

AWARD FOR INNOVATION IN HIGHER EDUCATION COVER PAGE

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List of entities participating in the application: (1) San Bernardino Valley College and
(2) Middle College High School @ San Bernardino Valley College (MCHS@SBVC)

ABSTRACT OF KEY CHANGES INITIATED SINCE JANUARY 10, 2014

SBVC dedicated a part-time counselor to MCHS students assisting in college education plan development. In academic year 2013-14, MCHS expanded its 10th – 12th grade student body to 200 and instituted a 9th grade pre-MCHS cohort of 94 students, designed to ready students for a college experience. MCHS initiated programs for college and industry tours, and student leadership and peer mentoring through team building. Coordination between MCHS and SBVC led to a number of policy and system changes with significant impact, such as an approved raise in the registration cap that resulted in increased A-G attainment and IGETC credit earned. Other changes that increased student's opportunities for success included initiating discussions between the San Bernardino City Unified School District and San Bernardino Valley College for increased course availability through contract offerings for MCHS and community students, affording them greater access to college credit-earning classes. Support services accessed by MCHS students at SBVC were on par with those offered to other college students, and included access to comprehensive tutoring at the Student Success Center and Writing Center. An MCHS AVID Program Specialist was assigned to train teachers in 2014 on WICOR (writing, inquiry, collaboration, organization, and reading) strategies, as a support for a policy to integrate AVID by all teachers in all courses. The impact was student achievement increased between 2004 and 2014: 382 MCHS students graduated with a high school diploma; of these, 126 earned Associate of Arts Degrees, with a cumulative GPA of 3.06 in San Bernardino Valley College classes.

ASSURANCE

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.
Signed, this date of December 22, 2014:



Dr. Gloria Fisher, President, San Bernardino Valley College

While the concept of a middle college may be familiar, the San Bernardino Valley College MCHS is remarkable in that it is a top performing high school in the second poorest major city (Detroit is first) in the nation. The San Bernardino Middle College High School is recognized as a model within the Middle College High School Community. Currently, MCHS is among leading early and middle college innovators and is a founding member of the California Coalition of Early and Middle Colleges (CCEMC). In Fall 2014, a visiting WASC accreditation team recognized San Bernardino Valley College with a special commendation for its SBVC-MCHS partnership that resulted in exceptional success for the community's high school students.

A key premise behind the concept of the Middle College High School is to offer underperforming high school students, often first-to-college and underrepresented, the opportunity to reach their potential in a small-school setting with optimum academic support and with college coursework as part of their studies starting grade 10; 2013-14 enrollment in grades 9-12 is 288, with a 3-year API score of 895 (CDE).

An ongoing goal (#1) of the MCHS is to prepare qualifying students - those underperforming on their grades but with the potential to succeed – to complete high school with significant college coursework already completed, and imbued with an expectation for themselves to continue on in higher education and gainful employment. The vision of MCHS is for every student to be accepted to a college of choice. As high schools in California are devising ways for students to follow career pathways, so too the MCHS aims to prepare (goal #2) students for both college and careers in the 21st century, working within the highly successful MCHS model and in partnership with SBVC. Another goal (#3) is to extend the opportunity to other high school students to better prepare for college by experiencing college coursework and planned access to the college campus through collaboration between SBVC and SBCUSD (San Bernardino City Unified School District), and other districts to provide college access to nearby high schools.

HOW THESE GOALS WILL HELP MORE STUDENTS COMPLETE TRANSFER AND/OR BACHELOR'S DEGREES

Goal 1: Students will graduate from high school having earned an Associate Degree or at least 30- 60 transferable units in a period of 3 years.

Goal 2: Increase exposure of MCHS students to both college and careers, with a focus on STEM (Science Technology Engineering and Math). Through activities such as college and career tours, and by implementing the ACT National Career Readiness Certificate requirement; also the Freshman Transition and 10-year Education plan (that includes post-graduate work and work in a career field); vertical peer mentoring and tutoring, and community internships/externships.

Goal 3: Expanding the MCHS model to impact and involve the San Bernardino area, which has a low college-going rate overall. SBVC has started plans for establishing programs in nearby school districts. Offering summer contract classes will make MCHS an area resource. A larger scale impact of Goal 3 is on the state and the national groups of early and middle colleges.

WHEN AND HOW THESE GOALS WERE DEVELOPED AND HOW THEY ARE USED ON AN ONGOING BASIS

Goal #1 is part of the ongoing mission of the MCHS; it was developed prior to the school's opening 13 years ago. Goal #2 was developed in concert with state trends toward designing career pathways, and Goal #3 has evolved within the last two years at the SBVC-MCHS as we attempted to serve our community as a resource to improve college-going for all students.

2. Demographics and Data. The Middle College High School collects data that is disaggregated according to these groups: Hispanic, Black, Asian, White, and Other. Of 288 students enrolled in grades 9-12 during the 2013-2014 year, 44% were male and 56% were female; 72% are first-generation college-going. The attendance rate is 98.6%.

Table 1: Demographics of MCHS Student Population 2013-2014

Hispanic	69%	Current or former foster youth	1
Black	15%	Students with disabilities	3
White	14%	Low income students (free or reduced lunch)	85%
Asian	2%	Veterans	0

The SBVC office of Research, Planning and Institutional Effectiveness (Dr. James Smith) conducted a study to compare performance levels of 10th grade MCHS students to incoming college freshman at SBVC, especially in the basic skills areas. The study noted assessment test scores as well as coursework in comparing the two groups, and also used data from the general high school population (SBCUSD) whose feeder schools contribute to SBVC’s freshman population. Table 2 shows the number of MCHS and comparison students from each group:

Table 2. Group Count

School	MCHS	SBCUSD	SBVC
Count	N=575	N=562	N=12,886

Table 3 compares math assessment/placement patterns for all groups in the study. Notice that MCHS students, with a 5% transfer-level placement rate, do better than their peers from SBCUSD, with a 3% rate. Notice that MCHS students are twice as likely as first-time SBVC students who matriculate from SBCUSD to be placed into math-095 - intermediate algebra. Math-095 is a degree applicable course just below the transfer-level course (math-102). They are almost three times as likely to qualify for this course as students in the general SBVC student population. Conversely, students in the general student population are almost 7 times as likely (and SBCUSD graduates 5 times as likely) to need remedial math at the lowest level, Math 942. **MCHS students are significantly more prepared in the area of math skills than the typical new SBVC student, despite the fact that they take the assessment test in the 10th grade, before they have the opportunity to take higher-level high school math coursework.**

Table 3. Math Assessment Placement Patterns

Ranking in relation to transfer level	Courses	MCHS %	SBCUSD	SBVC Campus
Transfer	College level	5%	3%	4%
1 level below	Math-095	68%	34%	23%
2 levels below	Math-090	15%	21%	15%
3 levels below	Math-952	5%	5%	10%
4 levels below	Math-942	7%	37%	47%

Remembering that MCHS students enter the system in the 10th grade provides insight into this placement pattern. Only a small fraction of them has been exposed to the types of math

problems that will prepare them for college algebra in their high school classes—the average high school student has only taken algebra 2 by this point. We are comparing these younger MCHS students to students who have completed high school. A fair comparison will be with their placement rates in Math 095 (intermediate Algebra). Notably, this comparison shows the accelerated math preparedness MCHS students have over the other comparison groups.

Reading shows a similar scenario. Unlike the math placement patterns, reading is less dependent on 11th and 12th grade classroom instruction and specific course material. Both reading and writing are skills that students can acquire through classroom instruction before the 10th grade; while math, especially college level math, is not. Table 4 compares assessment/placement patterns for reading, and Table 5 shows MCHS students more ready for college-level writing than the other student groups.

Table 4. Reading Assessment Placement Patterns

Ranking in relation to transfer level	Courses	MCHS %	SBCUSD	SBVC
Transfer	College level	40%	24%	27%
1 level below	Read - 015	49%	53%	46%
2 levels below	Read - 950	10%	22%	23%
3 levels below	Read - 951	1%	1%	4%

Table 5. English Assessment Placement Patterns

Ranking in relation to transfer level	Courses	MCHS %	SBCUSD	SBVC
Transfer	Engl-101	31%	20%	23%
1 level below	Engl-015	43%	48%	38%
2 levels below	Engl-914	26%	32%*	28%

*Includes English-914 and lower level courses including reading

Students enroll in courses after taking placement tests. Table 6 shows a comparison of the course success and retention rates. MCHS students rank substantially higher on both measures.

