life Science
Grade 8: Physical Science

Science, McGraw Hill (Glencoe) Next Generation Science Standards
Grade 9: Biology
Grade 10: Chemistry
Grade 11: Physics
Grade 12: Zoology

Social Studies, HMH (Houghton Mifflin Harcourt)
Grade 7: Ancient Civilizations
Grade 8: The United States

Social Studies, McGraw Hill
Grade 9: Geography
Grade 10: World History
Grade 11: US History
Grade 12: American Government and Economics

Lifetime Health, McGraw Hill (Grade 11 or 12, 1 semester)

Physical Education 7-12, SPARKS Curriculum

Course Descriptions for Non-Core Classes
(Electives Descriptions)

CREATIVE WRITING
Semester (10-12)
PREREQUISITES: None

The first semester course will teach the basic skills in writing creatively whether it be a short story, a poem, a play, a script, or an article for the magazine market. Students will explore all facets of writing: plot, characterization, tone, point of view, pace, and slant. Emphasis will be placed on developing students' immediate interests and skills by helping them participate in a variety of local and national writing contests. Literature will be read and studied as they relate to the creative writing mode.

INTERSCHOLASTIC SPEECH AND DEBATE
Year (9-12)
PREREQUISITES: None

In this course students will be prepared to engage in competitive speech and debate. Students will have the opportunity to learn the various skills and techniques for competitive forensics and will be given the opportunity to compete in a variety of forensic events in the classroom setting.

An in-depth study of the different types of speeches, debates, logic and argumentation will be the course of study. Students will exhibit their acquired skills in performance-based assessments, which require them to develop and utilize their presentation and argumentation skills and which afford them the opportunity to exercise and develop their intellectual and verbal skills. In addition, this course will promote the development of research skills, will require frequent writing of all types of expository and persuasive prose, will require the interpretive performance of dramatic and humorous literature, will require in depth study and will require the study of both foreign and domestic political and policy issues. Students may involve themselves in off-campus extracurricular tournament events.

JOURNALISM 1
Semester (9-12)
PREREQUISITES: None

In this course students will practice writing expository prose compositions, news articles, editorials, and personal essays. Students will also learn interview skills, press laws and ethics, and page design and layout. Students will read a substantial amount of literature to meet the outcomes of this course. This course will provide students with practical experience in print media and offer a wide range of writing opportunities as preparation for business, industry, and more advanced research and composition courses. The course will be taught as a prerequisite to Journalism 2 and Yearbook.

JOURNALISM 2
Year (9-12)
PREREQUISITES: Journalism 1 with a grade of "B" or better AND successful completion of a staff selection process conducted by the teacher.

In this course students will continue their practice in expository prose compositions, news articles, editorials, and personal essays. Students will also be publishing the Unity Concord International School Paper while learning the higher levels of interviewing, press laws and ethics, page design and layout. Students will read a substantial amount of literature to meet the outcomes of this course. This course will give students practical experience in print media and offer a wide range of writing opportunities as preparation for business, industry, and more advanced research and composition courses. This course will be taught in preparation for advanced English courses and a possible profession in journalism.

DIGITAL MULTIMEDIA DESIGN (YEARBOOK)
Year (10-12)
PREREQUISITES: Successfully complete staff selection process the spring before enrollment
RECOMMENDATION: Journalism 1 with a grade of "C" or better. Course may be repeated for a maximum of twenty credits counted toward the 230-credit graduation requirement.

Digital Multimedia Design is a course designed for students who are interested in exploring the real-world applications of the arts. The course focuses on design and how it pertains to a variety of creative techniques, including digital photography, desk top publishing, and the digital darkroom.   Students develop skills in technology-based programs, problem solving, communication, and time management that contribute to lifelong learning and career skills. Students ultimately publish a book.

Under the direction of student editors and the faculty advisor, students will carry out the design, writing, photography, layout and production of the school yearbook, an annual written and pictorial record of the year at Unity Concord International School. Communications law, ethics and standards, interviewing techniques, writing, visual design, computer layout, photography, meeting deadlines, organizational skills, planning and working cooperatively in a fast-paced professional setting are integral parts of this class. The course will follow the Visual and Performing Arts course standards. Meets the UC/CSU "F" requirement.

NEWSWRITING
Semester (10-12)
Prerequisite: Approval of advisor. A grade of "B" or better in English
Newswriting students will be required to submit weekly writings of some length for publication in the school paper or magazine. A minimum of 2000 words will be written per semester, which will demonstrate the students' understanding of story guidelines and the principles of writing for a publication, including style and terminology. Students will meet story, layout, photo and/or page deadlines, and be required to learn the computer programs that the Newswriting staff utilizes to produce its publications. Does not give English credit for graduation. Daily homework required. Ninth graders may submit an application. Meets the UC/CSU "G" requirement.

ASB LEADERSHIP
Year (9-12)
Prerequisite: Must have been elected or appointed to the ASB cabinet or class office. Must maintain a 2.5 GPA as a required by the ASB constitution.
ASB Leadership is a one-year course for the elected and appointed officers of the Associated Student Body. The course provides officers with skills and knowledge necessary to lead an effective student government. A minimum of 5 hours of homework a week is expected.

BUSINESS MANAGEMENT and BUSINESS LAW
Year (10-12)
PREREQUISITES: None

Business Management is the study of the economic and social environment of business, students will learn about entrepreneurship, the three basic types of business ownership, marketing, finance, management functions, and human resources. The students will also apply business management principles in analyzing and solving real world problems presented in projects, case problems and class discussion questions. Business Law is the study of the basic legal concepts relating to business transactions. The students learn how law applies to society, the consumer, minors, citizens, and business. The students also learn about crimes, torts, contracts, the court system, bailments, credit, renting and owning real property, and insurance. These courses provide an excellent background for those students who plan to major in business at the college or technical school level or enter the work force after high school graduation.

MATHEMATICS FOR BUSINESS 1 and 2
Semester (10-12)
PREREQUISITES: None

This course helps students become mathematically literate and self-confident by applying basic mathematics skills (adding, subtracting, multiplying, dividing, fractions, and percent's) and

problem-solving strategies plus algebra concepts. The course includes such topics as checking and savings accounts, charge accounts, credit cards, loans, housing costs, and automobile costs. Second semester, students continue to apply basic mathematics skills and problem-solving strategies. The course includes such topics as purchasing, sales, marketing, accounting, records, and financial management.

ACCOUNTING
Year (11-12)
PREREQUISITES: None

This course is recommended for business majors and other students interested in the subject for personal use. It is an excellent background course for students planning to major in business at the college level. The basic bookkeeping cycle is presented and then expanded to include analyzing business transactions, journalizing and posting, preparing and analyzing financial reports, maintaining accurate business and personal records, and reconciling bank statements. Computers are integrated into the course through accounting software. Second semester this course is the study of payroll procedures, depreciation of fixed assets, notes receivable and notes payable, and purchases and sales returns and allowances.

ACTING
Year (9-12)
PREREQUISITES: None

This course includes the study of acting methods, improvisation, dramatic movement, and fundamentals of characterization. With a strong emphasis on team work and responsibility, the course provides students with a greater knowledge of drama and its universal appeal in order that they may better enjoy and appreciate the performing arts. Students will perform selected scenes from a variety of sources in class. Second semester students will explore different periods of dramatic literature, such as Greek drama, Shakespeare, Chekhov, Restoration and Theatre of the Absurd, through production of scenes and projects. The course will conclude with the production of a one-act play or the equivalent in extended scenes from full-length plays. The course may include a public performance of class pieces.

ART 1
Semester (9-12)
Prerequisite: None

Development of basic fine art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Elements of Art. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

ART 2
Semester (9-12)
Prerequisite: Completion of Art 1 with a grade of "D" or better.

Continued development of basic art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Principles of Art. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

DRAWING 1&2
Semester (10-12)
Prerequisite: Completion of Art 1 & 2 or consent of teacher.

Drawing techniques employing many mediums, styles, and genres in order to develop more advanced composition skills and sophisticated concepts. Meets the UC/CSU "F" requirement.

DRAWING 3&4
Semester (10-12)
Prerequisite: Grade of "C" or better in Drawing 1 & 2 or consent of teacher.

Continued exploration of drawing concepts with use of traditional and non-traditional drawing techniques and media. Introduction to working in a conceptual series for portfolio building. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

DRAWING 5&6
Semester courses (11-12)
Prerequisite: Grade of "B" or better in Drawing 3 & 4 or consent of teacher.

Advanced exploration of drawing concepts with use of traditional and non-traditional drawing techniques and media. Continuation of working in a conceptual series for portfolio building. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

PAINTING 1&2
Semester (10-12)
Prerequisite: Completion of Art 1&2, or Drawing 1, or consent of teacher.
Painting techniques employing many mediums, styles, and genres in order to develop more advanced composition skills and sophisticated concepts. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

PAINTING 3&4
Semester (11-12)
Prerequisite: Grade of "C" or better in Painting 1 & 2 or consent of teacher.
Continued exploration of painting concepts with use of traditional and non-traditional drawing techniques and media. Introduction to working in a conceptual series for portfolio building. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

PAINTING 5&6
Semester (11-12)
Prerequisite: Grade of "B" or better in Painting 3 & 4 or consent of teacher.

Advanced exploration of painting concepts with use of traditional and non-traditional drawing techniques and media. Continuation of working in a conceptual series for portfolio building. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

COMPUTER GRAPHIC ARTS
Year (10-12)
PREREQUISITE: Completion of the computer requirement for graduation. Completion of both semesters of Visual Art with a grade of "C" or better is recommended but not required.

The first semester will introduce the interested student to graphic design, the visual communication of art through the computer medium and the combination of images and print. During second semester, students will create complex visual images, learn the basics of web design, develop a digital portfolio, and create a variety of publication projects. The computer is the artistic tool for today and the future for the creation of design, illustrations, and publications.

MUSIC APPRECIATION
Year (9-12)
PREREQUISITES: None

This course is designed to be an introduction to western and non-western musical styles. Students will learn how music affects their culture and other cultures from around the world through the study of musical history, how to recognize music in written and aural form, and how music is used in a myriad of situations from communication to mood setting. The course is based on the California standards for music and will include significant reading, writing and listening**.**

HISTORY OF ROCK AND ROLL
Year (9-12)
PREREQUISITES: None

This course focuses on the roots and development of rock and roll music throughout the twentieth century. Students will develop an understanding of basic music theory as it pertains to rock and roll along with special attention given to the manner in which sociological, political and economic conditions affected the evolution of the genre and its culture. The course is based on State visual and performing arts standards.

JAZZ BAND
Semester (9-12)
PREREQUISITES: Audition or teacher recommendation. Course may be repeated for credit.

This course is designed to provide accomplished musicians with the opportunity of playing music with an emphasis on Jazz and Rock in a "Big Band" setting. A performance will be required each semester. Other performances and festivals may be included.

CONCERT CHOIR
Year (9-12)
PREREQUISITES: Audition/teacher recommendation. Course may be repeated for credit.

This is the advanced choir at Unity Concord International High School. This concert choir will perform at festivals, concerts, and community activities. This group performs a wide variety of choral music, ranging from Renaissance to contemporary styles. Excellent basic vocal training and study of music fundamentals is included.

