Middle College High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 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 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 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	Middle College High
Street	2600 Mission Bell Drive
City, State, Zip	San Pablo, Ca, 94806-3195
Phone Number	510-215-3881
Principal	Finy Prak, Principal
E-mail Address	fprak@wccusd.net
Web Site	https://www.wccusd.net/Domain/759
County-District-School (CDS) Code	07617960730291

Last updated: 11/21/2017

## School Description and Mission Statement (School Year 2017-18)

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. Middle College High School was also nationally recognized as a Gold Ribbon School in 2016 and also ranked as the top best schools in US News.

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.

Last updated: 11/21/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	78
Grade 10	79
Grade 11	75
Grade 12	53
Total Enrollment	285
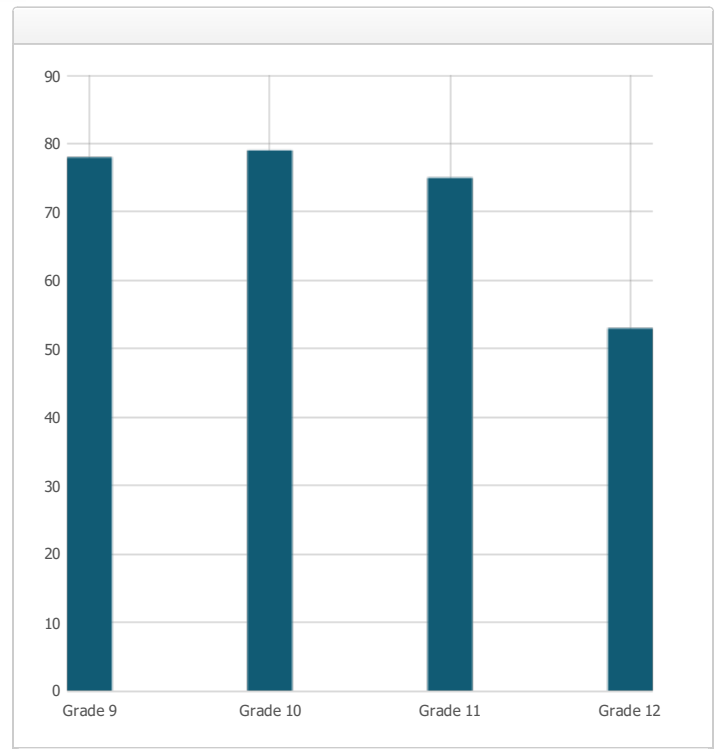
Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	20.4 %
American Indian or Alaska Native	0.0 %
Asian	11.2 %
Filipino	5.6 %
Hispanic or Latino	53.0 %
Native Hawaiian or Pacific Islander	1.4 %
White	7.4 %
Two or More Races	1.1 %
Other	-0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.0 %
English Learners	2.5 %
Students with Disabilities	0.4 %
Foster Youth	0.4 %

