

Middle College High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 (Most Recent Year)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Middle College High School |
| Street | 2600 Mission Bell Drive |
| City, State, Zip | San Pablo, CA 94806-3195 |
| Phone Number | (510) 215-3881 |
| Principal | Anne Shin |
| E-mail Address | ashin@wccusd.net |
| Web Site | http://www.wccusd.net/Domain/759 |
| Grades Served | 9-12 |
| CDS Code | 07-61796-0730291 |

| District Contact Information | |
|-------------------------------------|---|
| District Name | West Contra Costa Unified School District |
| Phone Number | (510) 231-1100 |
| Superintendent | Dr. Bruce Harter |
| E-mail Address | bharter@wccusd.net |
| Web Site | www.wccusd.net |

School Description and Mission Statement (Most Recent Year)

Middle College High School was established in 1989 as collaboration between the West Contra Costa Unified School District and Contra Costa College. The program was structured to provide successful, challenging, and meaningful experiences for students identified as having high ability but were not reaching their potential. Every student has the opportunity to earn a high school diploma and 60 transferable college credits simultaneously. In 2005 and 2009, Middle College High School received the California Distinguished School Award. In 2006, the school was honored by the U.S. Department of Education as a No Child Left Behind - Blue Ribbon School. 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 and 2015. In 2011, Middle College High School graduated two Gates Millennium Scholars.

The vision of Middle College High School is to transform today's scholars into tomorrow's leaders. To that end, our mission is to provide a nurturing, academically challenging environment for nontraditional and at-risk youth to ensure high school completion and success in college and beyond. Our goal is to provide, in collaboration with Contra Costa College (CCC), a nurturing and academically challenging environment for traditionally under-served students to reach their full potential in a non-traditional high school setting. Our goal is to allocate personnel and fiscal resources to ensure equitable outcomes for all students. Our design gives students a special opportunity to gain a range of skills that will provide motivation and support for their lifelong personal, academic, and social growth. Our staff is dedicated to working collaboratively with the vision of continually enhancing the school program as a challenging, stimulating, caring, and supportive learning environment with high expectations for students who are able to meet the evolving demands of a global society.

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 9 | 74 |
| Grade 10 | 67 |
| Grade 11 | 64 |
| Grade 12 | 62 |
| Total Enrollment | 267 |

Student Enrollment by Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 24 |
| Asian | 12.4 |
| Filipino | 5.6 |
| Hispanic or Latino | 50.2 |
| Native Hawaiian or Pacific Islander | 1.5 |
| White | 5.6 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 56.2 |
| English Learners | 6 |
| Students with Disabilities | 0.7 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | District |
|--|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 10 | 10 | 9 | 9 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 96.9 | 3.2 |
| High-Poverty Schools in District | 96.8 | 3.2 |
| Low-Poverty Schools in District | 97.1 | 2.9 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------------|---|
| Reading/Language Arts | <p>High School Selected Novels for each grade level. Prentice Hall Literature, Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature, Timeless Voices – Ruby (English 3); Prentice Hall Literature, Timeless Voices - (English 4).</p> <p>College Selected novels for each course Troyka, Quick Access - all courses</p> | Yes | 0% |
| Mathematics | <p>High School Key Curriculum Press, Discovering Geometry, (Geometry)</p> <p>College Martin-Gay, Beginning Algebra (Math 118) Martin-Gay, Intermediate Algebra (Math 120) Smith, Essentials of Trigonometry (Math 121) Sullivan, Fundamentals of Statistics (Math 164) Greenwell, Finite Mathematics (Math 170) Stewart, Pre-Calculus (Math 171) Stewart, Single Variable Calculus (Math 190) Stewart, Calculus Early Transcendentals (Math 191, 290)</p> | Yes | 0% |
| Science | <p>High School McDougal Littell, Biology</p> <p>College Campbell, Essential Biology (Biology 110) Ebbing, Introduction to Chemistry (Chemistry 119) Hewitt, Conceptual Physics (Physics 119)</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| History-Social Science | High School Glencoe, World Geography and Cultures (Cultural Geography) McDougal Littell, Modern World History World History) McDougal Littell, The Americas (US History) McDougal Littell, Economics (Economics) Prentice Hall, Magrudar's American Government (American Government) College Franklin, From Slavery to Freedom (History122, 123) Selected texts - (Humanities 113,120, LaRaza 113, Psychology 126, 130,132,140, 220, Political Science 125) | Yes | 0% |
| Foreign Language | | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | Laboratory equipment is provided by Contra Costa College to meet the needs of all high school science classes. | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014 | | | | |
|---|---------------|------|------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | | | |
| Interior: Interior Surfaces | | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | | | | |
| Electrical: Electrical | | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | | |
| Safety: Fire Safety, Hazardous Materials | | | | |
| Structural: Structural Damage, Roofs | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | | |

