

U.S. Department of Education
2015 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 Ms. Sherry Balian

(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 Holt 208

(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 State School Code Number* 39-68585-3930443

Telephone 209-954-5790 Fax 209-954-5875

Web site/URL http://middlecollege.lodiusd.net/ E-mail sbalian@deltacollege.edu

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Cathy Washer

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

E-mail: cwasher@lodiusd.net

Other)

District Name Lodi Unified School District Tel. 209-331-7000

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

Date

(Superintendent's Signature)

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 that it is accurate.

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 10 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	27	41	68
10	31	28	59
11	26	32	58
12	25	31	56
Total Students	109	132	241

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 57 % Asian
 - 4 % Black or African American
 - 25 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 11 % White
 - 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	241
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 32 %
 Total number students who qualify: 77

Information for Public Schools Only - Data Provided by the State

The state has reported that 37 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 1 %
3 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	8
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. 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 30:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	99%	98%	98%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	56
Enrolled in a 4-year college or university	79%
Enrolled in a community college	16%
Enrolled in career/technical training program	0%
Found employment	3%
Joined the military or other public service	2%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2008

15. Please summarize your school mission in 25 words or less: Provide a supportive and academically challenging learning environment for traditionally underserved, but strongly motivated, youths with high potential for academic and career success.

PART III – SUMMARY

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 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. Two faculty members review applications and, if scores are statistically far apart, a third review will take place. Points are awarded to students who would be the first in their family to attend college, are of an ethnicity that is underrepresented at 4-year institutions, and to those who earn a GPA of 2.5-3.5. On average, MCHS receives two applications for every opening.

MCHS students are 56% Asian, 24% Hispanic/Latino, 0.4% Pacific Islander, 4% African American, 11% White, 0.4% American Indian, and 3% other. They speak 15 languages including Arabic, Cantonese, Hindi, Farsi, Hmong, Khmer, Mandarin, Tagalog, Ilokano, Punjabi, Spanish, Urdu, and Vietnamese. 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 transferrable college credits. In the 2013-2014 school year, the 240 students enrolled at MCHS completed approximately 900 college courses and 78% earned a letter grade "B" or higher in those courses. That year, 34 of the 56 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, 80% of current MCHS students maintain a 3.5 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 eight instructors, one counselor, and one administrator. 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 Instructional Support Team (IST), 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, 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 transferrable college credits students have earned and the number of students graduating with associate degrees. Additionally, the school-wide Academic Performance Index (API) score steadily increased from 795 in 2008 to 915 in 2013. (Note: In California, the API is used to measure the academic performance and progress of individual schools and rank them in comparison to other schools in the state. API scores range from a low of 200 to a high of 1,000. Very few schools have an API above 900. Based on the API scores, MCHS has a “10” statewide rank on a 1-10 scale.)

Since the 2008 National Blue Ribbon School Award, MCHS was awarded with the following:

- California Distinguished School Award, 2011
- US News and World Report "Top High Schools in the Nation" Bronze Award, 2007-2010, 2013
- California Business for Education Excellence's Honor Roll, 2009, 2010 and 2012
- Meet AYP since 2004
- 2013 API: 915

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

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, physical education, and career development.

All high school English, science, and social studies classes are based on Lodi Unified School District's adopted curriculum, which is aligned to California content standards and fulfill the A-G requirements for admission to the University of California and California State University systems. The MCHS math sequence is in transition from its alignment with California content standards to alignment with California Common Core standards. Textbooks are approved by the district, are aligned with California Common Core standards, and have been reviewed and approved by the district English Learner Advisory Committee.