Last updated: 1/25/2018

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	10	10	1192
Without Full Credential	0	0	0	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14
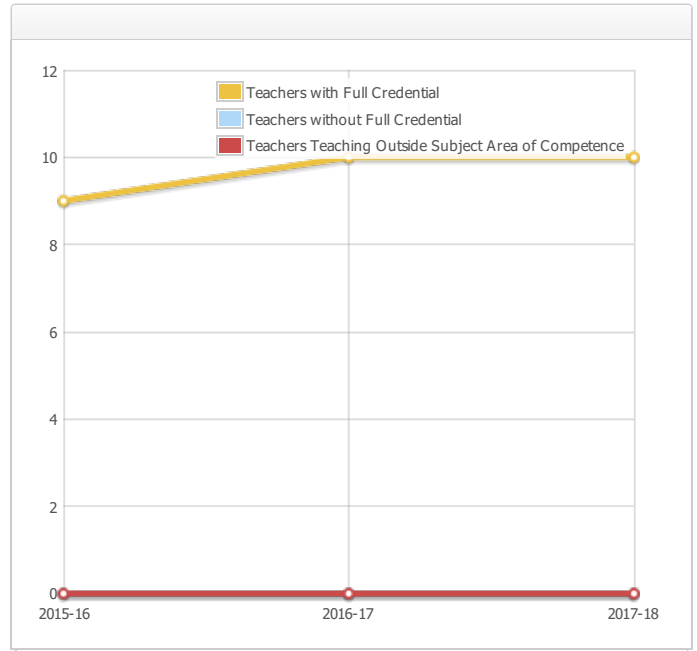
Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
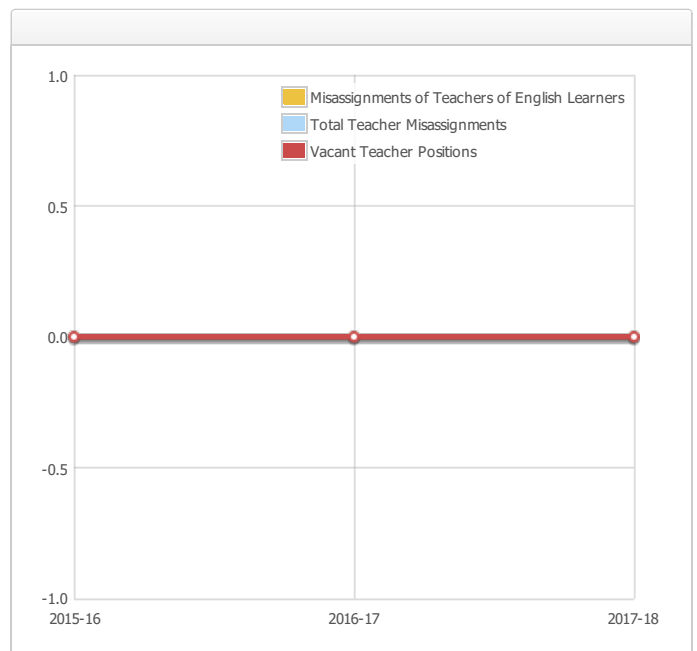
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

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		0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Key Curriculum Press Discovering Geometry, c2008		0.0 %
Science	McDougal Littell Biology, c2008		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		0.0 %
Foreign Language	Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004		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: 1/14/2018

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: 1/22/2018

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	96%	96%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	55%	62%	25%	25%	36%	37%

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: 1/25/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	73	98.65%	95.89%
Male	27	27	100.00%	100.00%
Female	47	46	97.87%	93.48%
Black or African American	18	17	94.44%	88.24%
American Indian or Alaska Native				
Asian			100.00%	90.91%
Filipino	--	--	--	
Hispanic or Latino	38	38	100.00%	100.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	47	46	97.87%	97.83%
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: 1/25/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	73	98.65%	61.64%
Male	27	27	100.00%	81.48%
Female	47	46	97.87%	50.00%
Black or African American	18	18	100.00%	44.44%
American Indian or Alaska Native				
Asian			100.00%	81.82%
Filipino	--	--	--	
Hispanic or Latino	38	37	97.37%	59.46%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	47	46	97.87%	60.87%
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: 1/25/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	74.0%	78.0%	46.0%	40.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/25/2018

Career Technical Education Programs (School Year 2016-17)

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: 11/21/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	90.5%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	26.0%	22.1%	20.8%

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: 1/25/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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 PARENT EVENT: Parents have opportunities to receive relevant information about their child's progress, PowerSchool training, workshops on FAFSA/DreamAct, College and Career 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

Last updated: 11/21/2017

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	14.6%	7.2%	8.7%	11.5%	10.7%	9.7%
Graduation Rate	100.0%	100.0%	100.0%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
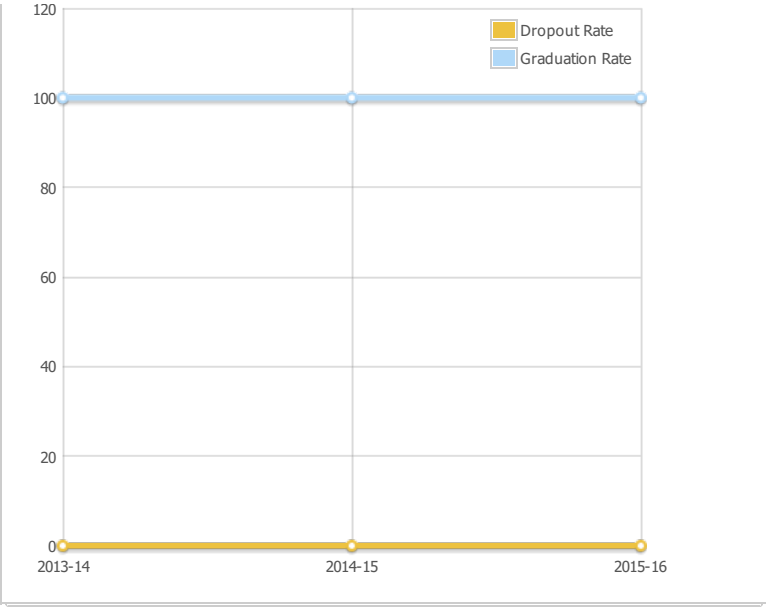
Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Student Group	School	District	State
All Students	100.0%	84.9%	87.1%
Black or African American	100.0%	78.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	100.0%	94.7%	94.4%
Filipino	100.0%	97.2%	93.8%
Hispanic or Latino	100.0%	83.2%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	100.0%	84.5%	91.0%
Two or More Races	0.0%	93.8%	90.6%
Socioeconomically Disadvantaged	100.0%	85.0%	85.5%
English Learners	0.0%	60.9%	55.4%
Students with Disabilities	0.0%	61.4%	63.9%
Foster Youth	0.0%	68.8%	68.2%