Table 6. SBVC Course Performance Following Assessment

Performance Measure	MCHS	SBCUSD	SBVC
Success Rate (Pass Rate)	88%	65%	69%
Retention Rate (Course Completion)	98%	91%	89%

In conclusion, MCHS students at SBVC are performing at a higher level **than all other students** according to the two measures addressed in this report: (1) college readiness as measured by the Accuplacer assessment tests, (2) overall course performance. Note that MCHS students are not selected because they are the highest performing students at their home schools; on the contrary, they are chosen because they are not meeting their full potential. Despite this disadvantage, their assessment test results suggest they are among the most prepared among all SBVC students. Additionally, their higher than average pass rates and retention rates show that MCHS students are among the most successful students on campus in course success at the college level.

Innovations to 1/10/14: 3) The Middle College High School at San Bernardino Valley College (MCHS@SBVC) initiated innovations in policies, practices, and systems to guide it from its inception in 2001 to the present. In the first few years of the MCHS, the challenges included a more marginal existence, both physically and systemically: classrooms were located catch-as-catch-can from term to term; funds were uncertain, especially during the Great Recession. The MCHS, being a small school without a campus of its own during the first 12 years, lived through various transitions in its bid for stability: from assigned classrooms on and off campus to portable buildings on the SBVC campus, to a new, purpose-built facility just across the street from SBVC, allowing for an identifiable gathering place for students, faculty, and staff that still retained the close relationship with SBVC.

Advocacy and cooperation on the part of the MCHS and SBVC led to changes in priority registration that benefitted students. It's one thing to say that high school students are allowed to concurrently enroll in college classes; it's another to ensure this happens and work to eliminate barriers to this goal. The lack of priority registration, especially when college enrollment capacity was cut during lean budget years, often meant MCHS students were unable to enroll in their classes of choice and took the only ones they could get. Bussing students to testify before the Education Committee in Sacramento resulted in the passage of AB230, which improved access for college registration. We learned that even that was not enough. With the support of the Interim President of the college, we continued to work with the SBVC Senate to increase the registration priority to "B," which other special programs were assigned.

Other issues involved counseling and courses for MCHS students. While the MCHS had a counselor as part of its staff, the knowledge base of this person was centered on high school courses and progress. The award of the CCCCO MCHS grant allowed the MCHS-SBVC partnership to hire a dedicated half-time counselor to advise students on the appropriate path of the college portion of their course load, thereby improving the students' chances of enrolling in the right courses and finishing them with an aim toward their college transfer goals.

Middle College High School students are selected because their profile is that of the high potential student who has yet to live up to that promise. The MCHS program learned that the cohort model is necessary to support these students' achievement. Most (72%) are first in their families to attend college, so the experience within their families is not one that can reflect their history. Parents and siblings are brought into the process, from initial selection for admission to other milestones in the students' academic careers. The MCHS handbook is a Student/Parent handbook for just this reason: to inform and involve the family in the student's new venture.

In-house, the student services offered have increased in range and frequency to provide support students can get in few, if any, other places. This includes mentoring from higher grade peers, and also exposing students to the range of their college choices through physical tours of the campuses in various segments of the state; a plan for regional tours, starting with close-in locations for the early grades to tours for farther locations in the junior and senior years, gives students and families an awareness of their range of choices for higher education. Lessons learned include recognizing the impact of time invested in students and the need for as many different support options as can be provided. Plans to fill the gap of providing substantive college/career options were initiated in late 2013 and implemented in 2014 (see Item #4).

Prep 9 Academy

In 2013-2014, the Prep 9 Academy program was established with its first class. This resulted in a 9th grade cohort in addition to the MCHS 10th – 12th grade school. Prep 9 provides a year of freshman induction and transition to high school, as well as preparation for application into the actual MCHS early college program in 10th grade. Prep 9 students take one college orientation class for credit (ACAD 001 – a one unit class taught by college instructors), but otherwise they enroll in HS classes only. All classes meet A-G, are honors where possible, and AVID is mandatory.

Our MCHS Prep 9 model is being watched in the state per the CCEMC and nationally by the MCNC for possible replication. The early results have shown high GPAs and a very low attrition rate that has continued into the 10th grade MCHS program.

California Coalition of Early and Middle Colleges

The MCHS/SBVC partnership is an innovator among early and middle colleges and in 2014, MCHS and SBVC administrators became founding members of the California Coalition of Early and Middle Colleges (CCEMC) with other leading early and middle colleges in California. SBMCHS has hosted CCEMC state events and visitations, and is advising other CCEMC schools and districts on continuing improvement and/or implementation of early and middle school models for learning. The impact of SBMCHS's vision for expanding to the larger community (Goal #3) is being accomplished through this work.

4. Innovative programs were instituted since January 10, 2014 to achieve the goals above, including a broad goal of preparing students for college and careers in the 21st Century through and within an early/middle college model for learning (Goal #2); this goal builds on the core premise of the MCHS in its aim to prepare students by completing both a high school diploma and 30-60 college credit hours within 3 years (Goal #1). Along with students’ academic work, the MCHS program builds self-esteem and confidence, so students believe they can succeed. An annual student survey, *The Student Voice Report*, elicits responses from students about the best part of their MCHS experience, as well as asking for input on areas that could use improvement.

Changes to support increased successful completion of college coursework by high school students towards an IGETC certificate and/or attainment of an Associate of Arts degree were implemented at San Bernardino Valley College; these occurred as a result of ongoing dialog between MCHS and SBVC. The MCHS and SBVC administration met weekly to support student progress toward college goals.

The best part of my experience at Middle College was getting ahead in my education, being surrounded by people who have a future, and being accepted to my dream schools. If I would have stayed at my home high school I would probably still be getting C’s and D’s and throwing my life away.

Student Voice Report, MCHS 2014 Graduate

Key changes to policies, practices, and/or systems that have been initiated since January 10, 2014 include: 1) Expansion of College Counselor’s job function to include instructional presentations and Ed Plan advising and 2) Refinement of registration for college classes.

In academic year 2013-14, MCHS expanded its 10th – 12th grade student body to 200 and instituted a 9th grade Pre-MCHS cohort of 94 students, designed to ready students for a college experience at MCHS. This Pre-MCHS cohort supports Goal #3 of expanding the impact of MCHS into the broader community by inviting students and their families into a preparatory phase to transition into possible acceptance into MCHS. Further plans for community input and expansion will be addressed in Item #5, for changes to be implemented after January 9, 2015.

Grant funding from the California Community College Chancellor’s Office (CCCCO) allowed SBVC to dedicate a part-time counselor to MCHS students assisting in College Education Plan development. As a direct result of this targeted counseling, 100% of graduating 2014 MCHS seniors were accepted to 4-year colleges. The counselor focused her time on meeting with students to develop and monitor Ed Plans, making changes as students focused closely on career and college goals. She works in partnership with the high school program specialist to ensure students are meeting A-G, high school graduation requirements, college entry requirements, etc.

The collaboration between the MCHS Principal and high school specialist, and SBVC Coordinator and college counselor has resulted in a finely tuned registration process. The goal is to ensure students are taking the right courses as well as meeting college policy and state Ed Code. Although prior to Jan 2014, the two entities collaborated on college course selection and registration, the process has been refined since January. Since the first priority is to make sure

students graduate from high school, students are encouraged to register for their high school graduation requirements, such as World History, US History, foreign language and fine arts classes. Students are only allowed to take courses identified in their Ed Plan that are transferable to four-year colleges and universities. In the spring of 2014, the dedicated college counselor presented several times to all MCHS students through their AVID classes on areas such as IGETC, reading college catalogs and schedules, choosing courses wisely, developing Ed Plans, preparing for and/or re-taking the college Accuplacer tests. Additionally, she instructed them on using assist.org to align their college classes at SBVC with the college/university of their choice.

One goal has been to develop student leadership and peer mentoring. The grant supported this goal with a 6-hour leadership team-building course at the local state college campus (CSUSB). This included activities such as ice-breakers and mental challenges. As the day progressed, the challenges increased, culminating in the high ropes activities. Student staff from CSUSB directed the MCHS students, embedding problem solving into each activity. During warm-ups and initiatives, teams were presented challenges that required the entire group to work together to arrive at a solutions. The focus was communication, support and problem solving. Low initiatives involved physical and mental challenges low to the ground. The group created a safety system spotting and supporting one another. The high individual or team challenges went from 15-45 feet above the ground. Participants were encouraged to step beyond their comfort zone and attempt, rather than complete, the element.

Because of limited funding, the experience was only provided to a very limited number of students. Currently funding is not available for 2014-15. Hopes are that this award will allow us to continue this experience for future students. Not only did students benefit from these challenges, but several are looking forward to being trained as Ropes facilitators when in college.

Coordination between MCHS and SBVC led to a number of policy and system changes with significant impact. As the MOU (Memorandum of Understanding) dictates, the college allows a maximum of 7 high school students in any given college section, so that the course remains true to college standards and so the high school students will experience participation in a college-level class with adult college students, as opposed to a class with only high school students.

