2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) __ Elementary __ Middle ✓ **High** __ K-12 __Charter

Name of Principal **Gary Carlone**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Middle College High School**
(As it should appear in the official records)

School Mailing Address **2600 Mission Bell Drive**
(If address is P.O. Box, also include street address)

San Pablo	**CA**	**94806-3166**
City	State	Zip Code+4 (9 digits total)

County **Contra Costa County** State School Code Number* **07 61796 0730291**

Telephone **(510) 235-7800 ext. 4412** Fax **(510) 215-7927**

Website/URL **http://www.wccusd.k12.ca.us/MCHSCCC/** E-mail **gcarlone@gw.wccusd.k12.ca.us**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* **Dr. Cynthia LeBlanc, Interim Superintendent**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **West Contra Costa Unified School District** Tel. **(510) 234-3825**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson **Mr. Charles Ramsey**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   41 Elementary schools
   7 Middle schools
   _____ Junior high schools
   6 High schools
   _____ Other

   12 TOTAL

2. District Per Pupil Expenditure: $4,508

   Average State Per Pupil Expenditure: $7,244

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 15 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K				**8**			
1				**9**	33	43	76
2				**10**	25	42	67
3				**11**	28	45	73
4				**12**	24	26	50
5				**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					266

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

10 % White
25 % Black or African American
37 % Hispanic or Latino
28 % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	3
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	279
(5)	Total transferred students in row (3) divided by total students in row (4)	.0538
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 2 %
4 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish, Lao

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 104

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %
0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Emotional Disturbance	____Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	9	1
Special resource teachers/specialists		
Paraprofessionals		
Support staff	1	
Total number	11	1

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	n/a	n/a
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate[1]	30%	10%	0%	0%	0%
Student dropout rate (middle/high)	0%	0%	5%	0%	0%
Student drop-off rate (high school)[2]	20%	28%	35%	n/a[3]	n/a

[1] Of the four teachers represented in this category, three retired and one moved to a different city.
[2] Approximately 50% of the students in this calculation moved to other cities outside of the district.
[3] Data for the freshman who graduated in these years is not available due to a change in the district database.

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	55
Enrolled in a 4-year college or university	65%
Enrolled in a community college	24 %
Enrolled in vocational training	6 %
Found employment	0 %
Military service	2 %
Other (travel, staying home, etc.)	0 %
Unknown	3 %
Total	100 %

PART III - SUMMARY

Middle College High School was founded in 1989 as an alternative program of the West Contra Costa Unified School District (WCCUSD) in collaboration with Contra Costa College (CCC). We are located on the CCC campus and our mission is to *partner closely with the college to provide our students with a nurturing, academically challenging environment for at-risk youth to ensure their high school completion and success in college and beyond.* The vision statement goes on to describe our best practice model for effective teaching and learning: "*Through interaction with Middle College High School faculty, staff, [CCC] college, and the community, students explore a wide variety of areas and interests to build on their own abilities to reach their full potentials as contributing members of society."* Middle College High School (MCHS) is also guided by five Expected Schoolwide Learning Results (ESLR), which were developed by focusing on what students needed to learn by graduation, and aligning that with the State content standards. The ESLRs will be discussed in more detail under *Curriculum and Instruction.*

Our student population is very diverse ethnically and culturally, and is comprised of students with potential who were not thriving in the large urban school environment. MCHS demographic make-up is presently 37% Hispanic, 28%Asian/Pacific Islander, 25% African American, and 10% White.

The cornerstone of the Middle College High School (MCHS) program is a rigorous, relevant curriculum that encourages higher order thinking skills and independent learning. Our curriculum is standards-based, our teachers are highly qualified, and instruction is innovative and adapted to different learning styles. Our students are active participants in the design and implementation of their education through goal setting, portfolios, self-reflection, peer tutoring metacognitive strategies, and self-monitoring of progress towards Learning Results and Standards. As a result, MCHS has the highest STAR test results and California High School Exit Exam (CAHSEE) passage rate of any secondary school in the WCCUSD, and was ranked at 10 out of 10 on the Academic Performance Index for the entire State and among similar schools. As a result, MCHS was selected to receive a California Distinguished School Award in 2005, and has been nominated for the Blue Ribbon School Program. All 55 students in the class of 2004 graduated, 11 with an AA degree, 89% continued on to college, 5.5% entered vocational training, and 2% joined the armed forces.

