Middle College High

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

| School Contact Information (School Year 2018—19)	
School Name	Middle College High
Street	2600 Mission Bell Dr.
City, State, Zip	San Pablo, Ca, 94806-3195
Phone Number	510-215-3881
Principal	Finy Prak
E-mail Address	fprak@wccusd.net
County-District-School (CDS) Code	07617960730291

Last updated: 1/10/2019

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

Middle College was also recognized by the U.S. News and World Report as a best school in America in 2007, 2008, 2009, 2011, 2014, 2015, 2016 and 2018.

Last updated: 11/28/2018

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

Grade Level	Number of Students
Grade 9	76
Grade 10	74
Grade 11	74
Grade 12	72
Total Enrollment	296
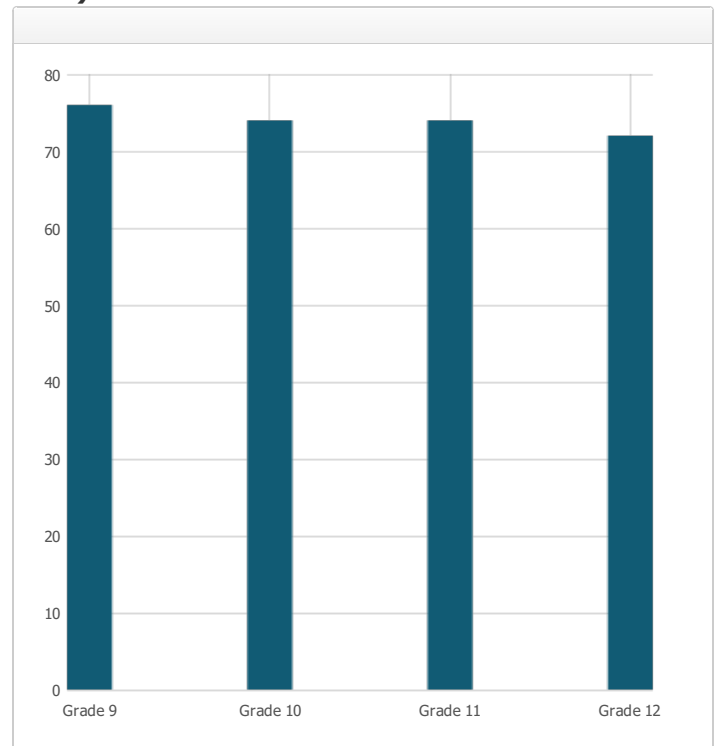
Last updated: 1/23/2019

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

Student Group	Percent of Total Enrollment
Black or African American	18.6 %
American Indian or Alaska Native	%
Asian	14.2 %
Filipino	5.7 %
Hispanic or Latino	51.7 %
Native Hawaiian or Pacific Islander	1.0 %
White	8.1 %
Two or More Races	0.7 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.6 %
English Learners	2.7 %
Students with Disabilities	0.3 %
Foster Youth	%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	10	10	10	1211
Without Full Credential	0	0	0	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10
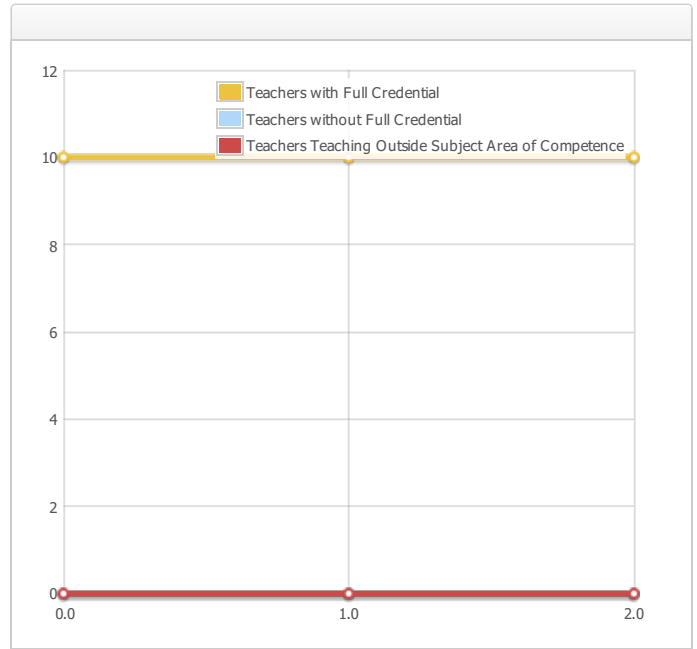
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall Literature, c2002	Yes	0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018	Yes	0.0 %
Science	McDougal Littell Biology, c2008	Yes	0.0 %
History-Social Science	McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruders American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008	Yes	0.0 %
Foreign Language	Prentice Hall Realidades, (Spanish 1-3) c2004	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