The high school faced challenges for students to complete their history and foreign language requirements, as these are not taught at the high school. The SBVC Vice President of Instruction approved a raise in the registration cap in Spanish and History. The cap in these two sections was raised from 7 to 18-20. This resulted in increased A-G attainment and IGETC credit earned.

Increased course availability through contract offerings: In fall 2014, SBVC and MCHS entered into discussions to provide contract classes on the MCHS site, where MCHS students and SBCUSD students will have increased access to college coursework during their high school years. No decision has yet been made as to which classes will be offered, but the goal for implementation is the Fall 2015 semester.

Support services accessed by MCHS students at SBVC: While students at MCHS are definitely high school students, they are also college students once they have applied and been granted

Concurrent Enrollment status. As a result, they are able to receive services provided to regular college students.

Students are encouraged to use the Student Success Center, Writing Center and Tutoring Center. When students show evidence that they have used the resources for a specific college class, they are given extra credit in their high school AVID class. This serves to encourage students to use the resources.

The Valley College English Department has begun collaboration with the high school for English classes, as students were having difficulty passing English 015, the precursor to their English 101 course. As a result, the college English Department gave several mini-workshops on topics such as plagiarism, writing expectations, etc. This will be continued and expanded. Additionally, students are able to use the Health Services facilities on campus. Their student ID works dually as a city bus pass, providing them free public transportation 7 days/week

Impact: Academic accomplishments between 2004 and 2014 increased: 382 MCHS students graduated with a high school diploma; of these, 126 earned Associate of Arts Degrees. Additional statistics for the graduation class of 2014: The 47 members of the Middle College class of 2014 earned a cumulative Grade Point Average (GPA) of 3.06 in San Bernardino Valley College classes, with an average of 35.11 completed college units per student, Even in their final high school term, the seniors were enrolled in an average of 8.5 college units, which brought their completed unit average up to 44 at the end of the academic year.

Other changes to policies, practices, and systems instituted by MCHS in 2014 involved expanding student support programs to increase students' chances for success. One such program was AVID: An MCHS AVID Program Specialist was assigned to train teachers in 2014 on WICOR (writing, inquiry, collaboration, organization, and reading) strategies. Also, SBVC-MCHS met with students in AVID electives to share concurrent enrollment protocols, registration requirements, and 4-year college planning. Integrating AVID at the MCHS meant investment in professional development: All AVID elective teachers became highly qualified through certification trainings and required conferences. In Spring 2014, MCHS AVID Electives, core classes, and the school-wide AVID program met national certification requirements and MCHS was cited for strong classroom practices, including the use of Tutorials.

My school could have been better in helping me prepare for my future by identifying my career options ...and more time on preparing me for the ACT and SAT.

Student Voice Report, MCHS 2014 Graduate

Some gaps were brought out through input from students in *The Student Voice Report*. Students who graduated in 2014 were asked what could have been better in helping them prepare for college and the future. Several noted they desired more preparation for

college entrance exams – ACT and SAT, and others mentioned identifying career options better, more time about which college is a better fit, financial aid, and visiting colleges. MCHS took those recommendations to heart, and is instituting a program of college site visits.

College Campus Tours

In Spring 2014, for the first time in the 12-year history of the school, the MCHS junior class participated in a northern and central California tour of colleges and universities, including UCs, CSUs, and private institutions. This took place during 4 days over Spring Break. Funding was provided by a combination of a large donation from SBVC's Associated Student Government (ASG) and fundraising activities planned at the high school. Students have indicated visiting the colleges is helping in their college application process as seniors, in terms of specifying places that match their career goals and personality.

Mentoring Innovations and Community Leadership Development

Adult to student and student to student mentoring innovations increased in 2014 to include major changes in the master schedule and the establishment of peer mentoring groups.

The 2014-2015 master schedule includes a dedicated campus-wide 6th period where all certificated and support staff is available for tutoring and mentoring MCHS-Prep 9 students. For Prep 9, this is mandatory with students receiving academic credit. Based on student need, teachers assign freshman to each support section. Each class is small with a student/teacher ratio 12:1. Rotations occur regularly throughout the year based on individual student need. MCHS sophomore, junior and senior level students receive help in any subject of choice daily.

In 2014, a Principal's Student Focus Leadership Group was started with the purpose of mentoring all underclassman for success at MCHS and Prep 9 Academy. General goals have included connecting new students to a smaller learning community, providing all students with major student-led activities, and maintaining a responsible and clean campus. The focus group develops SMART goals and measures progress through After Action Reviews (AARs). Focus leaders have initiated Annual Spring Tournaments for volleyball, soccer, football and basketball where a majority of students participate in co-ed competitions. A second initiative focused on developing and implementing a freshman mentoring system where each focus leader adopted four freshman for the purpose of supporting their transition to high school and preparation for college work their sophomore year. Some mentoring functions have included establishing support networks for freshman with upperclassmen, providing ongoing academic and social mentoring that is individual and proactive, and guidance on how to succeed overall at MCHS.

In spring 2014, a Senior Peer Leadership Program was established and recruited for 2014-2015; prior to January 2014, all seniors were part of an informal peer support and service group. Peer Leaders focus on mentoring site students and providing service to the community, as well as hosting all site events, including visitations and state meeting for the California Coalition of Early and Middle Colleges (CCEMC).

In fall 2014, Senior Peer Leaders (25) adopted all sophomores at a student-led activity that was designed to introduce the sophomore mentoring program, connect peer leaders with student mentees, and engage leaders and mentees in ice-breaking and team building activities. Sophomores are taking 4-11 units of college concurrently with a full load of high school classes for the first time and were identified as needing support through data and student/parent voice. Peer Leaders are responsible for initiating and leading community service. In fall 2014, Peer Leaders led a campus-wide blood drive, where over 50% of eligible MCHS students donated

blood to the community. All peer leaders have earned 50-200 hours of community service, many serving as tutors for our local elementary and middle schools.

To further build leadership skills, in Fall 2014, seniors participated in a CSUSB ROPES Leadership Course where they learned team building, stretching, and meeting challenges. Many students surprised themselves with their abilities, and noted they accomplished more than they thought they could do.

Impacts of the Innovations and Meeting the Goals

Meeting the core goal of preparing our students is the primary impact implicit in Goal #1: In 2014, MCHS students graduated from high school with an average of 44 college units, 14 students earned an AA degree, and 100% graduated with acceptance to a 4-year college or university; 2 students chose to stay at a 2-year college.

The impact of our innovations on meeting Goal #2, preparing students for college and career in the 21st Century, has been supported by the expansive schedule for college campus tours, peer mentoring, and community leadership activities. These are all new for our students; for instance, high school students and their parents in our region rarely have the resources to travel on their own to find out about the colleges available to them, even within a fairly close geographic area. We started a program of College and Career Tours beginning as early as the 9th grade, expanding outward and extending in time each year, as follows:

The vision of MCHS is for every student to be accepted to a college of choice. This dimension helps support our early/middle college students to make an informed choice in terms of career preparation.

The best part of my experience at this school has been taking classes at the college that have influenced me to discover what I want to go into when I enter a four-year university.

Student Voice Report, MCHS 2014 Graduate

This is a list of colleges to which 2014 graduating SBMCHS students have been accepted and decided to attend; multiple students have been accepted to and selected these colleges and universities: University of California at Berkeley, California State University Bakersfield, California State University San Bernardino, California State Polytechnic University Pomona, The University of Tampa, University of California San Diego, University of Redlands, Northern Arizona University, University of California Irvine, University of California Davis, and University of New Mexico. In addition, several who at last report were accepted by multiple colleges were still undecided as to which to attend.

Community Internships and Externships

In Spring 2014, MCHS administration was invited to participate on the Gateway Initiative Task Force, hosted monthly by Dr. Richard Hart, President of Loma Linda University. MCHS and local city high schools are developing key partnerships with LLU to support future student internships and externships. Although, MCHS does not currently have linked career pathways, MCHS is a model college pathway program as students earn up to two years of early college credit prior to high school graduation. All students are planning on engaging careers of choice that require a four year degree and beyond. LLU and MCHS are seeking ways to create a bridge within our current early/middle college structure so that MCHS students may serve eventual internships and externships at the LLU San Manuel Gateway College Clinic. The medical building dedicated to teaching and learning, with a focus on serving and training medical professionals for our community, is scheduled to open in San Bernardino in Spring 2016.

High School and/or College Staffing to Support Goals

A part-time counselor and a part-time coordinator are paid by SBVC to manage the MCHS@SBVC program, collaborate with the high school and work with the students. This is accomplished using SBVC funding as well as grant funding from the State Chancellor's office, MCHS staff includes a College Liaison/coordinator, who works with students at MCHS as well as participating in probation meetings on the SBVC campus and working closely with the SBVC Director of the Middle College High School.