All 266 of our students are enrolled in a college preparatory sequence and receive the academic and motivational support to succeed. Students receive career and college counseling while taking standards-aligned high school and college courses toward a chosen major and/or AA degree. We build skills transferable to college and the work force, especially through Advancement Via Individual Determination (AVID) – a nationally-recognized, research-proven program that helps underserved students succeed academically and attend college. The AVID model reinforces our approach of collaboration and team

teaching, inquiry rather than lecture, writing as a tool for learning, and the development of study skills. Small classes allow for more one-on-one attention and consistent emotional support from the staff. One only has to look at last year's 100% graduation rate to see evidence of this support.

Students are very active in governance and student life at MCHS and the college. They participate in a range MCHS and college clubs and committees, and leadership activities such as running the campus-wide recycling program and canned food drives for the Richmond Rescue Mission. Parents are also active in school governance and support. In a recent survey, 90% were satisfied with the academic experience at MCHS, and 90% agreed that MCHS was a good choice for their child. The school culture and climate are structured to engage and motivate our young people to succeed. Our students rise to meet all expectations and make themselves, and us proud. The MCHS school community is proud of our school's success and shares our best practices and lessons learned whenever possible, within WCCUSD and across the nation.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:
Academically, Middle College High School (MCHS) has been in the top ten percent of all high schools in California for the past three years, and in the top ten percent of high schools with similar demographics for over five years. We have made steady improvement on the California Standardized Testing and Reporting (STAR) exams, and have far exceeded the State benchmarks for meeting the No Child Left Behind target of having all of our students proficient by 2014. Last year, as a school, we exceeded the NCLB-aligned target score of 800 on California's Academic Performance Index[4], scoring 822. Both of the subgroups that were significant in 2004 and 2005 also exceeded the 800 mark, with Hispanic students scoring 823 and Socioeconomically Disadvantaged students scoring 805.

Our students' individual performance on the standardized tests is equally commendable. For the past three years, 98-100% of our tenth grade students have passed the California High School Exit Exam (CAHSEE), the criteria used by the CSSO to nominate high schools for the Blue Ribbon School Program. The CAHSEE does not distinguish between Proficient and Advanced levels, instead the results are reported as Proficient or Above [5]. In 2004-05, 91% of tenth graders were at Proficient or Above in English-Language Arts (ELA), and 88% in Math. This increase over the past two years was a direct result of data-driven improvements we have made to the instructional program. In English-Language Arts (ELA), 85% of students were at Proficient or Above in 2003-04, and 92% in 2002-03; in Math, 79% were at Proficient or Above in 2003-04 and 72% in 2002-03.

Our "significant subgroups" have varied slightly over the past three years, as we have a relatively small student population. We are proud to report that the subgroups perform close to, and often above, the schoolwide averages. Socioeconomically Disadvantaged students, which make up between 15-35% of the population, have consistently scored above the schoolwide average in both ELA and Math every year[6].

[4] The API is a State accountability system that is used to measure school, and district, standing and progress towards the NCLB Annual Yearly Progress (AYP) requirements.
[5] For purposes of NCLB, "proficient or above" on the CAHSEE will be a scale score of at least 387 for ELA, and 373 for Math. The scale score necessarily to pass the CAHSEE is 350.
[6] School year 2002-03 was the first year the CAHSEE was administered. The State calculated proficiency rates for the school overall, however subgroup data was not provided. We have calculated proficiency rates for the significant ethnic subgroups using the records of individual students' scores. However, we were unable to this so for Socioeconomically Disadvantaged (SD) and English Learner (EL) students because the definitions used by the State have multiple variables, and differ from the demographic information available at our school site. We can report that all 18 SD students passed the CAHSEE in 2002-03.

