

Middle College High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Middle College High School
Street	2600 Mission Bell Drive
City, State, Zip	San Pablo, CA 94806-3195
Phone Number	(510) 215-3881
Principal	Finy Prak
Email Address	fprak@wccusd.net
School Website	www.wccusd.net/middlecollege
Grade Span	9-12
County-District-School (CDS) Code	07617960730291

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Middle College High School was established in 1989 as a collaboration between the West Contra Costa Unified School District and Contra Costa College. The program was structured to provide successful, challenging, and meaningful experiences for students identified as having high ability but not reaching their potential. Every student has the opportunity to earn a high school diploma and 60 transferable college credits simultaneously.

In 2005, and 2009, Middle College High School received the California Distinguished School Award. In 2006, the school was

2024-25 School Description and Mission Statement

honored by the U.S. Department of Education as a No Child Left Behind - Blue Ribbon School. Middle College was also recognized by the U.S. News and World Report as the best school in America in 2007, 2008, 2009, 2011, 2014, 2015, 2016, and 2018. In 2011, Middle College High School graduated two Gates Millennium Scholars. Middle College High School was also nationally recognized as a Gold Ribbon School in 2016 and also ranked as one of the top best schools in US News. In 2019, 2021, and most recently in 2024, Middle College High School received the California Distinguished School Award. We were recently recognized as the 2023 National Blue Ribbon School

The vision of Middle College High School is to transform today's scholars into tomorrow's leaders. To that end, our mission is to provide a nurturing, academically challenging environment for nontraditional and at-risk youth to ensure high school completion and success in college and beyond. Our goal is to provide, in collaboration with Contra Costa College (CCC), a nurturing and academically challenging environment for traditionally under-served students to reach their full potential in a non-traditional high school setting. Our goal is to allocate personnel and fiscal resources to ensure equitable outcomes for all students. Our design gives students a special opportunity to gain a range of skills that will provide motivation and support for their lifelong personal, academic, and social growth. Our staff is dedicated to working collaboratively with the vision of continually enhancing the school program as a challenging, stimulating, caring, and supportive learning environment with high expectations for students who are able to meet the evolving demands of a global society.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	78
Grade 10	72
Grade 11	73
Grade 12	60
Total Enrollment	283

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	65
Male	34.6
Non-Binary	0.4
Asian	21.9
Black or African American	10.2
Filipino	7.8
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.9
White	6.7
English Learners	1.8
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	64.7
Students with Disabilities	0.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	94.49	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	5.51	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	9.90	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.60	93.67	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	6.33	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	91.20	5.99	15831.90	5.67
Total Teaching Positions	10.20	100.00	1522.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.60	94.60	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	5.40	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	94.30	6.58	14303.80	5.15
Total Teaching Positions	10.10	100.00	1433.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.60	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.60	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.50	0.00	0.5
Total Out-of-Field Teachers	0.50	0.00	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	28.20	37	40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	47.50	44.5	44

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board SpringBoard ELA/ELD (ELA grades 9-10), c2017 - adopted 2019 Pearson: Prentice Hall Literature (ELA grades 11-12), c2002 - adopted 2018	Yes	0%
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018	Yes	0%
Science	McGraw Hill Inspire Biology, c2022 - adopted 2022	Yes	0%
History-Social Science	Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023 Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023 McDougal Littell Magraders American Government (American Government) c2006 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices (Economics) c2008 - adopted 2018	Yes	0%
Foreign Language	Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022	Yes	0%
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Middle College is located on the Contra Costa College campus. Contra Costa College maintains and repairs this facility, including buildings and classrooms used by Middle College.

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	92	92	32	33	46	47
Mathematics (grades 3-8 and 11)	58	53	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	72	72	100.00	0.00	91.67
Female	45	45	100.00	0.00	93.33
Male	27	27	100.00	0.00	88.89
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	93.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	86.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	90.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	72	72	100.00	0.00	52.78
Female	45	45	100.00	0.00	35.56
Male	27	27	100.00	0.00	81.48
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	48.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	48.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	55.64	60.90	20.56	20.89	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	133	100.00	0.00	60.90
Female	85	85	100.00	0.00	54.12
Male	47	47	100.00	0.00	74.47
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	67.57
Black or African American	15	15	100.00	0.00	66.67
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	56	56	100.00	0.00	48.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	86	100.00	0.00	55.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Middle College High School does not have a separate CTE program due to the nature of the design which gears students to graduate high school with a diploma and an Associate of Arts degree in Mathematics and Science from Contra Costa College. At the same time, MCHS students have opportunities to take a variety of CTE courses such as Administration of Justice & Biotechnology from the college.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	108
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