INTRODUCTION TO EDUCATION
Year (11-12)
PREREQUISITES: 3.0 GPA or higher, completion of Geometry 2 with a B or higher, and counselor recommendation. Course may be repeated for credit.

This course is designed for students who are interested in pursuing a career in education. Students will study the history of education in the U.S. The course will cover such topics as the sociological factors affecting education and educational systems, social and personality development, cognitive development in children and young adults, lesson planning, and curriculum design. Students will work as a tutor under the supervision of a certificated teacher.

STUDENT AIDE
Semester (10-12)
PREREQUISITES: Application/good grades, behavior, attendance Course may be repeated for a maximum of TEN credits towards the 230-credit graduation requirement.

Student aides serve teachers and other staff to provide clerical and routine instructional tasks. Students will work on a regular scheduled daily basis under teacher or staff direction. Grade will be pass/fail.

COMPUTER SCIENCE
Year (9-12)
PREREQUISITES: Enrollment in Geometry or higher. This is for students who plan on majoring in computer science or a related IT field in college.

This yearlong course introduces students to the basic structures of computer hardware, software and the internet. Students will learn to use conditional statements, loops, and other fundamental structures to understand and write code. Additionally, students will understand the benefits and utility of Object-Oriented Programming and use it individually and as part of a programming team. Students will become familiar with several higher-level programming languages and demonstrate early proficiency in Java. Students will also use programming as a tool to create practical solutions to problems.

COMPUTER SCIENCE II
Year (11 - 12)
PREREQUISITES: Completion of Computer Science with a "B" or better, or passing score on a Computer Science Diagnostic test.

This yearlong course provides a detailed study of the following topics: systems lifecycle and software development, program construction in Java, and computing system fundamentals. Students will gain and understanding of the tasks that a systems analyst would perform when considering a situation that may be computerized and will learn to analyze and solve problems, not just to write programs. Students will also learn how to trace, evaluate, and construct algorithms in Java as well as study computer systems (their hardware and software) and how they interact.

COMPUTER SCIENCE III
Year (11-12)
PREREQUISITES: Completion of Computer Science II with a "B" or better.

This yearlong course is designed primarily for students in grades 11-12 wishing to complete a comprehensive course in many aspects of computer science. At the end of the course, students will devote many weeks to creating an extensive Programming Dossier consisting of a practical application of skills through the development of a product with the associated documentation.

SAT TEST PREPARATION
Year (10-12)
Our mission is to provide a free, world-class education to anyone, anywhere.
Khan Academy is a 501(c)(3) nonprofit organization.
Most students take the SAT for the first time in the spring of their junior year. After more coursework and practice, students increase their skills and test again in the fall of their senior year.
https://www.khanacademy.org/test-prep/sat

RTi (Response to Intervention) 9-12 Prerequisite: none
Students not making adequate progress in the regular classroom are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Interventions are usually in the areas of reading and math. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions, such as 1:1 tutoring.

STAR 360 Reading or Math 9-12 Prerequisite: none

WOOD I 9-12 Prerequisite: none
Wood I involves the use of basic hand tools and the demonstration and use of woodworking machines. Emphasis is placed on safety and experimental learning. The course includes the introduction to hand tools (handling, care, and function), planning a project (sketching, reading scales, assembly), and introduction and use of power equipment. A minimum number of projects is required during the semester, normally students find time to do an individual project near the end of the semester.

WOOD II 10-12 Prerequisite: a grade of "C" or better in Wood I

Wood II involves multiple woodworking projects encompassing: various wood species, measuring and marking, basic cuts and joints, drilling holes and driving screws, sanding, scraping, clamping, using hand tools, routing, finishing and using the stationary power equipment. Students will be required to pass and correct the safety exam following the safety training. Meets the Fine Arts graduation requirement.

WOOD III 11-12 Prerequisite: a grade of "C" or better in Wood II
Advanced project construction.

Unity Concord International High School Six Year Academic Plan

Student Name:	
Grade Entered UCIS:	
Academic Year Entered UCIS:	2018-2019
Current Grade:	
Planned Grad Year:	
Comments:	

INSTRUCTIONS

Use this worksheet to summarize your UCIS academic plan. Full Graduation Requirements can be found in the Course Catalog and Parent Handbook:

1. List the UCIS courses that you have taken and plan to take in each grade

2. Include all outside courses, whether or not you are planning to transfer these courses for UCIS graduation credit. Put a full or abbreviated institution name after the course title (Examples: Varee, CMIS- Chiang Mai International School or, Burroughs High School, USA)

3. If you took any high school courses over the summer, list it within the school year prior (Example: a Pre Algebra class taken in summer 2017 should be listed with the 2017-2018 grade)

	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English (4 years)												
Math (3 years)												
Science (2 years, must include 2 years laboratory science)												
History / Social Science (3.5 years, must include US History)												
Foreign Language (2 years of the same language)												
Visual, performing or Fine Arts (1 year)												
Electives (10 semesters): Must include 1 semsester of Health.												
PE (2 years)												

Additional Information:

Thai Language and Culture Class: Thai Nationals must take this class everyday in grades 7-12. The class will be worth 5 credits per semester. Non-native Thai and Foreign students must take 1 period per week of this class in grades 7-12, they will earn 1 credit per semester.

Unity Concord International High School Four Year Academic Plan

Student Name:		**INSTRUCTIONS**
Grade Entered UCIS:		Use this worksheet to summarize your high school academic plan. Middle School students should use the 6 year plan on the next sheet. Full Graduation Requirements can be found in the Course Catalog and Parent Handbook:
Academic Year Entered UCIS:	2018-2019	1. List the Unity courses that you have taken and plan to take in each grade
Current Grade:		2. Include all outside courses, whether or not you are planning to transfer these courses for graduation credit. Put a full or abbreviated institution name after the course title (Examples: Varee, CMIS- Chiang Mai International School or, Burroughs High School, USA)
Planned Grad Year:		
Comments:		3. If you took any high school courses over the summer, list it within the school year prior (Example: a Pre Calculus class taken in summer 2017 should be listed with the 2016-2017 grade)

	Grade 9		Grade 10		Grade 11		Grade 12	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English (4 years)								
Math (3 years)								
Science (2 years, must include 2 years laboratory science)								
History / Social Science (3.5 years, must include US History)								
Foreign Language (2 years of the same language)								
Visual, performing or Fine Arts (1 year)								
Electives (10 semesters): Must include 1 semsester of Health.								
PE (2 years)								

Additional Information:

Thai Language and Culture Class: Thai Nationals must take this class everyday in grades 9-12. The class will be worth 5 credits per semester. Non-native Thai and Foreign students must take 1 period per week of this class in grades 9-12, they will earn 1 credit per semester.

B2. How Students Learn Criterion: The professional staff uses research-based knowledge about teaching and learning, and designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

1. Indicate the types of instructional strategies that are used by teachers to effectively engage students in learning, including critical and creative thinking, problem solving, knowledge attainment and application skills.

2. Provide examples of resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and the community.

3. Particularly, for schools where English is not the only language of instruction, explain what portion of any learning is in English, bilingually, or another language.

4. Describe and evaluate the types of professional development and coaching currently in place that help to enhance the instructional repertoires of teachers. Particularly, comment on the impact on student learning at this stage of development.

5. Comment on strategies used to determine student understanding of the standards/expected performance levels for each area of study.

6. Describe the remedial, special education, enrichment, and gifted programs that are available to students.

Findings	Supporting Evidence
Instructional Strategies The educational program includes an integrated curriculum incorporating a variety of learning/teaching styles and is assessed regularly. Peer tutoring, cross-age generational learning, community mentors, tutors, and experts teach students at their own rate in order to individualize instruction. We celebrate diversity and build on the strengths of each member of our school community. Unity follows a curriculum that emphasizes direct instruction, guided practice and student interactive methods for teaching and learning. All texts are state adopted and approved, aligned to Common Core State Standards ("CCSS"). HMH Journey's was adopted in 2017 for the kindergarten through 5th grade classrooms. HMH Collections was adopted in 2018 for grades 6-12 English Language Arts classes and includes an on-line component. Additionally, HMH Write Source was adopted K3-12 as a supplemental text for ELA. McGraw Hill My Math was adopted in 2017 for kindergarten through 5th grade mathematics classes. Grades 6-8 use the	English Language Arts Reading, Grammar and Spelling: Collections, Houghton Mifflin Harcourt Publishing Grammar and Writing: HMH Journey's K-5 Collections 7-12 Write Source, K–12 Textbook Programs for Writing Mathematics, McGraw Hill K-6: My Math Grade 7: Pre-Algebra

My Math extensions, Courses 1, 2, 3 and five different McGraw Hill texts were purchased in 2018 to cover the wide range of math levels in high school: Algebra I, II, Geometry, Pre-Calculus and Statistics.

McGraw Hill, A Closer Look California Science was adopted in 2017 for kindergarten through 5th grade. McGraw Hill Integrated Science was adopted for grades 6-8 (Earth, Life, Physical Science Series) and Biology, Chemistry, Physics and Zoology were adopted for grades 9-12.

Harcourt Social Studies was adopted in 2017 for kindergarten through 6th grade social studies classes. World Geography, World History, Geography (The Human and Physical World), United States History (Modern Times), World History (Modern Times) and Economics was adopted for grades 7-12.

CCSS are utilized when implementing the curriculum and instruction. Curriculum is research-based and student-focused to develop each student's full potential, while recognizing his or her uniqueness. Our high expectations will result in literate, self-reliant, and confident learners. Homework is regularly assigned Monday through Thursday. Students are required to comply with a dress code as stated in the Parent-Student Handbook. Accurate and easily understood evaluation procedures, reflecting actual achievement, are employed. It is our goal to provide every opportunity to students to achieve one month's worth of growth for one month's time in class, irrespective of their grade level at the beginning of the year. In the future, when we have a fully developed Special Education Program, their growth expectations will be reflected in their Individualized Education Plan.

Scope and Sequence
Because Unity's educational program emphasizes regular formative assessment and the use of data to increase student achievement, our pacing plans, which prepare for our benchmark assessments, guide and define the scope and sequence of the curriculum taught in our school with regard to the 4 core subject areas identified by California's Board of Education.

Instructional Delivery
Students in PK through 5th grade have one teacher of record and 4 specials teachers. Students in grades 6 have 2 teachers in an effort to prepare them for next years transition, grades 7-12 have 4 core teachers, 1 PE teacher, 1 Thai teacher and 1 electives teacher.

Grade 8: Algebra I

Grade 9: Geometry

Grade 10: Algebra II

Grade 11: Pre-Calculus

Grade 12: Probability and Statistics

Science, McGraw Hill iScience Next Generation Science Standards

K-6: A Closer Look California Science

Grade 7: Life Science

Grade 8: Physical Science

Science, McGraw Hill (Glencoe) Next Generation Science Standards

Grade 9: Biology

Grade 10: Chemistry

Grade 11: Physics

Grade 12: Zoology

Social Studies, HMH (Houghton Mifflin Harcourt)

K-6: Harcourt Social Studies

Grade 7: Ancient Civilizations

Grade 8: The United States

Social Studies, McGraw Hill

Grade 9: Geography

All educators at Unity use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics and are usually used in combination. Unity has Instructional Blueprints in math, language arts, science and social science, that spell out the frequency and purpose for each type of instruction. These blueprints, as well as the purchased curriculum materials, provide the structure for a standards-based curriculum. Unity educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

Explicit Instruction: in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.