Overall Facility Rating (Most Recent Year)

| Year and month in which data were collected: July 2014 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|--------------------------------|--|----------|-------|
| | School | District | State |
| English Language Arts/Literacy | 92 | 32 | 44 |
| Mathematics | 60 | 22 | 33 |

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 64 | 63 | 98.4 | 2 | 6 | 44 | 48 |
| Male | 11 | | 18 | 28.1 | 6 | 17 | 28 | 50 |
| Female | 11 | | 45 | 70.3 | 0 | 2 | 51 | 47 |
| Black or African American | 11 | | 15 | 23.4 | 7 | 13 | 47 | 33 |
| Asian | 11 | | 9 | 14.1 | -- | -- | -- | -- |
| Filipino | 11 | | 6 | 9.4 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | | 28 | 43.8 | 0 | 7 | 46 | 46 |
| Native Hawaiian or Pacific Islander | 11 | | 2 | 3.1 | -- | -- | -- | -- |
| White | 11 | | 3 | 4.7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | | 5 | 7.8 | -- | -- | -- | -- |
| English Learners | 11 | | 1 | 1.6 | -- | -- | -- | -- |
| Foster Youth | 11 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 64 | 63 | 98.4 | 13 | 27 | 48 | 13 |
| Male | 11 | | 18 | 28.1 | 17 | 11 | 56 | 17 |
| Female | 11 | | 45 | 70.3 | 11 | 33 | 44 | 11 |
| Black or African American | 11 | | 15 | 23.4 | 33 | 20 | 40 | 7 |
| Asian | 11 | | 9 | 14.1 | -- | -- | -- | -- |
| Filipino | 11 | | 6 | 9.4 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | | 28 | 43.8 | 4 | 36 | 50 | 11 |
| Native Hawaiian or Pacific Islander | 11 | | 2 | 3.1 | -- | -- | -- | -- |
| White | 11 | | 3 | 4.7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | | 5 | 7.8 | -- | -- | -- | -- |
| English Learners | 11 | | 1 | 1.6 | -- | -- | -- | -- |
| Foster Youth | 11 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 83 | 81 | 74 | 46 | 48 | 46 | 59 | 60 | 56 |

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|-------------------------------------|---|
| All Students in the LEA | 46 |
| All Students at the School | 74 |
| Male | 74 |
| Female | 74 |
| Black or African American | 73 |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 73 |
| Native Hawaiian or Pacific Islander | -- |
| White | -- |
| Socioeconomically Disadvantaged | -- |
| Students with Disabilities | 73 |
| Foster Youth | -- |

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

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.

Career Technical Education Participation (School Year 2014-15)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | N/A |
| % of pupils completing a CTE program and earning a high school diploma | N/A |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | N/A |

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 92 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 94 | 89 | 80 | 42 | 35 | 38 | 57 | 56 | 58 |
| Mathematics | 90 | 91 | 86 | 41 | 35 | 36 | 60 | 62 | 59 |

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

| Group | English-Language Arts | | | Mathematics | | |
|---------------------------------|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA | 55 | 22 | 23 | 56 | 31 | 13 |
| All Students at the School | 20 | 30 | 50 | 14 | 55 | 32 |
| Male | 23 | 29 | 48 | 6 | 61 | 32 |
| Female | 17 | 31 | 51 | 20 | 49 | 31 |
| Black or African American | 13 | 7 | 80 | 13 | 53 | 33 |
| Hispanic or Latino | 18 | 41 | 41 | 9 | 59 | 32 |
| Socioeconomically Disadvantaged | 20 | 29 | 51 | 10 | 66 | 24 |

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.

