

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Sherry Balian

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Middle College High School at San Joaquin Delta College

(As it should appear in the official records)

School Mailing Address 5151 Pacific Avenue

(If address is P.O. Box, also include street address.)

Stockton

City

California

State

95207-6370

Zip Code+4(9 digits total)

County San Joaquin

State School Code Number* 39-68585-3930443

Telephone (209) 954-5790

Fax (209) 954-5875

Web site/URL www.lodiUSD.net

E-mail sbalian@deltacollege.edu

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Len Casanegonone

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

District Name Lodi Unified

Tel. (209) 331-7000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Ken Davis

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 32 Elementary schools
 _____ 6 Middle schools
 _____ Junior High Schools
 _____ 7 High schools
 _____ 5 Other
 _____ 50 TOTAL
2. District Per Pupil Expenditure: _____ 7193
 Average State Per Pupil Expenditure: _____ 7521

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 [X] Urban or large central city
 [] Suburban school with characteristics typical of an urban are
 [] Suburban
 [] Small city or town in a rural are
 [] Rural
4. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 5 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	28	40	68
2			0	10	19	41	60
3			0	11	24	42	66
4			0	12	19	31	50
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							244

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 48 | % Asian or Pacific Islander |
| 4 | % Black or African American |
| 19 | % Hispanic or Latino |
| 28 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 4 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	232
(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

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 3 | Total Number Limited English Proficient |
|---|---|
- Number of languages represented 2
- Specify languages: Spanish
Khmer

9. Students eligible for free/reduced-priced meals 40 %
- Total number students who qualify: 97

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

10. Students receiving special education services: $\frac{2}{4}$ %
 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>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>0</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialist	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>2</u>	<u>0</u>
Total number	<u>11</u>	<u>0</u>

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

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98 %	97 %	97 %	97 %	96 %
Daily teacher attendance	96 %	92 %	94 %	93 %	95 %
Teacher turnover rate	29 %	29 %	29 %	14 %	0 %
Student drop out rate (middle/high)	1 %	1 %	0 %	0 %	0 %
Student drop-off rate (high school)	41 %	39 %	52 %	32 %	%

Please provide all explanations below

- 1) Our teacher turnover rate appears high because we have had only 7 teachers, and during each of the past three years, one has been out on maternity or personal leave. It is important to note that 5 of our current teachers have taught at MCHS for at least 5 years.

8am-5pm day; they miss the social aspects of a comprehensive high school; or their parents move. Our interview process has been modified to ensure we are the right fit for the students who enroll. Of our current seniors, 71% began as freshmen.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	39	
Enrolled in a 4-year college or university	39	%
Enrolled in a community college	51	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	10	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Middle College High School at San Joaquin Delta College (MCHS) is a 240-student high school located on the San Joaquin Delta Community College (SJDC) campus in Stockton, California. Our mission is to provide a highly supportive and academically challenging learning environment for traditionally underserved, but strongly motivated, youths with high potential for future academic and career success. The high school opened for fall 2000.

In keeping with the Middle College-Early College model, MCHS students take at least one college class in the morning, and they take high school classes in the afternoon'all on the community college campus. Students receive both high school and college credits, and at graduation, students have earned from 30 to 60 transferable credits. Each year, at least one student graduates with both a high school diploma and an associate's degree. Last June, two seniors graduated with two AA degrees and one student graduated with three AAs.

MCHS was founded to encourage students who would otherwise not attend or finish college to succeed in postsecondary education. To this end, we recruit youth who are performing with a 2.5-3.5 GPA at their grade level, who would be the first in their family to attend college, children of color, youth who may not thrive in a typical high school setting, and students who have been bullied, teased, or picked on at their prior schools. The location of the high school on the college campus lets these underserved and overlooked students know that a college education is possible.

Our students are 33% Asian, 19% Hispanic/Latino, 10% Filipino, 4% Pacific Islander, 4% African American, 28% White, 1% American Indian, and 1% multi-ethnic. They speak 15 languages including Arabic, Cantonese, Hindi, Hmong, Khmer, Lao, Mandarin, Tagalog, Punjabi, Spanish, Urdu, and Vietnamese. Our school 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, they feel safe and secure here.

Because attending college classes as an adolescent can be daunting, MCHS provides academic, social, and emotional support through our required Advancement Via Individual Determination (AVID) classes and an Advisory Program that supports all students to achieve academic success, graduate, and move on to a postsecondary institution. Our students become both effective high school and college students. At a recent Delta College Academic Senate meeting, a professor shared that some of our high school students are the best students in her class.

