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 hoêh tataa w t aorl l br caɛ sch ɛd enl bli c) belifF) a l raɒd enl blf uc,ondncied to

Grade

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 e su le ect ar

Year and month in which the data were collected: October 2017

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

MCHS students have access to all College facilities and services, including classrooms, science labs, computer labs, the library, the Career Center, the Media Center, the food service area, and the Three Seasons Restaurant. The College also provides office space for the MCHS faculty and staff and a workroom/lunchroom. The College is responsible for custodial, maintenance, and repair services. The college is currently in a multi-year process of renovating buildings and upgrading facilities to meet the needs of all students.

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

- (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and

- 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.

Note: Percentages are not calculated 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.

Last updated: 1/25/2018

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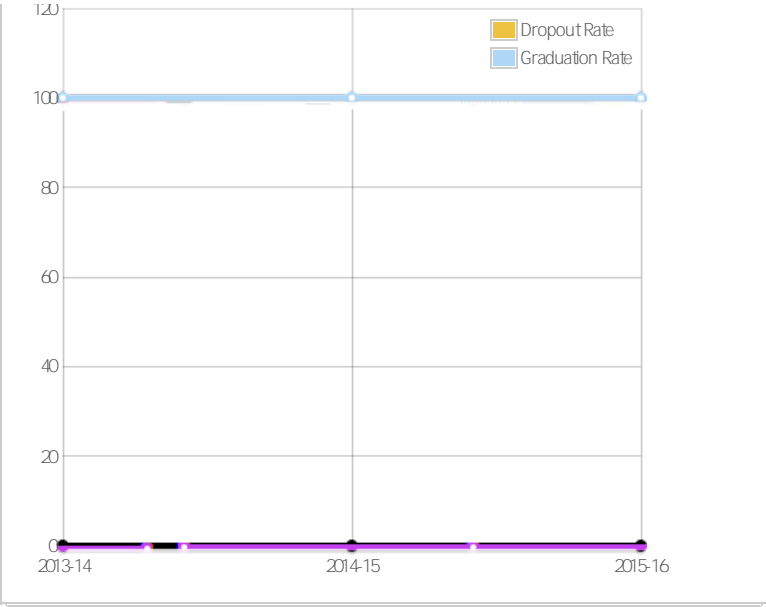
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Last updated: 11/21/2017

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

- High school dropout rates; and
- High school graduation rates

Last updated: 1/25/2018

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		--	1.1%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Last updated: 1/26/2018

Subject	Avg.				Avg.				Avg.			
English	22.0	10	11	0	21.0	16	6	3	21.0	14	10	2
Mathematics	23.0	2	6	0	25.0	2	6	0	18.0	11	1	0
Science	25.0	2	3	1	27.0	2	3	1	26.0	2	4	0
Social Science	23.0	8	7	3	23.0	6	5	1	24.0	4	7	1

* Number of classes indicates how many classrooms 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.

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

*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.

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

- EXTRA CURRICULAR SITE ALLOCATION

- VISUAL & PERFORMING ARTS - WHOLE CHILD

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

• 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

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.
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 ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.