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 30.10 | 27.40 | 23.30 |

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

SCHOOL SITE COUNCIL: Every school must have a School Site Council composed equally of school staff and parents or students. Members of the SSC are elected by their peers (e.g., teachers, classified employees, parents, and students). School staff membership must include a majority of either classroom teachers or at least one staff member who is neither the principal nor a teacher. The role of the SSC is to review and approve the School Site Plan and to approve the allocation of funds. The minimum number of SSC members for a middle or high school is twelve. At middle and high schools, students must constitute half of the parent and student membership and together must equal the total school staff membership. A community member may take the place of a parent if chosen by parents of students currently attending the school (Education Code Section 52852).

PARENT-TEACHER -STUDENT ASSOCIATION: In December 2012 Middle College established a Parent-Teacher-Student Association.

QUARTERLY PROGRESS PARENT NIGHT: Parents have opportunities to receive their child's progress reports in person and meet with teachers throughout the school year.

PARENT MEETINGS: Parents are also able to review school programs and ask questions at Freshman Preview Day and Orientation Night.

VOLUNTEERS: Parents have the opportunity to serve as volunteers during the school day and on study trips.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 0.00 | 0.00 | 0.00 | 18.20 | 13.30 | 14.60 | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 100.00 | 98.77 | 100.00 | 75.72 | 79.88 | 77.68 | 78.87 | 80.44 | 80.95 |

Completion of High School Graduation Requirements (Graduating Class of 2014)

| Group | Graduating Class of 2014 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 100 | 80.04 | 84.6 |
| Black or African American | 100 | 76.99 | 76 |
| American Indian or Alaska Native | | 100 | 78.07 |
| Asian | 100 | 91.43 | 92.62 |
| Filipino | 100 | 94.8 | 96.49 |
| Hispanic or Latino | 100 | 76.11 | 81.28 |
| Native Hawaiian/Pacific Islander | | 84 | 83.58 |
| White | 100 | 82.55 | 89.93 |
| Two or More Races | | 64.29 | 82.8 |
| Socioeconomically Disadvantaged | | 60.08 | 61.28 |
| English Learners | | 54.21 | 50.76 |
| Students with Disabilities | 100 | 77.49 | 81.36 |
| Foster Youth | -- | -- | -- |

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 0.35 | 0.00 | 0.00 | 10.15 | 6.59 | 6.16 | 5.07 | 4.36 | 3.80 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.04 | 0.03 | 0.02 | 0.13 | 0.10 | 0.09 |

School Safety Plan (Most Recent Year)

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|---|--------|----------|-------|
| Made AYP Overall | Yes | Yes | Yes |
| Met Participation Rate: English-Language Arts | Yes | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes | Yes |
| Met Percent Proficient: English-Language Arts | N/A | N/A | N/A |
| Met Percent Proficient: Mathematics | N/A | N/A | N/A |
| Met Attendance Rate | N/A | Yes | Yes |
| Met Graduation Rate | Yes | Yes | Yes |

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 21 |
| Percent of Schools Currently in Program Improvement | N/A | 72.4 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 24 | 7 | 11 | 2 | 25 | 4 | 13 | 2 | 22 | 10 | 11 | |
| Mathematics | 20 | 6 | 2 | | 18 | 8 | 2 | | 23 | 2 | 6 | |
| Science | 31 | | 4 | | 22 | 3 | 4 | | 25 | 2 | 3 | 1 |
| Social Science | 27 | 3 | 11 | 1 | 26 | 5 | 9 | 2 | 23 | 8 | 7 | 3 |

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1 | 275 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | .025 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | .10 | N/A |
| Resource Specialist | 0 | N/A |
| Other | 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$6634.04 | \$5720.70 | \$913.34 | \$66842.11 |
| District | N/A | N/A | \$9628.10 | \$56383.71 |
| Percent Difference: School Site and District | N/A | N/A | -90.5 | 18.5 |
| State | N/A | N/A | \$5,348 | \$72,971 |
| Percent Difference: School Site and State | N/A | N/A | -82.9 | -8.4 |

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Middle College School include:
LCFF - after school tutoring for all students

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$37,572 | \$43,165 |
| Mid-Range Teacher Salary | \$57,903 | \$68,574 |
| Highest Teacher Salary | \$77,623 | \$89,146 |
| Average Principal Salary (Elementary) | \$88,724 | \$111,129 |
| Average Principal Salary (Middle) | \$94,047 | \$116,569 |
| Average Principal Salary (High) | \$105,032 | \$127,448 |
| Superintendent Salary | \$227,250 | \$234,382 |
| Percent of Budget for Teacher Salaries | 31% | 38% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Advanced Placement (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

- 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.