

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 Mrs. Bette Vest

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

Official School Name Middle College High School

(As it should appear in the official records)

School Mailing Address 701 S. Mt. Vernon Ave., Box 55

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

San Bernardino

California

92410-2705

City

State

Zip Code+4(9 digits total)

County San Bernardino

State School Code Number* 36 67876 3631090

Telephone (909) 824-3218

Fax (909) 824-3187

Web site/URL www.sbcusd.k12.ca.us

E-mail bette.vest@sbcusd.k12.ca.us

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 Dr. Arturo Delgado

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

District Name San Bernardino City Unified School District Tel. (909) 381-1245

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 Mrs. Teresa Parra

(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: _____ 43 Elementary schools
 _____ 9 Middle schools
 _____ 0 Junior High Schools
 _____ 8 High schools
 _____ 9 Other
 _____ 69 TOTAL
2. District Per Pupil Expenditure: _____ 5604
 Average State Per Pupil Expenditure: _____ 4743

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. _____ 6 Number of years the principal has been in her/his position at this school.
 _____ 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			0
2			0	10	39	35	74
3			0	11	31	29	60
4			0	12	33	15	48
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							182

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 16 | % Black or African American |
| 65 | % Hispanic or Latino |
| 17 | % 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 22 %

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	10
(2)	Number of students who transferred from the school after October 1 until the end of the year	30
(3)	Total of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	182
(5)	Total transferred students in row (3) divided by total students in row (4)	0.22
(6)	Amount in row (5) multiplied by 100	22

8. Limited English Proficient students in the school: 7 %
- | | |
|----|---|
| 13 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 2

Specify languages: Arabic and Spanish

9. Students eligible for free/reduced-priced meals 67 %

Total number students who qualify: 122

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: $\frac{0}{0}$ %
0 Total Number of Students Serve

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>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>0</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<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 26 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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	95 %	96 %	96 %	95 %	95 %
Daily teacher attendance	97 %	98 %	85 %	95 %	96 %
Teacher turnover rate	0 %	0 %	14 %	17 %	0 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	11 %	2 %	32 %	9 %	4 %

Please provide all explanations below

*Student drop out rate is determined by the state as Gr. 9-12 Dropouts/Gr. 9-12 Enrollment)*100. These are students who did not return to the school and it is unknown if they enrolled in other schools or programs. Our program is a rigorous program with high

expectations, this along with the challenges of attending high school in the learning environment of a community college and our district's mobility rate, explain why students leave the program during the year. The drop-off rate represents these students ' we know they transferred to another school and are not drop-outs. It does not include students who transfer into the program as space becomes available during the year. In 2004-2005 one teacher was out with medical leave for the majority of the school year. One staff member transferred to another school in 2002-2003 and 2003-2004.

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	41	
Enrolled in a 4-year college or university	67	%
Enrolled in a community college	10	%
Enrolled in vocational training	0	%
Found employment	10	%
Military service	3	%
Other (travel, staying home, etc.)	10	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

To have students not merely graduate from high school, but ultimately from a university is the overriding goal and fundamental desire for every Middle College High School (MCHS) student. This all-encompassing goal is evident in everything that is done at MCHS, from the academic program to support programs within the Middle College and at San Bernardino Valley College; from parent involvement to professional development, and from encouraging individual responsibility to providing incentives for improvement. At MCHS many academic support programs and activities have been developed, approved, and supported by our faculty, site administration, district administration, San Bernardino Valley College, and Board of Education. These programs assist the Middle College in reaching its goals and the Expected School-wide Learning Results (ESLRs) developed by the staff, administration, district personnel, students and parents. The ESLRs are: attendance as a key concept of success; continued academic improvement; personal responsibility (to self, family, and community); and continued participation in higher education. These are the keys to future success.

