

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

[X] Public or [] Non-public

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

Name of Principal Ms. Finy Prak

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (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.)

City San Pablo

State CA

Zip Code+4 (9 digits total) 94806-3195

County Contra Costa

Telephone (510) 215-3881

Fax _____

Web site/URL

https://www.wccusd.net/middlecollege

E-mail fprak@wccusd.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.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Kenneth "Chris" Hurst

E-

mail chris.hurst@wccusd.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Contra Costa Unified

Tel. (510) 231-1100

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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Demetrio Gonzalez Hoy

(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.

Date _____

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

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):
- 38 Elementary schools (includes K-8)
6 Middle/Junior high schools
11 High schools
0 K-12 schools
- 55 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	70
10	79
11	61
12 or higher	71
Total Students	281

*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
 - 36 % Asian
 - 11 % Black or African American
 - 46 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 5 % White
 - 0 % 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: 4%

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	12
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2021	293
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Tagalog, Chinese, Arabic, Vietnamese, Lao, Hmong, Mien, Mandarin, Cantonese, Tamil, German, Samoan, Korean, Marathi, Amharic, Uzbek, Urdu, Punjabi, Hindi, Pashto and Nepali

English Language Learners (ELL) in the school: 4 %
10 Total number ELL

7. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 178

8. Students receiving special education services with an IEP: 1 %
Total number of students served 2

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>1</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>1</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: 1 %
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 7

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.	10
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.	1

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 28:1

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	99%	99%	98%	98%	98%
High school graduation rate	100%	100%	97%	100%	98%

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	65
Enrolled in a 4-year college or university	91%
Enrolled in a community college	8%
Enrolled in career/technical training program	0%
Found employment	1%
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. 2006

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

Middle College High School at Contra Costa College is an Early College High School program. Our mission is to provide, in collaboration with Contra Costa College (CCC), a nurturing and academically challenging environment for traditionally underserved students to reach their full potential in a non-traditional high school setting. Our goal is to allocate personnel and fiscal resources to ensure equitable outcomes for all students. Our design gives students a special opportunity to gain a range of skills that will provide motivation and support for their lifelong personal, academic, and social growth. Our staff is dedicated to working collaboratively with the vision of continually enhancing the school program as a challenging, stimulating, caring, and supportive learning environment with high expectations for students who are able to meet the evolving demands of a global society.

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

<https://www.wccusd.net/Page/11535>

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

PART III – SCHOOL OVERVIEW

Middle College High School (MCHS) is an Early College High School program located on Contra Costa College's campus. Middle College High School was established in 1989 in collaboration with the West Contra Costa Unified School District and Contra Costa College (CCC). Our program is designed to provide a nurturing and academically challenging environment for historically underserved students to reach their full potential in a non-traditional high school setting.

With 32,000 students and approximately 8,000 in grades nine through 12, the West Contra Costa USD (WCCUSD) is located in the San Francisco East Bay Area. It is centered in the city of Richmond, which was home to the Kaiser Shipyards during World War II and saw economic and population booms during the mid-20th century, but later saw a decline in prosperity. The area was hit especially hard during the late 2000s and COVID pandemic. It is home to many different immigrant enclaves and low-income households. Although the area shows recent improvement, it has often ranked as one of the most dangerous cities in California.

MCHS is one of eleven high schools in WCCUSD, and is also one of the smallest, serving an average of 282 ninth to twelfth grade students each school year. Students interested in attending MCHS have to go through an application process. Approximately 320 students apply annually for no more than 80 slots. Applications are reviewed by teams of MCHS/CCC faculty. These teams look for first-generation college students and students whose potential will be better met in MCHS's program than in a traditional program. Our final enrollment is aligned with our district's demographics. In early June students are notified as to whether they have been accepted or not.

Beginning in the 9th grade, MCHS students are taught high school curriculum by WCCUSD high school teachers. All students are required to be concurrently enrolled in at least two college courses up to 11 units. The high school students attend classes along with students in the general college student population and receive instruction in college-level transferable courses. By increasing exposure and access to college from an early age, our Early Middle College program is increasing the number of students who graduate from high school and go on to pursue post-secondary education. Over 75% of our students graduate with an AA (Associate in Arts) degree from CCC before they graduate from high school.