During the past seven years, MCHS students have demonstrated steadily increasing success in a number of areas: 1) Our API scores have risen from 775 in 2001 to 872 in 2007, and we have achieved the highest possible Academic Performance Index (API) rankings from 2001-2007 with a both a statewide and similar-school ranking of '10.' 2) Economically disadvantaged students consistently perform at and even above the level of their nondisadvantaged peers. 3) Last semester, Middle College students took 422 college-level courses, and 75% received at least a B'an increase from 67% in 2005. 4) MCHS received a bronze medal from the US News & World Report 2008 and was one of 49 schools to receive a California School Boards Association Golden Bell Award.

Academically and experientially, MCHS challenges each student to: Be Someone. Go Somewhere. Seek Excellence. And they do. Ninety percent of our 2007 graduates are enrolled in college and 10% have joined the military.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The success of MCHS's model, mission, students, and community is evident in our students' steadily increasing test scores. For the purposes of this application, we have attached results from the California High School Exit Exam-Math (page 15) and the California State Standards-English/Language Arts (pages 14-15).

The California High School Exit Exam (CAHSEE) is administered to 10th graders each February and must be passed by the time they are seniors in order to graduate. The state records the number of 10th graders who took the test and the percentage who passed the first time, meaning they achieved a solid foundation of knowledge and skills in Math (or English/Language Arts) based on state-adopted content standards. The attached table reveals remarkable results: 1) The percentage of students who passed the Math test the first time increased from 83% to 100% in five years. 2) The percentage of economically disadvantaged students who passed the test has mirrored and during one year, even exceeded those of their non-economically disadvantaged peers. 3) All students who started MCHS as Limited English Proficient and were later 'Redesignated Fluent English Proficient' passed the math test. 4) Regardless of economic status, MCHS students have consistently and significantly outperformed students at the district, county, and state level. For example, last year, 100% of MCHS 10th graders passed the CAHSEE in Math compared to 79% of district 10th graders, 73% in the county, and 76% in the state. All of MCHS' economically disadvantaged students passed compared to only 72% in the district, 64% in the county, and 65% in the state. The performance disparity between economically disadvantaged and those not disadvantaged ranged from 7% to 13% at the district, county, and state levels over the past five years. In comparison, the gap at MCHS has never been more than 4%. And for the last two years, there has been no gap at all. (<http://cahsee.cde.ca.gov/>)

Each April, 9th, 10th, and 11th graders take standards-based California State Standards tests (CSTs) in English/Language Arts and Math. These are combined with other Standardized Testing and Reporting (STAR) tests to compute the Academic Performance Index (API) scaled scores, which continue to rise at MCHS' 39 points last year alone. Students can attain one of five levels of performance on the CSTs for each subject tested: advanced, proficient, basic, below basic, and far below basic. The State Board of Education has established the proficient level as the minimum desired achievement goal for all students. This goal is consistent with school growth targets for state accountability and the federal No Child Left Behind requirements. The state target is for all students to score at the proficient or advanced level.

The most dramatic improvements in MCHS students' English/Language Arts scores over the past five years were among economically disadvantaged students, especially in grades 9 and 10. Among 9th graders, while 74% were Proficient or Above in English/Language Arts in 2002-03, 100% were Proficient or Above last year. In the 10th grade, 73% were at least Proficient five years ago compared to 89% last year. In all grades, those students who were classified as economically disadvantaged or Asian (the one other numerically significant subgroup at the school) were not too far behind their peers. In fact, among 9th and 10th graders last year, they outscored their peers. (<http://star.cde.ca.gov/>)

2. Using Assessment Results:

To understand and improve overall school performance, MCHS faculty, administrators, and staff examine a variety of indicators, including student learning results for individual high school and college classes; student performance on standardized tests; CAHSEE performance; API; dropout rates, and college entrance rates. These data are collected and assessed regularly and are reported back to all stakeholder groups based on their need for detail, ranging from those who require summary information to those involved in teaching, decision making, and policy development who require more detailed analysis of the data. At the school level, the assessment data are used to drive changes in the system to better serve the learning needs of all students and their parents.