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	1.1%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
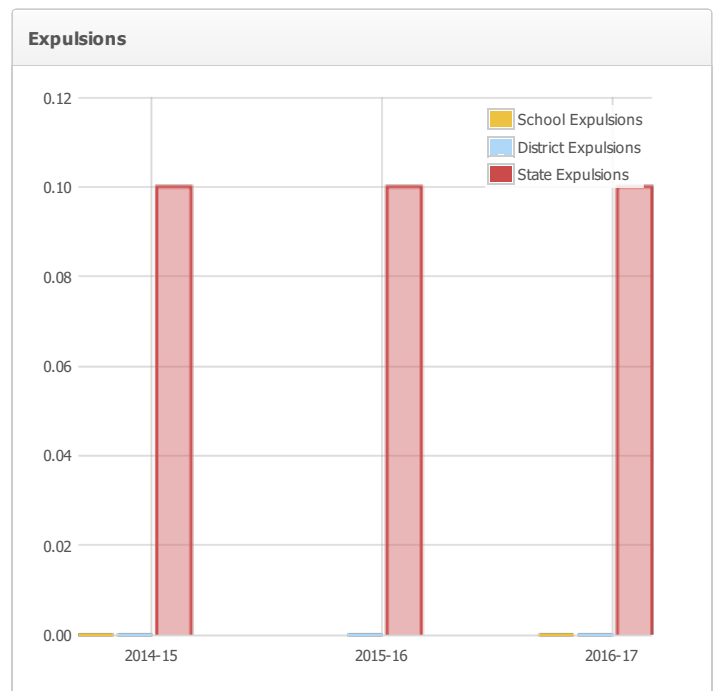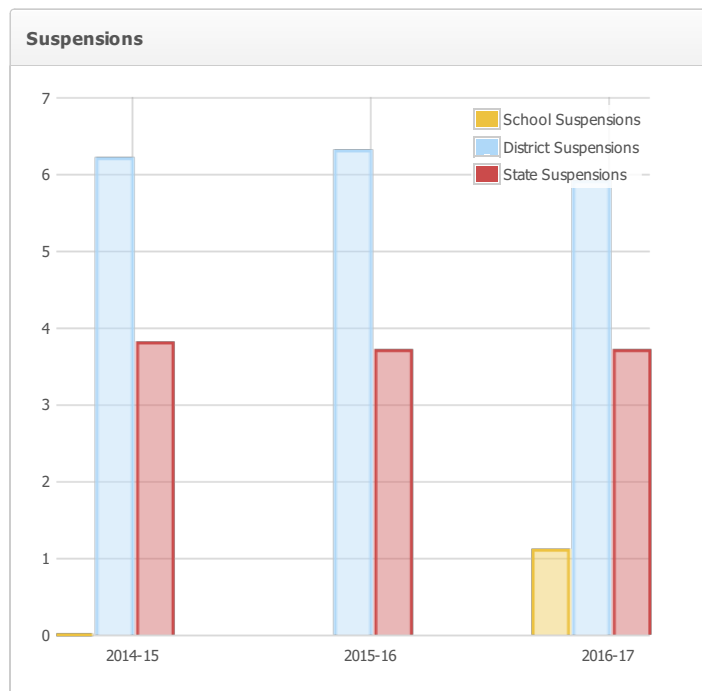
School Safety Plan (School Year 2017-18)