Hispanic students have shown the most improvement of all subgroups. In 2002-03 and 2003-04, the number of Hispanic students scoring Proficient or Above was 5-10 percentage points below the schoolwide average in ELA and Math. However, in 2004-05, 96% of Hispanic students scored Proficient or Above in ELA, 4% points higher than the schoolwide average, and 85% in Math, just three percentage points below the average. The percentage of African-American students scoring Proficient or Above has hovered close to the schoolwide average in ELA, and increased steadily over the past three years in Math. Most recently the percentage was five percentage points below the average in ELA (86% Proficient or Above versus 91% schoolwide), and just two points below the average in Math (86% versus 88%). Our final subgroup, Asian students have consistently scored above the schoolwide average in Math, and close to the average in ELA; in 2004-05, Asian students scored 100% Proficient or Above on Math, and 85% Proficient or Above in ELA, compared to 91% schoolwide.

CAHSEE results can be found at http://data1.cde.ca.gov/dataquest/.

2. Using Assessment Results:
At MCHS we use a wide range of State, district, and school-specific assessments, and continuously examine the resulting data to improve instruction and ensure that our students are receiving effective support. The entire MCHS staff meets twice a month to analyze data from district and state assessments - such as the CAHSEE, California Standards Tests, and District Math Performance - and from select student work and classroom assessments. District assessments are fully aligned with the state standards, and we develop classroom assessments from our standards-based instructional materials. The staff looks at trends in the overall performance of the students, as well as disaggregated data by significant subgroups (e.g. Hispanic), gender, grade level, and year. Four times a year, when progress reports come out, the Counselor creates a list of all students who received a C- or below in any subject. The staff discusses each student, deciding on interventions and sharing strategies that have worked in other classes. In addition, the Instructional Leadership Team meets biweekly to look at test scores, student work, and progress reports, plan interventions for specific students, and make recommendations. One major modification we implemented this year as a result of our data-driven planning sessions was the creation of an intensive tutoring program. In examining the 2003-04 assessment data, we realized that students were doing well in 9th grade math and science, but were not reaching proficient in the more advanced classes, e.g. Algebra 2, Chemistry, etc. So we developed a joint tutoring project with CCC, and now all 10-12th graders receive individual and small group tutoring in math and/or science. (See *Instructional Methods* for more details.)

This year, we have begun using EduSoft, an online computer program that enables teachers to track student performance on district and state assessment tests, and leverage that information to create individual learning plans or full class instructional plans tailored to students' particular needs.

Due to the small size of our staff, we are able to maintain constant communication about students' performance and needs. Teachers have extended prep times of 1.5 hours twice a week to meet and plan with their colleagues, review assessment results, discuss student needs, and modify instruction. Teachers also meet with the college professors of courses in which MCHS students are enrolled to discuss student progress and assignments.

3. Communicating Assessment Results:
Assessment data is used to provide a regular public accounting to parents, the district, the community, students and other key stakeholders. Parents are invited to attend four progress report nights during the year to discuss with teachers the quarterly progress report and semester report cards, with translation provided as necessary. Progress reports and report cards are district-developed, aligned to the standards, and include citizenship, work habits, and space for teacher comments. The counselor and teachers maintain open communication with the parents, and schedules individual student-parent-teacher (and sometimes just parent-teacher) conferences to aid the families in supporting their children's success.

Student transcripts and test results are given to students for structured and unstructured reflection. Teachers conference individually with students at least once a semester to discuss their performance and analyze their progress toward achieving the ESLRs and standards. MCHS communicates student assessment results to the greater community by printing each semester's honor roll in the community newspaper, and sharing student achievements with the CCC newspaper. The MCHS website, linked to both the district and college websites, provides information on CAHSEE and STAR test results, grade level expectations, graduation requirements, and the MCHS School Accountability Report Card, all of which publicly communicates student, and school, performance.

4. Sharing Success:
The MCHS school community is proud of our school's success and share our best practices and lessons learned whenever possible, within WCCUSD and across the nation. MCHS staff participate in department and other relevant meetings at the district level, working on developing curriculum and assessments for the entire district. Recently, the MCHS Senior Project was adopted by WCCUSD as a graduation requirement for all students beginning with the class of 2007. The Senior Project is a culmination of students' learning in high school – an opportunity to demonstrate the skills they have developed, especially in areas of research, writing, and presentation and public speaking. Projects can be done individually or as a group (with individual presentations), and each student is supported by the AVID Seminar teacher, a designated MCHS staff member, and a mentor from the community connected to their topic. MCHS has improved and refined the Senior Project over the years, starting with the first senior class, and are now in a position to help the district role out this innovative teaching and learning practice.