The entire staff and administration has embraced the goal of improved results on all academic tests such as the CAHSEE (California High School Exit Exam) and STAR (Standardized Testing and Reporting). Evidence of the dedication to this goal is the 100% passage of the language arts and math portions of the CAHSEE in 2006-2007 school year. Further support for the school-wide academic programs is evidenced in the weekly staff meetings followed by frequent communication among staff verbally, by e-mail, written memos, and department and or one on one meetings. Middle College High School is a small learning community where the ratio of students to teachers is approximately 26 to 1. This intimate student to teacher ratio has resulted in students feeling connected with the school, teachers, and curriculum. The small learning community has resulted in a safe and orderly learning environment where most students feel safe.

The school goal and general school information is regularly communicated to all stakeholders (students, parents, staff, district, and community). Monthly newsletters are used to inform students, parents, and staff of information from and happenings at MCHS. A School Site Council, made up of administration, staff, students, parents, Gifted and Talented Education, and English Language Learners address such issues as budgets for categorical programs, data analysis, tutoring for students who are struggling academically, school activities, understanding and communicating university admittance standards, and enhanced information for students. The staff conveys high expectations about student achievement to the students and parents/guardians through the shared vision, mission and goals statement, the ESLR's, and course syllabi.

The culture of the San Bernardino City Unified School District and Middle College supports the continual use of data to analyze student progress. The staff has participated in school-wide data analysis as well as department analysis of achievement data. This evidence directs the staff to the critical academic needs of the school. The Content Standards Tests for English and language arts and math have been reviewed yearly by staff members; and after careful review of disaggregated data, the MCHS staff has determined that the school-wide focus must be on reading, writing, and math for the further preparation of students for continued educational success.

MCHS teachers have participated and continue to participate in professional development to improve the instructional strategies used in the classroom. Some examples: all staff members have gone through AVID (Advancement Via Individual Determination) training, all non-English teaching staff members have been in-serviced in writing strategies, staff members have been in-serviced on A to G requirements (subject area requirements for college admission) and admission standards for California State University and University of California, and staff members have completed training in English Language Learner Strategies.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Middle College High School uses a variety of systems to assess student progress towards mastery of state standards. The district provides benchmark tests based on state standards to be utilized as guidelines in the instructional program. The benchmark tests give teachers the opportunity to identify the areas of need and adjust the instructional schedule accordingly or provide individualized instruction. In the spring, students take the Standardized Testing and Reporting (STAR) test which includes testing of the California Standards (CST). These testing results are reported in five bands like the benchmark tests: far below basic (significantly below standards expectations), below basic (below standards expectations), basic (close to achieving standards), proficient (meeting standards expectations), and advanced (performed above standards expectations). For STAR, a school site must test 95% of its population and 95% of all sub-groups at the school site to have a valid number of student scores for the federal adequate yearly progress (AYP) indicator and the state academic performance index (API). The result of the STAR testing is reported by whole school and sub-groups. MCHS sub-groups include: African American, Hispanic, socio-economic disadvantaged, and white.

Testing results from the past five years show that MCHS students are meeting the state's proficiency standards, and the percent of students being tested is almost always 100%. In 2004, 97% of the student population was tested; and in 2005, 99% of the student population was tested; and in all other years 100% of the student population was tested. Testing data provides an picture of student proficiency. In English/language arts (ELA) the student population has never been below 50% proficient or advanced for the school as a whole and in every sub-group in the past five years. In 2007, English/language arts scores for proficient or advanced in the school by grade were: (1) 57% for 10th grade ' 60% for 11th grade, (2) economically disadvantaged 56% for 10th grade - 67% for 11th grade, (3) African American 62% for 10th grade- 11th grade not reported due to an inadequate number of students, (4) Hispanic 56% for 10th grade ' 60% for 11th grade, and (5) white 64% for 10th grade- 11th grade not reported due to an inadequate number of students. The state of California is expecting schools to be a 22% proficient or advanced for all students, therefore MCHS is meeting and exceeding the expected state API required for high school English. In math MCHS is also meeting the academic performance index required by the state of California of 20.9% proficient or advanced for all students. Tenth grade scores on the Californian High School Exit Exam (CAHSEE) demonstrate that students are taking and passing this test the first time. In the CAHSEE math section there were two years where students passed at a rate of 100% (2007 and 2004), two years where students passed at a rate of 98% (2005 and 2003), and one year where students passed at a rate of 96% (2006). English/language arts scores on the CAHSEE are also quite good, with three years with a passing rate of 100% (2007, 2004, and 2003), a passing rate of 97% in 2005, and a passing rate of 96% in 2006. The state required an API of 590 in 2007 for high schools; MCHS had an API of 832. MCHS has had an API above the 2014 state's expected standard of 800 for the past three years.