Massed and Distributed Practice: this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.

Problem Solving: this method provides students with a step-by-step process for determining the solution.

Inquiry: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.

Project-based Instruction: In this approach, students apply learning to complex problems, and are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products. Projects are also ideal for developing the "habits of mind" necessary for success in college and the world beyond, such as perseverance, responsibility, and time management. Projects are linked with students' real-world experiences, making learning relevant. Many projects are community service oriented.

Unity uses a combination of adopted programs and curriculum developed in-house to meet Unity's standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the California state standards.

Grade 10: World History

Grade 11: US History

Grade 12: American Government and Economics

Science Fair

Future:

Geography Bee, Spelling Bee, Academic decathlon

Dojo, Remind Apps

Facebook Page

School Web Page

All elements of the curriculum are research-based and have been proven effective in schools.

Language Arts: Students communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. This may be through oral reports and debates, written letters and essays. Through the examination of various texts, students demonstrate critical reading and active listening skills in order to comprehend, interpret, and evaluate ideas. Students write extensively in both expository and creative forms.

When students are learning to read, instruction will focus on phonemic awareness, phonics instruction, fluency, and text comprehension. Writing is integrated into the learning process.

One of the main resources in K-6 literacy instruction is the Houghton Mifflin materials. Writing is supplemented with vocabulary and instruction based on the Six Traits of Writing. Grades 6-8 use California's Recommended Literature list for the core of its English Language Arts program. This may be supplemented with real life readings such as editorials, and non-fiction texts.

Finally, with the implementation of UP classes, our student to teacher ratio is about 16:1 which has resulted in the teachers feeling they are able to meet their students' academic needs.

Social Science: Unity's history and social studies curriculum ensure that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, and a variety of non-fiction texts. Throughout the K-8 instructional program, social science and language arts are interwoven. The stories and facts in history are the vehicles for instructing students to

Specials: PE, Art, Music and Computers

Future:

Student Study Team (SST) The SST is made up of the student's teacher(s), one or several other teachers, an administrator or designee, the parents/guardians and the student. The team works to assess the learning modes of the student and devises interventions to help them be more successful. During the meetings, the student's strengths and weaknesses will be discussed and interventions will be explored.

read and write. At Unity we chose the "World" materials for Geography and History simply because we wanted the students to have a more global view opposed to a linear view based solely on the US. In addition to our textbook SS program, all students take Thai Language and Culture which also emphasizes historical events specific to Thailand.

Mathematics: Students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.

A balanced approach provides both the conceptual understanding of math and the skills to solve problems. By providing extensive math time in elementary classrooms and a ratio of 20:1 in math in the secondary school, we have effectively raised our student's mathematic understanding.

Science: Students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Unity uses a variety of curriculum materials and the state adopted textbooks may be supplemented with local scientific resources such as guest speakers, field trips, and presentations.

Additional Online Instructional Prompt

Students are required to complete many assignments with online aide and some of the assignments are only conducted through an online avenue. Students in grades 9-12 are expected to complete research projects during the school year. These students are responsible for finding the right web sources and conducting the research necessary to complete the assignments.

Examination of Student Work

Through the programs offered at the school and through the curriculum, students show their ability to think, reason, and problem solve through projects, discussions and debates, and inquiries related to investigation. Representative examples of this are science fair projects and research projects.

When everyone involved follows the interventions, improvement will occur. Records of these collaborative communications will be kept in counseling logs, through parent conference sign-ins, and by documentation of SSTs and IEPs.

The science fair requires that students find acceptable projects that will help them to display their investigative skills. For the projects students are required to pose a hypothesis, research, experiment, and reason about their results. This is normally an individual activity.

Thai Language and Culture

Level 1 (TFL)

Introduces both the spoken and written language and aims to provide beginning students with a practical command of the language. Proper pronunciation and the development of conversational proficiency are strongly emphasized. Among the topics introduced are tonal recognition and pronunciation, simple sentence structure, interrogatives, counting and telling time. Upon completion of this course students should be able to introduce themselves, exchange greetings and converse simply on a number of everyday topics.

Level 2 (TFL)

Upon completion of Level Two, students should be able to engage in more sophisticated conversations on a wider range of everyday topics as well as be able to read and write simple texts. Among the topics introduced at this level are modals, comparative constructions and the past and future verb tenses.

Levels 3-5 (TFL)

Upon completion of Level Five, students should be able to engage in sophisticated conversations, read, write and comprehend Thai proficiently.

Level 1-5 Thai for Natives

Thai nationals are required by the Ministry of Education to be proficient in their native language. Native students take Thai everyday and are tested according to the Ministry's guidelines.

Professional Development: Curriculum Based

At Unity, each teacher is required to partake in professional development courses to increase his or her knowledge on strategies of assessing learning, improving instruction, teaching strategies, and analyzing the results of various assessments. This will ensure each teacher remains effective through weeks, months and years of assessing different students.

Students who have SST's and IEP's will have follow up meetings throughout the year to look over student data, discuss student growth and areas that may need some adjusting. These follow up meetings will help to monitor and make sure the student is getting the appropriate accommodations that will guide them to be successful throughout their academic careers.

Assessing students correctly and effectively can help each teacher discover the areas of strength as well as the areas of weakness each student has. This will help with the development of the Individualized Learning Plans to make sure each student has his or her best chance at success.

Variety of Programs – Choices Beyond the Class

Unity students participate in an annual science fair. Science fair projects are mandatory for all students in grades 4-12. These projects are presented to the class, reviewed by the classroom teacher, and delegates from each class are sent on to be evaluated by a panel of judges who work in science, technology, engineering, or mathematics. These projects provide students with the opportunity to conduct their own inquiries and explorations into STEM fields that may be of interest to them as careers later on.

In 2017 and 2018 Unity hosted a "Publishing Party" a reading, writing event. Parents were invited to attend to see their students perform plays, raps or rea from their own written works. The videos and pictures are on the schools Facebook page.

Sports Day- Unity hosts an annual sports day and all students participate. Videos and pictures are available on the schools Facebook page.

In 2018-19, Unity students will participate in an Art Exhibition.

Unity has been invited to participate in the Chiang Mai International Schools Concert Band. Our music department has already networked and is currently collaborating for our first performance in August 2019.

Unity is part of CMAC (a sports program only available to International Schools). This year we have participated in swimming, soccer, basketball and futsal. We are excited to see our sports program continue to grow.

Real World Applications - Curriculum

The academic, college- and career-readiness support programs at Unity are focused on ensuring that students are

Community Projects:

https://www.ucis.ac.th/news

Science fair projects

Observation of investigation

Observation of student interaction

Research on question

Observation of student answers

Student progress

Completion of assignments

Posting of standards

meeting requirements in content fields across curricula. Unity conducts ongoing benchmark testing to ensure that students are meeting norm-references and grade equivalent ranked academic measurements. To support students in meeting these goals, Unity uses the data collected to identify students for tutoring, intervention, reading services, and instructional aid support. Unity uses Renaissance Place's STAR Reading, STAR Math and Accelerated Reader. Unity is currently transitioning to NWEA's Common Core supported benchmark and assessment system. These programs are designed to ensure that all students are well-prepared for the next step in their education and that potentially struggling learners are identified and given additional support.

Curricular Standards and Performance Levels
Unity follows a curriculum that emphasizes direct instruction, guided practice, and student interactive or project-based methods for teaching and learning. All texts are state adopted, approved, and aligned to the California Common Core State Standards (CA CCSS) and reviewed/recommended by a committee comprised of teachers, administrators, paraprofessionals prior to adoption by our School Board.

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively. The instructional materials contain strategies and tools for continually measuring student achievement.

Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding. Assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through monitoring is another component of the approved, adopted programs.

The program materials provide teachers with the necessary content and pedagogical tools to ensure universal and equitable access to high-quality curriculum and instruction for all students, so they can meet or exceed the expectations as described in the CA CCSS.

Instructional materials provide access to the standards-based curriculum for all students including English Learners, advanced learners, students below grade level in academic

Future:

Odyssey of the Mind is a club offered at the school that gives a group of students the opportunity to work together discusses and debate issues, inquire into their issues, and to problem solve.

Club providers observe their ability to work together in inquiry, discussion and debate, and investigation through their ability to solve the problem/question given to them.

skills, and students with disabilities. The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS.

HMH Journey's was adopted in 2017 for the kindergarten through 5th grade classrooms. HMH Collections was adopted in 2018 for grades 6-12 English Language Arts classes and includes an on-line component. Additionally, HMH Write Source was adopted K3-12 as a supplemental text for ELA.

McGraw Hill My Math was adopted in 2017 for kindergarten through 5th grade mathematics classes. Grades 6-8 use the My Math extensions, Courses 1, 2, 3 and five different McGraw Hill texts were purchased in 2018 to cover the wide range of math levels in high school: Algebra I, II, Geometry, Pre-Calculus and Statistics.

McGraw Hill, A Closer Look California Science was adopted in 2017 for kindergarten through 5th grade. McGraw Hill Integrated Science was adopted for grades 6-8 (Earth, Life, Physical Science Series) and Biology, Chemistry, Physics and Zoology were adopted for grades 9-12.

Future:

Teachers are creating proposals for classes that will focus on writing workshops.

Harcourt Social Studies was adopted in 2017 for kindergarten through 6th grade social studies classes. World Geography, World History, Geography (The Human and Physical World), United States History (Modern Times), World History (Modern Times) and Economics was adopted for grades 7-12.

Formal and Informal assessments are used along with teacher observations in making recommendations for math class placement.
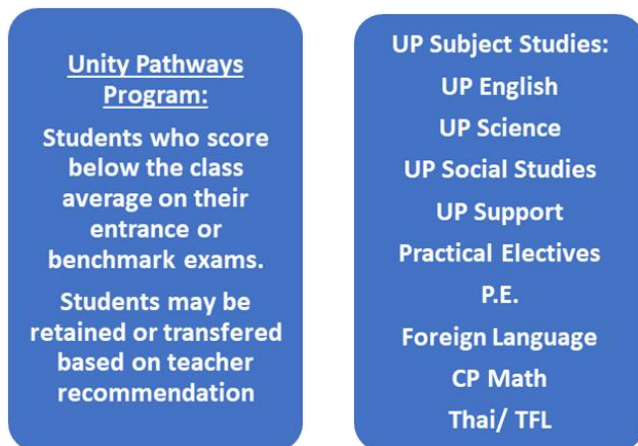
Beginning in pre- kindergarten (PK) and continuing through first grade, when students are emergent or beginning readers, instruction focuses on phonemic awareness and phonics instruction not only using the Journey's program, but also through the supplemental teacher created Phonics programs. Unity 3-12 students follow a block schedule allowing for more instructional time to be spent on a rigorous, relevant, and standards-based curriculum. Beginning in October 2018, all 7-12 core classes were split allowing for smaller student numbers in each class and a wider range of instructional levels and pacing. This is our Unity Pathways (UP) and College Prep (CP) classes.

Unity Pathways (Remediation)

The American Common Core Curriculum demands high levels of academic focus and English language ability.

To support our English Language Learner (ELL) students Unity has developed a specialized curriculum to help support ELL students in an effort to meet the minimum requirements of enrolling in our mainstream courses; Unity Pathways Program.