The core curriculum at MCHS requires four years of English, English 9th-12th College Preparation, and approximately 70% of seniors also complete English 1A at SJDC. Two years of math are required for graduation but three years are highly encouraged, as it is the requirement for college entrance. Prior to the transition to the California Common Core state standards, the MCHS mathematics curriculum included Geometry, Algebra II, and Pre-Calculus. The current master schedule for the 2014-15 school year reflects the statewide transition to Common Core as MCHS adopted Integrated Math I for incoming ninth grade students while maintaining Algebra II and Pre-Calculus for the upper classmen. Beginning in the 2015-16 school year, MCHS will continue the transition to the Common Core mathematics sequence and will offer Integrated Math I and Integrated Math II along with Pre-calculus. By 2016-17, the schedule will be completely aligned with the Common Core mathematics sequence and will offer three consecutive years of Integrated Math. Students will then have the opportunity to enhance their mathematics skills at SJDC by enrolling in Calculus I and Calculus II. Considering that a college course equates to one year of high school credits, it is possible for students to complete five or more years of mathematics.

In 2011, through an Western Association of Schools and Colleges (WASC) Accreditation process and findings in a self-study report, MCHS decided to restructure the science sequence by eliminating Earth Science and, instead, offering Biology to ninth graders and Chemistry for tenth graders. This change provides MCHS students with the opportunity to satisfy their two-year lab 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.

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. Seniors also have the opportunity to participate in a simulated stock market program where they receive hands-on experience on the opportunities and risks in the stock market.

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, and college and career readiness.

Students at MCHS follow the Intersegmental General Education Transfer Curriculum (IGETC) course requirements to ensure their college credits are transferrable to a four-year California university. The SJDC college courses available to MCHS students prepare them for the rigor and curriculum that they would encounter at a four-year university. Additionally, MCHS encourages students to complete one of the

numerous certificate programs offered at SJDC, in tandem with an associate's degree, which enable students to obtain useful skills and knowledge that will benefit them in the entry-level job market.

2. Other Curriculum Areas:

In addition to the core classes offered through the high school, students take their remaining high school graduation requirements and A-G coursework for UC/CSU admissions at SJDC. MCHS requires students to complete one year of foreign language study but encourages them to take at least two years at the college level in order to meet college entrance requirements. Approximately 60% of MCHS students complete three or more years of foreign language.

Students meet their one-year fine arts requirements through SJDC. The community college offers MCHS students the opportunity to participate in play productions, jazz ensembles, choral concerts, and many other artistically enriching opportunities. Students also complete the Health 1 class at SJDC, which provides a solid health curriculum and stresses the importance of living a healthy lifestyle and being fully motivated to achieve wellness. Ninth grade students also take high school physical education and their second year of PE is offered at SJDC. In 2010, MCHS hired a dedicated part-time PE instructor who revitalized the program and student performance on the California Physical Fitness Test rose from below the district average to well above it. He also introduced a sports club and dance club on campus.

All MCHS students participate in high school AVID classes, which function as the cornerstone for student support. As noted, AVID is designed to help prepare traditionally underserved students for four-year colleges. The focus is on college preparation, including the application and financial aid processes, as well as preparing for and successfully completing required admission tests. AVID students learn the “hidden curriculum” of college bound students, such as note taking, organization, test taking, study skills, and time management. In addition, AVID promotes academic growth through student-led, tutor-facilitated tutorials, and the development of effective writing and presentation skills. MCHS is formally acknowledged as an AVID National Certified School.

College level writing across the curriculum is emphasized at MCHS. All ELA classes use standard-aligned rubrics and anchor papers to guide students in their writing and presentations. Modern Language Association (MLA) reports are required beginning in 9th grade. The MCHS Integrated Math I instructor annually assigns a mathematician research paper. 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 reoccurring 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.

In addition to AVID, MCHS also offers a Journalism/Yearbook 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. Journalism/Yearbook 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 New Alternatives in Energy: Ingenuity and Innovation. 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, second place Class Level-Div. I, second place Overall-Div. I, and first place Super Quiz-Div. II. Historically, the MCHS Division I team places in the top three for overall competitors among the 13 schools that participate.

3. Instructional Methods and Interventions:

Student support at MCHS is proactive and all students receive continuous encouragement to meet the demands of a rigorous curriculum. The Academic Success Center (ASC) operates weekdays from 9:30 to 11:30am to support all 9th grade students who are making the difficult transition from a middle school to a collegiate environment. Student-peer tutors, an MCHS faculty member, and teaching assistants supervise the ASC and tutor individually and in group settings. ASC is a required course and grades are based on several factors including attendance and the submission of a monthly Silent Sustained Reading log, which is reviewed, discussed, and graded in concert with English 9. Upper classmen who need support are also encouraged to attend ASC.