A comprehensive web site that includes AYP (Adequate Yearly Progress), API (Academic Performance Index) , STAR (Standardized Testing and Reporting), CAHSEE (California High School Exit Exam) can be found on the following web site <http://www.cde.ca.gov> . The STAR results can be found on the following web site <http://star.cde.ca.gov> .

2. Using Assessment Results:

The whole staff reviews assessment data (CST, STAR, CAHSEE, benchmark tests, and other indicators) continually throughout the school year. Data is reviewed on an individual basis, a school-wide basis, and for specific sub-groups such as: gender, socio-economic status, grade level, and ethnic population groups. School-wide strategies are developed that will enable MCHS to fully realize our vision of every student going on and graduating from a college or university. An annually updated Single Plan for Student Achievement (SPSA) is developed with the collaboration of all staff and School Site Council using disaggregated student performance data. The School Site Council gets an opportunity to review and analyze the data for reflection and feedback to the site. This data and analysis is used as a basis for the SPSA each year as the plan-do-check-evaluate-revise-act cycle of school improvement. The Board of Education regularly and publicly reviews the academic progress of each school and the district as a whole each year.

Teachers have identified exit criteria as they relate to the daily instruction of standards based components for their subject areas. Student performance scores on CAHSEE and CST state tests in mathematics,

reading and language arts, social studies, and science are indicative of instructional effectiveness. Teachers are empowered to make adjustments and refinements to course instruction, to request additional training through various workshops and in-services; and to review and choose instructional support materials such as weekend classes, software, supplemental textbooks, and supplies to meet the needs of all students. Interventions based on assessment may include parent conferences, counseling, course changes, enrollment in support and/or after school intensive tutoring classes, mandatory tutoring, one-on-one tutoring during morning hours and during AVID, and peer tutoring. In addition, tutoring is available at the college tutoring lab, writing lab, and learning lab for all college classes.

3. Communicating Assessment Results:

Timely and consistent information concerning students is communicated to parents in a variety of ways. The results of standardized tests administered each spring as well as the results of the CAHSEE are mailed home to parents.

Staff members also discuss student performance with parents at grade level meetings, individual conferences, telephone calls and e-mail. Every student takes a grade check home every two weeks requiring a parent's signature. Poor work notices are mailed mid-quarter by the district to parents of students who have a D or F in any class. School Attendance Review Teams are convened for attendance issues. Monthly newsletters give general information, and in some instances the student planners are used to communicate with parents. Students meet with the counselor a minimum of two times each year to plan college and high school course schedule and the parent is invited to participate. Parent informational meetings are scheduled in late afternoon or evenings for parents to participate in educational planning. The parents of students in the 10th, 11th, and 12th grades, who are not on target to graduate because of credit deficiencies and/or for not having passed the CAHSEE have individual mandatory meetings with the counselor to become aware of graduation requirements and strategize how to meet those graduation requirements.

Translation is provided for Spanish speaking parents during parent conferences and in most written communications. A newsletter is published to inform parents of special accomplishments of students, happenings, expectations, and information regarding the school's progress toward meeting API and AYP targets. The community is provided reports of school success through various community newspaper articles and through district awards for achievement. Each year MCHS participates in a student showcase for the Board of Education where students provide information to the Board and community about themselves and their MCHS experience.