Unity Pathways (UP) is designed to facilitate English Language Learners. The curriculum will cover the same academic subjects as the mainstream CP Course. However, the content of each course will be modified to assist students who cannot access the CP Curriculum due to language deficits. This program will focus specifically on academic vocabulary as it pertains to grade level content standards in an effort to make learning more relevant for the ELL students who are still not ready for a full-scale College Prep class.

Unity Pathways Program:

Students who score below the class average on their entrance or benchmark exams.

Students may be retained or transfered based on teacher recommendation

UP Subject Studies:

UP English

UP Science

UP Social Studies

UP Support

Practical Electives

P.E.

Foreign Language

CP Math

Thai/ TFL

Integration Among Disciplines

There is integration among disciplines throughout the learning day. For example, elementary teachers use the Research and Inquiry component from our reading program to integrate disciplines. Social studies, science, and/or art are integrated and connected to the weekly essential question. Students work collaboratively and participate in shared research, and projects. Also, elementary teachers use graphic organizers (Venn diagrams, Thinking Maps) not only in Language Arts, but across disciplines. For example, a double bubble map is equally effective when used to compare and contrast two plant specimens grown in two different environments in science, as it is as effective when used to compare and contrast the settings of two literature texts. Our science curriculum integrates art and music, social studies, language arts/writing, and math. Science lessons include

math mini lessons or links that connect science to mathematics and to students' lives. Directed Inquiry science lessons often use math to measure or represent scientific data (bar graphs, line plots). In mathematics, each daily lesson has several instances where writing is integrated. Each lesson has a journal question where students write a math story directly related to the lesson's learning objective. Often, students must not only answer a math word problem, but explain how they solved the problem using SMPs.

Parent and Teacher Communication

Teachers contact parents/guardians to report on academic progress or discuss any issues that may arise in the classroom.

To increase communication between home and school, Unity uses a tab on our website and Facebook for weekly classroom newsletters as well as major school communication. Additionally, each teacher has class Dojo (grades Pk-6) or Remind (grades 7-12) to send newsletters and school communication home. Our newsletters and weekly shout outs contain everything parents need to know concerning class and school activities for the week. Advance notice of all major events, including permission slips are sent home via paper copy by the homeroom teacher.

Conclusions

Unity provides a challenging and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement. Students are provided with many choices and options for post-college, career, and postsecondary high school options. In the future, Unity will have the ability to evaluate the long-term effectiveness of our instructional program from post-graduation surveys. We are confident that upon completion of the high school program, students will be prepared for success in college, career, and life.

Teachers are using resources outside of the curriculum at a high level. The resources range from guest speakers to songs about subjects and predicates. These resources challenge students to perform at or above grade level and give them insight into the real world.

The use of resources outside of curriculum resources, gives teaching staff the ability to reach all learning levels. Each student is not at the same level, so using a resource such as a Schoolhouse Rock Video or a lesson on Khan Academy, gives them the ability to learn at their level or need.

B3. How Assessment is Used Criterion: Teacher and student use of assessment is frequent and integrated into the teaching/learning process. The assessment results are the basis for measurement of each student's progress toward the schoolwide learner outcomes and academic standards; regular evaluation, modification, and improvement of curriculum and instructional approaches; and allocation of resources.

1. List the various means by which student learning is assessed, based on content standards and the schoolwide learner outcomes.

2. Particularly, for schools where English is not the only language of instruction, explain how English proficiency is assessed regularly within all grade levels and courses.

3. Summarize how teachers select the appropriate assessment strategies based on the desired student learning.

4. Particularly, for schools where English is not the only language of instruction, evaluate how assessment results related to English language proficiency in terms of reading, writing, listening and speaking are part of the modification of learning and teaching and for the allocation of resources.

Findings	Supporting Evidence
<u>Professionally Acceptable Assessment Process</u> Assessing student progress is one of the main aspects in the school system. Assessment determines whether or not the goals of education are being met. At Unity, there are several methods of assessment that can be beneficial in various aspects. Teachers and other staff are responsible for student performance and advancement. Some ways of assessing students at Unity include benchmark testing, teacher generated assessments, STAR scores, observation and oral assessments. The assessments given can be and are measured. Many steps are taken to ensure the assessment process at Unity is and remains effective. There are pre and post testing, oral presentations to ensure reading comprehension continues to grow, performance-based assessments, quick writes and written exams, as well as standardized tests formulated by the publisher of the grade related coursework. At Unity, each teacher is required to partake in professional development courses to increase his or her knowledge on strategies of assessing learning, improving instruction, teaching strategies, and analyzing the results of various assessments. This will ensure each teacher remains effective through weeks, months and years of assessing different students. Assessing students correctly and effectively can help each	STAR Testing Course Specific Assessments SOLOM Matrix

teacher discover the areas of strength as well as the areas of weakness each student has. This will help with the development of the Individualized Learning Plans to make sure each student has his or her best chance at success. The way Unity's assessment processes is set-up gives teachers the best way to ensure student success over the years to come.

Basis for Determination of Performance Levels
Students' grades are determined by each teacher. Teachers use Rediker Gradebook Program in which they can choose how their individual course grades are determined based on percentages. Teachers may have homework count for a certain percentage, tests for a certain amount, projects, and participation as another to make up 100% of each course grade. Some teachers may count tests as a higher part of a student's grade, as compared to homework because students need to show their knowledge of subject matter and that they can independently do the work on a test. Whereas homework, they may assign to help to guide them to learn how to do the work. In the future, parents can access their child's grades online anytime using the Parent Portal.

School-wide Benchmark Assessments are taken three times a year along with a Pre and Post Assessment at the beginning and end of each grade level to help determine growth and performance levels. The school uses the STAR Reading and Math Assessments and grade-level curriculum assessments for Benchmark Testing. Teachers get together during staff development sessions to determine what their curriculum Benchmark Assessments will be. Some of these are built already into the Common Core Curriculum and some may vary depending on grade level.

Student growth is evaluated by looking at their Pre and Post and Benchmark Assessments throughout the year and comparing the data to see if there has been growth. Curriculum Benchmark Assessments provide another score of data to compare for each student.

Teachers use a variety of formal and informal assessments to evaluate student performance throughout the school year. Some of these may include portfolios, written essays, oral reports, skits, written reports and research projects, short answer and multiple-choice tests, debates, project-based assignments, demonstrations, or class discussion and questioning techniques.

Assessments and Benchmark Tests
Assessments are used to determine students' levels. The

Benchmark Assessments

Renaissance Place Assessment: Early Literacy, Star Reading, Star Math

Grade level curriculum assessments

Rediker Gradebook

Parent Portal

Future:

The school is purchasing a new program, NWEA Map Testing that correlates more accurately in format, subject matter, and scoring to the California Smarter Balanced State Testing. Although our students will never take these tests, it will give us an apples to apples comparison of how they are preforming to their US counterparts. Teachers will learn the new program and have time to analyze and compare data of both types of tests.

assessments are taken at the onset of the new school year, mid-year and final trimester. The benchmarks (STAR Reading, STAR Math) indicate the educational levels and performance. The assessments given at the onset of the school year provide the necessary data to ensure the correct intervention programs and services are put in place to reach academic goals. The mid-year benchmarks' data is used as progress monitoring to check the effectiveness of the interventions, so adjustments can be made before the end of the year. Finally, the end of year testing assists in the assigning of programs and placement of following year. The eighth-grade students will take a placement exam for high school math and English classes. The results will dictate classes (UP versus CP) and electives for the ninth grade.

Students who are at risk of failing their grade (as demonstrated by homework, classwork or test scores) are further assessed for current levels, and assigned more intensive intervention services.

Course mastery is determined by individual teachers. Grading is done with the implementation of rubrics and properly aligned Common Core standards. The use of these methods allows for uniformity within all grade levels.

Demonstration of Student Achievement
Student achievement is demonstrated by examining student benchmark results, classroom activities, state standard mastery and subject mastery of knowledge and concepts. Students are engaged in a variety of course content. The work is monitored for improvement and understanding of the concept by weekly exams, classroom observation and tutoring.

The supporting evidence in use at Unity is Renaissance Place (reading-math) that correlates with the Common Core Standards. This requires summative testing three times per year.

Teachers use Standards-based embedded Benchmark Assessments, textbook and teacher created assessments using the standards-based curriculum for formative and summative assessments throughout the year. These assessments are effective for students to apply knowledge in Language Arts, Math, and other content areas.

The Common Core Language Arts program that we adopted has many types of embedded assessments, such as weekly tests, benchmark assessments, vocabulary focused

Note: Student Retention

This process is required to be initiated by February if the teacher believes the child might be a candidate for retention. Currently, Thailand is not supportive of retention. They took No Child Left Behind very literal. We are working with the Ministry of Education.

Future:
Intervention programs (RTI) will be modeled and adapted to meet the needs of the students. The programs will be designed to incorporate the skills still needing mastery. The students will be leveled into groups which ensure their needs are met. Unity will have its own unique RTi program.

SOLOM Matrix

Teacher observations and checks for understanding, informal teacher made assessments, Student work samples: written essays, written and oral reports, skits, project-based assignments, models, demonstrations, debates, class discussion

STAR Testing

Course Specific Assessments

assessments, and reading comprehension focused questions for stories read in the textbooks. Many of these are effective in showing evidence of student knowledge.

The Common Core Math Curriculum-embedded Benchmark Assessments are highly effective. They have a Pre and Post Test and Benchmark test after every 4-5 Topics (Chapters) in the textbook. They are focused and cover all the material a student should be able to show knowledge of for each time period.

The Common Core Language Arts and Math Curriculum Programs both include multiple choice and short answer questions on the curriculum-embedded assessments to show student knowledge of deep thinking and problem solving, which is excellent practice of showing they understand what they have learned and can give examples of applying it in real-life situations, not just guessing an A, B, C, D answer choice.

Teachers use grading rubrics to evaluate and report student work to better inform students for reports, essays, and projects. Students reflect on their own work to modify and improve it by completing student reflective evaluations, student journals, self and peer-reviews of essays, projects, and reports.
Assessment data is collected and analyzed in individual classrooms and grade levels. Students in each grade are assessed using the curriculum embedded assessment, teacher created assessments, and using programs such as STAR. On the individual classroom level teachers assess their individual students using a variety of different methods.

All teachers employ the curriculum the school has adopted and use the assessments that are provided. In addition, teachers also use additional assessment methods such as informal evaluations, portfolios of student work and project-based assessment to collect additional data.

All students are monitored for progress towards academic and college/career readiness standards. Students are monitored at the classroom level and consistent communication between teachers with school administration and parents is conducted. All students are evaluated using the curriculum embedded assessments as well as the STAR assessment. When student achievement expectations are not being met, teachers will investigate and take action.

Teachers at Unity are providing students with a variety of assessment opportunities. Grade level teachers work together on assessments and evaluate their effectiveness. Administration monitors benchmark data and results from STAR tests.

Renaissance Place Assessments in English and Math

Benchmark tests included with purchased curriculum

Teacher pacing guides and lesson plans

Progress reports and report cards

Benchmark Assessments

Student portfolios

Benchmarks

State standardized tests

Monitoring student performance takes place at several levels and teachers, and administrators try to make sure that students and parents are getting the information they need about their status as it relates to completing their school requirements as well as their preparedness for the goals they have for the future including those for college and careers.

