

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Mrs. Julie Hummel
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Middle College High School at San Joaquin Delta College
(As it should appear in the official records)

School Mailing Address 5151 Pacific Avenue
(If address is P.O. Box, also include street address.)

City Stockton State CA Zip Code+4 (9 digits total) 95207-6370

County San Joaquin County

Telephone (209) 954-5790 Fax (209) 954-3755

Web site/URL <https://middlecollege.lodiusd.net/> E-mail jhummel@lodiusd.net

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Neil Young E-mail nyoung@lodiusd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lodi Unified Tel. (209) 331-7010

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Joe Nava
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 33 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 8 High schools
 - 3 K-12 schools
- 50 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| Grade | # of Students |
|----------------|---------------|
| PreK | 0 |
| K | 0 |
| 1 | 0 |
| 2 | 0 |
| 3 | 0 |
| 4 | 0 |
| 5 | 0 |
| 6 | 0 |
| 7 | 0 |
| 8 | 0 |
| 9 | 93 |
| 10 | 84 |
| 11 | 83 |
| 12 or higher | 55 |
| Total Students | 315 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 50.3 % Asian
 - 2 % Black or African American
 - 27.2 % Hispanic or Latino
 - 1.7 % Native Hawaiian or Other Pacific Islander
 - 8.5 % White
 - 9.3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

If the mobility rate is above 15%, please explain:

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

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year | 0 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year | 7 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 7 |
| (4) Total number of students in the school as of October 1, 2021 | 301 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.02 |
| (6) Amount in row (5) multiplied by 100 | 2 |

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Vietnamese, Khmer, Punjabi, Urdu, Hmong, Tagalog, Albanian, Arabic, Cantonese, Hindi, Lao, Mandarin, Persian

English Language Learners (ELL) in the school: 1 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 163

8. Students receiving special education services with an IEP: 0 %
Total number of students served 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

| | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Students receiving special education services with a 504: 2 %
Total number of students served: 7

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

| | Number of Staff |
|--|-----------------|
| Administrators | 1 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 11 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 0 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 0 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 29:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 99% | 98% | 98% | 98% |
| High school graduation rate | 100% | 100% | 100% | 98% | 100% |

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

| Post-Secondary Status | |
|---|-----|
| Graduating class size | 64 |
| Enrolled in a 4-year college or university | 77% |
| Enrolled in a community college | 23% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2015

16. In a couple of sentences, provide the school's mission or vision statement.

Our school vision is to reach out to youth who are generally underachieving or have circumstances that would hinder their academic performance at a traditional high school. Our mission is to provide a supportive, academically challenging environment where students are able to successfully complete 30-60 transferable college units in order to directly apply to a 4-year college.

17. Provide a URL link to the school's nondiscrimination policy.

<https://middlecollege.lodiUSD.net/>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

MCHS selects students through an application process and focuses on recruiting students with special circumstances that could have a negative impact on their academic engagement and achievement at a traditional high school. Students who would be the first in their family to attend college, who are of an ethnicity that is underrepresented at 4-year institutions, and those who earn a GPA of 2.5-3.5 are our target population. On average, MCHS receives two applications for every opening. As a staff we review all applications received. Each application is reviewed by two individuals, if scores are statistically far apart, a third review will be conducted. After the faculty completes the application review process, 135 candidates are invited to interview. Four people serve on the interview panel: Delta college staff member, MCHS staff member, MCHS student, and MCHS parent. The panel listens to the candidate's responses to eight questions and uses a rubric to evaluate the response. The scores from all four panel members are then averaged and added to the application evaluation points. The sum of the interview points and the application evaluation scores, for each candidate, are entered into a spreadsheet. The top 110 students are invited to join MCHS as our incoming class of ninth graders. Those who are not initially selected for admission are placed on a waitlist. If a student applies for admission after the application deadline, they are added to the waitlist and placed after the candidates who were already interviewed. We invite candidates from the waitlist if we have a spot that opens up at the start of the school year or mid-year.

PART III – SCHOOL OVERVIEW

Middle College High School at San Joaquin Delta College (MCHS) is a collaboration between Lodi Unified School District (LUSD) and San Joaquin Delta College (SJDC). Located on the Delta College campus in Stockton, California, MCHS opened in the fall of 2000. Its mission is to provide a supportive, academically challenging learning environment for traditionally underserved youth.