Our design gives students a special opportunity to gain a range of skills that will provide motivation and support for their lifelong personal, academic, and social growth. Our staff is dedicated to working collaboratively with the vision of continually enhancing the school program as a challenging, stimulating, caring, and supportive learning environment with high expectations for students who can meet the evolving demands of a global society.

MCHS is committed to enabling all students to attain high standards. This model is a combination of challenge and support that fosters growth in every student. Students receive academic assistance along with social and emotional reinforcement. They are also taught college organizational skills and provided with college and career readiness aid.

To help students succeed in their coursework and the transition to college, MCHS provides a variety of supports, including tutoring, and academic support classes. Before and after school tutoring is available for students who are struggling. The tutoring program includes one-on-one assistance before and after school for students struggling in high school and college courses. Students are monitored for academic progress throughout their time in our program; and, those at risk of failing courses are counseled and required to attend tutoring. Early College Seminars are support classes created to provide extra support to all students taking college courses. They are structured as small-sized classes with a lead teacher and peer tutors to work with students in their areas of need.

Integration of technology throughout the curriculum is used by teachers to ensure engagement and understanding of content material. MCHS utilizes a one-to-one tablet program where students use tablets for research, access textbooks, and navigate online coursework in Canvas, Blackboard, and other LMSs for both

college and high school classes. Professional development for MCHS faculty in the use of Canvas helps ensure that students receive support in navigating online learning, as many CCC instructors still rely heavily on this platform. A dedicated study space is also provided for students in hybrid courses.

Social-emotional support is also a high priority to ensure MCHS students can meet the demands of dual enrollment. This is a focus of our professional development. Friday classes, when most college courses do not meet, focus on team building with all MCHS stakeholders in order to build a cohesive and supportive community. The Boomerang Project's "Link Crew" transition program is being initiated to ensure a smooth transition for incoming students through mentoring by successful students in upper-grade levels.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Middle College High School focuses on providing rigorous literacy-based instruction that follows the California Common Core Reading, Writing, and Speaking/Listening Standards and our district's goal to support high-quality ELA (English language arts) instruction in all classes. Our district's ELA program is designed to enable students to become articulate speakers, responsive listeners, skillful readers and writers, and resourceful problem solvers who are prepared to be contributing members of society.

All ninth through twelfth-grade students are enrolled in a high school college preparatory English course. Our ninth and tenth-grade students use the district's adopted SpringBoard anthology textbook. This textbook unpacks a standards-based curriculum that addresses students' Reading Lexile level through a selection of various literary genres and styles from the classics to the more contemporary. The curriculum includes short stories, excerpts from novels, speeches, letters, informational texts, poetry, drama, informational, and op-ed pieces. The Online version and the consumable student version allow students to interact with the text, respond to critical thinking questions, test their vocabulary skills, and increase their comprehension of complex passages. Teachers also design text-dependent questions to help students analyze and understand complex texts. Students are expected to collaborate in discussions as they allow students to better comprehend the material while also developing their listening, speaking, and critical thinking skills. To strengthen their writing, students complete research-based projects that allow them to expand their understanding of a text by comparing it to a contemporary issue, understanding the context in which it was written, or expanding on an idea presented in the text.

All 11th and 12th grade students are concurrently taking writing-intensive courses at CCC, such as humanities, ethnic studies, political science, and English 1A and 1C. Hence, in addition to the above goals, teachers also focus on college readiness skills in listening, critical thinking, and writing in order to assure success in these demanding college courses. Students complete numerous research-based projects; and, teachers use an inter- and intradisciplinary approach that helps prepare them not only for success in CCC courses but at four-year universities, as well. Teachers utilize CCC English Department rubrics in order to acclimate students to college-level writing.

An array of formative assessments are given that allow students to demonstrate their synthesis of material and creativity through a variety of tools and media, including Google Docs and Slides, Padlet online galleries, student-created podcasts and videos, and online discussion boards. There is a heavy emphasis on collaboration, creativity, and peer review in the pursuit of producing authentic, real-world materials that are meaningful to students and that they can be proud of sharing with others. STAR testing is administered to all 9th-11th graders and the Smarter Balanced assessment is administered to students in grade 11. The data from both of these summative assessments are used to make and monitor decisions regarding lesson designs, differentiation between students, and course offerings. Finally, students complete 3 STAR Unit assessments throughout the year to track understanding and progress between students. After each assessment, teachers and administration spend time analyzing data and identifying student achievement gaps.