Attention and focus on ways to increase student learning directly addresses the school's critical learner need to increase the number of students who are college and career ready. Analysis of these students also attends to the school's second critical learner need to increase achievement and provide more effective support mechanisms.

The supporting evidence in use at Unity is Renaissance Place (reading-math) that correlates with the Common Core Standards. This requires summative testing three times per year. These tests will show growth or discrepancies and intervention strategies will be implemented to focus on the specific discrepancies.

Assessment and Monitoring Process
The school staff is very involved in monitoring student progress on a continual basis in order to drive instruction and meet student needs. Weekly newsletters are posted online notifying parents of what is happening at school and the standards or focus on specific curriculum being studied for the week/ month. This is also included in yearly pacing guides that each grade level creates for each subject area using the standards-based curriculum at the beginning of the year. We are working now to post all of the pacing guides online. We are hoping to have that complete by February.

The school uses Rediker to report attendance and grades. Soon, parents will be able to access their child's grades using the Parent Portal. If they have concerns, they can reach the teacher to answer any questions by email, phone or in person at the school.

Students are able to monitor their own progress by class discussions, rubrics, and peer review groups to learn what their strengths are and what they can do better on in the future. This process also helps students practice in real-life experiences to prepare them to be college and career ready in the future.

The school has monthly PTO (Parent/Teacher Organization) and Board meetings which are open for anyone to attend. These involve people from the local business community to be informed of what is going on at the school and it gives them a

Renaissance Place assessments

SOLOM Matrix

STAR reports

Teacher pacing guides and lesson plans

Progress reports

Report cards

Benchmark Assessments

Student portfolios

Parent teacher contact records

chance to ask any questions to the school staff that they may have. The staff gets to report on how the students are doing and through the staff and local community members we are able to have various academic opportunities for students to participate in involving local businesses' in our community.

Reporting Student Progress

We have many ways in which data is reported to stakeholders, parents, students, board members, staff, and community members. One way to see annual growth and data analysis for all students is to read Unity's Annual Update, posted on our website.

Progress Reports inform parents/guardians of student progress. Each semester teachers have a mandatory meeting with parents regarding their child's progress. Semester grades are sent home to inform parents/guardians of student progress.

STAR Math and Reading Assessments provide instant feedback. Teachers are analyzing individual student data to track performance rather than using averages. Grade level Math and English Language Arts curriculum Benchmark Assessments are entered into this program. Then the data is analyzed by linking common core standards to each test question.

Students, parents, and teachers can see what students understand or areas students need to improve on. This data drives instruction, whether or not lessons should be changed to focus on re-teaching or emphasizing specific content areas for improvement. For example, if after taking an English Language Arts curriculum Benchmark Assessment, the teacher notices most of the class is scoring low on writing mechanics, then lessons will focus heavily on that area until the class shows that they can go from practicing the skill of using writing mechanics with help to mastering the skills and being able to show that knowledge by doing it independently.

Unity has various ways that student data is reported to stakeholders. The school also has several opportunities for stakeholders to use this data to inform the planning process.

Conclusions

The staff uses the data provided by the assessments, and services provided to students to determine the present levels of performance. The Deputy Principal provides the staff with emails which include test results and other relevant data to adjust programs and curriculum lessons. Then staff attend a follow up PD to further disaggregate the data and make an action plan moving forward.

Weekly Announcements

Web Page

PTO Agenda and Meeting Minutes

School Board Agenda and Meeting Minutes

Report cards

Renaissance Place Parent Reports from Reading and Math Assessments

SOLOM testing and data is collected to monitor ELD students. The ESL staff fills out semester reports to keep track of progress being made by the services.

The critical learning needs of students are always our focus. The newly adopted Common Core curriculum has reteach, enrichment and online assessments embedded into the curriculum. The lessons are broken down to address the needs of below, approach, on grade level and accelerated students, as well as ELD students. This breakdown allows for differentiated instruction.

Category B: Curriculum, Instruction and Assessment

Achievements:

- Ongoing monitoring of learning in the forms of STAR Reading and Math Benchmark Tests, curriculum grade level benchmark testing, and checking for understanding.
- Analyzing data at each grade level.
- Creation on Unity Pathways Program.
- Student awareness of current learning levels by knowing their current grades.
- Staff comes together to help students succeed.
- Teachers are using Benchmark Test results to drive instruction and identify critical learner's needs. Those students can request tutoring up to 5 day per week.
- Unity offers a rigorous, standards-based curriculum and extra-curricular activities that motivate students to challenge themselves as learners and leaders.
- Struggling students and their parents receive valuable support through tutoring. This enables students to scaffold onto their current understanding and bridge the gap between performance and grade-level expectations, while taking pride in their progress.
- Unity teachers successfully integrate multi-media and multi-modality learning into their classrooms with on-line access to the curriculum, performance tasks, field trips, guest lecturers, magazine subscriptions, manipulatives and a variety of other resources.

Areas for Focus:

- More community and stakeholder involvement to monitor student progress. Possible parent center/resource room for parent's and PTO.
- Students need more consistent feedback about classwork both in class and regular reporting of grades (homework/projects).
- Parents need online access to grades for current and up-to-date grades.
- Staff needs more training and time to learn how to analyze data to drive instruction.
- Low scores indicate a need for more rigorous instruction in vocabulary development and written communication.
- Math assessments indicate the need for targeted instruction in reasoning and data analysis.
- Supplemental math instructional materials to address the gap between standard and metric system.

Category C:
Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion: Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular programs in order to achieve the schoolwide learner outcomes.

1. Comment on the school's academic and personal counseling and guidance services that are available to students, including referral services. Include how the school supports students in becoming proficient in the English language.

2. Describe co-curricular activities that are available to students, and the overall level of student participation.

Findings	Supporting Evidence
Adequate Personalized Support	
Unity maintains universal screening and progress monitoring system using the Star Reading and Star Math assessment programs. Any students who appear to be struggling academically through these assessments are reassessed on a one-to-one basis and if needed placed in the UP or tutoring program.	Data Collection
Through professional development and trainings the general education teachers at Unity are aware of the diverse learning needs of each individualized student within their classroom. Teachers provide Common Core Curricular based and data driven assessments; such as benchmark assessments, STAR reading and math scores, and weekly reading fluency tests. This data reveals which concepts students struggle with and where each individualized student needs support. Each teacher is expected to use the Common Core Curriculum to provide differential instruction for their students.	Data Driven Assessments Special Education Procedural Manual
Unity uses the data driven assessment systems as well as teacher observation to allow for an effective referral process. Unity allows parents to provide educational supports for their struggling students 1:1 aid. Currently, there are four, two are provided by parents and two are provided by Unity.	Character Counts
Unity is a private school and is therefore not required to take children with disabilities; however, Unity has taken mild/moderate students whom we believe we can service. If a teacher suspects a student is struggling with social/emotional, or academic skills, they will speak directly with the administration.	
In the future we will have an SST process: it will begin with the teacher filling out the appropriate forms. The SST Team will meet to engage in collegial conversation about enhanced	

methods to help the struggling student. The discussion will maintain evidence based instructional strategies and behavioral management strategies that are specific to the individual students needs as well as may be used with similar students in the future. The team will collaborate on accessing more intervention, resources, and supports that may aide in the child's overall academic and social emotional development. The team will reconvene at a given date to follow up with the students' progress.

Through this process the SST members can assure the student is monitored using ongoing student assessments and has received high quality, research-based instruction in the general education classroom. If the student does not show sufficient progress, a decision will be made regarding students instructional /behavioral needs. Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Unity will provide RTI Reading services during school, RTI math intervention and after school tutoring.

When targeted interventions are unsuccessful, and students do not achieve the desired level of progress a more intensive interventions and comprehensive evaluations may be necessary. This team may include a certified school psychologist, speech and language therapist, a school nurse, special education teacher, a general education who is familiar with the student, and the parents. This is the point in which parents will be required to provide a 1:1 aid if the school is not able to offer the educational support necessary for the student to be successful.

It is also possible for a student to be moved ahead to a higher-grade level or moved back to a lower grade level for one or more classes for additional supports depending on student need. Movement between grade levels will occur only after careful assessment of the student's ability, intellectual growth, emotional development, social competence, and academic achievement. Any change in a student's grade level must be in the student's best interest. In some unique cases, parents/guardians may seek a grade level change. The needs of each individual student are of utmost importance and must be met in the most effective manner possible; therefore, a set of criteria has been listed in the student handbook and Teacher procedural manual.

Direct Connections

Unity maintains 2-3 school nurses on each site. All students receive a dental checkup and referrals and information is sent

Future:
RTI
SST

Student Handbook
Teacher Procedural Manual

Lesson plans

Dental Screening
Adoption of common core aligned curriculum
Back to School Night
Open House
New Student Night

out to parents. The goal of this program is to establish a regular source of dental care for every child. The program identifies children who need further examination and dental treatment, as well as barriers to receiving care.

Strategies Used for Student Growth/Development

Unity utilizes personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. We have adopted common core aligned curriculum and have provided our teachers with trainings and support in strategies to meet the rigorous standards.

Our teachers collaborate with their grade level teams to determine the best strategies for their students. Some of the strategies that we use to help our students meet the rigorous standards include: after school tutoring and differentiation within the classroom.

Our teachers assess struggling readers and provide them with additional support on identified reading skills.

Support Services and Learning

It is also important for our high achieving students to have opportunities to extend their learning. Unity offers an Honors Program for Grades 7-12. This program is based on test scores in the advanced range.

Equal Access to Curriculum and Support

At Unity we provide our students with access to challenging relevant and coherent curriculum. Our entire Language Arts and Math curriculum is common core aligned. We see our curriculum development as a cycle of development, implementation, evaluation and revision. Every two years we update our curriculum through a committee of teachers, parents and administrators.

Students at Unity are encouraged to acquire learning skills so that they are given opportunities to learn in the best possible way for each individual. There is a decreasing reliance on textbooks as the only learning resource. Our teachers provide our students with project-based learning as well as other interactive activities that enhance student engagement. Our teachers use multimedia resources such as articles, programs and internet resources to provide our students with a variety of interactive learning tools.

Our middle and high school schedule allows for students to take advanced and remedial classes based on their personalized needs. This gives our students a solid foundation in Math and Language arts before they graduate and move on to college.

In the elementary grades, our classes are evenly distributed so

Future:

Scoliosis screening

Vision and hearing screenings

Second Step and Social Groups

Because emotional or behavior challenges can stand in the way of learning, Unity will offer the full class 2nd step program which teaches, empathy, problem solving, recognizing emotions and how to handle those emotions.

Unity will be PBIS School; all staff will be trained in Positive Behavioral Intervention Supports.

RTi

Online programs

Differentiation in the classrooms

Paraprofessionals

Educations Specialist

that our students receive exposure to a range of cultural backgrounds and academic abilities. This assists our students to be more culturally aware and empathetic towards different achievement levels. The curriculum that we have selected provides our students with enrichment and remediation materials. This allows students from all levels to achieve success while meeting the standards at their own differentiated levels.

Guidance Program

Our students feel that we have a wide variety of services available to them. The students stated that over all they feel that their voices are heard, and they enjoy the activities that the school has to offer.

Our long-term goal is to provide a comprehensive school guidance program addressing academic, career, and the personal/social development of all students. This will be done through classroom guidance in all grade levels, small group meetings, and on an individual basis.