School Facility Conditions and Planned Improvements

MCHS students have access to all College facilities and services, including classrooms, science labs, computer labs, the library, the Career Center, the Media Center, the food service area, and the Three Seasons Restaurant. The College also provides office space for the MCHS faculty and staff and a workroom/lunchroom. The College is responsible for custodial, maintenance, and repair services. The college is currently in a multi-year process of renovating buildings and upgrading facilities to meet the needs of all students.

Last updated: 1/15/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	96.0%	84.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	62.0%	55.0%	25.0%	24.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/23/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	74	100.00%	83.78%
Male	33	33	100.00%	81.82%
Female	41	41	100.00%	85.37%
Black or African American	13	13	100.00%	46.15%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	41	41	100.00%	92.68%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	55	55	100.00%	81.82%
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/2019

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

CAASPP Test Results in Mathematics

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	74	100.00%	55.41%
Male	33	33	100.00%	60.61%
Female	41	41	100.00%	51.22%
Black or African American	13	13	100.00%	30.77%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	41	41	100.00%	58.54%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	55	55	100.00%	56.36%
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/2019

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

Middle College High School does not have a separate CTE program due to the nature of the design which gears students to graduate high school with a diploma and an Associates of Arts degree in Mathematics and Science from Contra Costa College. At the same time, MCHS students have opportunities to take variety of CTE courses such as Administration of Justice & Biotechnology from the college.

Last updated: 1/28/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	84.6%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	27.0%	27.0%	32.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Freshman parents also get to participate in Student-Led conferences during one of the quarterly parent events.

# State Priority: Pupil Engagement

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

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	100.0%	100.0%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	7.5%	9.1%
Graduation Rate	96.3%	80.2%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
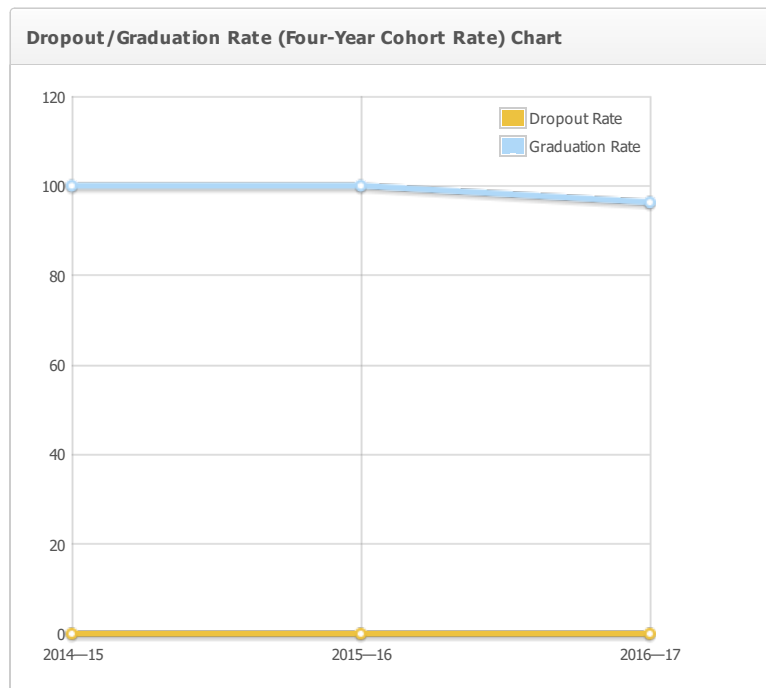
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/23/2019