SCHOOL SITE COUNCIL: Every school must have a School Site Council composed equally of school staff and parents or students. Members of the SSC are elected by their peers (e.g., teachers, classified employees, parents, and students). School staff members must include a majority of classroom teachers or at least one staff member who is neither the principal nor a teacher. The role of the SSC is to review and approve the School Site Plan and approve the allocation of funds. The minimum

2024-25 Opportunities for Parental Involvement

number of SSC members for a middle or high school is twelve. At middle and high schools, students must constitute half of the parent and student membership and together must equal the total school staff members. A community member may take the place of a parent if chosen by the parents of students currently attending the school (Education Code Section 52852).

QUARTERLY PARENT EVENT: Parents have opportunities to receive relevant information about their child's progress, PowerSchool training, workshops on FAFSA/DreamAct, College and Career, and meet with teachers throughout the school year. Freshman parents also get to participate in Student-Led conferences during one of the quarterly parent events.

PARENT MEETINGS: Parents are also able to review school programs and ask questions at Freshman Preview Day and Orientation Night. Freshman parents also get to participate in Student-Led conferences during one of the quarterly parent events.

African American Parent Advisory Committee (AAPAC)

VOLUNTEERS: Parents have the opportunity to serve as volunteers during the school day and on study trips.

Contact Information for Parental Involvement: Staff Community Engagement Office (510) 307-4526

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.0	1.4	0.0	8.1	9.3	9.9	7.8	8.2	8.9
Graduation Rate	100.0	98.6	100.0	85.5	85.0	84.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	60	60	100.0
Female	40	40	100.0
Male	20	20	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	21	21	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	27	27	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	49	49	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	287	284	4	1.4
Female	186	184	0	0.0
Male	100	99	4	4.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	62	0	0.0
Black or African American	29	29	0	0.0
Filipino	22	22	1	4.5
Hispanic or Latino	143	140	3	2.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	0	0.0
White	19	19	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	187	186	3	1.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

2024-25 School Safety Plan

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	9	9	1
Mathematics	14	21		
Science	13	8	3	
Social Science	17	17	6	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	17	5	1
Mathematics	13	16	4	1
Science	11	12		
Social Science	21	8	9	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	15	6	
Mathematics	16	13	3	2
Science	14	10	1	
Social Science	20	9	6	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	188.67

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7345.55	439.18	6906.38	105810.16
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	19.0	22.6
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-43.7	11.2

Fiscal Year 2023-24 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AMAZON
 BUCK INSTITUTE FOR EDUCATION
 CIMPRESS USA INCORPORATED
 CONTRA COSTA COLLEGE
 ESSEN VENTURES
 FINY PRAK
 KBA DOCUMENT SOLUTIONS, LLC
 M AND K PIZZA INC
 PANERA BREAD COMPANY
 PARTNERS IN LEARNING PROGRAMS INC.
 SCHOOL DATEBOOKS INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 TEAYA MOODY
 THE NEW DELI
 US BANK

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

- Beginning Teacher Support and Assessment (BTSA)
- MCHS and CCC Faculty Math/Science Collaboration
- Middle College National Consortium Workshops for MCHS and CCC faculty and administration
- CCC Council of Chairs
- CCC Academic Senate

Professional Development

- District-sponsored professional development workshops
- Non-District professional development
- Contra Costa College professional development workshops and seminars
- The Middle College National Consortium Summer Conference
- The Middle College National Consortium Student Conference
- The Middle College National Consortium Principals' Institute and Technical Assistance Conference
- Link Crew

Through collaboration with all of our partners, MCHS constantly monitors both individual student progress and the effectiveness of the MCHS program. Teachers and administrators from both the high school and the college regularly attend national conferences of the Middle College National Consortium to evaluate our progress and share best practices. All teachers attend content-based professional development workshops both inside and outside of the district. Counselors attend the California Association of School Counselors (CASC) conference, MCHS/CCC Advisory Committee.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principal, in turn, provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is to ensure that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	32	30	33