MCHS students are 44.6% Asian, 27.2% Hispanic/Latino, 1.7% Pacific Islander, 3.1% African American, 9.9% White, 2.7% Two or more races and 3% other. They speak 14 languages including Spanish, Vietnamese, Khmer, Punjabi, Urdu, Hmong, Tagalog, Albanian, Arabic, Cantonese, Hindi, Lao, Mandarin and Persian. MCHS prides itself on being an environment where students of all ethnicities and religions interact and have respect for each other. Students report that, for the first time in nine years, after attending “mainstream” elementary and middle schools, they feel safe and secure at school.

In keeping with the Middle College-Early College model, MCHS students take at least one college course in the morning and high school courses in the afternoon, receiving both high school and college credits. At graduation, MCHS students have earned 30-60 transferable college credits. In the 2021-2022 school year, the 301 students enrolled at MCHS completed approximately 900 college courses and 70% earned a letter grade "B" or higher in those courses. That year, 44 of the 64 graduating seniors earned one or more associate degrees in addition to their high school diploma. Professors at SJDC regularly praise the MCHS students for their efforts and performance and state that MCHS students outperform their peers at SJDC. In fact, 76% of current MCHS students maintain a 3.0 or higher cumulative GPA of high school and college courses.

MCHS provides students with a high quality college preparatory education with direct access to college. Historically, over 93% of MCHS graduates continue their college studies. By co-locating the MCHS and SJDC campuses, students see college as an attainable goal. Prior to their first semester at MCHS, students meet with the college counselor to design their Student Education Plans (SEP) and meet again annually to update their SEP. These meetings offer students expert guidance, referrals, and support as they plan their short and long-term academic and career goals.

MCHS is an extremely close-knit community with eleven instructors, one counselor, two classified staff, and one administrator. We also have a Mental Health therapist that provides support to students two days a week. Faculty members and students develop close relationships during their time at MCHS and faculty and staff meet weekly to discuss specific, individual student needs and design strategies to meet these needs. These strategies may include academic tutoring, meeting with the school counselor, developing an Individualized Education Plan (IEP or 504), parent-teacher-student conferences, or referrals to outside social services.

MCHS provides additional academic support through Advancement Via Individual Determination (AVID) courses, which are required for all students. The AVID program supports students' academic success by teaching organizational skills, study skills, and college and career education and readiness skills. The AVID courses are critical in preparing students for success in college. MCHS also offers peer tutoring, group tutoring, and one-on-one tutoring with faculty. The SJDC Reading and Writing Center and Math and Science Center both provide additional peer tutoring for assistance with college courses.

MCHS received the National Blue Ribbon School award in 2008 and 2015, and since then, has demonstrated continuous improvement and academic excellence. After receiving the award, the MCHS staff met with the SJDC administration to further identify ways to support student success. In this effort, the team identified a college counselor to serve as a designated point of contact for MCHS-SJDC student relations. She holds a general orientation for incoming freshmen, meets individually with incoming freshmen and their families, and helps design individual SEPs. Moreover, the college counselor is available to all students for academic, career, social, emotional support, even providing her cell phone number to all students and families. These efforts have dramatically increased the number of transferable college credits students have earned and the number of students graduating with associate degrees. Recently, SJDC administration has assigned a second counselor to work with MCHS students in order to continue to provide this high level of

support for our growing population. We are in our third year of a four-year expansion. We have increased our target enrollment from 240 students to 360 students. For more detailed information regarding our Demographics, performance and other data please use this url: <https://www.ed-data.org/school/San-Joaquin/Lodi-Unified/Middle-College-High>

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

MCHS students are required to complete four years of English to earn a high school diploma. English 9th-12th College Preparation, and approximately 70% of seniors also complete English 1A at SJDC. All English courses follow California Common Core State standards and utilize the district-adopted StudySync curriculum. English 12 CP students study works of world literature to broaden their global & cultural perspectives. English courses at MCHS prepare students for college level reading & writing. They are literature-based courses which emphasizes higher order thinking skills, intensive narrative, expository & analytical writing. All writing assignments in English focus on a student's ability to be an effective communicator, therefore, preparing them for their future career and real-world experience. Students are engaged in rigorous assignments to build academic language, reading and writing skills. Their critical thinking skills are challenged through open dialogue, Socratic seminars, research projects, and higher-level thinking questions. All teachers use a wide variety of teaching methodologies as well as many different technical applications within their classrooms. The following are examples of methods that are used: Peardeck is used to check for understanding, differentiation, and reteaching concepts that have not yet been mastered. Gimkit, Quizizz, and Kahoot are used to check for understanding (formative assessment) and for reinforcing content. Gizmos is used as a way to engage, explore, explain, elaborate, and evaluate core content in science. Google applications such as Google Slides, Forms, and Docs are used as ways for students to collaborate, communicate, and demonstrate knowledge gained in a cooperative manner. Parlay Ideas is used to allow students to communicate their claim, evidence, and reasoning. It can also be used for creating classroom climate rules with confidentiality, since Parlay assigns participants aliases of famous historical figures allowing them to share their opinions in an anonymous manner. Another program teachers utilize is Jamboard which is ideal for a virtual "post-it" activity where students can quickly share their ideas in an open forum. All teachers host Google Classroom and/or Google Sites and provide accessible digital assignments, materials, announcements, etc.