To date, these changes have included the implementation of the Academic Support Center (ASC) in 2003, after cumulative testing results revealed that additional support was needed. Now 9th graders are required to attend this innovative learning lab for two hours every morning for individual and group assistance. As another example, at the end of the 2006 school year, staff reviewed STAR data and discovered that the College Preparatory Mathematics' 'spiraled' curriculum that deepens students' understanding of a concept each time it is reintroduced was not meeting the needs of students and did not articulate to the college pre-calculus course. Therefore, we implemented traditional Algebra I and II and Geometry the following year (2007-08). We hired a math tutor three mornings a week, and provided peer-tutoring both in-class and

during morning hours. Recent STAR math results show a seven-fold increase in 9th graders scoring at proficient/advanced in Algebra I. However, the majority of 9th graders are taking Geometry, and 49% of these students scored proficient/advanced in 2007.

On an individual level, students performing below proficient on local assessments and state tests are closely monitored by teachers and are provided extra support through a) teacher tutoring, b) tutoring services provided throughout the day, and c) AVID tutorial classes. These data are also used by classroom teachers to differentiate instruction ' reteaching specific skills and knowledge as needed to meet student needs.

3. Communicating Assessment Results:

Keeping students, parents, and the community informed about student performance is vital to MCHS student success. Interim Progress Reports are provided for students twice each semester, and are personally handed to parents who attend our 'Early Bird' progress report nights. We often make arrangements for parents and students to receive weekly progress reports. Besides these progress reports, student performance is communicated to parents on a variety of levels, including: 1) frequent e-mails and phone calls from teachers regarding student progress and challenges; 2) school events such as Back to School Night; 3) MCHS counselor, tutor, and SJDC counselor discussions with parents; 5) monthly newsletters distributed in hard copy and emailed; 6) and the district's website. Parents also receive notification of missing and/or unacceptable work. In addition, last year, all teachers began using Pinnacle, a web-based gradebook program that allows parents to view student grades on assignments, their overall grade, and attendance in all classes.

In the cases where English is a second language for MCHS parents, we have an office staff member who speak Hmong, and a former student who now works at SJDC and translates in Spanish as needed. We also rely on an authorized list of translators used by the college and the district. Lodi Unified also provides all parent information forms in Urdu, Hmong, Vietnamese, Spanish, and Khmer.

Lodi Unified central office staff monitors school performance data and prepares reports to the community. School staff also regularly reviews student performance data with the Early College Advisory Committee (which includes college faculty and administrators) and the MCHS Parent Teacher Student Association. Student performance data are regularly submitted to Middle College National Consortium, NCREST (a research group that collects, analyzes and reports about student performance for middle college high schools nationwide), and funding organizations like the Bill and Melinda Gates Foundation. The MCHS principal and Delta College Liaison also deliver presentations to Delta College Board of Trustees and Lodi Unified Board of Education.

4. Sharing Success:

As members of the Middle College National Consortium, we attend the three conferences held each year. At those conferences, we discuss the mechanics of running a middle college high school, challenges faced, and strategies for student success. We also participate in the on-line community of middle colleges, where staff and students can contribute to on-line discussions and exchange ideas.

To share our successes locally, the MCHS counselor and a few students visit our district's middle schools to discuss the program with students and encourage enrollment. In addition, four parent/student information meetings are held in the spring so that parents and students can learn more about our program. We also use the campus-wide email announcement system to share with our host college our successes, such as the US News & World Report award.

We are always willing to talk with other districts interested in opening a middle college high school, and we have had eight schools bring teams of teachers to campus for site visits. We spend considerable time with these teams on site and are subsequently available to them via email and phone.

Due to the success of our AVID program and our students, MCHS has been invited by AVID to be a demonstration site. As such, teachers from Lodi Unified and surrounding districts will visit our AVID classrooms to witness techniques and strategies that work.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

MCHS students participate in a rigorous academic program that prepares them to think conceptually, solve problems, and communicate ideas clearly and cogently. Because our focus is on college attendance and success, all students are enrolled in MCHS college preparatory classes (English, social science, math, and science) receive academic support provided by the AVID curriculum, and round out their education with San Joaquin Delta College (SJDC) courses in foreign languages, visual and performing arts, physical education, and career development.

All high school classes are based upon Lodi Unified School District's adopted curriculum, which is aligned to California standards, and all fulfill the A-G requirements for admission to University of California and California State University. Students graduate with 30 to 60 college units from SJDC and a few graduate with both AA degrees and high school diplomas. The textbooks are approved by the district, are aligned with state standards, and have been reviewed and approved by the district Multicultural Advisory Board.