4. Sharing Success:

Middle College High School consistently produces students who are prepared to be successful in college level classes and demonstrate that yearly at San Bernardino Valley College and beyond. In addition, ninety percent of MCHS graduates meet the requirements for acceptance at a four year institution. The students have consistently produced some of the top testing scores in the state which have resulted in API scores unmatched in the county of San Bernardino. This is a result of dedicated students, parents, and staff members that believe all children can succeed. 'Yes, you can,' our school motto, is proven daily year after year. We at MCHS have created several processes for parent and community involvement.

It is quite common to find visitors to our school site from within our district, surrounding high school districts, and college districts seeking information on the over-all program, specific components such as Accelerated Math or senior projects, how we are physically organized, what operating systems and procedures we have in place, and what drives our academic success. Staff members interact with leaders from other district school sites as well as leaders on the college campus. Students, staff, and parents feel comfortable and knowledgeable about MCHS and free to discuss both the positive and negatives of going to high school and college at the same time at public forums. We also invite our parents and community to grade our students' work as demonstrated by our senior projects. Community members and parents sit on various panels to score and grade the seniors as they present their senior projects. This is a project that they have worked on for half of their senior year. The newspapers in the local communities have frequently published articles about the success of individual students as well as the school as a whole. These processes help us keep the parents and community informed as vital link in every child's educational development.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Middle College is in the unique position that all students not only have the opportunity, but actively participate in rigorous and relevant learning experiences each and every semester. Middle College is a partnership with San Bernardino Valley College (SBVC) where students must remain dually enrolled in high school and college. College course work concentrates on Intersegmental General Education Transfer Curriculum (IGETC). Students that complete the IGETC requirement have for the most part completed their first two years of college. Students enroll in a wide variety of college level courses at SBVC, including A-G General Education-Breadth Transfer Requirements and college honors level courses designed to prepare students for University of California (UC) and California State University (CSU) systems. All students are encouraged to enroll in challenging courses that prepare them for post-secondary options. MCHS offers no AP classes as students have the actual college course instead of a high school class with an AP exam. About 30% of the graduates each year complete the 60 units required for their Associate of Arts (AA) degree, and the remaining 70% of the graduates each year average 35 to 45 college units.

All students at MCHS enroll in academic programs that are designed around academic standards, college admission requirements, and supported by current research. Curriculum and courses of study for English, math, science, and social studies align to state and district adopted content standards. Courses have district-adopted standards and courses of study. Students select from these high school courses each year: honors English (English required each year); for math either Geometry, Algebra 1, Algebra 2, Pre-Calculus/Trigonometry any of which can be honors or not, (3 years required for graduation) for science Biology, Chemistry, or Physiology all of which are honors (3 years required for graduation); for social science Government and Economics are offered for seniors (4 years required for graduation), and AVID (4 years of elective credit required for graduation). In addition, students must enroll in additional 6 to 11 units of college course work each semester. Multiple levels of foreign language instruction in Spanish, French, and American Sign Language are offered throughout the year in a challenging college environment in an actual college class. Access to an extensive fine arts program includes visual as well as performing arts. Visual arts such as drawing, painting, design, graphic arts, photography, glass blowing and design, ceramics, film, computer animation and web design, and art history are offered throughout the year. Performing arts such a drama, dance, voice, and instrumental music are offered both as a whole class experience and as individual study opportunities. History and social science courses are offered in extensive depth through the college component of MCHS throughout the year.

MCHS offers a variety of academic support options designed to ensure that students are on track to graduate. Classes are scheduled during 0 period to enable students to either make-up courses they have failed, provide an opportunity for students to return to their home school to play sports, and provide an opportunity to take college classes only offered during high school instruction time. Summer school, at a student's home school, offers a wide range of courses for students who are behind in credits. Students may also take summer classes at SBVC. All students are enrolled in AVID classes offering a specific curriculum focused on time management, study skills, and college information as well as time to complete assignments. All math classes utilize Accelerated Math where students must master objectives ensuring proficiency of state standards. All students are involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results (attendance, academic achievement, responsibility, and college graduation.).