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

Middle College high school focuses on providing a rigorous conceptual understanding, procedural fluency, and application of mathematics, using Savvas (formerly known as Pearson) as the curricular math framework while also adhering to the California Common Core Standard. All 9th and 10th-grade students are enrolled in either Algebra I or Geometry depending on what math level they completed in middle school. After the completion of high school Geometry, all MCHS students are enrolled in a college-level math course beginning with Algebra 2. Many students leave our program taking college-level math beyond Calculus 3. These college-level math courses are taught by college instructors.

The pacing of our math teachers directly aligns with that of the Savvas curriculum. Teachers use the National Council of Teachers of Mathematics (NCTM) as a guide for practice. The first of these are the NCTM process standards of problem-solving, reasoning and proof, communication, representation, and connections. The second is the strands of mathematical proficiency specified in the National Research Council's report "Adding It Up." These include adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations, and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

The math department makes use of online platforms including Desmos and Khan Academy. Additionally, the math department offers additional tutoring hours after school, four days per week. During these tutoring hours, students have the opportunity to work with their math teachers in addition to peer tutors to help them understand the material covered during class. An array of formative assessments include weekly quizzes, group participation assessments, and chapter tests. The math department then meets biweekly to identify common trends, gaps, subgroup proficiency levels, and develop a plan to provide feedback for students. Additionally, students take 3 STAR testing assessments throughout the year and a summative chapter test to collect data on how students are performing and mastering the material being taught. After each assessment, teachers and admin spend time analyzing the data and identifying achievement gaps. Teachers use the data from the first two assessments and summative chapter tests to modify teaching and provide students multiple opportunities to understand their data and mistakes, then approach the standard in an alternative way. This strategy helps us identify students that may need extra support and allows teachers to intervene and implement strategies to help all students. All points of data are then utilized to identify the high, low, and mid-performing students, helping the school best serve their needs and succeed in rigorous college math courses.

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

Middle College High School provides rigorous science classes that utilize the Next Generation Science Standards (NGSS) and prepare students for the California Science Test (CAST). The science department follows the three-course model proposed in the Science Framework by the California Department of Education. Due to the nature of our program, biology is the only high school science course our students will take. In 10th grade and beyond, MCHS students are enrolled in college science courses such as anthropology, physics, and chemistry taught by college instructors. In these courses, students are taught in world-class labs and classrooms in the new \$79 million Science Center.

In biology, the lessons are built upon students' scientific understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are four life science disciplinary core ideas in high school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines. All classes use project-based learning to ensure that students have the opportunity to actively understand the concepts, hypothesize, and put what they learn to practice in their everyday lives.

An array of formative assessments includes exit slips, discussions, and class participation. Based on the results, teachers create subgroups to address misconceptions and allow students to conduct error analysis. Additionally, students take 3 STAR testing assessments throughout the year. After each assessment teachers and administration spend time analyzing the data and identifying achievement gaps. During these sessions, teachers create plans to reteach or spiral back on skills that need practice.

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

Middle College High School offers a rigorous selection of social science classes that adhere to the California State Standards. All 10th-grade students are enrolled in World History, 11th-grade students are enrolled in

US History, and 12th-grade students are enrolled in Economics, or US Government. MCHS students also take an array of college-level social science/history courses, such as African American history, humanities, La Raza, and political science.

All high school social science classes use critical reading to analyze and evaluate primary and secondary documents. Additionally, the social science department utilizes technology, including online curriculum from PBS, National Geographic, and Newsela to supplement course content. Teachers also use Canvas and Google Classroom to provide personalized feedback and provide a college-level platform for online collaboration and discussion. Students are expected to write document-based essays and examine different historical authors' claims, reasoning, and evidence. The department works together to ensure that students can use and grow the skills learned in each grade level and continue to grow as they progress. Finally, the social studies department includes research-based projects that require students to develop their understanding of different standards and draw connections to contemporary events and issues within their community. Some examples of civic projects that our students have completed in the past include voter registrations and immigration workshops.