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

Student Group	School	District	State
All Students	98.1%	85.0%	88.7%
Black or African American	100.0%	79.7%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	100.0%	94.9%	94.9%
Filipino	100.0%	95.2%	93.5%
Hispanic or Latino	96.8%	83.6%	86.5%
Native Hawaiian or Pacific Islander	100.0%	94.4%	88.6%
White	100.0%	87.9%	92.1%
Two or More Races	0.0%	88.0%	91.2%
Socioeconomically Disadvantaged	100.0%	88.1%	88.6%
English Learners	0.0%	62.0%	56.7%
Students with Disabilities	0.0%	59.2%	67.1%
Foster Youth	100.0%	75.0%	74.1%

| Student Group	School	District	State

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	--	1.1%	1.0%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions
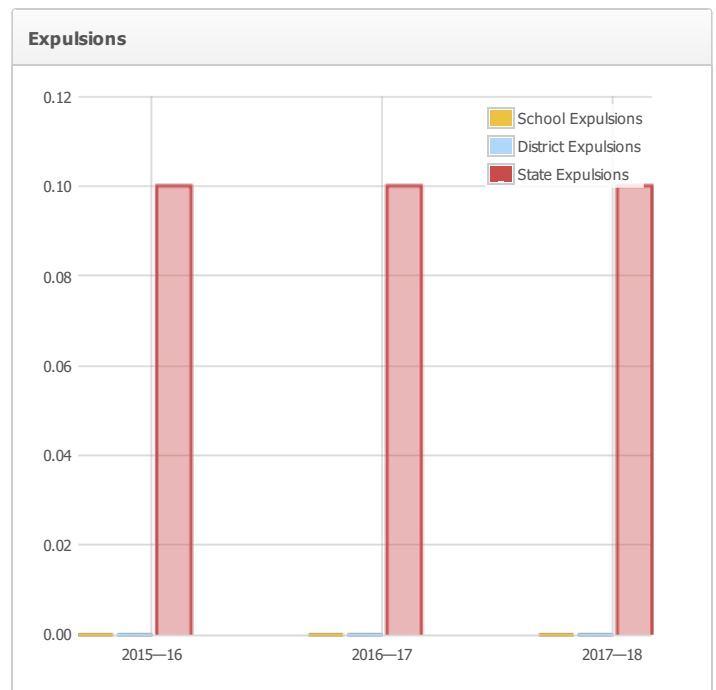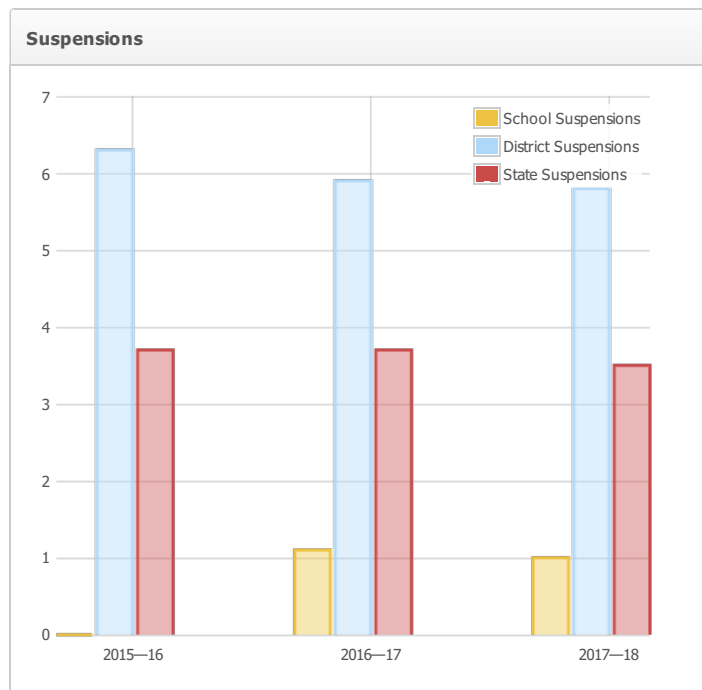
Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

The School Safety and Emergency team coordinates with Contra Costa College's safety and emergency team which meets monthly, and uses the College's safety plan. Both teams review the plan at the beginning of the year. Students are supervised by MCHS faculty, staff, and Contra Costa College police services. CCC Police Officers and several police aids are on duty before, during, and after school to monitor offices on the campus throughout the day.