5. Changes to policies, practices and/or systems to implement after January 9, 2015.

After January 9, 2015, addressing goals in #1, and the timeline and expect impact of the changes. What is the vision for continued improvement and innovation? List only changes you will imply regardless of receipt of an award.

Expansions to other districts: Middle College Programs

Because of the great success of MCHS@SBVC on the Valley College campus, other local districts have begun the process of requesting similar collaborative program partnerships between SBVC and their district's high schools, in particular, Rialto Unified School District and Colton School District. Because these partnerships will be physically located on the Rialto and Colton campuses, they will not be official Middle College High Schools, but rather Middle College concurrent enrollment programs. Expansion of collaborative efforts to provide college experiences for these high school students is underway.

Rialto: January, 2015: three Student Development courses will be offered on each of three high school campuses to 9th grade students wishing to participate on an alternative high school campus beginning in their 10th grade year. Students participating in the SDEV classes will then apply to become a student on the alternative site. Currently, students are being screened and selected for the classes. San Bernardino Valley College is providing the college instructors to teach the classes, while Rialto USD is providing the textbooks.

Rialto Unified expressed interest in establishing a Middle College program partnership with San Bernardino Valley College. Planning meetings have been held with Rialto Unified School District throughout this 2014 year. The first stage will occur in Rialto: Three Student Development courses will be offered to students in the 9th grade at each of the three Rialto high schools. Students will be selected based on an application, interview process, with the goal of selecting a group of students who will move to an alternative school site to complete their high school classes with supplemental college coursework.

An agreement was reached to bring an MOU (Memorandum of Understanding) to the SBVC and Rialto boards in early spring, 2015.

Colton: Spring, 2015: Discussions are just beginning to collaborate on a joint middle college program. There are no specific timelines as of yet, but the goal is to have a small offering in place during the 2015-16 academic year.

Additionally, planning is underway to provide college classes on a contract basis at the MCHS@SBVC site for non-MCHS students as well as on other high school campuses. These offerings are in the discussion stage and are planned for a Fall, 2015 and/or Spring 2016 implementation.

Changes/additions to be implemented by SBVC: STEM (Science Technology Engineering and Math) and SI (Supplemental Instruction) classes:

In reflecting on student performance, we have noticed that students have become competent in registering for IGETC transferable units. However, the number of students registering for higher level math, science, technology and English classes is small. Although students are allowed and encouraged to use the Student Success Center and Student Tutoring on the college campus, many

high school students are not taking advantage of this. In conversation, many say they are a bit scared, or are more comfortable with getting help from the high school teachers.

Our strategy is to open up the ability for MCHS students to register for SBVC's STEM (Science Technology Engineering and Math) program and coordinating SI courses (Supplemental Instruction). When a student registers for a SI class on campus, an additional tutoring session is held for that specific class, similar to a course-associated lab, which the student is required to take. This will provide direct tutoring and study sessions specifically designed to help the student with that particular class.

The college coordinator, working with the STEM and SI coordinator, will be making presentations on the high school campus, explaining the program and process. The high school will have all students apply to become part of this program by writing their application and essay in their AVID classes.

Focus on transferable units: A conclusion reached through many discussions with prior graduates of MCHS@SBVC was that we (the staff, counselors and parents) focused on the accumulation of college credit and/or the Associate of Arts Degree. When students came back to visit and share, we found that even with a large number of college units earned, sometimes they were not as far ahead as they needed to meet their major goals. In working with other Middle and Early College High Schools throughout the state, as well as attendance at CSU/UC Counselor conferences, we concluded the best focus for students was to complete their IGETC requirements (a core of 39 transferable units to any UC or CSU), which lay the foundation of their lower division requirements. Beginning in 2015, the MCHS@SBVC Coordinator and Counselor will focus on training high school staff, students and parents, to understand which units (specific and general type) will benefit the students when they get to the four-year institution of their choice.

Staff Development: SBCUSD has always had a high commitment to Professional Development. The MCHS@SBVC high school principal, working with his staff, has developed a comprehensive plan for Professional Development to support the growth of staff knowledge that will benefit students (see Appendix D). We aim to expand the students' view of the world, including college/university options and career opportunities. Our plan will be to offer each grade level a particularly unique experience which will help shape their goals and class choices.

1) COLLEGE AND CAREER TOURS AS PART OF THE MCHS/SBVC STUDENT EXPERIENCE

- a. Freshman 2-day college/university tour to UCSD/SDSU/USD/Point Loma University
- b. Sophomore 4-day career tour to major industries/jobs requiring advanced degrees in CA
- c. Junior 5-day UC/CSU/private college-university tour throughout Northern/Central CA
- d. Senior Conclusion of College applications and acceptance to college that supports career choice

6. Impact toward average cost toward a bachelor's degree

The Hechinger Report documents college costs are higher than most people think, and add up to even more when factoring in the fact that, according to the US Department of Education, about 45% of students won't have finished even after six years (Hechinger Report, 9/23/2014). The added cost of "just one extra year at a four-year public university is \$63,718 in tuition, fees, books, and living expenses, plus lost wages each of those many students could have been earning had they finished on time, according to the advocacy group Complete College America."

Contrast this with the fact that Middle College High School Students have already earned, on average at San Bernardino MCHS, 44 transferable college units by the time they graduate high school. Transferable units are what make the difference. The grant will assist the SBVC-MCHS partnership in its goal to decrease future college costs for MCHS students and increase earning a bachelor's degree within 2-3 years of acceptance to a 4-year college. This will increase the college-going rate for the broader high school community of San Bernardino and decrease the time it takes students to earn a bachelor's degree.

Goal 1: Students will graduate from high school and earn an Associate Degree or at least 30-60 transferable units in a period of 3 years. The grant will expand dual enrollment for SBCUSD high school students through contracted classes with SBVC to be held at the MCHS campus in the late afternoon; identified SBCUSD high school students will earn early college credit; this will be in addition to the current cohort of students who participate in the MCHS program

Goal 2: MCHS students will be exposed to both college and careers, with a focus on STEM (Science Technology Engineering and Math) through activities such as college and career tours, and by implementing the ACT National Career Readiness Certificate requirement; also the Freshman Transition and 10-year Education plan (that includes post-graduate work and work in a career field); vertical peer mentoring and tutoring, and community internships/externships.

Goal 3: Expanding the MCHS model to impact and involve the San Bernardino area, which has a low college-going rate overall. SBVC has started plans for establishing satellite programs in nearby school districts. Offering summer contract classes will make MCHS an area resource. A larger scale impact of Goal 3 is on the state and the national groups of early and middle colleges. As MCHS students become expert in navigating and earning early college credit, and as they learn about career/industry fields that require a four-year degree, they will be able to take accurate information and personal experiences into motivational college-going presentations to the 70 schools in the SBCUSD Strengthening mentoring programs at MCHS and SBVC through Link Crew and other proven programs will increase success in MCHS high school classes and SBVC coursework as evidenced by increased passage of classes with a C or better, lower attrition, and increased college credits earned by MCHS students upon high school graduation; all these factors increase student progress toward earning a bachelor's degree, while lowering the cost of college for students.

7. **Risks or tradeoffs** involved in the changes being implemented and plans to monitor and mitigate them, particularly as they affect underrepresented groups (end p. 16).

There are risks and tradeoffs for the college (SBVC), school districts, school sites, and students:

College: Risks include impacts on the other college-going student populations in terms of competition for services. These range from registration for classes to counseling and tutoring services. SBVC enrolls 24,000 part-time (unduplicated head count) students, including MCHS students, all of whom desire access to academic and student support services. Additionally, working with the MCHS to expand course offerings impacts hiring and support staff to administer these programs. The Office of Instruction is tasked with accommodating any expansion of programs, including those of the MCHS, and staff and administrative time is dedicating to seeing the MCHS meet its program goals.

Districts: Risk the financial investment to provide funding for either on on-site Middle College High School or contract classes on high school campuses. This is not inexpensive. Because Middle College High Schools/programs commit to a smaller student:teacher ratio (25:1) than is typical in traditional high schools, the financial commitment is much greater. With budget constraints in school districts, analysis must be completed to see if the benefits are worth the money involved. Additionally, there is a risk of a school or program such as this becoming elitist. When a program becomes successful, students from surrounding schools may want to leave their home school to attend an opportunity of such value. We have experienced the political impact of this, with parents, grandparents, etc. advocating for their offspring to attend MCHS without consideration of impact to other potential applicants.

School sites: There is a perceived negative effect on schoolwide test scores and API scores when traditional schools “lose” students to a Middle College High School. This is because there are indeed many top achieving students who apply to middle college as their school of choice. However, one of the main attributes of students selected to come to Middle Colleges are students who are underperforming at their traditional high schools.