Teachers assess students both informally and formally through group or individual projects, quick writes, exit tickets, presentations, quizzes, and exams. Teachers review data from summative assessments such as unit tests, district benchmark exams, PSAT results as well as CAASPP/SBA results, and use the data to inform their instruction. Based on the data, teachers will determine if standards and skills need to be retaught to the class as a whole class or on an individual basis. The additional support will be provided during class or in small groups.

1b. Mathematics curriculum content, instruction, and assessment:

The MCHS mathematics curriculum includes Integrated Math 1, Integrated Math 2 and Integrated Math 3. The fundamental purpose of the Integrated Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The focus of the Integrated Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. This course includes standards from the categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on five areas: (1) Symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc. (2) Quadratic functions including representation with graphs, tables and equations, and solving quadratic equations using a variety of methods. (3) Function investigation of several functions; (4) Probability (independence and conditional probability, compound events, expected value, and permutations and combinations), and (5) Analyzing and measuring shapes using tools such as the Pythagorean Theorem, trigonometric ratios, and congruence and similarity properties (triangles, polygons, circles). In Integrated Mathematics III, students integrate and apply what they have learned from earlier courses. This course includes Number and Quantity, Algebra, Functions, Geometry, and Statistics and

Probability. For the Integrated Mathematics III course, instruction will focus on four areas: (1) using probability and statistics to draw inferences and conclusions; (2) using functions to include polynomial, rational, and radical functions; (3) right triangle trigonometry; and (4) creating models and solve contextual problems. This course will build on what was learned in previous courses and continue to make connections among numbers, functions, geometry, algebra, and probability. Students will then have the opportunity to enhance their mathematics skills at SJDC by enrolling in Pre-Calculus, Calculus I, and Calculus II. Considering that a semester-long college course equates to one year of high school credits, it is possible for students to complete five or more years of mathematics. They work in cooperative learning groups while the teacher circulates, monitors, and assists them in math. Students are required to show their work and are encouraged to seek assistance when they need it.

Teachers assess students both informally and formally. This is through group or individual projects, quick writes, exit tickets, presentations, quizzes, and exams. Teachers review data from summative assessments such as unit exams, district benchmark exams, PSAT results as well as CAASPP/SBA results, and use the data to inform their instruction. Based on the data, they will determine if the whole class needs a reteach, small group or individual students. Based on this information, they will provide this support within the class or during their morning office hours.

1c. Science curriculum content, instruction, and assessment:

Science Teachers Implement the 5 E model (Engage, Explore, Explain, Elaborate, Evaluate) to promote active learning and collaboration. All ninth graders take Biology of the Living Earth CP. This is a college-prep laboratory science course that is designed around the Next Generation Science Standards to prepare the college bound student with a solid foundation in the concepts of Biological and Earth Sciences as outlined in the 3-course model of the California Science Framework. Students will develop an understanding of structure and function in living organisms, flow of energy within species and ecosystems, inheritance of traits, natural selection, adaptation to a changing global climate, and human impacts on Earth's ecosystems. Tenth graders take Chemistry in the Earth System CP. MCHS students satisfy their two-year laboratory science requirement for UC/CSU enrollment. Approximately 60% of MCHS students take a third year of advanced lab science at SJDC and approximately 20% take a fourth year of science. In the science classes, students participate in project-based learning such as Genetic Engineering Pros and Cons, Conservation Ecology group research projects, Cell Analogy, Science Fair, etc. in Sciences. They complete Gizmo STEM Cases in which they are put in the role of a STEM professional tasked with solving real-world problems.