The social science department utilizes formative assessments in the form of quizzes, discussions, online tools (such as Kahoot!), and short writing projects. Summative written assignments and other creative projects such as videos, mock textbooks, and podcasts are assigned where students have to demonstrate an understanding of the concepts taught in class and their ability to expand on such topics. Social science/high school teachers collaborate to analyze both summative and formative sources of data. During these sessions, teachers create plans to reteach or spiral back on skills that need practice.

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

To ensure our MCHS students are college and career-ready, MCHS engages students in a rigorous college preparatory curriculum, promoting active intellectual inquiry. We expect that with appropriate support, all students will have successfully completed a substantial number of transferable college courses which are equivalent to the advanced placement and honors courses offered by traditional high schools. As students move towards college readiness, a priority is developing literacy, numeracy, and 21st Century skills.

The high school curriculum at MCHS is designed to ensure that all students have completed the University of California "A-G" admission requirements by the end of senior year. Beyond the college preparatory curriculum, MCHS offers courses that are aligned with the University of California System's requirements, and a number of these courses earn college credit. These concurrent enrollment courses also fulfill high school graduation requirements and satisfy lower-division requirements at California State Universities if a student receives a grade of "C" or better.

Early College Seminars are support classes created to prepare students for success on various standardized assessments and in rigorous college courses. They are structured as small-sized classes with a lead teacher and peer tutors to work with students in their areas of need.

During their time in our program, all students are required to complete two internships related to a career interest of their choice. These opportunities provide our students with leadership skills, community and civic responsibilities, and exposure to entrepreneurship skills. Our students also get to partake in statewide and national college campus tours with CCC.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Middle College high school students are enrolled in two semesters of a college-level drama course in order to meet the visual and/or performing arts requirement. They begin taking their first semester of drama in 9th grade and a second semester of drama during the 11th grade. The drama courses are taught by college instructors and take advantage of the CCC Knox Performing Arts Center. Students are a key element in the production of CCC plays at the Center, working behind the scenes to assist with set and costume design and often acting in leading roles.

2b. Physical education/health/nutrition

Our MCHS students are required to complete four semesters of physical education as a high school graduation requirement. Beginning in the 9th grade, students are all enrolled in physical education in order to meet the requirement. Students also enroll in various physical education courses offered through CCC like badminton, swimming, and yoga to complete the four required semesters. Students also participate in competitive sports at their resident high school.

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

Beginning in their 10th-grade year, all students are enrolled in a Spanish class. Students are required to practice and develop their writing, reading, speaking, and auditory skills. In addition, the Spanish Department develops cross-curricular lessons with themes including history, art, music, global and social issues, and literature. Students then have an opportunity not only to practice the language but also to learn about the culture and traditions associated with Spanish.

2d. Technology/library/media

Middle College high school students are exposed to technology by enrolling in college-level courses such as Business Office Technology and Computer Information Systems beginning in their 9th-grade year. Both courses introduce our students to basic computer use, programming, and coding, and the courses are taught by college instructors.

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

3. Academic Supports

3a. Students performing below grade level:

MCHS is aware that students come into our program not fully prepared for the rigor of college-level instruction and high school courses. We are committed to enabling all students to attain high standards. This model is a combination of challenge and support that fosters growth in every student. Students receive academic assistance along with social and emotional reinforcement. They are also taught college organizational skills, and provided with college and career readiness aid beginning in the 9th grade.

To help students succeed in their coursework, MCHS provides before and after school tutoring. Early College Seminars provide extra support and are offered to all students as a buffer in college classes. On average, 20-30 students each day attend tutoring Monday-Thursday. Friday Seminar classes offer opportunities to address students' emotional needs in relation to mental health and socioemotional support. Intervention services are offered by the Wright Institute that addresses personal and mental health concerns.

MCHS students who are lacking credits in subject areas can take summer courses to recover lost credits. Also, credit recovery online options are available to assist students who need to recover credits.