Students: Students make a huge commitment to come to Middle College High School. They may leave their local neighborhood and friends and have to travel by public transportation across the city. They commit to not only finishing high school requirements but on taking a minimum of two college classes per semester. This is a big challenge of both time and effort. Because they focus on college, there are no sports at MCHS (there are opportunities for physical activity both in college PE classes as well as limited intramural sports). There are more underrepresented students who decide that the sports opportunities are more important at the traditional high school. Through our recruitment presentations at the schools, students representing all ethnic groups present on the challenges and rewards of the program. Sometimes students decide that it is more important to have the “big high school” experience and opt to go back to their home high school. These are few. We have found that it takes at least a full semester for students to get the feel of their new surroundings, new friends and college classes. Thus, the cross-age mentoring and student leadership groups on campus are key elements of our programs and policies.

Goal 1: Students will graduate from high school and earn an Associate Degree or at least 30- 60 transferable units in a period of 3 years.

Risks or Tradeoffs: These include expanding to allow Contracted classes for district high school students not participating in the full MCHS program, could cause a decrease in demand for MCHS. Also, some high school students and their home school counselors may seek to use Contract classes at MCHS for credit recovery versus earning early college credit and receiving an experience to increase earning a bachelor's degree. Another possibility is MCHS students might not be able to access college classes due to increased competition with other district and community high schools. Finally, MCHS students might seek to take primarily contract classes in lieu of SBVC in-seat classes which is the design of the program to create a real college experience.

Monitoring/Mitigating: These include the fact that Non-MCHS students who participate in the Contract classes will be limited to one IGETC class per semester; also, non-MCHS students would be required to qualify for coursework as college ready based on home school academic record. Balancing this, MCHS students will have first priority for contract classes with an identified number per section that still allows for district participation by non-MCHS students, and MCHS students will be allowed to take no more than 1 Contract class per semester; classes must be part of the College Education Plan that is monitored using 10-YearCollege.com.

Goal 2: MCHS students will be exposed to both college and careers, with a focus on STEM (Science Technology Engineering and Math). Through activities such as college and career tours, and by implementing the ACT National Career Readiness Certificate requirement; also the Freshman Transition and 10-year Education plan (that includes post-graduate work and work in a career field); vertical peer mentoring and tutoring, and community internships/externships.

Risks or Tradeoffs: College and Career Tours are expensive and the grant may sustain tours for a limited time. The ACT National Career Readiness Certificate program offers few risks; however, once students become fully informed on careers, some may choose to enter the work force upon high school graduation versus graduating from a four-year college.

Monitoring/Mitigating: Students would be responsible for part of the cost for college and career tours each year. These policies and programs reinforce MCHS school vision and mission to see every student graduate from a four-year college of choice with a bachelor's degree early as a result of participation in concurrent enrollment.

Goal 3: Expanding the MCHS model to impact and involve the San Bernardino area, which has a low college-going rate overall. SBVC has started plans for establishing satellite programs in nearby school districts. Offering summer contract classes will make MCHS an area resource. A larger scale impact of Goal 3 is on the state and the national groups of early and middle colleges.

Risks or Tradeoffs: Expanding the middle college program beyond MCHS, San Bernardino, could increase competition for limited high seating in college classes (7 high students per section allowed per State Ed. Code).

Monitoring/Mitigating: Expansion plans are off campus and offered in a contract class model where competition is therefore mitigated; close working relationship between MCHS and SBVC administration supports mitigating problems

Sustainability**8. Key strengths and assets for encouraging a culture of innovation and adaptability.**

As a unique collaboration between high school and community college, MCHS has achieved remarkable success with its mission of providing a supportive, academically rigorous educational setting for traditionally underserved high school age youth who demonstrate high academic potential and strong personal motivation to attend college, but who may be underperforming. Both San Bernardino Valley College and San Bernardino City Unified School District are fully committed to Middle College High School (MCHS), and executed an automatically renewing Memorandum of Understanding, which clearly outlines both the responsibilities and commitments of both partners.

Middle College High School at San Bernardino Valley College provides an opportunity for more than 200 at-risk high school students to attend high school on the college campus. Aligned with the national MCHS model, San Bernardino City Unified School District provides administration and instructional support while San Bernardino Valley College provides facilities, additional staff support, and full use of all college academic and social support services.

Given the commitment of both institutions and the continuing upward spiral of accomplishment generated by the joint effort, the MCHS has a secure, sustainable future built into its programs, goals, and annual activities, even as the specifics of those may change year to year. In fact, it is the stability of the partnership that has enabled explorations into innovations. These include implementing AVID school-wide at the MCHS, beginning a 9th grade prep academy, a structured schedule of college and university visits for MCHS students to visit potential higher education transfer pathways across the state, and plans for expansion into the greater San Bernardino community involving other school districts beyond San Bernardino City Unified School District.

When the partnership applied for a California Community College Chancellor's Office Middle College High School grant in 2012, the vision was to improve upon the model then in place as the new school site completed construction. The desired outcomes stated at that time predicted:

Throughout the next five years, this grant will allow the Middle College High School to focus on maintaining the high school graduation rate, continuing to improve the API scores especially for ethnic and other socio-metric subgroups including limited English proficient students, and improving the already stellar college admission rates.

Now in year 3 of that 5-year period, new goals and objectives are being developed to raise the bar even higher; this constant striving toward excellence provides the underpinning for an exciting atmosphere at MCHS among the teachers, administration, students, and families. Having set a course for the future by establishing new goals each year, MCHS has built in a structural practice of reviewing and renewing the new targets to meet; this guards against stagnation and complacency.

Self-reflection on a programmatic and leadership level provides honest answers about what may need to change. For instance, the Student Voice Report of 2014 Graduates asks them to respond

candidly to questions about what worked for them, what could make the school better, and what changes they recommended. Forty-seven of the 2014 graduates responded, a 100% response rate.

It's unusual to see such a survey; feedback on the quality of the education they received is not commonly solicited from departing high school graduates. Students have nothing to lose by venting whatever disappointments they might have built up over time, so requesting their responses was taking a risk on the part of the administration. However, what emerges in the comments – even those that noted shortcomings – was a thoughtful analysis of what worked and what didn't, along with concrete suggestions for improvement. In a way, the report stands as a testament to the critical thinking skills the students gained in their years at MCHS, skills they certainly will need as they enter the colleges and universities of their choice. The notable lesson to take from this is the lack of fear demonstrated by both the administration and the students by participating in this process, one that enabled them to engage in candid and authentic dialog.

9. Strategies for Engaging Stakeholders

MCHS holds 11 parent meetings per year that focus on policies and opportunities for MCHS students. These meetings include registration procedures, parent support needs, expectations, probation processes, IGETC and AA requirements, college admission, financial aid, and other topics as needed. The inclusive philosophy of MCHS@SBVC guides these meetings.

Manifestations of stakeholder involvement include the following:

An active *School Site Council* (SSC) and a vibrant and inclusive *Local Control Accountability Planning* (LCAP) committee on the MCHS campus provide structural forms for stakeholder input. Parents support and encourage innovation and the monitoring of resources on the MCHS campus to meet state and school-wide achievement goals. Parents are vocal and use their experiences to influence change on campus. SSC and LCAP work together to initiate positive changes concerning college going rate and earning a bachelor's degree.

Student government: Students participate in decision making through MCHS's ASB as well as SSC. *Students in Campus Tour Club* present to SBVC's Associated Student Government (ASG) concerning trip plans, reviews after the trip, and shared funding. This has built a positive relationship between the two groups. ASG will be visiting the MCHS campus soon. This will promote understanding of the goals and vision of MCHS, including the grant items, by student organizations on SBVC campus. For 2014-2015, ASB donated \$6,000 toward the total goal of fundraising \$20,000 so that all juniors at MCHS could participate in the Campus Tour of the state. The grant will enable MCHS to engage all grade levels in College and Career Tours. Other strategies for stakeholder involvement include expanding the program through the addition of *Contract Classes on the MCHS campus*; it will involve joint parent meetings with current MCHS students' parents, the parents of the contract class-enrolled students, district, and college representatives. Contract classes at the MCHS will increase dual enrollment for SBCUSD students and build connections to SBVC for the entire district, supporting a district-wide college-going culture.

Dr. Marsden, SBCUSD Superintendent, has led the development and successful initial implementation of a *Community Engagement Plan* (See *Appendix G*) This addresses a number of elements focused on district goals: 1. Applied Learning; 2. Learning Beyond the Boundaries; 3. Coaching and Mentoring; 4. High Expectations for All; 5. Network of Alliances; 6. College and Careers; 7. Resource Acquisition and Allocation and 7. Success and Accountability

An important part of our strategy includes **developing external partnerships**; one program is a *Loma Linda University Gateway* medical careers internship program for students graduating from SBCUSD. MCHS is part of the ground level in this undertaking. Local area high school and college students will be able to do internships in the health field. Also, we've initiated contact with *Cal State San Bernardino's Arabic* program. MCHS students who are participating in Arabic classes on SBVC's campus will be eligible for summer programs in Arabic at CSUSB.