Teachers assess students both informally and formally. This is through group or individual projects, quick writes, exit tickets, presentations, quizzes, and exams. Teachers review data from summative assessments such as unit exams, CAASPP/SBA results, and use the data to inform their instruction. Based on the data, teachers will determine if standards and skills need to be retaught to the class as a whole class or on an individual basis. The additional support will be provided during class or in small groups.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

To meet the History/Social Science graduation requirements, students complete World History, U.S. History, Government, and Economics at MCHS. Students complement their social science coursework by enrolling in a wide range of social and political science courses at SJDC. All Social Science classes follow the California State standards. The Social Science classes utilize the district adopted, standards-aligned textbooks and online materials provided through Pearson. All Social Science classes utilize a mix of traditional (textbook, physical projects, etc) and digital (Google Suite, Pearson Savvas, etc) modes of instruction. Current event presentations are required which require public speaking and utilizing online media and technology in their presentation. Economics students receive personal finance instruction using Next Gen Personal Finance, Council for Economic Education, and Foundation for Economic Education materials and activities. Students work collaboratively on group projects, polling, and lesson objective check-ins during Social Sciences.

Teachers assess students both informally and formally. This is through group or individual projects, quick writes, exit tickets, presentations, quizzes, and exams. Teachers review data from summative assessments

such as unit exams, district benchmark exams, PSAT results as well as CAASPP/SBA results, and use the data to inform their instruction. Based on the data, teachers will determine if standards and skills need to be retaught to the class as a whole class or on an individual basis. The additional support will be provided during class or in small groups.

1e. For schools that serve grades 7-12:

MCHS students participate in a rigorous academic program that teaches creative problem solving, critical thinking, and exceptional communication skills. Because the focus of MCHS is on college attendance and success, all students are enrolled in MCHS college preparatory classes (in English, social science, math, and science), receive academic support through the AVID curriculum, and round out their education with additional SJDC courses in foreign languages, visual and performing arts, science, math, political science, business and career development. MCHS students are required to take four years of Advancement Via Individual Determination (AVID) classes. AVID is a nationally recognized program that helps prepare traditionally underserved students for four-year colleges. The focus of AVID is on college preparation, including organization and study skills, writing, inquiry, collaboration, and college and career readiness. College level writing across the curriculum is emphasized at MCHS. The AVID 10 classes assign research papers focused on colleges and careers. AVID 11 and AVID 12 instructors assign research papers that follow the American Psychological Association (APA) format in order to expose students to the various formatting options that they may encounter in college. AVID uses writing as the basis for all assignments. For example, 9th grade lessons begin with lecture and textbook note taking and emphasize essay-writing skills. Sample AVID activities include the following: 9th grade: review/understand UC, CSU, and IGETC requirements and prepare for scholarship applications; 10th grade: prepare for and take the PSAT; 11th grade: complete resumes, write personal statements, and prepare for college entrance exams; and 12th grade: complete college applications and the Free Application for Federal Student Aid (FAFSA), submit scholarship applications, and participate in job shadowing opportunities. AVID classes also address career awareness, specifically via classroom discussions and guest speakers. Some former and recurring guest speakers include a superior court judge, a producer for Disney, a newspaper editor-in-chief, labor union representatives, nurses, family physicians, lawyers, and habitat restoration planners.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students complete courses at SJDC to meet the graduation requirement for the visual and performing arts. Students have the opportunity to explore a variety of arts courses ranging from art history, music appreciation, introductory theater courses and more through the college.

2b. Physical education/health/nutrition

Physical Education classes and activities align with the California Content Standards that can be found on the CDE website. MCHS students take Physical Education 1 in ninth grade and Physical Education 2 in tenth grade which includes a wide variety of team and individual sports and activities. Students take part in a fitness program that includes exercising and running. Units of study include, but are not limited to, volleyball, tennis, tumbling, track and field, ultimate frisbee, badminton, conditioning and weight training, swimming, square dance, golf, basketball, flag football, self-defense, soccer, softball, indoor hockey, pickleball, project adventure and nontraditional games. Communication, honesty, sportsmanship, and teamwork are emphasized through physical activity and sport. For Physical Education, students are in ongoing discussions of strategy when the games are being played. Students are also working together through the fundamentals of each sport, giving each other feedback and suggestions for improved fundamentals. Lessons on HIV/AIDS will be incorporated into the curriculum. A primary goal of these

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courses is to develop a life-long interest in physical fitness. In Physical Education, students have weekly mile times/PACER scores posted onto Aeries so they can monitor their progress throughout the year.

2c. Foreign language(s), if offered (if not offered, leave blank)

Students complete world language courses through SJDC to meet this A-G requirement for UC/CSU admissions. The majority of our students take Spanish as their foreign language, while others choose to take American Sign Language, French, or Japanese.