MCHS has been honored to host numerous visits from local, national and international schools looking to learn from our successful middle college model. These site visits are structured and include a guide (usually the principal), classroom observations, and meetings with high school staff, college professors that partner closely with MCHS, and students. In Fall 2005, MCHS hosted visits from two communities in Northern California interested in starting a middle college program as well as hosting the Middle College High School Early College conference with 15 principals and teachers from California, New York, Kentucky, Texas and Colorado. This past January, MCHS hosted 12 administrators from the Ministry of Education in Singapore interested in the middle college model. Upcoming opportunities to share our successes include: hosting a group of high school and college staff from Texas; organizing a two day conference at CCC for 15 Early College high schools in California; and co-hosting the 14th Annual Middle College National Student Leadership Conference, themed "Youth Speak! What Are Corporate Responsibilities to Our Environment?"

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:
Middle College High School (MCHS) works in true partnership with Contra Costa College (CCC) to deliver a top quality high school education while concurrently providing students with direct access to college. The cornerstone of MCHS is a rigorous, relevant curriculum that encourages higher order thinking skills and independent learning. MCHS graduation requirements meet all the state standards as well as the "a-g requirements" for admission to the University of California and California State University campuses. In addition, MCHS students earn a minimum of 10 units from CCC, and many graduate with an AA Degree. MCHS curriculum is also guided by five Expected Schoolwide Learning Results (ESLR), developed by staff to align the core competencies and skills students need with the State standards. Each ESLR is linked to specific content standards and measurable benchmarks. ESLRs inform our teaching and learning on a daily basis, and guide our School Site Plan.

The core curriculum at MCHS includes four years of standards-based English - English 1, 2, and 3, and either English 142b or English 1a offered through the college. Three years of Math are required, of which Algebra 1 and Geometry are taught by high school faculty. The other math classes students choose from - Algebra 2, Statistics, and Pre-Calculus - are taught by CCC professors with an accompanying "Early College Seminar" class taught by the partnering high school teacher. All core courses taken at the college are supported by an Early College Seminar in which the high school teacher supports and augments the content of the college course with standards-based curriculum not covered by CCC. MCHS's curriculum includes four years of Social Sciences, starting with Foundations, a cultural geography course with an emphasis on multicultural content, especially the contribution of immigrants to California. Our social studies teacher was on the district committee that developed Foundations standards-based curriculum and assessments. The rest of the Social Sciences curriculum covers World History, U.S. History and one semester each of Government and Economics. Finally, students take three years of Science, beginning with Health Science, followed by Applied Physics, Chemistry, and Biology.

MCHS students all take at least two years of Spanish and Drama, exceeding the state standards for foreign language and the arts, to ensure eligibility to the California universities. Unique to MCHS, students have a wide range of college electives from which to choose. Some of the most popular courses include administrative justice and art. In their sophomore year, students choose a major and/or AA degree to work towards in their high school careers. With the guidance of our counselor, students develop an Education Plan which includes electives, college courses, and internships to help them achieve that goal. Essentially, all of MCHS core classes are linked to potential career pathways. For example, students interested in computer science can choose to pursue Computer Graphics, Networking, or even High Performance Computing, something that only four colleges in the country offer.

A critical component of our ability to engage students in such a rigorous and high quality curriculum is AVID, or Advancement Via Individual Determination, a nationally-recognized, research-proven program that helps underserved students succeed academically and attend college. We employ AVID methods across all grades, and implement specific AVID electives in 9th and 12th grade, which focus on key elements of college preparation, such as note taking, time management, and critical reading. The senior AVID Seminar is divided into four sections: gaining admission to college, becoming a college student, exam preparation, and selecting a major.

Every MCHS student must also complete two semesters of internship before graduating. Internships can be performed either on or off campus. Because of the large number of exciting positions available at CCC, most of the internships are performed on campus in such areas as childcare, admissions, biotech and science labs, computer labs, media center, library, financial aid office, and the career office.