10. How changes will be sustained using existing financial resources.

Current site budgets for 2014-2015 are

INAP	LCAP (419)	Title I (501)
42,754	100,000	64,938

Our Free and Reduced Lunch Rate remains consistently above 80% over the last few years, with 2014-2015 over 81%. Because our school is growing, budgets will likely increase over the next several years.

Additionally, we are participating in a Chancellor’s Grant (CCCCO) with SBVC that helps support college books and some staff development along with limited local college trips and leadership activities. It also supports a half-time college counselor dedicated to MCHS students. GOAL 1, GOAL 2 and GOAL 3 reflect goals that MCHS@SBVC are already engaging in at high levels with limited resources that have been increasing the past several years. SBCUSD committed to and built a 5.4 acre state-of-the-art dedicated site for the MCHS@SBVC which opened in Spring 2013. Since then the district enabled MCHS to increase the population of its school significantly by adding a 9th grade preparatory program. Becoming the number one performing high school in the region has increased enthusiasm and support for the program. With MCHS@SBVC’s early college focus and successes, along with current innovations, the award will support sustainable resource funding as both the college and SBCUSD have committed to continuing and replicating similar programs.

MCHS LCAP stakeholders have prioritized in the SPSA spending to support:

- AVID
- Technology
- Students earning AAs, IGETC certifications, and early college credit
- College test preparation
- CCSSs and 21st centuries skill support
- Career development within a middle college model
- College Tours
- Professional development

For College Tours, MCHS juniors currently spend the year fundraising. This will continue with or without the grant. Local charitable groups have donated funds. Partnerships are increasing with local service organizations, Loma Linda, and businesses. Once the grant innovations are expanded and create both success and models for others, we know that monies to continue innovations will be found.

Finally, SBCUSD has committed in its district LCAP to further fund AVID and early and middle college expansion. Due to changes the principal has lobbied and received additional funding from the General Fund to pay for all site AVID tutors based on complimentary district and site goals.

Because Goals 1, 2 and 3 are beneficial for students and the community, have broad support, and are aligned with state and local goals, funding will be found to sustain the Innovations in Higher Education Grant.

Evaluation

11. Evaluation of changes in innovation:

Goal 1: Students will graduate from high school and earn an Associate Degree or at least 30- 60 transferable units in a period of 3 years.

- Evaluation of student’s SBVC transcripts will show number of units.
- Longitudinal data collected each year to show increase in number of average units and students who reach the “30” credit threshold.
- Data collected by AVID Center will be examined over a 5 year period to track 4 year university completion rate of our students.

Goal 2: MCHS students will be exposed to both college and careers, with a focus on STEM (Science Technology Engineering and Math). Through activities such as college and career tours, and by implementing the ACT National Career Readiness Certificate requirement; also the Freshman Transition and 10-year Education plan (that includes post-graduate work and work in a career field); vertical peer mentoring and tutoring, and community internships/externships.

- Teacher lesson plans (AVID) will demonstrate focus on college and careers.
- Tracking of MCHS students who have applied to the STEM program at SBVC.
- Tracking of students who have earned the ACT National Career Readiness Certificate
- Narratives concerning Peer Leader mentoring, Focus Group mentoring
- Student surveys concerning mentoring programs
- Documentation of hours earned in internships/externships
- Data collected by AVID Center will provide us with 4 year university completion rate as well as post-graduate enrollment statistics.
- MCHS will use social media as well as student surveys to reach former graduates to track their educational and career experiences

Goal 3: Expanding the MCHS model to impact and involve the San Bernardino area, which has a low college-going rate overall. SBVC has started plans for establishing satellite programs in nearby school districts. Offering summer contract classes will make MCHS an area resource. A larger scale impact of Goal 3 is on the state and the national groups of early and middle colleges

- Master schedule showing addition of contract classes as well as enrollment data
- Data demonstrating class enrollment by high school
- Longitudinal data of MCHS, San Bernardino School District, and other local participating school districts, will be examined over a 5 year period to discover the impact of the contract classes on 4 year university completion rate
Data evaluation, as well as parent, student, teacher, and community surveys, will guide future decision making policies. The success of the goals will lead to either support or expansion of the innovations. Innovations which do not yield desired results will be discontinued and other mode

Target Outcome – Goal 1: Students will graduate from high school and earn an Associate Degree or at least 30-60 transferable units in a period of 3 years.		2015-2016	2016-2017	2017-2018	2018-2019
Activities		5% increase	5% increase	5% increase	5% increase
Students earn IGETC AA		100% of students aim for college unit completion.	Students work towards their college credit focus, meeting Educational Plan goals, and earn credit at any of the three levels.	Students work towards their college credit focus, meeting Educational Plan goals, and earn credit at any of the three levels.	Students work towards their college credit focus, meeting Educational Plan goals, and earn credit at any of the three levels.
Students identify SBVC individualized college credit plan and aim to earn significant transferable units to support their 4-year college major. Special recognition each year for students reaching 30 credit threshold, IGETC certification, or AA		Three levels: AA (60 units); IGETC Certification with major coursework (42-59); College transfer credit earned (24-59)	Students work towards their college credit focus, meeting Educational Plan goals, and earn credit at any of the three levels.	Students work towards their college credit focus, meeting Educational Plan goals, and earn credit at any of the three levels.	Students work towards their college credit focus, meeting Educational Plan goals, and earn credit at any of the three levels.
Increase high school and college course GPAs		GPA increases by .2	GPA increases by .2	GPA increases by .2	GPA increases by .2
Attrition from MCHS/SBVC reduces		Attrition declines to 0	Attrition remains at 0	Attrition remains at 0	Attrition remains at 0
Establish baseline using MCHS class of 2012 and analyze comparison data each year		Establish baseline of 4-year college graduates using MCHS class of 2012 baseline (K-16 Bridge data; AVID Data Center)	Compare 2013 and 2014 college graduation data and further establish specific goals to increase rate of bachelor's earned by former MCHS students	Create school-wide Bachelor's Attainment Plan based on multi-year data; grant serve as strategies to increase bachelor's earned	Replicate Bachelor's Attainment Plan, grant strategies, and goals to other Early and Middle College High Schools, and local high schools

Target Outcome – Goal #2: MCHS students will be exposed to both college and careers, with a focus on STEM (Science Technology Engineering and Math). Through activities such as college and career tours, and by implementing the ACT National Career Readiness Certificate requirement; also the Freshman Transition and 10-year Education plan (that includes post-graduate work and work in a career field); vertical peer mentoring and tutoring, and community internships/externships.		2015-2016	2016-2017	2017-2018	2018-2019
Activities		Teacher lesson plans (AVID) demonstrate focus	Goal is evidenced in all AVID electives; part of C & I	All core classrooms evidence integrate focus in lesson plans	All core classrooms evidence integrate focus in lesson plans
College and careers focus through lesson plans (AVID)		Database for progress monitoring MCHS students who applied to STEM created	Database continues to monitor MCHS students who applied to STEM	Database continues to monitor MCHS students who applied to STEM	Database continues to monitor MCHS students who applied to STEM
Create database to monitor MCHS student applications to SBVC STEM		ACT National Career Readiness Certificate Program purchased and implemented through AVID	Identified staff sent to ACT workshops to further develop expertise and fidelity	10% increase in ACT NCRC Certificate completion by students, w/2016-2017 as baseline	MCHS applies for National Blue Ribbon status for level of academic achievement for high poverty students
Each student develops plan using 10YearPlan.com		Every student develops initial 10-year plan	10-year plans are monitored by admin, counseling, AVID	10-year plans regularly modified by students	10-year plans are integrated fully into ongoing model

Target Outcome – Goal #2 Continued: MCHS students exposed to college and careers, STEM, college/industry tours, ACT prep, 10-year plan and mentoring.			
Focus on Freshman conference (10YearPlan.com)	Teachers and leadership attend, in-service 10YearPlan	Next team of staff attend Focus on Freshman conf.	Yearly conference attended by new teachers and staff
College assessment test prep through AVID & core	Teachers incorporate college test prep in classes and AVID	Teachers continue college test prep in classes and AVID	Students score nat'l norm on ACT/SAT/EAP assessments
Link Crew mentoring and transition program	Link Crew program purchased and leaders trained	Link Crew students 2 nd year of leadership training/assessment	Link Crew college-going culture part of MCHS/SBVC
Peer mentoring	Peer mentor system created	Co-mentoring plan w/SBVC	Peer mentor system continues
College and career tours	Grade level tours conducted	Tours continue w/adjustments	Tours model for other MCHS
Students, staff, parents surveyed to assess impact	Program success monitored through 360 degree surveys	Assessments continue with surveys to all participants	SBVC College Connectors as co-leaders in support systems
Attrition rates, HS and college GPAs, and college credit earned are assessed	Attrition rates, HS and college GPAs, and college credit earned are assessed	Program progress, successes, and adjustments are noted with plans for next year	Programs assessed for progress or improvements
			Attrition rates, HS and college GPAs, and college credit earned are assessed