Although the MCHS passing rate of the California High School Exit Exam has been 100% for over five years, staff continues to make improvements to the ELA instructional methods, especially in word recognition, syntax, and English mechanics. 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 multiple times per week 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 routinely runs a report of students with grades D or below, which is presented to the administrator and faculty in preparation for the regular staff meeting where instructors collaboratively design a plan to address individual student needs. Teachers then intervene with differentiated instruction, re-teaching, individual tutoring, parent-teacher conferences, counseling referrals, and AVID tutorials as needed. With this approach, 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 many have been re-designated from Limited English Proficient to Fluent English Proficient.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The success of MCHS's model, mission, students, and community is evident in students' steadily increasing scores on standardized state tests. For the purposes of this application, we have attached results from the California State Standards Test in Math English/Language Arts.

Prior to the transition to Common Core, the California Standards Test (CST) was administered to 9th, 10th, and 11th graders each April at MCHS. In the 2013-14 school year, high schools in the Lodi Unified School District administered a pilot test in alignment with the Common Core State Standards in mathematics and English Language Arts to 11th grade students. 9th and 10th graders were not tested that year.

On state testing, students at MCHS have consistently and significantly outperformed students at the district, county, and state levels. On the CST in 2012-13 (the last administration of these tests), for example, 99% of MCHS 9th graders scored proficient or above in English Language Arts (ELA), compared to 59% of students in the district, and 62% of all students in the state. The results for 10th and 11th graders ELA performance mirror this trend. MCHS students also outperform their peers at the district and state level in math. To illustrate their success, last year, 61% of 11th graders received scores of proficient or above in math, compared to only 30% in the district and 25% of students statewide.

For all grades, our statistically significant subpopulations (economically disadvantaged, Hispanic/Latino, Asian, and White) were not far behind their peers. Achievement gaps of 10 or more percentage points between the scores of all students and the scores of any subgroup occurred only among Hispanic/Latino 9th and 11th graders' math scores, and economically disadvantaged 11th graders' math scores. To close these achievement gaps, MCHS faculty and staff collectively review student assessment test scores and design individualized instruction plans including one-on-one, group, and peer tutoring for students with low scores.

Additionally, the California High School Exit Exam (CAHSEE) is administered to 10th graders each February and each student must pass the exam by their senior year in order to qualify for graduation. Though this data is not represented in the attached tables, MCHS students perform remarkably well on the exam and the school boasts a 100% passing rate.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

To understand and improve overall school performance, MCHS faculty, administrators, and staff examine a variety of student achievement indicators including: student learning results in individual high school and college classes, student performance on standardized tests, California High School Exit Exam (CAHSEE) results, API scores, school dropout rates, and college entrance rates. These data are collected and assessed regularly throughout the school year and reported to all stakeholder groups. At the school level, teachers and school leaders utilize assessment data to drive changes in instruction and supportive interventions in order to better serve the learning needs of all students and their parents.

Students performing below proficient on local assessments and state tests are closely monitored by teachers and are provided extra support through one-on-one teacher tutoring, peer and group tutoring, AVID tutorials, and counseling. Classroom teachers also use the assessment data to guide differentiated, individualized instructional techniques.

Through analysis of 2012-13 student performance data, MCHS found that students excelled in English, science, and the social sciences but there remained room for improvement in math content areas. To address this gap, as MCHS began the transition to the Common Core Integrated Math sequence, the school focused on reducing class sizes from a 30:1 to a 20:1 student-teacher ratio. This allowed teachers to dedicate more time to individual, differentiated student instruction. The school also introduced after-school math tutoring two days per week and both of the school math teachers made themselves available for additional individual student tutoring and support before high school classes begin, from 9:00am-12:00pm.