2b. (Secondary Schools) English:
All MCHS classes are developed from or aligned with the WCCUSD content standards, which are based on the California standards. In addition to the use of Prentice Hall – the district-adopted high school textbooks - teachers discuss material selection in teams and at staff meetings, with an emphasis on choosing materials that reflect the diversity of our student body. The district will only approve requisitions for materials that have been approved as standards-aligned.

At MCHS, we collaborate and articulate curriculum across departments and with the college. One example is the American Social History Project (ASHP), an interdisciplinary, team teaching approach that involves the MCHS teachers, and two CCC instructors. Students are concurrently enrolled with MCHS's English 3 and U.S. History, and CCC's African American Studies Department. A sample ASHP unit focuses on the philosophies of Booker T. Washington and W.E.B. Dubois. The students debate their general and educational philosophies. These philosophies are then related to Toni Morrison's *Song of Solomon*, and how Washington and Dubois would view education at MCHS.

At MCHS, we take an integrated approach to supporting students who are performing below grade level. We intentionally have chosen not to separate students into tracks or groups based on academic performance, instead students work in heterogeneous groups. Other strategies we employ to support our lower performing students in English (and other subjects) within the structure of the whole school include: project based learning; AVID classes which emphasize organizational and study skills; teaching metacognition; and involving parents in signing off on homework planners. In addition, teachers meet with students before and after school to give individualized assistance, and students performing below grade level get tutoring and/or a supplemental class offered at the college. For example, a 9th grader who has very low writing skills may take a pre-transferable English class along with English 1. MCHS traditionally has very small numbers of English Learners and Special Needs students. District specialists (e.g. Resource Specialist Program teachers, speech therapists) are available to work directly with students as needed.

3. Mathematics:
Similar to the English curriculum, MCHS math classes are aligned with district and State standards. Algebra 1 and Geometry are taught by high school teachers, and incoming freshmen are placed in Algebra or Geometry depending on the math they completed successfully in middle school. Students are required to complete at least three years of math, and can choose from the college Algebra 2, Statistics, and Pre-calculus classes. College Preparatory Math (CPM) is infused into the high school math classes. CPM is one of four curricula selected as exemplary by the U. S. Department of Education for its sound pedagogy, compliance with standards, and supplemental skills building components for students who are having difficulty.

We take the same general approach to supporting students who are below grade level that is described under the English section above. An additional schoolwide strategy we have developed is an intensive tutoring program to support students in the math and science classes (see next section for details). Furthermore, we use Agile Mind, a research-based service that provides standards-aligned instruction, tools, activities, assessments, and professional development in Algebra and Geometry via the Internet. At MCHS we believe strongly in technology based support for our students and conduct a weekly Lab Day, when the math classes go to the computer lab for an Agile Mind assessment and lesson.

4. Instructional Methods:
MCHS teachers employ a plethora of instructional methods that are chosen specifically to meet the academic needs of our student population. The chief criterion for admission to MCHS is that a student be at risk of not graduating from high school and/or not going on to post-secondary education. As such, differentiated instruction and attention to individual learning styles are core to our teaching. Differentiated instruction methods include: pre-assessment, where students can test out of an assignment; teaching graphic organizers such as mapping, clustering, charting; tutoring in all subjects; varying test format (open notebook, pretests, longer time allowed); and using a variety of techniques and tools to aid in comprehension, e.g. videos, drawings, supplementary texts. Differentiated instruction also means we are deliberate about planning both individual and group activities, teaching explicitly to multiple learning styles, and conducting both teacher- and student-driven work. Group activities may include group projects, mentoring and peer editing, and shared inquiry. Examples of student-driven work include the Senior Project, student designed rubrics, and students using their own test data to develop learning goals and a work plan.

As mentioned previously, one exciting addition to how we are improving student learning is the development of the MCHS Math & Science Tutoring Project. This past year we received a grant from the

California Community College Chancellor's office in collaboration with CCC to train and certify[7] college students to tutor MCHS students in math and science. CCC students are matched with a group of five MCHS students in the same math or science class. Tutors meet with their group weekly during the Early College Seminar class that accompanies that math or science course. The tutors provide intensive individual and small group support to their group, check in with the high school and college teachers, and act as mentors to the MCHS students.