3b. Students performing above grade level:

MCHS engages students in a rigorous college preparatory curriculum, promoting active intellectual inquiry. We expect that with appropriate support, all students will have successfully completed a substantial number

of transferable college courses which are equivalent to the advanced placement and honors courses offered by traditional high schools.

The high school curriculum at MCHS is designed to ensure that all students have completed the University of California “A-G” admission requirements by the end of senior year. Beyond the college preparatory curriculum, MCHS offers courses that are aligned with the University of California System’s requirements and a number of these courses earn college credit. These concurrent enrollment courses also fulfill high school graduation requirements and satisfy lower-division requirements at California State Universities if a student receives a grade of “C” or better.

For example, all math courses after high school geometry and algebra, generally taken during the freshman year, are completed in college courses. This allows students to advance through Math 191 (2nd-semester college calculus), often by the end of their junior year. Other STEM courses are offered that extend learning well beyond the standard high school curriculum. Students are able to take college courses such as English, political science, African American and La Raza studies, humanities, biology, and astronomy through the college. Students also have opportunities to demonstrate their learning through participation in college speech and debate, journalism, and leadership programs. Independence, self-direction, and self-advocacy are encouraged throughout students’ four years in the program.

3c. Students with disabilities:

Our program serves a small percentage of students with Individualized Education Programs (IEPs). In order to facilitate instruction to meet the needs of all students, general education teachers are trained to differentiate lessons through professional development opportunities and collaboration with the special education department (SPED).

When developing IEPs, the needs of each individual student is extensively evaluated to ensure that each student is provided the appropriate accommodations needed for them to successfully access assessments.

3d. English Language Learners:

Middle College High School serves a small percentage of English Language Learner students. We do not have any English Language Development (ELD) classes. Our ELD students are fully integrated into the grade-level ELA classes and our teachers use differentiated instruction to meet the needs of our English Learners along with additional one-on-one support.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Middle College High School is a small school dedicated to fulfilling the socioemotional needs of our students while motivating them to constantly challenge themselves. Our school focuses on establishing a trusting partnership with our students to ensure that they feel comfortable. Starting from the first week of school, our site implements the Link Crew Program to assist new students with getting acclimated to the campus and our program while establishing rapport with peers. The Link Crew leaders are trained MCHS students who have to apply and go through an extensive interview process prior to being selected. The student leaders are responsible for ensuring new students experience a smooth transition into our program, then continue mentoring new students throughout the school year.

In addition to Link Crew, Middle College High School works alongside the Associated Student Body (ASB) to support student-led activities, such as club rush, spirit week, rallies, dances, and different school assemblies. Our program has a wide array of clubs that students can join. Students can also start a new club if there's one that does not exist. MCHS also recognizes the importance of celebrating student achievement and have scheduled school-wide assemblies for college commitment day and appreciation events.

MCHS recognizes the importance of providing socio-emotional and mental health support for our students. To ensure that our students' needs are met, our program contracts with the Wright Institute, a group of therapist interns that provides small group sessions and individual counseling. Our staff also focus on providing social emotional learning (SEL) once a week.

College and career readiness is a major emphasis at MCHS. Students follow an Education Plan that maps out what classes they will be taking all four years at MCHS. Students have ample opportunity to meet with a high school or college counselor to go over their post-secondary plan. During their time in our program, all students are required to complete two internships related to a career interest of their choice. Students also get to partake in statewide and national college campus tours with CCC.

2. Engaging Families and Community:

Middle College High School has many significant relationships with families and the community. One of the most valuable and important relationships we have is with Contra Costa College. Our relationship has been cordial and cohesive since 1989. Being that our school is housed on CCC's campus, we lean heavily on CCC for facility use, student services, programs, and courses that enhance our student's learning experience. We continue to foster our positive relationship by creating collaborative efforts between the MCHS staff and CCC faculty members and engaging in problem-solving through the MCHS/CCC Advisory Board. Our MCHS students are involved in internships and jobs all over the campus. The students get a real college experience which has been helpful to student motivation and success. Our students also have the opportunity to participate in college leadership, college clubs, ASU senates, and even serve on the Contra Costa Community College District governing board.