Part VI School Support

1. School Climate/Culture

Due to the close-knit environment at MCHS, teachers have the opportunity to make strong connections with students, as they are instructors for 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 and are trained on how to approach their students to discuss these changes and identify their students' evolving needs. Instructors make direct referrals to academic and social-emotional support services including tutoring, counseling, and peer advising, for example. Some students meet regularly (weekly/bi-weekly) with teachers or the school counselor to support their academic and social-emotional wellness.

If there is a need for intervention services, SJDC's police department is located on the campus and can perform wellness and psychological evaluations and make necessary recommendations for proper resources. The school counselor is also 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.

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.

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.

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.

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 40 hours of community service as part of AVID. MCHS students have volunteered at elementary schools, convalescent facilities, homeless shelters, animal shelters, and election polls.

3. Professional Development

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 MCHS staff attend three staff development days a year to discuss standards-based curriculum alignment and cross-subject awareness, the master schedule and yearly calendar, all-school academic field trips, and student-related issues and challenges. Staff members are also strongly encouraged to attend SJDC's staff development seminars held on "flex" workdays.

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. Since the conception of the Common Core Standards and Curriculum, MCHS has worked in compliance with LUSD to attend professional development workshops that will help teachers make a smooth transition to Common Core teaching strategies. Newly credentialed teachers may also take advantage of the district's Beginning Teacher Support and Assessment Program, through which teachers participate in workshop trainings and work closely with a mentor teacher. Teachers who are new to a grade level or are having trouble may also participate in the district's Peer Assistance and Review Program, which connects teachers to mentors.

Outside 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.

Throughout the 2014-15 school year, the Integrated Math I instructor has attended quarterly mathematics workshops offered by LUSD to assist with the transition to the new mathematics sequencing and teaching strategies for Common Core. In January of 2015, seven of the eight teachers attended a professional development workshop which focused on close reading strategies that would benefit all core subjects and promote critical reading skills to be used in expository writing pieces. In February 2015, two teachers and the principal attended the District sponsored Common Core training in relation to English Language and English Learners. Also in February 2015, two instructors attended a workshop focused on Smarter Balanced Common Core simulated testing in order for them to prepare and train all MCHS teachers for the Smarter Balanced testing which is scheduled for April of 2015.

4. School Leadership

MCHS assumes a collaborative leadership approach, which is dependent upon team decision making. Though the administrator is the leader and ultimate decision maker, the counselor, faculty, and parents are highly involved in decision making. Teachers and staff voice opinions, concerns, and give feedback during weekly staff meetings. Parents and students alike share the opportunity for collaborative decision making through the PTSA and Student Government.

In cases of academic honesty and student behavior, the Honor Tribunal was established during the early days of MCHS. The tribunal is composed of two teacher advisors, 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 disciplinary infractions and, upon deliberation, will recommend appropriate consequences to the Principal. The Honor Tribunal typically oversees cases of plagiarism, cheating, copying, disrespect for authority, attendance issues, and/or underclassmen who go off campus without permission. Its purpose is as follows: 1. To foster an atmosphere of mutual trust and interdependence among students, faculty and parents. 2. To encourage individual self-respect and the appreciation of, and respect for diversity within the MCHS community. 3. To promote honesty, integrity, and individual human dignity among the student body. 4. To reinforce the ongoing commitment of MCHS to rigor, achievement,

and excellence in all academic areas. All students are expected to abide by the Honor Tribunal and act as the “eyes and ears of the campus.”

Faculty, staff, parents, and students are very involved in designing school policies and classroom instructional methods. As a small campus, students and teachers develop close relationships with opportunity for candid feedback on program design and the need for additional resources and support services. Parents receive real-time feedback on student performance and meet monthly with the PTSA to give input on specific school policies and activities. Faculty and staff regularly set the agendas for the weekly staff meeting, which offers an open forum for discussion of specific issues at the school.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California State Standards</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		52	59	48	50
Advanced		37	34	36	35
Number of students tested		61	63	58	61
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		43	41	47	40
Advanced		10	0	10	10
Number of students tested		21	27	30	20
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above		46	36	56	46
Advanced		8	0	6	8
Number of students tested		13	14	18	26
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		50	77	53	50
Advanced		22	5	12	0
Number of students tested		18	22	17	8