Revised by Elizabeth Montes-Nation

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	22.0	10	11	0	21.0	16	6	3	21.0	14	10	2
Mathematics	23.0	2	6	0	25.0	2	6	0	18.0	11	1	0
Science	25.0	2	3	1	27.0	2	3	1	26.0	2	4	0
Social Science	23.0	8	7	3	23.0	6	5	1	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.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	275.0
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	0.1	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: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13378.7	$3517.4	$9861.3	$69348.8
District	N/A	N/A	$10107.3	$61169.5
Percent Difference – School Site and District	N/A	N/A	-2.5%	12.5%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	40.0%	-13.3%

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

Last updated: 1/18/2018

## Types of Services Funded (Fiscal Year 2016-17)

- EXTRA CURRICULAR SITE ALLOCATION

- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,021	$47,808
Mid-Range Teacher Salary	$63,219	$73,555
Highest Teacher Salary	$84,748	$95,850
Average Principal Salary (Elementary)	$95,040	$120,448
Average Principal Salary (Middle)	$100,743	$125,592
Average Principal Salary (High)	$112,510	$138,175
Superintendent Salary	$231,795	$264,457
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 http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
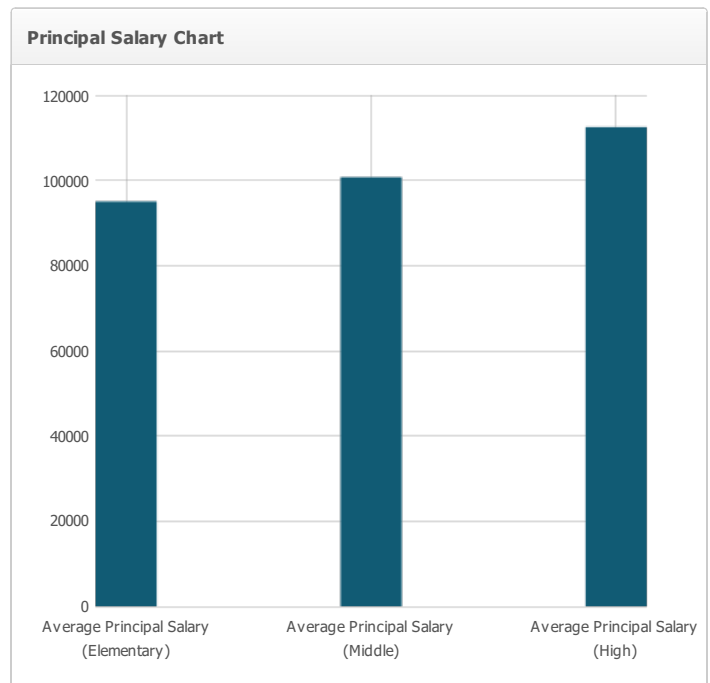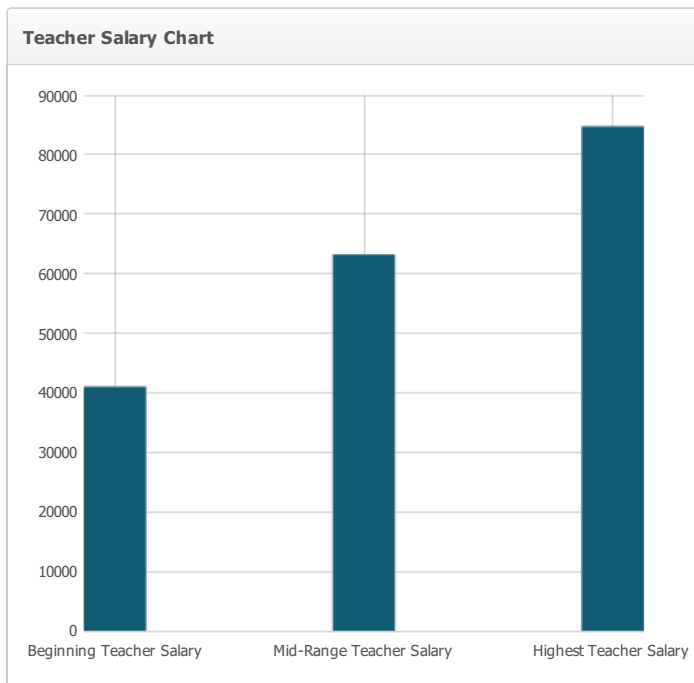
Last updated: 1/25/2018

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: 11/21/2017