Lessons cover topics such as:

- Bullying Prevention
- Character Traits
- Goal Setting
- Safety
- Tolerance
- Study Skills
- Career Awareness.

Group &Individual Guidance

- Anger Management
- Friendship/Social Skills
- Changing Families
- Dealing with Stress
- School Success.

Becoming proficient in the English Language

At Unity we are focused on meeting the needs of our EL students, which is in fact 99% of our student population. Students are assessed upon enrollment. Those who are in critical need (no English) are required to pay for additional ESL classes. These classes take place with an ESL teacher during the student's "specials" classes, as well as after school tutoring and private lessons available on the weekends. This intensive intervention is a minimum of 1 semester. From there we continue with tutoring in and out of school until the student is on grade level with their peers.

Future:

Create Cumulative files

Cumulative Folder Reviews

Special Education Assessments

"Odyssey of the Minds" which is an international educational program that provides creative problem-solving opportunities for students. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. They then bring their solutions to competition on the local, state, and World level. Thousands of teams from throughout the U.S. and from about 25 other countries participate in the program.

Curriculum is updated every 2 years through a committee with teacher and parent input.

To support our English Language Learner (ELL) students Unity has developed a specialized curriculum to help support ELL students in an effort to meet the minimum requirements of enrolling in our mainstream courses; Unity Pathways Program.

Unity Pathways (UP) is designed for our English Language Learners. The curriculum will cover the same academic subjects as the mainstream CP Course. However, the content of each course will be modified to assist students who cannot access the CP Curriculum due to language deficits. This program will focus specifically on academic vocabulary as it pertains to grade level content standards to make learning more relevant for the ELL students who are still not ready for a full-scale College Prep class.

Unity Pathways Program:

Students who score below the class average on their entrance or benchmark exams.

Students may be retained or transfered based on teacher recommendation

UP Subject Studies:

UP English

UP Science

UP Social Studies

UP Support

Practical Electives

P.E.

Foreign Language

CP Math

Thai/ TFL

Conclusions

Unity provides personalized support correlated to student achievement. The staff implements strategies to develop student's self-confidence and learning by providing academic as well as emotional and behavioral support. The school provides academic guidance in class but has begun interviewing candidates for a full-time academic advisor for our 7-11 students. Unity offers several co-curricular enrichment activities through sports, service community projects and student leadership. The administration is involved with the student leadership teams at grades 3-6 and 7-11, which helps the staff regularly evaluate the level of student involvement as well as survey the students regarding the quality of services Unity is providing.

C2. Parent/Community Involvement Criterion: The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

1. Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

2. Indicate the school's use of community resources to support students through activities such as a globally minded culture.

3. Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes (if developed), and content standards.

4. Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

5. Comment on how parents have access to school personnel regarding all concerns.

6. Explain how the school communicates to parents who are not English proficient.

7. Describe how the school regularly communicates to parents and other stakeholders.

Findings	Supporting Evidence

Parent Teacher Involvement

Unity offers the parents a meet and greet night the week prior to instruction. We also hold a back to school night during the first month of school and an open house night in the spring. These parent evenings allow for parents and families to meet the teachers while learning more about the activities and programs that Unity has to offer.

Since Unity is a relatively small school, parents, teachers and students are able to forge relationships quickly. Our faculty and staff members are very communicative with our students' families and we are very supportive in meeting the needs of all our students. Our small class sizes help new students feel welcome in their new classrooms no matter the time of year in which they join our school.

Regular Parent Involvement
There are many different strategies that families can do to be active in their child/students learning process such as, helping at home, volunteering at school, planning their child's future, or participating in key decision making. Middle school and high school students whose families

PTA Policies

Bylaws

Community Flyers

Facebook posts

Sample Newsletters

remain involved make better transitions later on. Unity encourages family involvement through large events such as our Christmas program and various community outreach program. These events encourage families to engage with the school in a lighthearted setting. Our school also encourages parent involvement in a variety of classroom activities. These opportunities for parental involvement are very effective in fostering positive relationships between our staff and our students' families.

Our school also encourages families to become involved through assisting educators in the classrooms, teaching/tutoring small groups of students in specific subject areas, leading small group activities in specific topics of expertise or interest, (ranging from art/music to engineering and beyond) helping maintain a clean and safe campus through evening classroom cleanup and/or weekend work days, supervising/driving on field trips, shopping/gathering resources for the curriculum, joining the Parent Teachers Association or co-sponsoring a club with a teacher.

Unity works closely with businesses and local industry. These relationships not only provide our student body with tangible prizes, they also promote the importance of education for our students' future endeavors.

Our school has a very diverse student body which includes families that speak a variety of languages at home and students who have a range of special needs. We help our English Language Learners and their families feel supported at our school by incorporating cultural events into the curriculum. These events allow our students to learn more about the language and cultures of their peers. Some of the languages that are represented in our student body include: English, Thai, Chinese, Korean and Russian.

Since Unity is a relatively small school, we have clear and effective communication channels between general education teachers and students.

Although our school does not have any online only students, we effectively communicate with busy parents through online mediums. We have a school website, school Facebook page, email messaging system and in the future Rediker parent portal. Many of our teachers utilize Classroom Dojo, Remind 101, weekly newsletters, and email to effectively communicate with parents. This allows parents who have prohibitive work schedules to still stay involved with school activities.

Future:

Create Cumulative files

Cumulative Folder Reviews

Special Education Assessments

"Odyssey of the minds which is an international educational program that provides creative problem-solving opportunities for students. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. They then bring their solutions to competition on the local, state, and World level. Thousands of teams from throughout the U.S. and from about 25 other countries participate in the program.

Curriculum is updated every 2 years through a committee with teacher and parent input.

See Facebook for pictures from the Staff Sports Day

Clubs Calendar

When families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to enroll in higher education than students with less involved families. For these reasons, increasing family involvement in the education of their children is an important goal for schools.

Open Door Policy
Unity has an open-door policy for all parents, students and staff. From the school owner to every teacher. Parents are encouraged to come in and speak with a staff member whenever they have a question, comment or concern. We have found this to be a highly effective way of ensuring we meet the needs of all stakeholders as quickly as possible.

Communication
Unity has many parents who do not speak, read or write in English. We initially sent home documents in English and Thai; however, because of our significant Chinese population our Chinese translator was sending home messages to his families via Line. As of October, we started sending all documents home in English, Thai, Chinese and Korean. We are working to translate handbooks into 4 languages as well. Our policy moving forward is: when we reach 15% of a population we will hire and translate all documents in their native language.

Support Services and Learning

It is also important for our high achieving students to have opportunities to extend their learning. Unity offers an Honors Program for Grades 7-12. This program is based on test scores in the advanced range.

Co-Curricular Activities
Unity offers a wide variety of curricular and co-curricular activities to help our students meet the academic standards and college and career-readiness standards as well as the schoolwide learner outcomes. These activities include clubs, volleyball, swimming, futsal, soccer, basketball, community programs, and student council. These activities help students to develop social and collaborative skills as they work together to learn more about team interactions.

All the events are on our Facebook page, and open to our families.

Future:
Odyssey of the Mind
Science Club
Mathletes
Science Camp
Second Step

Unity also offers a variety of clubs that enhance learning outside of the classroom. All of these clubs help our students develop their problem solving, literacy and interests in academic topics. These clubs and activities help students to develop student interests in and out of the classroom.

Additional Student Activities

Dances (grades 7-11) provide our students with a safe and supervised place to socialize with one another. Student Council plans one dance per semester and students can dress up, dance and enjoy snacks. These dances allow students to get to know one another on a social level outside of the regular school day. These social experiences help our students become more equipped for the social experiences they will encounter in the real world.

Our school provides families with several school-wide festivals. These include: Children's Day, Songkran, Loy Krathong, Christmas Program, Thankful Feast and Valentine's Day. These events allow for students and their families to come to the school and socialize with one another as well as the teachers and the staff. These festivals allow families to become more involved in the school without feeling academic pressures.

Children are also offered many sports programs such as: volleyball, swimming, soccer, futsal, basketball and Jr. Olympics. The students learn good sportsmanship, working together as a team and develop pride for themselves as well as school. Staff and students are also encouraged to participate in these sports programs through Staff vs Student sporting events. These events help to promote a positive and social environment in which students are encouraged to participate without fear of failure. This type of event encourages more athletic involvement for all the students and staff members. For the last two years Unity has held a Sports Day competition for the faculty from all of our sister schools, ABS, CEC, and Little Stars.

We offer clubs everyday which include a wide variety of clubs for students in all grades. These clubs include: Art, Chinese, Drama, Dance, STEM, Yoga, Robotics, Ballet, Chess, Illustration, Comic Book, Sports, Computer, Homework and Yearbook. All clubs provide students with the opportunity to make new friends and develop social skills.

Student Council sponsors 1 dance per semester that is open to all 7-11 school students at our school.

Future:

Events planned by the PTO. To encourage parent and community involvement in a lighthearted and social event.

Ages 8 and up:

CMAC- Chiang Mai International Schools Athletic Conference

Volleyball, Basketball, Soccer, Swimming, Futsal, Track and Field.

Clubs- most teachers offer clubs 2 times per week

Clubs Calendar

Class Field Trips

Schoolwide Activities and Community Projects

Field Trips:

Wing 41, Royal Thai Air Force: Kindergarten 3 to Grade 6
On our field trip to the airbase at Wing 41, Chiang Mai. Our students received a demonstration of the Royal Thai Air Force military working dogs. These dogs conducted the commands sit, stay, walk, heel as well as a quick obstacle course. Additionally, we got to see how Nipon tracked the smell of a potential suspect using one of our student's shoe. We also observed how a dog would attack a criminal if the situation needed. The second part of our field trip we went to Tango Squadron and had the opportunity to look at current and former aircraft of the Royal Thai Air Force. Our students got a brief on airplanes including the L39, which is on active service with Squadron 411, here in Chiang Mai. The students were able to sit in the O1-B Birddog aircraft, the TF Turbofan aircraft, and the OV-10D Bronco. It was a great day learning about Wing 41, some of its people, and some of the history of the airplanes flown by the Royal Thai Air Force.

Share the Warmth- 2018-2019:

Unity Concord International School was proud to present the children and local community in the Baan Bo Kaeo district with donated clothing items that our students, parents, and staff graciously gave. It was an honor to arrive and see they had also prepared songs and games for our team of students, teachers, and staff to enjoy. The day was filled with laughter. A highlight of the day for everyone was the soccer (football) match between Unity and their team. They were truly grateful for everything that was given. We would like to thank everyone who participated in the "Sharing the Warmth" community service project. We look forward to many other opportunities to share with others.

Integrated Ministries for Ethnic Minorities Foundation "House of Blessings"- 2018-2019

Grade 8 students participated in a Field Trip which took them to the Integrated Ministries for Ethnic Minorities Foundation "House of Blessings" where they sang songs, played games, and interacted with over 40 children under the age of 6 years old. After the morning activities we enjoyed lunch together before returning to Unity Concord International School. Grade 8 was the first group to donate items from our "Sharing the Blessing" project. We are very proud of our students and the way they presented themselves

These are just the last few activities and community projects. Please see our website and Facebook page to get a real sense of what we do.

Events and community projects
https://www.ucis.ac.th/news

PK-12 will attend at least 2 field trips per year.