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		42	67	43	33
Advanced		17	11	0	0
Number of students tested		12	9	7	9
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California State Standards</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		61	39	42	34
Advanced		20	6	11	8
Number of students tested		57	56	58	60
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		41	31	7	28
Advanced		9	7	26	7
Number of students tested		22	29	27	29
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above		33	28	17	18
Advanced		0	0	0	0
Number of students tested		10	18	18	17
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		70	41	44	46
Advanced		30	12	12	8
Number of students tested		20	17	16	13
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		62	29	10	27
Advanced		12	0	0	9
Number of students tested		8	7	10	11
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Due to the transition to Common Core and the utilization of the Smarter Balance Assessment Consortium (SBAC), high schools in our district conducted a pilot test in mathematics and English Language Arts to 11th grade students in 2013-14 and the results of those tests are not available. 9th, 10th, 12th grade students were not tested in 2013-14.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California State Standards</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		61	63	73	56
Advanced		25	18	20	14
Number of students tested		62	63	45	58
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		54	60	68	55
Advanced		17	17	16	13
Number of students tested		24	23	31	31
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above		42	50	50	48
Advanced		8	8	1	14
Number of students tested		12	6	14	21
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		71	65	61	73
Advanced		29	15	1	27
Number of students tested		24	26	25	11
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above			82	78	33
Advanced			20	22	0
Number of students tested		4	8	9	6
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Due to the transition to Common Core and the utilization of the Smarter Balance Assessment Consortium (SBAC), high schools in our district conducted a pilot test in mathematics and English Language Arts to 11th grade students in 2013-14 and the results of those tests are not available. 9th, 10th, 12th grade students were not tested in 2013-14.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California State Standards</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		100	95	100	97
Advanced		80	79	67	50
Number of students tested		61	63	58	61
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		100	93	100	96
Advanced		71	74	63	65
Number of students tested		21	27	30	26
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above		100	93	100	100
Advanced		77	79	72	72
Number of students tested		13	14	18	20
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		100	100	100	100
Advanced		78	86	53	75
Number of students tested		18	22	17	18
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		100	100	100	100
Advanced		92	56	100	60
Number of students tested		12	9	7	10
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Due to the transition to Common Core and the utilization of the Smarter Balance Assessment Consortium (SBAC), high schools in our district conducted a pilot test in mathematics and English Language Arts to 11th grade students in 2013-14 and the results of those tests are not available. 9th, 10th, 12th grade students were not tested in 2013-14.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California State Standards</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		90	96	91	88
Advanced		60	66	57	50
Number of students tested		57	56	58	60
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		86	97	93	86
Advanced		59	55	64	55
Number of students tested		22	29	28	29
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above		92	94	89	76
Advanced		42	42	63	35
Number of students tested		12	12	19	17
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		100	94	100	77
Advanced		70	53	50	54
Number of students tested		20	17	16	13
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above			100	90	100
Advanced			100	50	55
Number of students tested		9	7	10	11
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Due to the transition to Common Core and the utilization of the Smarter Balance Assessment Consortium (SBAC), high schools in our district conducted a pilot test in mathematics and English Language Arts to 11th grade students in 2013-14 and the results of those tests are not available. 9th, 10th, 12th grade students were not tested in 2013-14.

To respect student privacy, data is not reported for categories with ten or fewer students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California State Standards</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		99	99	100	100
Advanced		84	89	90	71
Number of students tested		62	63	61	58
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		96	100	100	100
Advanced		79	91	87	71
Number of students tested		25	23	31	31
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above		91	100	100	100
Advanced		67	100	79	76
Number of students tested		11	12	14	21
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		100	100	100	100
Advanced		88	85	88	64
Number of students tested		24	26	25	11
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above			93	100	100
Advanced			85	100	100
Number of students tested		4	12	9	6
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Due to the transition to Common Core and the utilization of the Smarter Balance Assessment Consortium (SBAC), high schools in our district conducted a pilot test in mathematics and English Language Arts to 11th grade students in 2013-14 and the results of those tests are not available. 9th, 10th, 12th grade students were not tested in 2013-14.

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