2d. Technology/library/media

Every student is provided a Chromebook to use which has access to the Google suite which is monitored by Lodi USD. Students also have access to the Microsoft suite through their student account with SJDC. Students use the Goleman library on the SJDC campus and have access to all of its resources.

2e. Any other interesting or innovative curriculum programs you would like to share

MCHS also offers a Student Activities elective and an Academic Decathlon elective, both of which are available to all sophomores, juniors, and seniors. Due to the heavily laden coursework and the process of becoming accustomed to the MCHS program, freshmen are ineligible to take electives. Student Activities allows students to create and produce school newspapers, a showcased student art magazine, and an annual yearbook. Students have access to an SJDC computer lab, FotoFusion software, MS Publisher, Photoshop, Movie Maker, and iMovie, as well as video and photography equipment. The Academic Decathlon class invites students to participate in an annual countywide competition that addresses a selected topic. This year's topic was The American Revolution and the New Nation. The students then compete in the following areas: essay, speech, interview, art, economics, literature, mathematics, music, science, and social science. There is a Super Quiz competition where students participate in a team of three and earn points based on the correct number of questions that they answer. In addition to the many individual student awards/medals received, MCHS teams earned first place Super Quiz-Div. I, first place Class Level-Div. I, first place Overall-Div. I, and first place Overall for Div. II as well as first place in Super Quiz-Div. II. For the past five years, the MCHS Division 1 team has earned 1st Place Overall at the regional competition and advanced to the state competition. As a result of their dedication and excellence at the state competition, the team has advanced to the National competition for the past two years, placing 2nd in the Medium Schools Division in 2021 and 2022.

3. Academic Supports

3a. Students performing below grade level:

Student support at MCHS is proactive and all students receive continuous encouragement to meet the demands of a rigorous curriculum. Teachers adjust the curriculum to the specific, individual needs of all learners by differentiating instruction to meet the needs of accelerated students as well as those currently developing English language proficiency. Teachers also privately tutor individual students, or recommend peer tutoring, before and after classes.

To ensure the academic success of all students, grades are uploaded biweekly onto a web-based platform where students and parents can access up-to-date grades and teacher notes and feedback on performance and behavior. Instructors regularly monitor each student's academic progress and the school registrar runs a report of students with grades D or below in their high school classes. As a staff, we review the report and collaboratively design a plan to address the needs of individual students. Teachers then intervene with differentiated instruction, re-teaching, individual tutoring, parent-teacher conferences, counseling referrals, and AVID tutorials as needed.

Students with one or more failing grades at progress report time are required to work during their open period in the office until the grade improves. Assigning the student to work in the office not only provides them with a designated work space, but it also allows the counselor and/or principal to meet with the student

on a regular basis and to assess if the student needs or desires any additional support. The counselor then has the ability to connect the student and/or their parents to any needed resources. For students with additional academic or social-emotional support needs, faculty members organize an Instructional Support Team (IST) which includes the student in question, their parents, the school counselor, the instructor, and, if appropriate, the administrator and college counselor. The IST meets for a specified amount of time to review the special circumstances the student faces and design a plan to support the student's academic success and general wellbeing. Some students meet regularly (weekly/bi-weekly) with teachers, the school counselor or mental health therapist to support their academic and social-emotional wellness. With this approach, MCHS has achieved considerable success in helping students that are performing below grade level. There isn't an achievement gap of more than 10 percentage points between the test scores of any subgroup.

3b. Students performing above grade level:

Students performing above grade level are able to challenge themselves academically by enrolling in rigorous college courses as well as engaging in research projects and presentations within their high school coursework. Students are encouraged to reach out to their high school teachers and college professors to explore internship opportunities as well.

3c. Students with disabilities:

Teachers follow all accommodations listed for students on a 504 or IEP. The counselor facilitates a 504 meeting annually to review and update the accommodations within the plan with the student, parents, teachers and administrator. We currently do not have any students on an IEP.

3d. English Language Learners:

MCHS has achieved considerable success in helping special student populations.