Community Outreach:
We do a minimum of 2 projects per semester.

https://www.ucis.ac.th/single-post/2018/11/24/Grade-8-Field-Trip-to-the-Integrated-Ministries-For-Ethnic-Minorities-Foundation-House-of-Blessings

on this trip. We would like to thank all parents, students, and staff who donated food, clothing and non-perishable items to this cause.

Grade 7 Field Trip to 'Hope Home'

"Sharing the Blessings":

Grade 7 students participated in a Field Trip which took them to the "Hope Home" which is a home for children with various types of disabilities. The students introduced themselves and learned a little about the children's home history. After that the students interacted with the children playing games, doing art projects, reading stories, and just making them smile.

Before returning to Unity Concord International School the students helped bring in the donations that were given for our "Sharing the Blessing" project. We are very proud of our students and the way they presented themselves on this trip. We would like to thank all parents, students, and staff who donated food, clothing and non-perishable items to this cause.

Science Fair:

All students participate in our school Science Fair. This project is graded by staff members, parents, and community members. The students who have meet all the standards for the fair, go on to the next level of competition.

Jr. Olympics:

All students can participate in an annual competition in events such as: long jump, 50/100meter run, shot-put, discs, and relay teams, potato races.

Thai National Basketball Team Visit

On Friday November 16th, we had members of the Thai National Basketball team visit Unity to put out students and teachers (and our school principal!) through their paces. It was a great morning which will surely benefit our basketball teams in the future!!

Fantastic Falcons awards are given monthly to students who excel in citizenship, completing all homework and turning it in on time, and being on time to school daily.

https://www.ucis.ac.th/single-post/2018/11/22/Grade-7-Field-Trip-to-Hope-Home

https://www.ucis.ac.th/single-post/2018/12/11/The-Ambassador-Project---Staff-Sports-Day

https://www.ucis.ac.th/single-post/2018/12/14/A-Christmas-Celebration-Performance-Guest-Photos

Category C: Support for Student Personal and Academic Growth

Achievements:

- Unity provides many opportunities for students to be involved in activities beyond the classroom. These activities include clubs, sports, tutoring, service groups, cultural groups, global awareness groups and more.
- Unity has established a process for educating parents on understanding that student achievement is based on the accomplishments of the schoolwide learner outcomes.
- Parents are active in the school and the roles, responsibilities and communication channels are clearly delineated.
- Unity's stakeholders take part in planning for the school's further development.
- Students have positive relationships with adults on campus. The generally positive atmosphere contributes overall to relatively low rates of major discipline issues like fights and encourages students to make the most of their PK-12 school experience.
- Unity employs a variety of communication strategies to keep parents informed.

Areas for Focus:

- We can offer more extra-curricular programs for our student population, particularly our high achieving students.
- We can continue to work on our intervention program so that students receive appropriate and effective support. Further enhance our parent education with mailers, information nights and brief text messages.
- We can provide our teachers with more opportunities to collaborate amongst grade levels; this will help ensure that more of our teachers are fully utilizing the curriculum and technologies that are available to them. It will also provide them with more opportunities to analyze the assessment data and develop consistent strategies that are utilized across grade levels.
- We can utilize more community resources to support students through activities such as career day, partnerships and public speakers.

Category D:
Resource Management and Development

D1. Resources Criterion: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies.

1. Attach a copy of the school's annual budget.

    2 documents are included in the supporting documentation, Budget and Multi-Year

2. Does the school have sources of income other than tuition? Explain:

    The school has additional income from the sales of additional services such as tutoring and ESL as well as the sale of uniforms and clubs' fees. See attachments for further clarification.

3. Are scholarships available? If so, describe.

    The school provides scholarships to missionary families, 50% off tuition, as well as children of teachers- 50%.

4. What percent of the school's operating cost comes from student tuition? 100%

5. Describe the school's policy on tuition refunds. How is this information communicated to students and the school community?

    Our policy is "No Refunds" However, there have been extenuating circumstances such as: military deployment, or medical emergency. In these rare instances, a refund of the amount left, tuition only (semester) was refunded. The no-refund policy is printed on their invoice and receipt, which they sign when they enroll.

6. What percent of the school's yearly budget is spent on salaries and benefits?

    2018-19 61%, 2019-20 Projected 52%, 2020-21 Projected 45%, 2021-22 Projected 40%, 2022-23 Projected 38%. The decrease each year is based on an increasing student base (i.e. increased revenue).

7. What dollar amount is budgeted (current year) for textbooks and instructional materials per student? 10,000 THB per student

8. What percent of the annual school budget is required to be placed in reserves? 3%

9.   State the school's policy on financial audits and indicate how frequently audits occur?

Purpose
The audit committee is appointed by the board of directors to assist the board of directors in fulfilling its fiduciary oversight responsibilities for financial reporting, risk management, internal controls, internal audit, compliance, the special investigations and whistleblower process, and other responsibilities.

Structure
The audit committee will consist of two to five members with the majority of the members selected from the Board of Directors, and one may be selected from outside the organization. The Board or its nominating committee will appoint committee members and the committee chair. The Board should attempt to appoint committee members who are knowledgeable and experienced in financial matters, including the review of financial statements

Meetings
The audit committee will meet as often as it determines is appropriate, but not less frequently than quarterly. All committee members are expected to attend each meeting, in person or via tele- or videoconference, with a minimum of two required for a quorum. The committee periodically will hold individual meetings with management, the internal auditor and the external auditor (if necessary). The audit committee may invite any officer or employee of the school, the external auditor, outside counsel, or others to attend meetings and provide pertinent information. Meeting agendas will be prepared by the Chief Audit Executive or other appointed person and provided in advance to members, along with appropriate briefing materials. Minutes will be kept by a member of the audit committee or a person designated by the audit committee such as the Executive Assistant.

Authority
The audit committee has authority to conduct or authorize examinations into any matters within its scope of responsibility. All parties are directed by the Board to cooperate with the Committee's requests.

Responsibilities
The audit committee will carry out the following responsibilities:
Financial Reporting:
- Obtain information and/or training to enhance the committee members' expertise in financial reporting standards and processes so the committee may adequately oversee financial reporting.
- Review significant accounting and reporting issues,
- Review with management, the external auditors if necessary, and the internal auditors the results of an external audit (if completed), significant adjustments or revisions to the financial statements, including attestation on the effectiveness of the internal control structure and procedures for financial reporting and any difficulties encountered.
- Review the annual financial statements, consider whether they are complete, consistent with information known to the Committee, and reflect appropriate accounting principles.
- Review with management all matters required to be communicated to the Committee under generally accepted auditing standards.
- Review the responsiveness and timeliness of management's actions to address findings and recommendations resulting from the financial statement audit or internal audits.

Risk Management
- Obtain information and/or training to enhance the Committee's understanding of organization and its related risk management processes.
- Review the adequacy of the organization's policy on risk management.
- Review the effectiveness of the organization's system for assessing, monitoring, and controlling significant risks or exposures.
- Review management's reports on risks and related risk mitigations.
- Hire outside experts and consultants in risk management, as necessary, subject to full board approval.

Internal Control
- Obtain information and/or training to enhance the Committee's understanding of the organization's system of internal control.
- Consider the effectiveness of the organization's internal control system, including information technology security and control.
- Review internal audit findings and recommendations, together with management's responses.

Internal Audit
- Obtain information and/or training to enhance the Committee 's understanding of the internal audit function.
- Periodically review and approve the Internal Audit Division.
- Concur in the appointment, replacement, or dismissal of the Chief Audit Executive.
- Review the performance of the CAE and the internal audit function annually.
- Review and confirm, through organizational structure and/or by other means, the independence of the internal audit function annually.
- Review with management and the CAE, objectives, plans, activities, and organizational structure of the internal audit function.
- Review and approve the risk-based internal audit annual plan.
- Review internal audit reports provided to the audit committee.
- Review the responsiveness and timeliness of management's follow-up activities pertaining to any reported findings and recommendation.
- Bring to the attention of the Board any internal audit issues the Committee determines significant and appropriate for consideration by the Board.
- On a regular basis, meet separately with the CAE to discuss any matters the committee or internal audit believes should be discussed privately (subject to open meeting laws).

Compliance
Review the effectiveness of the organization's system for monitoring compliance with laws and regulations, contracts, and policies and the results of management's investigation and follow-up (including disciplinary action) of any instances of noncompliance.
Obtain updates from management and organization legal counsel regarding compliance matters, as needed.

Special Investigations and Whistleblower Process
Ensure the creation and maintenance of an appropriate whistleblower mechanism for reporting any fraud, noncompliance, and/or inappropriate activities.

Other Responsibilities

- Report at least annually to the Board of Directors the Committee activities, audit issues, and related recommendations.
- Confirm annually all responsibilities outlined in this policy have been carried out. Review and assess periodically the adequacy of the Committee, request Board approval for proposed changes, and ensure appropriate disclosure as may be required by law or regulation.
- Evaluate the Committee's performance and report the results of the evaluation to the Board annually.
- Provide an open avenue of communication between the internal auditors, external auditors (if necessary), management and the Board.
- Avoid conflicts of interest, paying strict attention to board matters.

10. Explain the process and procedures for allocation of resources to support the school's purpose, schoolwide learner outcomes and student learning, including English language acquisition.

Since we are a new developing school, the initial capital investment is support for the school's purpose, schoolwide learning outcomes and student learning. We have invested in Star 360 to effectively test our students. We plan to make further investments in achievement software, MAP testing 2019-20. We have purchased Accelerated Reader and are currently labeling books and training our staff. If AR is successful, we will then invest in Accelerated Math.

On English Language Acquisition, we have increased the staff budget for English support and ESL due to the current needs of our students based on academic performance. This allocation is fluid until the school is further developed i.e. the main body of students has been with us on a long-term basis. As an International School we will always have new students arriving in each grade but as the school ages our student population from PK will grow with us and not need such intensive ESL support.

The allocation of funds for the school's purpose, schoolwide learning outcomes and student learning will remain high and fluid over the coming years.

D2. Resource Planning Criterion: The governing authority and the school execute responsible resource planning for the future.

1. Describe the long-range plans that are in place for the future development of the school, such as financial development, new or remodeled buildings, additional curricular and co-curricular offerings, etc.

Unity is continuing to expand. As a new site, renovation isn't necessary for at least 5 years. Currently, we are building a new PK-K3 building and completing our grades 1-4 building on the larger Unity site. The current PK through grade 2 students are located on the original Unity site across the street from Unity 2. This project has been budgeted for. Unity has several sister schools, which are well established. These schools ensure future financial stability for Unity as we continue to increase our real estate.

2. How are stakeholders informed of the present and future resource needs of the school?

Parents pay a Capital Improvement fee (10,000 THB) every year, which also helps cover expenses of growth and future renovations- approximately 6 million baht from Unity alone. Parents are heavily invested in the continued improvements we make at Unity. Parents attend PTA meetings and speak directly to the Owner and Administration about "must haves." For example, when we were creating our technology plan for the middle and high school campus, we had families who wanted to ensure their students used the Windows platform and families who wanted the iMac platform. To accommodate the needs of families and students we created a Windows lab and an iMac lab. Students gain exposure to both, making them proficient on both platforms. At Unity we strive to meet the needs and requests of the parents and students while ensuring our students our globally educated and ready for college.