Target Outcome – Goal #3: Expand the MCHS model to impact and involve the San Bernardino area, with a low college-going rate overall. SBVC has started plans for establishing satellite programs in nearby school districts. Offering summer contract classes will make MCHS an area resource. A larger scale impact of Goal 3 is on the state and the national groups of early and middle colleges.			
Activities	2015-2016	2016-2017	2017-2018
Contract class agreement between SBVC & SBCUSD	Establish hiring criteria, then recruit and hire for contracts	Contract classes regularly offered for dual enrollment	Contract classes contribute to community student success
Site supervision of contract classes	Master schedule, student limits, and criteria established	MCHS students meet college credit goals and 10-year plans	MCHS&SBVC are dual enrollment hubs
Dual enrollment rates and increases monitored	Rates increases monitored by school site, SBVC, SBCUSD	MCHS student take fewer night, more afternoon classes	Data on dual enrollment informs modifications
Progress reports to SBVC, SBCUSD Secondary Education Dept., stakeholders	Data demonstrating class enrollment by high school is established	Site contract class lead, supervises afternoon classes and monitors progress	Longitudinal information evolves, informs changes & expansions of dual enrollment
Expanded/satellite programs use model and report progress to SBVC, their districts, and stakeholders	Site lead creates reports on the status of goals and programs to SBVC, SBCUSD, and stakeholders	Dual enrollment rates are monitored by school site, SBVC, and SBCUSD with reports to BOE	Expanded/satellite programs assess participation/success and report to SBVC, their districts, and stakeholders
Student progress data on SBVC success & graduation	Student progress data on SBVC success & graduation	Student progress data on SBVC success & graduation	Student progress data on SBVC success & graduation
Student graduation and transfer data supporting bachelor's/graduate school and career attainment	Students continue to progress in meeting college and career goals outlined in 10-year plan and enter a college of choice	MCHS students make significant progress on 10-year plan; are prepared for and accepted by college(s)	SBVC College Connectors are co-leaders in developing support systems to promote college success for MCHS
			Student progress data on SBVC success & graduation
			100% of MCHS Students enter a college of choice, and graduate from college early with a bachelor's degree

APPENDIX A

LETTERS FROM THE CEOs OF

(1) SAN BERNARDINO VALLEY COLLEGE

AND

(2) MIDDLE COLLEGE HIGH SCHOOL

@

SAN BERNARDINO VALLEY COLLEGE



OFFICE OF THE PRESIDENT

December 22, 2014

Dear Committee on Awards for Innovation in Higher Education:

On behalf of San Bernardino Valley College, I am pleased to voice our strong support for the Middle College High School at San Bernardino Valley College's plans to provide enriching educational experiences for students through a comprehensive plan of innovations and activities.

I am proud to say I have been involved in overseeing the growth of the MCHS at San Bernardino Valley College (MCHS@SBVC) since its inception; for a number of years, I was the coordinator of the MCHS program at the college, and worked closely with the leadership of the high school to plan programs and policy and to oversee and refine its evolving goals as it grew in scale.

We commend the project's objectives to offer comprehensive, college and career inspiring experiences for underrepresented students with high potential who had, until their enrollment at MCHS, underperformed in maximizing that potential. I have watched MCHS students, staff, and teachers dedicate themselves to achieving the goal for MCHS students of earning both a high school diploma and significant college credit within 3 years. That goal is being realized and improved upon each year, and our institutional research office data (item 2 in the proposal) show MCHS students outperform other students in our region whose academic and economic circumstances are no different than their own. For example, we found that MCHS students are "significantly more prepared in the area of math skills than the new SBVC student, despite the fact that they take the assessment test in the 10th grade, before they have the opportunity to take higher-level high school math coursework." It's the MCHS@SBVC that gives them this edge, and prepares them for college. Consider this: 100% of 2014 MCHS graduates have been accepted to the college of their choice!

In addition, MCHS@SBVC has already garnered attention statewide and nationally for its exceptional accomplishments, and one of the goals (#3) of our program is to expand the impact of this success to our immediate community through partnerships, and to the consortia of middle and early college high schools of which MCHS@SBVC is a member.

We are excited about the innovations planned for the future this project poses for our ongoing partnership with the Middle College High School. We are dedicated to working with the faculty, staff, and students of the college and the MCHS to achieve increasingly successful student outcomes and confirm MCHS as a state and national model.

Sincerely,

A handwritten signature in blue ink that reads "Gloria Fisher".

Dr. Gloria M. Fisher, President



Middle College High School

@ San Bernardino Valley College

San Bernardino City Unified School District

December 19, 2014

Dr. Gloria Fisher
President, San Bernardino Valley College
San Bernardino Valley College
701 S. Mt. Vernon Ave.,
San Bernardino, CA 92410-2705

Dear Dr. Fisher:

As a partner with San Bernardino Valley College, and a co-applicant for the AWARD FOR INNOVATION Grant, it is my pleasure to write a letter of support of on behalf of Middle College High School, San Bernardino (SBCUSD).

Our partnership, beginning in 2001 has greatly increased the college going rate for our high school students. We look forward to expanding college and career opportunities for our students. We also look forward to our students becoming civic leaders who in-service local K-12 students on how to go to college and enter exciting careers.

In conclusion, I fully support the efforts of SBVC and MCHS in seeking the AWARD FOR INNOVATION Grant to make our collective goals a reality.

Respectfully,

James J. Espinoza
Principal, Middle College High School
SBCUSD
1260 W. Esperanza St.
San Bernardino, CA 92410

APPENDIX B

SINCE 1/10/14

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I. College Coursework Participation and Performance Summary

College Course-taking Students by Grade

2012-13 Grade	Number of Students Enrolled at School*	Number of College Course-taking Students**	Percentage of College Course-taking Students
9th graders	78	0	0%
10th graders	70	63	90%
11th graders	53	52	98%
12th graders	44	44	100%
Total	245	159	65%

*Number of Students Enrolled at School: Based on the school's student roster.

**Number of College Course-taking Students: Based on student-level college data provided by school.

College Performance by Grade

2012-13 Grade	Number of College Course-taking Students	Cumulative College Coursework		
		Average GPA	Average Credits Earned	Percentage of Courses Passed (C grade or higher)*
9th graders	0	--	--	--
10th graders	63	2.62	10.9	87%
11th graders	52	2.91	25.4	89%
12th graders	44	2.95	36.8	93%
Total	159	2.80	22.8	90%

*Percentage of Courses Passed (C grade or higher): Includes A, B, C, P (Passing), D and F grades in the calculation.

College Performance by Gender

2012-13 Gender	Number of College Course-taking Students	Cumulative College Coursework		
		Average GPA	Average Credits Earned	Percentage of Courses Passed (C grade or higher)
Male	74	2.70	23.5	89%
Female	85	2.89	22.2	92%
Total	159	2.80	22.8	90%

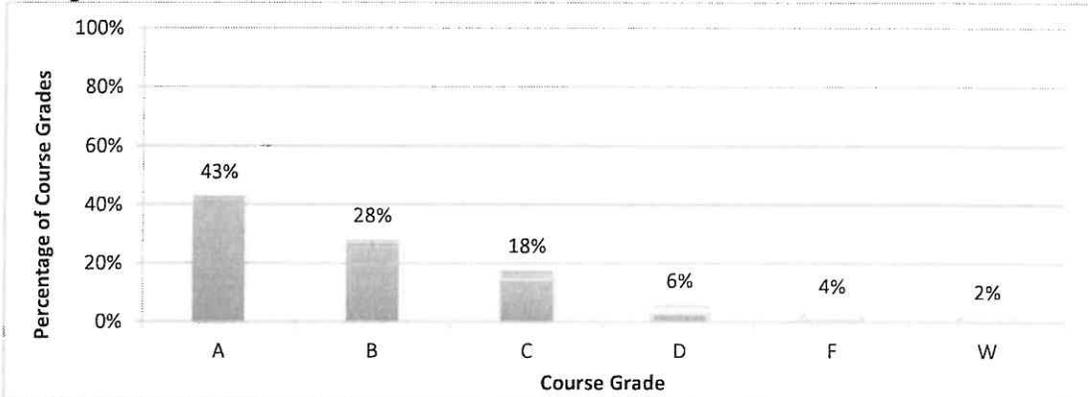
College Performance by Race/Ethnicity

2012-13 Race/Ethnicity	Number of College Course-taking Students	Cumulative College Coursework		
		Average GPA	Average Credits Earned	Percentage of Courses Passed (C grade or higher)
Asian	5	3.28	26.8	92%
Black	18	2.54	16.7	85%
Hispanic	109	2.76	23.6	90%
Native Am	1	2.86	28.0	91%
White	26	3.09	23.1	93%
Total	159	2.80	22.8	90%