5. Professional Development
Our teachers participate in comprehensive professional development that is consistent with best practice research and the California Standards for the Teaching Profession. Our staff development has three components: district-provided staff development; ongoing feedback from peers and administration; and program or subject specific trainings and institutes. The WCCUSD provides several days of staff development for teachers annually, covering topics from assessment to aligning instruction with State standards. Staff members receive ongoing training and feedback from the Principal, Regional Superintendent, and colleagues via classroom observation, coaching, demonstration lessons, team teaching, and joint planning.

Subject-specific professional development is a big component of how we improve our own ability to improve student achievement. This past year, three MCHS teachers attended an EduSoft training to learn to use the program to analyze data, generate tests, and assess student's results against State standards. The training increased our teachers' ability to analyze data to identify areas where students are either below or above proficient, and to augment or adjust their instructional program accordingly. The three teachers who attended the EduSoft training are now in the process of training other MCHS faculty. Teachers attend Middle College National Consortium conferences where they meet other teachers across the nation implementing similar educational models, and attend workshops on topics such as developing high order thinking skills, the Bay Area Writing Project, and the College Board Advanced Workshop Program.

We strongly feel that the high quality of professional development we have received from the District and from the program-specific trainings (e.g., EduSoft, AVID, Consortium) has helped us provide the standards-based, data-driven instructional program that our students need to achieve the high expectations of MCHS and the Department of Education. Throughout the year, we evaluate our professional development needs on the basis of what we need to best support our students' achievement. Our School Site Action Plan carefully details staff development activities and funding sources for each strategy.

PART VI – PRIVATE SCHOOL ADDENDUM

Not applicable

[7] Certification from College Reading & Learning Assoc., a national organization of higher-education professionals

PART VII – ASSESSMENT RESULTS

English-Language Arts	2004-2005			2003-2004			2002-2003[8]		
	# Tested	% of Total Tested	Proficient or Above	# Tested	% of Total Tested	Proficient or Above	# Tested	% of Total Tested	Proficient or Above
Schoolwide	67	100%	61 (91%)	66	100%	56 (85%)	61	98%	56 (92%)
SubGroups									
Hispanic or Latino	26	100%	25 (96%)	23	96%	17 (74%)	19	95%	17 (89%)
African American or Black	14	100%	12 (86%)	22	100%	19 (86%)	12	100%	11 (92%)
Asian	13	100%	11 (85%)	NA	NA	NA	17	100%	16 (94%)
Socioeconomically Disadvantaged	23	100%	22 (96%)	11	100%	10 (91%)	Not available		
English Learners[9]	20	100%	18 (90%)	NA	NA	NA	Not available		

Mathematics	2004-2005			2003-2004			2002-2003		
	# Tested	% of Total Tested	Proficient or Above	# Tested	% of Total Tested	At or Above Proficient	# Tested	% of Total Tested	Proficient or Above
Schoolwide	67	100%	59 82%)	66	100%	52 (78%)	58	94%	42 (72%)
SubGroups									
Hispanic or Latino	26	100%	22 (85%)	23	96%	17 (74%)	19	95%	10 (53%)
African American or Black	14	100%	12 (86%)	22	100%	16 (73%)	12	100%	7 (58%)
Asian	13	100%	13 (100%)	NA	NA	NA	16	94%	15 (94%)
Socioeconomically Disadvantaged	23	100%	21 (91%)	11	100%	10 (91%)	Not available		
English Learners	20	100%	17 (85%)	NA	NA	NA	Not available		

[8] See Footnote on page 8. Proficiency rates for SD and EL students were not available. Proficiency rates for the significant ethnic subgroups using the records of individual students' scores.

[9] MCHS typically has 2-4 English Learners (EL). However, for the purposes of reporting on AYP, "English Learner" is defined not only as students who are designated English Learners, but also as students who are designated Redesignated-fluent-English-proficient (RFEP) but who have not scored at the proficient level or above on the CST in ELA for three years. That is why English Learners are a significant subgroup even though, by the standard definition used for reporting demographics, there are only a few EL students at the school.