The small number of English learners at MCHS maintain an overall GPA of 3.2 and all earn re-designation from Limited English Proficient to Fluent English Proficient at MCHS.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Due to the close-knit environment at MCHS, teachers have the opportunity to make strong connections with students, due to the fact that most instructors teach two or more grade levels. Teachers are, most often, hyper-aware of a change in a student's academic performance and/or emotional well-being. All teachers attended a professional development workshop that focused on social-emotional learning and they were trained on how to approach a student who may be in distress and to identify the student's needs. Teachers make direct referrals to academic and social-emotional support services including tutoring, counseling, and peer advising. All students have equal access and enrollment in all courses offered at MCHS as well as courses offered at SJDC. Due to the size of MCHS, there are two or three course offerings per subject matter. Students are placed in these classes randomly. We do not create a master schedule with one course being accelerated and one course transitional or remedial. Students have access to all services available to college students at the SJDC Stockton main campus. This includes on-campus computer labs, the SJDC career center, career and personal counseling, the Reading and Writing Learning Center and the Math and Science tutoring center. MCHS has a full-time counselor who works with all students to provide academic counseling as well as assistance with personal services. SJDC provides an academic counselor who works with MCHS to provide guidance regarding the SJDC courses students should take given their individual goals. The school counselor is equipped to deal with emotional and social concerns. If a teacher has a concern about a student's well-being and refers the student to the counselor, she will handle the situation in a timely manner, follow-up with the teacher who made the referral and, if necessary, notify staff of severe issues that need attention. If the school counselor determines the student may benefit from mental health counseling, she refers the student to the mental health therapist who works on site two days a week. If there is a need for intervention services beyond what the school can provide, SJDC's police department is located on the campus and can perform wellness and psychological evaluations and make necessary recommendations for proper resources.

Each fall, MCHS hosts a Club-rush where students can learn about the various high school clubs that we offer. The following clubs are available during lunch or after school: Pride Club, Table Top Game Club, Art Club, Finance and Economics Club, Programming Club, Chess Club, Culture Club, Key Club, Science Bowl, MESA, Dance Club, Red Cross and Sports Club. Our Student Activities elective provides opportunities to work on projects such as yearbook, Dragon's Den, Mom's Basement, Podcast, Deadline (school newspaper), and more. Student government provides opportunities for students to get involved with school decisions, activities, dances, and rallies. Tenth through 12th graders can join ACADEC and compete in the Regional Academic Decathlon held in the spring semester. MCHS students have won numerous awards through this competition. Students also have the opportunity to join some of the college clubs offered on campus such as their Debate club. Clubs provide events and fundraisers to get students involved and socialize after school such as Dragon's Night, ACADEC Game Night, Movie night, Staff vs. Student sports tournaments and more. Some clubs will even host field trips to various locations such as amusement parks or museums. Teachers serve as club advisers. This provides additional opportunity for teachers to connect with students and build stronger rapport with them. MCHS hosts school dances: a Winter Formal and Prom. All students are invited to attend both dances. As an all AVID school, each of our grade level AVID elective classes attend at least one college field trip each year. The counselor serves as a chaperone on these trips which allows the students to get to know the counselor better, and increase their rapport.

In January of 2022, our students and staff participated in the Breaking Down the Walls workshop over a two day period. Through this workshop, students and staff were able to hear, share and learn more about each other and their personal experiences. This was especially critical after spending the past year in online instruction. The workshop provided an opportunity for students and faculty to build a stronger sense of community and trust. Staff and student leaders continue to use the trust building exercises learned in the workshop to strengthen relationships and student engagement on campus. After the first two months of school, all faculty reviewed class lists to reflect on how well they know the students in their classrooms. They discussed what they had learned about their students and collaborated to identify which students appeared to be withdrawn or those that were not connecting with their peers. Each teacher chose three focal

students from the list and sought out opportunities within their class time to build connections with these students and to learn more about them. By learning more about these students, it allows teachers to build inclusion and engage students in their learning.

2. Engaging Families and Community:

The MCHS Parent Teacher Student Association (PTSA) has always been an integral component of the school's success. The PTSA holds monthly meetings to educate and inform parents and community members of the positive aspects of Middle College, discuss in detail the opportunities that students have, review college and high school transcripts, host financial aid workshops, and organize fundraising opportunities for college field trips for all grade levels.

Parents and guardians have real-time access to their students' academic performance as well as school activities through the school website, a district-selected online gradebook, an all-call automated phone system, and a monthly newsletter published by the school office. Faculty and staff strive to continuously inform and educate MCHS families and community members of the opportunities MCHS has to offer. In addition to parents' active involvement within the school community, nearly 50% of the student body is involved in their community through the school's Key Club chapter. Students and the club advisor work closely with the Manteca Kiwanis. This extracurricular organization offers students the opportunity to be active leaders within the community by taking part in various volunteer activities and fundraising for different charitable organizations. Additionally, all students are also required to complete a total of 10 hours of community service each semester as part of their AVID coursework. MCHS students have volunteered at elementary schools, convalescent facilities, homeless shelters, animal shelters, and election polls. The culture at MCHS is highly dependent on staff and faculty involvement in designing differentiated classroom instruction and supporting students' overall academic success outside of the classroom. Staff and faculty meet regularly to collaborate around program and instructional design. During these meetings, staff and faculty set an agenda and take turns leading the meeting. This collaborative process allows teachers to voice concerns and express ideas about individual students and general policies. Teachers utilize this opportunity to request teaching materials, make recommendations, review student progress reports, and collaborate to devise strategies to meet students' individual learning needs.