2a. (Elementary Schools) Reading:

2b. (Secondary Schools) English:

Along with the district adopted textbooks, pacing guides, rubrics, and writing standards, teachers use strategies and resources to emphasize higher order thinking skills independent of the textbook. Multimedia presentations, desktop publishing, computerized tutorials, and word processing programs provide the means for student expression and assessment of student proficiency. Students are taught through a variety of instructional strategies such as: one-on-one, small and whole group instruction; lecture, reciprocal teaching, collaborative group work, teacher and student generated writing rubrics resulting in originally written work, illustrated writing, CAHSEE-aligned writing prompts, individual and group projects, district benchmark tests and standards-based assessments, peer assessments, oral reports, and interpretive projects based on individual reading selections. Starting with 10th grade students, teachers are preparing students for college course work in English and other subject areas as well as for the California High School

Exit Exam (CAHSEE). All students in 10th grade receive study guides for preparing for the CAHSEE, along with focused classroom instruction that includes handouts, note-taking, overhead transparencies, class discussion, and practice tests. Juniors continue to refine their language arts skills and learn the process and steps in preparing a research paper. Seniors utilize their language arts skills learned during previous years and are required to complete senior notebooks that include a resume, letters of recommendation, a letter of introduction, personal narrative, career research paper, FAFSA, and college plan. The last semester of the senior year is dedicated to the Senior Project where students must select a topic of their choice, research the topic, plan a project, find a mentor from the community for their project, and finally present their project to a panel of judges from the community. This culmination allows seniors to demonstrate all of the language arts skills learned throughout their entire school experience, work with mentors in a chosen career path, connections with local business and community leaders, and maintain continuity and focus for life long learning.

3. Additional Curriculum Area:

Whether you want to be a ballerina or an engineer as a college graduate you must take a variety of general education requirements and that includes some math. The majority of our students come to us with math anxiety or holes in their math skill development. MCHS utilizes the district adopted and approved math textbooks, California State Math Standards, district courses of study, and teacher instruction; but in addition, uses the Accelerated Math program for all math areas. Accelerated Math is a program that utilizes the computer and individualized math activities to ensure that students are learning and retaining math skills. Accelerated Math allows students to work in peer groups without copying or to just learn the material for the test. Students must pass a series of activities on the objectives, pass the test over those objectives, and pass review material from previous objectives. Students as well as the teacher are continually aware of the progress in mastering objectives. Immediately, students can identify the areas they have mastered and those areas that need more practice. Practice work can be generated that is specific to each student's math needs, and that practice work is immediately available to the student. The system alerts the teacher to students who are having chronic difficulties so that interventions can be made to help the students conquer the learning required. Tests can be retaken to receive a passing grade, or tests can be taken again to achieve the higher grade a student may desire. Accelerated Math provides students with an individualized plan of study that suits their ability level and pacing, yet provides teachers with a management program which allows them to monitor student progress and prescribe instruction as needed.

4. Instructional Methods:

MCHS staff members use information from professional development opportunities to shape a successful, standards-aligned instructional program to meet the needs of all students with a variety of instructional methodologies and strategies to ensure the acquisition of knowledge. Direct instruction, collaborative group work, think-pair-share, projects, modeling, inquiry, technologically enhanced presentations, applications, culminating activities, reciprocal teaching, and authentic assessment are the basic tools used by all teachers on a regular basis. The use of high quality media such as Accelerated Math, Renaissance Learning, and PowerPoint are used in regular instruction. A tutoring and support program for all subjects is available morning hours with additional after school tutoring in mathematics.