The core curriculum at MCHS requires four years of English 9th-12th College Prep. Approximately 40% of our seniors also complete English 1A at SJDC. Two years of math are required for graduation, but we highly encourage three years, which is the requirement for college entrance. Students typically take Geometry and Algebra II at the high school and then move to pre-calculus and calculus at SJDC. (Students typically have completed Algebra I before coming to MCHS.) Our requirements include two years of science classes but again, we highly encourage the third year for college entrance. Our sequenced Earth Science, Biology, and Chemistry classes all incorporate real world experiences that enrich the curriculum. To meet the History/Social Science requirements, students complete World History, U.S. History, Government, and Economics at MCHS and also enroll in a wide range of both social and political science courses at SJDC. Ninth grade students take high school physical education, but the second year of PE is at SJDC.

Students take the rest of their required courses at SJDC. We require that students complete one year of a foreign language, which is the equivalent of one college semester. However, we encourage them to take two more semesters of foreign language at the college level in order to meet college entrance requirements. Students meet their one-year fine arts requirements through SJDC. Many of our students are active in the SJDC drama department, and have been proudly billed in more than 10 SJDC productions. They complete SJDC's Health 30 class, which provides a solid health curriculum and earns participants a CPR certificate and a Community First Aid and Safety certificate. The majority of our students also complete SJDC Guidance 30: Career Self-Assessment, or Guidance 31: Career Exploration. To ensure students take college courses that best meet their future goals, a SJDC counselor meets with them throughout the school year to help them outline and tailor a four-year SJDC course plan.

To help students learn the 'hidden curriculum' of college courses, all students are enrolled in four years of AVID classes, which focus on organizational skills, college readiness, study skills, career education, and include 40 hours of community involvement. A community service component is also a requirement of MCHS Senior Projects. Fifteen percent of our juniors and seniors choose Work Experience as an elective, which allows them to receive elective credit for working in the community and relating how their current work experience impacts their lives.

2b. (Secondary Schools) English:

All students must take four years of high school English Language Arts (ELA). The English department uses state content standards to create pacing guides, and our board has adopted texts aligned to the standards. Our textbooks are McDougal Littell Literature Grade 9 & 10, McDougal Littell Literature-American Literature, and McDougal Littell Literature-British Literature. Ninth and 10th grade ELA teachers use supplemental instructional materials: Interactive Reader requires students to make written comments while reading literature, thus improving comprehension and critical thinking; and Language Network emphasizes grammar, writing, and communication, and allows teachers to assign additional support exercises to students who have not mastered specific skills.

To begin each period, students lead a discussion about a quote, poem, or passage of their choice that relates to the literature being studied. The teacher uses a rubric to evaluate the discussion, and all students

take notes on the presentation. These discussions are animated and inspiring.

All of our 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, and, by the end of four years, students have completed at least six MLA reports.

Our 11th grade English and U.S. History programs successfully implement cross-curricular learning. Last year, English students compared pieces from Labor Movement literature, while the Social Science classes researched and analyzed the Movement's history using a standards-based textbook, supplemental resources, internet, and guest speakers (e.g., United Farm Workers). The joint project culminated with 'Meeting of the Minds,' wherein students took on the roles of famous people, and parents, community members, and other students asked these 'famous people' questions.

Although our passage rate of the CAHSEE is high, staff has continued to work on ELA instructional modifications, especially in word recognition, syntax, and English mechanics. We adjust the curriculum to the needs of all learners. Teachers differentiate instruction to meet the needs of the accelerated student and those currently acquiring English. Teachers also tutor students individually.

3. Additional Curriculum Area:

All MCHS students participate in high school AVID classes, which function as the cornerstone for student support. AVID is a nationally recognized program that helps 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.

AVID uses writing as the basis for all assignments. For example, 9th grade lessons begin with lecture and textbook notetaking and emphasize essay writing skills. Sample AVID activities include: 9th grade) reviewing and understanding UC, CSU, and Intersegmental General Education Transfer Curriculum (IGETC) requirements, and preparing for scholarship applications; 10th grade) preparing and taking the PSAT; 11th grade) completing resumes, writing personal statements, and taking an SAT prep course; and 12th grade) completing scholarship applications on FastWeb and Collegeboard websites.

AVID classes also address career awareness, specifically via classroom discussions and guest speakers including a superior court judge, a producer for Disney, a newspaper editor-in-chief, labor union representatives, nurses, and habitat restoration planners. All students are required to complete a total of 40 hours of community service as part of AVID. Our students have volunteered at elementary schools, convalescent facilities, homeless shelters, and animal shelters. Four of our seniors worked at polling sites during last November's election, and more than 20 seniors were poll workers during this month's primary.