MCHS has a strong partnership with San Joaquin Delta College. The instructional deans work closely with the principal to ensure that college courses students need are offered during the morning block prior to their high school classes. Students are able to access all the same resources as the adult students. Many of our students are able to earn internship opportunities through the SJDC career center as well as their college professors. SJDC advisors provide financial aid workshops for our seniors and their parents so all are successful in completing their FAFSA. We also work closely with Stockton Scholars, a non profit organization that provides workshops, scholarship money and mentoring to students for four years after high school graduation.

3. Creating Professional Culture:

All teachers and staff received welcome kits at their homes to kick off the start of the school year during the pandemic. This tradition has continued each year, with teachers receiving supplies and welcome gifts to be prepared for the year. The current principal conducted open office hours as well as staff meetings via Google Meet for all teachers during the pandemic, and continues to provide open office hours as well as be available to teachers by phone at any time. All teachers reviewed the California Standards for the Teaching Profession and discussed how the standard would look in online learning format. The principal facilitated discussion, modeled software tools teachers could use. We continue to collaborate and discuss the activities and instructional strategies used in our classrooms. The current principal uses trust building activities in staff meetings to build rapport and collegiality. We also celebrate each teacher on or near their birthday. Summer birthdays are celebrated in July at our first staff meeting. Teachers receive their favorite cake, a card from all staff. We decorate their office with balloons and signs as well. Each November, we have gratitude walls in several locations on campus. Staff and students write what they are grateful for and post it on one of the walls. At the end of the month, the cards are shared with staff and students if the message pertained to them. The school conducts a kindness challenge the week of February 14th by performing acts

of kindness for peers, colleagues and community. We also celebrate teachers during teacher appreciation week with small treats each day, a PTSA sponsored luncheon and student generated posters for each teacher.

In addition, MCHS supports and encourages teachers to take advantage of professional development opportunities at the school, at SJDC, through the district, and at outside programs. In addition to weekly, 60-90 minute staff development meetings, all classroom teachers participate in annual district-wide staff development days, which include both mandated topics and opportunities for teachers to choose campus-specific topics. Newly credentialed teachers may also take advantage of the district's Teacher Induction Program, through which teachers participate in workshops and work closely with a mentor teacher. Teachers who are new to a grade level or wanting assistance may also work with a LodiUSD curriculum coach, teacher specialist or model teacher. Additional professional development opportunities include workshops offered by the Middle College National Consortium, which focus on topics of special significance to small high schools serving underserved, potentially at-risk students.

The AVID coordinator and AVID teachers participate in all AVID regional workshops and communicate what they have learned with other MCHS staff, all of whom have attended AVID trainings on instructional strategies that support the school's student population, including Critical Reading and Writing, AVID Strategies Implementation, Tutorial strategies, and College and Career Readiness. All staff are encouraged to participate in the AVID Summer Institutes annually. The principal, counselor and three teachers have participated in the Monitoring of Student Learning professional development provided by Lodi USD and Riverside County Office of Education. We have participated in several modules: transcript analysis for meeting A-G criteria, teacher survey to collect their input on their grading policies and practices. Student survey for their understanding of grading policies and practices in a specific subject area. Teachers share what they have learned and review the data from the surveys with the rest of staff at faculty meetings. The impact of this professional development has increased the rigor and support teachers provide across the curriculum and to each other.

4. School Leadership:

The current principal came to MCHS in May of 2020. To facilitate a smooth transition, the principal reached out to staff prior to the end of the 2019-20 school year, invited them to join a staff Google classroom, provided phone numbers to best reach the principal, and shared a calendar of open office hours where the principal was available via Google Meet throughout the summer and school year. During the pandemic, the campus was closed and all instruction and business was conducted online. All teachers reviewed the California Standards for the Teaching Profession and discussed how the standard would look in an online learning format. The principal facilitated this discussion and modeled software tools teachers could use. During weekly staff meetings, teachers shared methodologies, programs, grading techniques and strategies that they found most useful and beneficial in the unique online environment. We have continued this community of sharing through our monthly Professional Learning Committee meetings where teachers are given opportunities to collaborate and discuss the activities and instructional strategies used in their classrooms.