Category D: Resource management and Development

Achievements:

- The school has developed an adequate financial base to give reasonable assurance of continued financial stability.
- Resources are sufficient to support anticipated growth; multi-year planning is in place to ensure continued viability.
- The school has procedures in place for ensuring a well-qualified staff, adequate facilities and instructional materials.
- There is correlation between the school's resource allocations and the schoolwide learner outcomes.
- There are written policies for acquiring and maintaining adequate instructional materials, textbooks, technology and laboratory materials.
- The school has developed a multi-year fiscal plan to focus on the goal of student learner outcomes and achievement.
- Governing authorities are involved with the Ministry of Education about the short- and long-term financial needs.
- Stakeholders are involved in the future planning of the school.

Areas for Focus:

- More attention to professional development in long-range planning.
- Create adoption cycle to mirror new adoptions from the US Common Core books.
- Create a line item for continued investment into the library.
- Create a line item for guidance counselor and additional funds to support college trips.
- Create a School Site Council to help with stakeholder involvement in the future planning of the school.

Part IV: Admission Procedures and Records

What are the entrance requirements to the school? Include the levels of English required at the various grade levels for admission. This includes schools where English is not the only language of instruction.

1. Attach copies of the documents and assessments that are used for admission. This includes evaluations for determining the level of English proficiency, if applicable.

   Students are assessed using STAR 360.

2. Describe the admissions procedures used by the school.

3. How are permanent records/transcripts secured against fire, theft, etc.?

4. If the school ever discontinues operation, where will permanent records/transcripts be transferred and permanently housed? How are parents and students informed of this plan?

Applicability

This policy applies to all applicants to Unity Concord International School and the administration of the School in charge of admissions.

Policy Statements

Diversity

The School strives to attract, enroll, and retain at our school the broadest spectrum of students and family's representative of the rich diversity existing in Chiang Mai.

Tuition and Non-Discrimination

The School charges tuition. The school will not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. However, the school is only equipped to provide services for students whose disabilities are not considered severe.

Open Enrollment

Admission is available to any student who wishes to attend the School. However, if the number of students who wish to attend the school exceeds the School's capacity, attendance, except for existing pupils of the School, shall be determined by a waiting list. Pupils currently attending the School shall be guaranteed placement for the subsequent year.

Preference in the waiting list shall be extended to the following in order of priority:

a. Siblings of students currently enrolled in the school

b. Children of staff and governing board members

c. Entrance Exam Scores

4. Minimum Age

Thai Law requires a child to be five years of age by the start of Kindergarten 3.

A student must be age 6 (or have completed one year of Kindergarten) to start 1st grade. A child enrolled in public or private Kindergarten may be deemed ready for first grade by the Board with the consent of a parent or guardian as long as the child is at least five years of age.

Immunizations

Thailand does not require immunizations for school.

Physical Examinations

Thailand does not require a physical examination to begin school.

Enrollment Cut-Off Dates

There is no cutoff date to enter school during the year.

Procedural Requirements

1. On an annual basis, the School will determine its maximum capacity and offered grade levels for student enrollment, if any.

2. An open enrollment period will be held annually, which is advertised within the school community so that all interested students may have an equal opportunity to apply for admission. A deadline for accepting applications will be clearly stated.

3. Enrollment forms will be sorted by grade and counted.

4. In the event that capacity is not met at a certain grade level, all students applying for enrollment into that grade will be enrolled and shall be considered an "existing student" for purposes of this procedure.

5. In the event that the number of enrollment applications exceeds capacity at any grade level:

a. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year.

6. Enrollment or waiting list confirmations will be mailed. Registration packets will also be mailed at this time and will consist of required information.

7. If completed registration information is not submitted by the date required in the Registration Packet the slot will be forfeited.

8. Waiting lists will be maintained for the current enrollment year only. Waiting lists will not carry over to the following year and those applicants on the waiting list must re-apply the following year. No priority can be given to former waiting list applicants for the following year.

9. Any enrollment forms applying for enrollment received after the open-enrollment deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a waiting list will be placed in the first position on a waiting list for that grade.

10. Once placed on a waiting list, a student will remain on the list until one of the following occurs:

a. The student is accepted into the School as space becomes available and enrolls in the School.

b. The parent/guardian requests that the student be removed from the waiting list.

c. The school year ends.

11.When a space becomes available in a grade level, the slot will be offered to the first name on the waiting list for that grade level if a waiting list exists for that grade level. The notification will be mailed to the address on the enrollment form and will consist of a written offer letter along with a response form for the parent to return to the School.

12. It is the parent's responsibility to update their contact information continuously with the School. The School shall not be responsible for failure to contact a waiting list parent due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:

a. Accept the available slot. The acceptance must be received by the School within three (3) days of the date of the offer letter in order for the acceptance to be valid.

b. Decline the available slot and be removed from the waiting list

c. Decline the available slot and be placed at the end of the waiting list

d. If the School does not receive a response from within three (3) days, the School will deem the Parent to have declined the available slot and remove the student from the waiting list.

13. Prior to admission, the following must occur:

a. If the child has not attended the School before, it is mandatory that the parents provide a birth certificate for the child.

b. Parents shall attend a parent orientation.

c. Registration packets must be submitted by the date required in the registration packet.

d. The registration packet shall include student records from schools the student has attended or is currently attending.

e. The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.

f. A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided.

g. A copy of any existing Individual Education Program (IEP) for the student shall be provided.

How are permanent records/transcripts secured against fire, theft, etc.?

Permanent records are stored in our Cloud based SIS program.

If the school ever discontinues operation, where will permanent records/transcripts be transferred and permanently housed? How are parents and students informed of this plan?

The records would be transferred electronically via Rediker SIS system to the Thai Ministry of Education. Prior to that, families would be given hard copies and they will access via the Parent Portal.

Part IV: Admission Procedures and Records

Achievements:

- Unity has a clearly defined admissions policy.
- Unity has secured records and transcripts against fire and or theft.
- Unity has a plan in place should the school discontinue operations.
- Unity offers students additional ESL support.
- Unity offers students additional opportunities for tutoring.
- Unity has created program, such as UP to accommodate the large population of English learners.

Areas for Improvement:

- While the STAR test gives some ESL data, the school should look at assessment testing, such as the CA English Language Development Test (CELDT) test in the US for a more valid and reliable measure of how ESL students are progressing.

Part V: Major Achievements/Accomplishments

Major Achievements/Accomplishments*:* Summarize the list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

Achievements:

- Administration and the Unity Board have a cohesive working relationship.
- Unity's Board has developed policies, goals and a clear evaluation process to ensure they remain effective.
- Unity has a strong Human Resources department, organization chart, employee files, employee handbook, job descriptions, staff evaluation forms and salary schedule.
- The Vision, Mission and ESLRs of Unity unify the campus around common themes that guide what we are doing.
- Unity has a website and Facebook page which are regularly updated and used to inform parents and community members about the schools' purpose.
- Unity has Parent/Student handbook, clear rules regarding discipline.
- Unity has a well-developed School Safety Plan, and supervision plan.
- Unity's leadership has developed a comprehensive schoolwide action plan with identified measures of success that show the impact on student learning.
- Unity's leadership team has developed programs to address the ELL population.
- Unity's stakeholders as well as the community have access to a published Annual Update.
- Teachers can grow professionally with the guidance of the onsite mentorship.
- Unity's facilitates include libraries, computer labs and nurses' rooms which are functional, clean, safe and support the instructional program in a healthy setting.
- Parents are informed regularly regarding student work/performance via conferences, class DOJO and Remind.
- The systems in place for allocating funds are effective.
- Unity is financially stable and secure.
- Ongoing monitoring of learning in the forms of STAR Reading and Math Benchmark Tests, curriculum grade level benchmark testing, and checking for understanding.
- Analyzing data at each grade level.
- Creation on Unity Pathways Program.
- Student awareness of current learning levels by knowing their current grades.
- Staff comes together to help students succeed.
- Teachers are using Benchmark Test results to drive instruction and identify critical learner's needs. Those students can request tutoring up to 5 day per week.
- Unity offers a rigorous, standards-based curriculum and extra-curricular activities that motivate students to challenge themselves as learners and leaders.
- Struggling students and their parents receive valuable support through tutoring. This enables students to scaffold onto their current understanding and bridge the gap between performance and grade-level expectations, while taking pride in their progress.
- Unity teachers successfully integrate multi-media and multi-modality learning into their classrooms with on-line access to the curriculum, performance tasks, field trips, guest lecturers, magazine subscriptions, manipulatives and a variety of other resources.

- Unity provides many opportunities for students to be involved in activities beyond the classroom. These activities include clubs, sports, tutoring, service groups, cultural groups, global awareness groups and more.
- Unity has established a process for educating parents on understanding that student achievement is based on the accomplishments of the schoolwide learner outcomes.
- Parents are active in the school and the roles, responsibilities and communication channels are clearly delineated.
- Unity's stakeholders take part in planning for the school's further development.
- Students have positive relationships with adults on campus. The generally positive atmosphere contributes overall to relatively low rates of major discipline issues like fights and encourages students to make the most of their PK-12 school experience.
- Unity employs a variety of communication strategies to keep parents informed.
- Unity has a clearly defined admissions policy.
- Unity has secured records and transcripts against fire and or theft.
- Unity has a plan in place should the school discontinue operations.
- Unity offers students additional ESL support.
- Unity offers students additional opportunities for tutoring.
- Unity has created program, such as UP to accommodate the large population of English learners.

Areas for Focus: Summarize the list of major school needs, focusing on student achievement.

- While Unity has Safe Schools online professional development and have had various trainings. Unity must find a way to schedule PD more regularly.
- While many teachers participate in professional development, there is no clear, overall strategy for ensuring that teachers are growing professionally through ongoing education.
- Unity has a many new teachers that are being underutilized because there has not been time to train them.
- While Unity is working to collect student data, the school must work towards staff collaboration regarding the regular review of such data.
- While Unity is using Rediker to produce report cards and transcripts, Unity must fully utilize Rediker and open the Parent Portal.
- While Unity's motto is "Creating Together" the school needs to look at "branding" (possible STEAM or technology focus).
- More community and stakeholder involvement to monitor student progress. Possible parent center/resource room for parent's and PTO.
- Students need more consistent feedback about classwork both in class and regular reporting of grades (homework/projects).
- Parents need online access to grades for current and up-to-date grades.
- Staff needs more training and time to learn how to analyze data to drive instruction.
- Low scores indicate a need for more rigorous instruction in vocabulary development and written communication.
- Math assessments indicate the need for targeted instruction in reasoning and data analysis.

- Supplemental math instructional materials to address the gap between standard and metric system.
- We can offer more extra-curricular programs for our student population, particularly our high achieving students.
- We can continue to work on our intervention program so that students receive appropriate and effective support. Further enhance our parent education with mailers, information nights and brief text messages.
- We can provide our teachers with more opportunities to collaborate amongst grade levels; this will help ensure that more of our teachers are fully utilizing the curriculum and technologies that are available to them. It will also provide them with more opportunities to analyze the assessment data and develop consistent strategies that are utilized across grade levels.
- We can utilize more community resources to support students through activities such as career day, partnerships and public speakers.
- While the STAR test gives some ESL data, the school should look at assessment testing, such as the CA English Language Development Test (CELDT) test in the US for a more valid and reliable measure of how ESL students are progressing.