All MCHS students attend AVID, and three core high school classes along with 6 to 11 units of college course work per semester. Core courses are enhanced by multi-modal instructional units, use of state adopted textbooks, supplementary materials, quality media, and technology. AVID tutors support math instruction. In addition, regularly assigned and assessed homework with a flexible schedule provides for success. Teachers use a variety of instructional techniques and assessment strategies to ensure student success and gauge student proficiency. Questioning techniques that focus on Bloom's higher order thinking are used consistently throughout students' classes. Teachers develop essential questions as part of their unit plans using the Understanding by Design model. Teachers have received training in Specialty Design Academic Instruction in English (SDAIE) strategies through credential courses, Cross Cultural Language Academic Development (CLAD), Bilingual Cross Cultural Language Academic Development (B-CLAD), state provided workshops (Senate Bill 395 SB395), as well as district-sponsored workshops with 100% of the staff having either CLAD, B-CLAD, or SB395 certification. A GATE certificate is held by 42% of the staff. Students enrolled in English classes are provided with challenging learning experiences using a variety of instructional strategies that enhance their understanding of the standards: graphic organizers, Venn diagrams, rubrics, and the application of problem solving skills to create literary analysis projects.

5. Professional Development:

At MCHS, all staff members are involved in a planning process and professional development to help all students. Professional development is research based, covers the content standards, includes

differentiating instruction so that all students can successfully meet grade level proficiency and meets the A-G university minimum subject requirement, and is based on California Standards for the Teaching Profession. Through out the year teachers are kept informed of the most current student data available. Data is analyzed as a group and also analyzed by individual teachers. Professional development planning is based on greatest needs as identified from the data. Data may include information as test results, attendance, grade point averages, and academic progress.

Professional development has increased student achievement. In English language arts, teachers have increased communication between students by using SDAIE training and technique. Also, the use of cognates helps to teach vocabulary development to English learners. In mathematics, the California Mathematics Council training and Riverside-Inyo-Mono-San Bernardino Counties math training (RIMS) has helped math teachers motivate students to be excited about new technology and research in the field of math. In Biology and Physiology the use of poetry, such as Haikus and limericks, learned at the AVID conference, has been very successful at teaching technical vocabulary.

Year after year, the senior class grade point average has always been above a 3.0. This is a reflection of almost a full 1.0 in grade point growth from the class' grade point average at entry. Continually standardized test scores show well over 50% of our students to be proficient or better in language arts and math and 90% or above passage on the CAHSEE show that our professional development activities are helping all students be successful.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 10 Test California State Standards Test

Edition/Publication Year updated yearly Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	57	62	57	84	78
% "Exceeding" State Standards					
Advanced	21	19	20	23	9
Number of students tested	66	74	65	31	65
Percent of total students tested	100	100	99	97	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 Above	56	57	51	85	73
% "Exceeding" State Standards					
Number of students tested	52	56	45	20	41
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Above	62	58			87
% "Exceeding" State Standards					
Number of students tested	13	12	9	4	15
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Above	56	55	60	94	68
% "Exceeding" State Standards					
Number of students tested	41	47		16	31
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Above	64	92	54		88
% "Exceeding" State Standards					
Number of students tested	11	12	13	9	17

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	60	52	56	60	70
% "Exceeding" State Standards					
Advanced	18	18	13	16	13
Number of students tested	65	55	54	50	61
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 Above	67	58	57	61	73
% "Exceeding" State Standards					
Number of students tested	45	40	35	38	26
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Above	60	65	50	58	70
% "Exceeding" State Standards					
Number of students tested	43	34	30	26	30
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Above				57	65
% "Exceeding" State Standards					
Number of students tested				14	20
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	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	96	98	100	98
% "Exceeding" State Standards					
Number of students tested	72	75	65	34	65
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	100	95	97	100	98
% "Exceeding" State Standards					
Number of students tested	58	58	35	22	41
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100	92			100
% "Exceeding" State Standards					
Number of students tested	13	13	9	4	15
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100	96	100	100	97
% "Exceeding" State Standards					
Number of students tested	46	47	42	17	31
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100	100	100	100	100
% "Exceeding" State Standards					
Number of students tested	12	12	13	11	17