Another important relationship we foster is with our MCHS parents. Parents are involved through the School Site Council (SSC) and African American Parent Advisory Committee (AAPAC). As members of the SSC, parents have a seat at the table to provide input with the action goals and plan that is written into our Single Plan for Student Achievement (SPSA). The SSC also examines the California Dashboard indicators and discusses how to better support improvements and how to allocate funds and resources that will support these actions. Our parents also have several opportunities throughout the school year to connect with teachers and staff, whether that is at our Back-to-School Night, Culture Night event, or Decision Day celebration.

Other community partnerships include the San Pablo Rotary Club, which sponsors the Interact Student Club we have on campus. Sojourner Truth Church is a local community church near CCC that provides our students with the opportunity to serve and participate in community service. We also have a strong

partnership with the California State University at East Bay's Mathematics, Engineering, and Science Achievement (MESA) program. Each year, the MESA program provides our MCHS students with the opportunity to create thematic projects related to the fields of science, technology, engineering, and mathematics (STEM) and compete with other high school students. We also have strong partnerships with the Middle College National Consortium (MCNC) and the California Coalition of Early and Middle Colleges (CCEMC).

3. Creating Professional Culture:

Teachers participate in staff development opportunities offered by WCCUSD to keep current in both instructional content and research-based methodologies. The WCCUSD offers regular staff development opportunities throughout the school year. These professional developments (PDs) include math strategies and Ed Tech. Our technology teacher lead (TTL) meets to share best uses of technology used in class instruction to improve student engagement and level of understanding. Other teachers share their expertise both formally in staff meetings and informally during collaboration time. Teachers also have the opportunity to attend conferences like the California Association of Teachers of English (CATE), the National Council of Teachers of Mathematics (NCTM), and Boomerang Link Crew.

Teachers act as facilitators in the classroom by having students engage in student-led activities, such as Socratic seminars, group presentations, and debates. Because of this unique relationship and academic opportunity, teachers serve as both facilitators of learning through direct instruction, guided practice, and independent work, and additionally serve an important role as coaches for our students as they navigate the unique demands of our rigorous program.

Contra Costa College IT Services also assists teachers with use of technology in the classroom. All classes are connected to overhead projectors and speakers, and many include document cameras and connections for laptop computers. Teachers schedule workshops provided by CCC library staff on avoiding plagiarism, best research practices, and other topics. MCHS staff are beginning to utilize Canvas in order to understand and leverage features of this platform that are much more advanced than those in Google Classroom. The PD will support our teachers with the integration and usage of Canvas in the classroom.

In addition, all teachers are informally observed on a biweekly basis, and formally two times a year by an admin. After a formal evaluation, a one-on-one meeting is then scheduled to provide feedback and suggestions to continue teacher growth. Middle College has an open door policy as a way to encourage discussions and suggestions between admin and staff. This also serves as a way to ensure staff morale is high as it provides an informal way for teachers to share positive updates, challenges they may be facing, or simply interact with the admin team. This helps ensure that each teacher feels valued not only as a staff member but also as a person.

4. School Leadership:

Middle College High School's leadership structure is based on a collaborative model that works to provide all students regardless of race, socioeconomic status, and/or background with an equitable education. The current leadership team consists of the principal, one counselor, and an office manager. Due to our small staff and the nature of our program, the principal collaborates closely with CCC's leadership to ensure that our program's needs are met, whether that be reserving classrooms, using other campus facilities, or obtaining maintenance and custodial services. MCHS also leans heavily on CCC's campus security to ensure the safety of our whole community, and campus police conduct safety-awareness training with staff and informational meetings with students and parents.

In addition to the structure described above, there are smaller leadership groups that can be found throughout the school, including the School Site Council (SSC), African American Parent Advisory Committee (AAPAC), and the Associated Student Body (ASB). The SSC and AAPAC, composed of the principal, teachers, parents, and students, are both responsible for guiding decisions and providing input related to the allocation of Title I funds and ensuring they align with the school's Single Plan for Student Achievement. The ASB influences the culture of the student body and works to boost student morale. Many

MCHS students serve in leadership positions with the San Pablo Youth Commission, the Richmond Youth Commission, and the WCCUSD Youth Commission. MCHS has also had a student serving as a Student Trustee on the WCCUSD School Board every semester for the past three years.