Last updated: 1/15/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	16	6	3
Mathematics	25.0	2	6	
Science	27.0	2	3	1
Social Science	23.0	6	5	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	14	10	2
Mathematics	18.0	11	1	
Science	26.0	2	4	
Social Science	24.0	4	7	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	16	13	1
Mathematics	19.0	9	3	
Science	25.0	2	4	
Social Science	25.0	5	6	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/23/2019

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

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

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

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

Last updated: 1/18/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6347.4	$1178.2	$5169.2	$53876.7
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-39.6%	-22.7%
State	N/A	N/A	$6574.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-23.9%	-39.9%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

• STUDY TRIPS

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
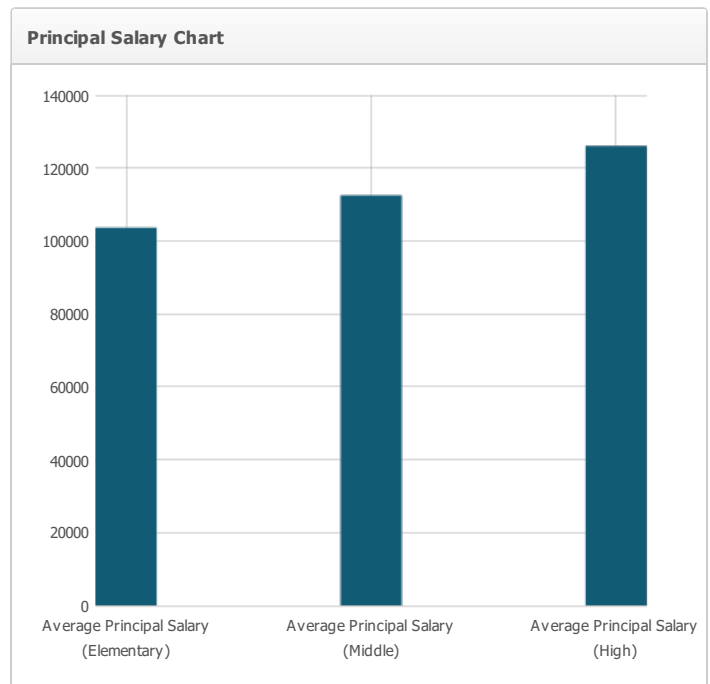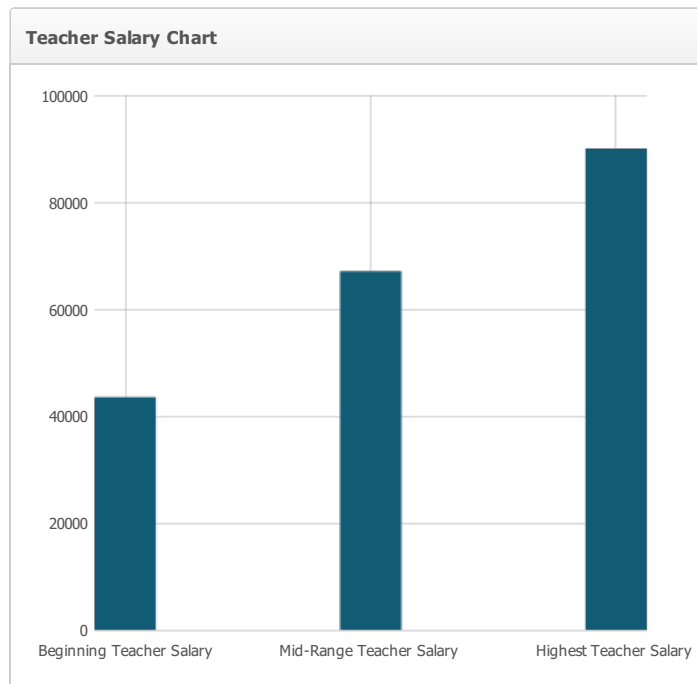
Professional Development

• Beginning Teacher Support and Assessment (BTSA)
• MCHS and CCC Faculty Math/Science Collaboration
• Middle College National Consortium Workshops for MCHS and CCC faculty and administration
• CCC Council of Chairs
• CCC Academic Senate
• District sponsored professional development workshops
• Non-District professional development
• Contra Costa College professional development workshops and seminars
• The Middle College National Consortium Summer Conference

• The Middle College National Consortium Student Conference
• The Middle College National Consortium Principals' Institute and Technical Assistance Conference

Through collaboration with all of our partners, MCHS constantly monitors both individual student progress and the effectiveness of the MCHS program. Teachers and administrators from both the high school and the college regularly attend national conferences of the Middle College National Consortium to evaluate our progress and share best practices. All teachers attend content-based professional development workshops both inside and outside of the district.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principal, in turn, provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Last updated: 11/28/2018