MCHS students have been accorded the rare honor of receiving AVID's highest student composition achievement award, the AVID Write-Off Regional Winner, for the past three years. In recognition of these and other accomplishments, MCHS has been formally acknowledged as an AVID National Certified School.

4. Instructional Methods:

Student support at MCHS is proactive, and all students' regardless of their gifts, talents, and challenges receive continual encouragement to meet the demands of a rigorous curriculum. The Academic Success Center (ASC) operates weekdays from 9:00 to 11:15am to support all 9th grade students who are making the difficult transition from a middle school to a collegiate environment. Older students who need support are also encouraged to attend. Student-peer tutors, an MCHS faculty member, and teaching assistants supervise the ASC and tutor individually and in groups. ASC is structured as a required course and is graded on a pass-fail system based on attendance and the submission of a monthly Silent Sustained Reading log, which is reviewed, discussed, and graded in concert with English 9/CP.

In 2005-06, we implemented an Advisory Program to support students whose cumulative GPA was below a 2.5 by assigning them to meet weekly with a teacher, counselor, or principal to address challenges, develop strategies, monitor grades, and secure support services. To date, 66% of students in the program have improved their academic performance. Tutoring from teachers, high performing students, and paid, college-level AVID tutors are also available to all students as needed every day.

Though our English Learner population is small and their overall GPA is 3.2, teachers closely monitor their progress using curriculum-embedded assessments and STAR test data. Teachers then intervene with

differentiated instruction, reteaching, tutoring, and AVID tutorials as needed. The method's success is visible in the redesignation of students from Limited English Proficiency to Fluent English Proficiency. Because redesignated students often do not have the exposure to English at home, they continue to be monitored; for example, our counselor reviews their academic progress to make sure they are succeeding and are on track to graduate, and regular in-class presentations allow teachers to gauge the amount of support they may need with oral communication. Those requiring further help are instructed to attend morning tutoring, the college tutoring center, and/or the SJDC Speech class.

5. Professional Development:

MCHS supports and encourages teachers to take advantage of professional development opportunities at our school, at SJDC, through the district, and at outside programs. In addition to weekly, 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 topics that are campus-specific. 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 that are new to a grade level or are experiencing difficulty may also participate in the district's Peer Assistance and Review Program, which also connects teachers to mentors.

Outside opportunities include the 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. Our AVID coordinator and AVID teachers also 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.

All of these opportunities have an impact on student achievement. For example, three years ago, we reviewed SJDC course data and discovered that too many of our students were withdrawing from college classes. Professional development from the Middle College National Consortium summer conference helped staff create a plan to address this issue in AVID classes. To this end, a) college class schedules were printed out monthly; b) college grade checks were printed out bi-monthly; and c) a staff conference was required before withdrawing. Whereas in the spring of 2005 we had 96 withdraws, by the end of fall 2005 withdraws had dropped to 45, and in Spring of 2006, they fell to 36.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 9 Test California State Standards

Edition/Publication Year 2003, 2004, 20 Publisher California Standardized Testing and Reporti

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	98	92	81	76	72
% "Exceeding" State Standards					
Advanced	78	61	54	30	35
Number of students tested	60	67	67	62	49
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	100	96	71	64	74
% "Exceeding" State Standards					
Number of students tested	20	24	31	22	19
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	100	95	86	75	
% "Exceeding" State Standards					
Number of students tested	15	20	21	17	7
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	88	66	75	58	50
% "Exceeding" State Standards					
Advanced	63	36	39	27	14
Number of students tested	68	66	56	49	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	89	61	58		73
% "Exceeding" State Standards					
Number of students tested	27	33	24	10	11
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	95	77	83		
% "Exceeding" State Standards					
Number of students tested	20	22	12	5	5
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	67	70	69	45	71
% "Exceeding" State Standards					
Advanced	45	35	30	2	17
Number of students tested	55	47	54	46	41
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	57	53	63	50	
% "Exceeding" State Standards					
Number of students tested	23	17	16	12	7
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	58	64			
% "Exceeding" State Standards					
Number of students tested	19	11	6	9	3
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Passing	100	94	92	96	83
% "Exceeding" State Standards					
Number of students tested	69	70	71	49	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Passing	100	95	89	100	82
% "Exceeding" State Standards					
Number of students tested	28	36	27	14	11
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Passing		100		100	
% "Exceeding" State Standards					
Number of students tested	8	13	8	11	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					