The principal's overall leadership approach is to listen to all stakeholders and work together to ensure that the school is providing students with as many opportunities as possible. Satisfaction surveys are given to students, parents, and staff after the first semester and at the end of the year. The admin team then works to address any concerns that may impact student learning. The principal holds quarterly meetings with student leaders from all grade levels to discuss campus climate and areas of concern.

Leadership also maintains an ongoing focus on self-improvement through the self-study process required for school accreditation by the Western Association of Schools and Colleges (WASC). Action items revealed through each self-study cycle are monitored throughout the year and drive decisions on school-wide practices and professional development. MCHS has received a full six-year accreditation for every WASC review since first becoming eligible.

5. Culturally Responsive Teaching and Learning:

Middle College High School teachers and administrators value the diversity that exists in our program and district. We are dedicated to maintaining a culturally-relevant curriculum for our students. Textbooks, readings, articles, and materials from diverse authors and perspectives are continually sought and provided for our students, along with guest speakers representing diverse views who are brought to classes. Funding is allocated to provide supplemental texts and materials to students, as well as professional development for teachers.

MCHS students are participating in the WCCUSD social science textbook adoption decision process for 10th and 11th grade curriculum for the entire district, helping to narrow down the selections from five publishers to two, and are currently piloting and voting on these final two with a focus on culturally-relevant and inclusive materials. MCHS also applies for numerous grants in order to pay for culturally-diverse enrichment activities, such as African American and LatinX history month celebrations, tickets to concerts and plays such as Teen Night for Black History Month at the SF Symphony and Cambodian Rock Band at the Berkeley Repertory Theater, and novels from diverse authors reflecting the diversity of our student body.

The Ed Plan also takes advantage of courses at the college that meet our students' diverse needs, including African American Studies (History 110, 122, 123, and Humanities 113) and La Raza Studies. These departments also bring a wide range of activities to campus, including guest speakers, book signings, films, and celebrations. MCHS students actively participate in and often help plan these events.

Our program also requires that MCHS students complete a service learning project, which entails students researching their cultural background and identity, creating a group project, and organizing Culture Night. Culture Night is a community event that allows our students to highlight their cultural background through food, performances, music, art, and more. The event celebrates our program's diversity and our students take pride in coordinating the activities.

MCHS students have also formed various clubs to celebrate their cultural and self-identity needs, including a LatinX Student Union (LSU), Black Student Union (BSU), Asian American Student Union (AASU), Tambayan Club, and Gay Student Union (GSU). These student-led clubs organize various events and serve as essential networks of peer support and guidance.

PART VI - STRATEGY FOR EXCELLENCE

Middle College High School recognizes that the success of our students is a combination of several different strategies. A key component to our school's success is the fact that our early college program requires all students to take at least two college courses every semester beginning in the 9th grade. This educational model along with being fully integrated on a college campus provides our students with multiple benefits.

From day one, our students must quickly adapt to life as a college student. Unlike comprehensive high schools where students are hurried to class by tardy bells or campus supervisors, our students are taught self-sufficiency, self-advocacy, and how to take ownership of their learning and success. Over time, our students develop and attain a level of independence and maturity that proves to them at an early stage that they have the ability to engage and succeed in college.

To ensure that our students are on track and are successful in their college courses, MCHS administration and staff collaborate closely with CCC Deans and department chairs to make sure the appropriate college courses are offered for our students. All MCHS students are guided by our counselor on how to register for grade-specific college courses each semester. MCHS offers extensive support for students, including counseling, tutoring, Early College Seminars, and mentoring from older students through the Link Crew program. Many of our older students are also hired by CCC as tutors, who often work in before- and after-school tutoring and EC Seminars to support their peers.

The educational model has been instrumental to the success of our program. It is imperative the practice is implemented fully. Challenging our students with college coursework from their first semester is a practice that other early and middle college programs nationwide have sought to emulate and have visited MCHS to see in action. Furthermore, it has allowed our students to earn enough college credits to graduate from high school with an associate degree and STEM certificate from CCC and enough units to start at a University of California (UC) or California State University (CSU) as a junior, saving two years and tens of thousands of dollars in tuition, while also giving our students the momentum to graduate from a four-year university.