The principal employs a consensus-based decision-making process for strategic decisions that may impact the school community. Through a facilitated conversation, faculty create a draft which is then shared to the PTSA and student government by the principal. Through this process, faculty, staff, parents, and students are very involved in designing school policies and events.

MCHS uses an Honor Tribunal system for the cases of academic dishonesty and some student behavioral issues. The Tribunal is composed of two teacher advisors, and twelve students: a Chief Justice, an Attorney General, a Scribe, three Sophomore Justices, three Junior Justices, and three Senior Justices. The Honor Tribunal serves as a student court for student infractions of the MCHS Honor Code and, upon deliberation, recommends appropriate consequences to the Principal. The Honor Tribunal typically oversees cases of plagiarism, disrespect for authority, attendance issues, and/or underclassmen who go off campus without permission. The purpose of the Honor Tribunal is to promote acceptance, integrity, and respect among the student body and to reinforce the ongoing commitment of MCHS to excellent behavior, rigor and

achievement in all areas. Leadership at MCHS is shared amongst the principal, tribunal, student government and faculty.

5. Culturally Responsive Teaching and Learning:

Teachers at MCHS work to build relationships with students beyond the classroom, and to create a culture where it is okay to take risks, to fail, and to grow and learn. Teachers craft assignments that are meaningful and provide students an opportunity to strengthen their voice. Faculty strive to take time to understand a student's line of thinking by encouraging everyone to listen to their peers and hear their point of view. They are mindful in their selection of material that reflects the students in the classroom whether that is through the choice of literature or the primary sources used in social studies classes. When we discuss issues like race and poverty, we structure activities so that students lead the discussion. Teachers acknowledge that their experience may differ from student experiences and validate that the student's perspective is just as important and valuable as the teacher's allowing both sides to learn from one another.

Teachers design lessons to introduce topics that are relevant to our lives by sharing what the issue means to us as a community, how it impacts our lives, and how we can identify and discuss different viewpoints on the topic. In order to foster an open, inclusive environment, teachers include clear expectations in their syllabi for students to: be open to new ideas, opinions, and/or rationale, consider the thinking of others, summarize viewpoints, clarify understanding by questioning, strive to understand then to be understood. and respect and listen to others' voices and presume the positive. MCHS faculty are passionate about providing lessons and activities where students can explore their own or other cultures in a low-risk environment. They are strategic in planning their units of study around cultural observations; for example, not testing for the Physical Fitness Test during Ramadan when many of our students fast during the day.

PART VI - STRATEGY FOR EXCELLENCE

There are several key components to our strategy for excellence. The core practice most instrumental to our school's success is our involvement with AVID. MCHS is formally acknowledged as an AVID National Certified School. All MCHS students participate in high school AVID elective classes, which function as the cornerstone for student support. As noted, AVID is designed to help prepare traditionally underserved students for four-year colleges. AVID students learn the “hidden curriculum” of college bound students, such as note taking, organization, test taking, study skills, and time management. Our class curriculum focuses on college readiness with an emphasis on preparing for and successfully completing required admissions exams, and ultimately the completion of the college application and financial aid processes during senior year. Students participate in team building exercises, learn how to participate in Socratic seminars and philosophical chairs. In addition, our AVID classes promote academic growth through student-led, tutor-facilitated tutorials, and the development of effective writing and presentation skills. We also encourage a college-going culture by providing each grade level with the opportunity to tour at least one college campus each year. All teachers are AVID trained in writing, inquiry, collaboration, organization and reading instructional strategies, as well as activities, to incorporate into their daily lessons in order to prepare students for college-level reading and writing. Teachers are able to participate in AVID Summer Institute which provides ongoing professional development and support throughout the academic year. Our AVID teachers use common planning time to meet as a PLC to collaborate, share ideas and problem solve. They also have the opportunity to work with the district AVID instructional coach for one-on-one support to better hone their craft as an educator. AVID teachers also teach a core subject which enables them to get to know their students better as they work with the student over several years. This helps students and parents gain trust and strengthen their working relationship with the teacher and the school. Through these efforts, our students increase their academic prowess throughout their involvement in AVID over their four years at MCHS. By the time our seniors graduate, they are critical and creative thinkers, effective twenty-first century communicators, self-directed learners, college and career ready to positively impact their community.