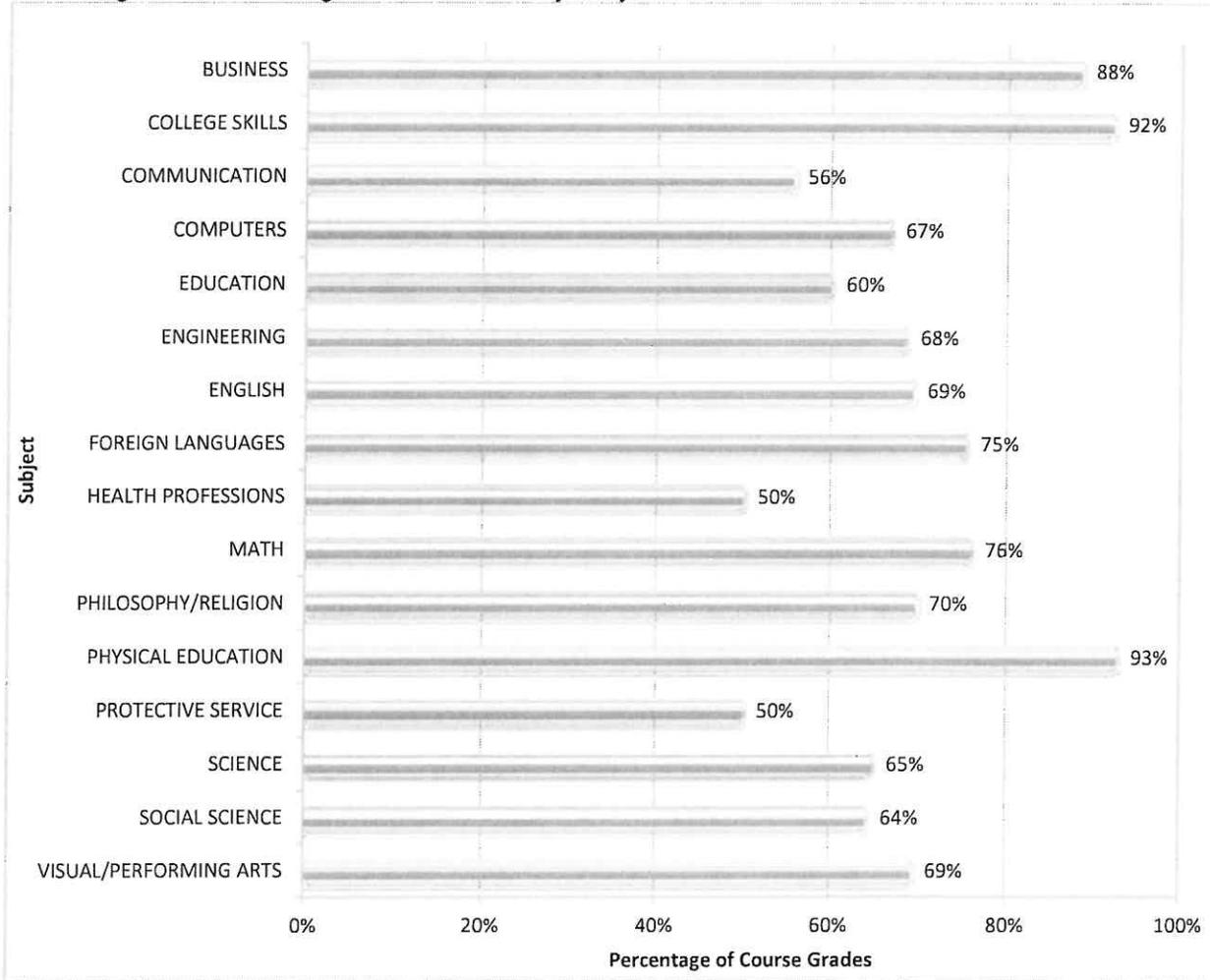
II. College Course Grade Results

(Figures reflect the cumulative college coursework taken by all students)

College Course Grade Distribution



Percentage of A or B College Course Grades by Subject

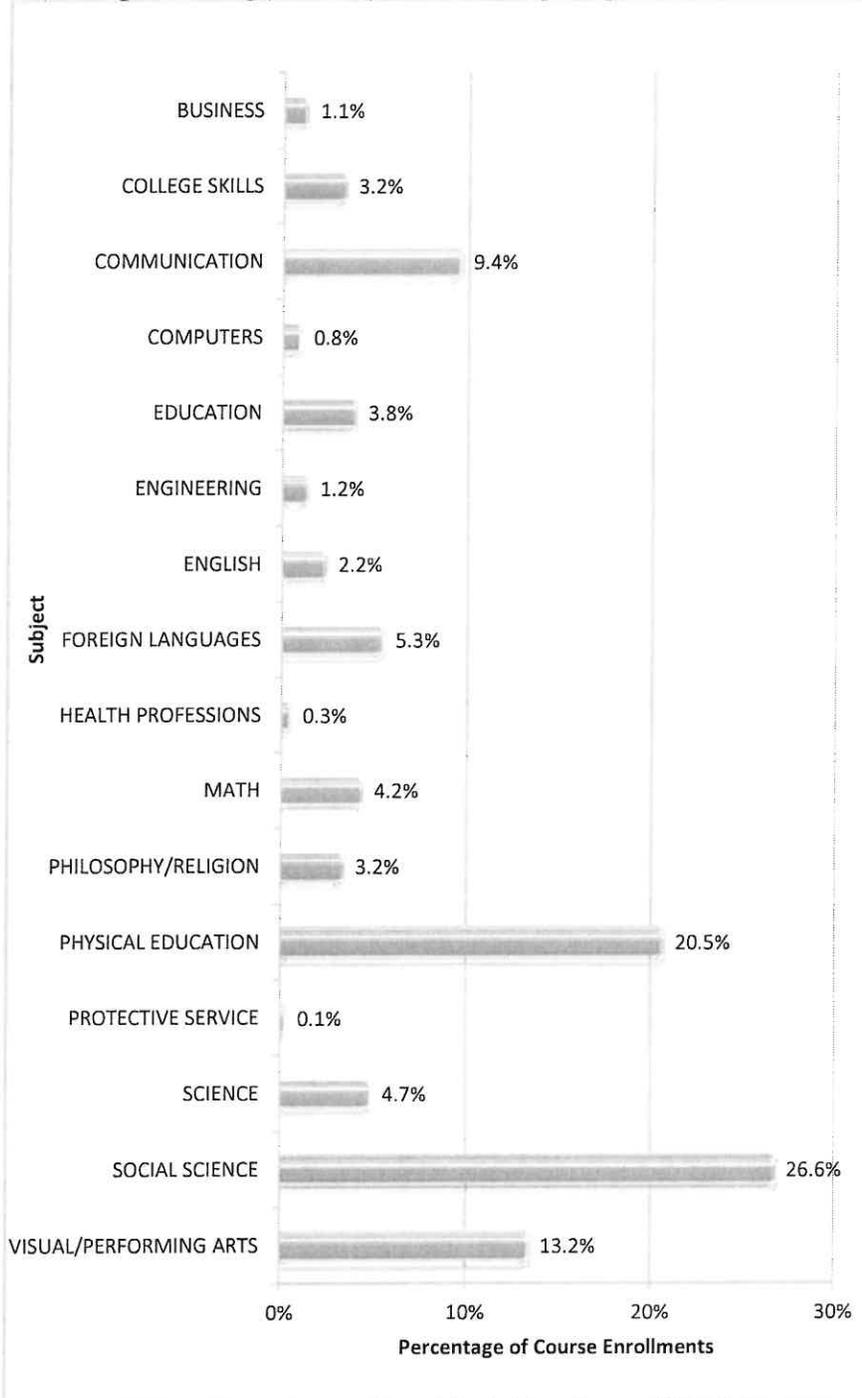


Note: Only A, B, C, D, and F grades are included in the calculation. The numbers of total enrollments vary by Subject; refer to next page for details.

III. College Course Type

(Figures and tables reflect the cumulative college coursework taken by all students)

Percentage of College Course Enrollments by Subject



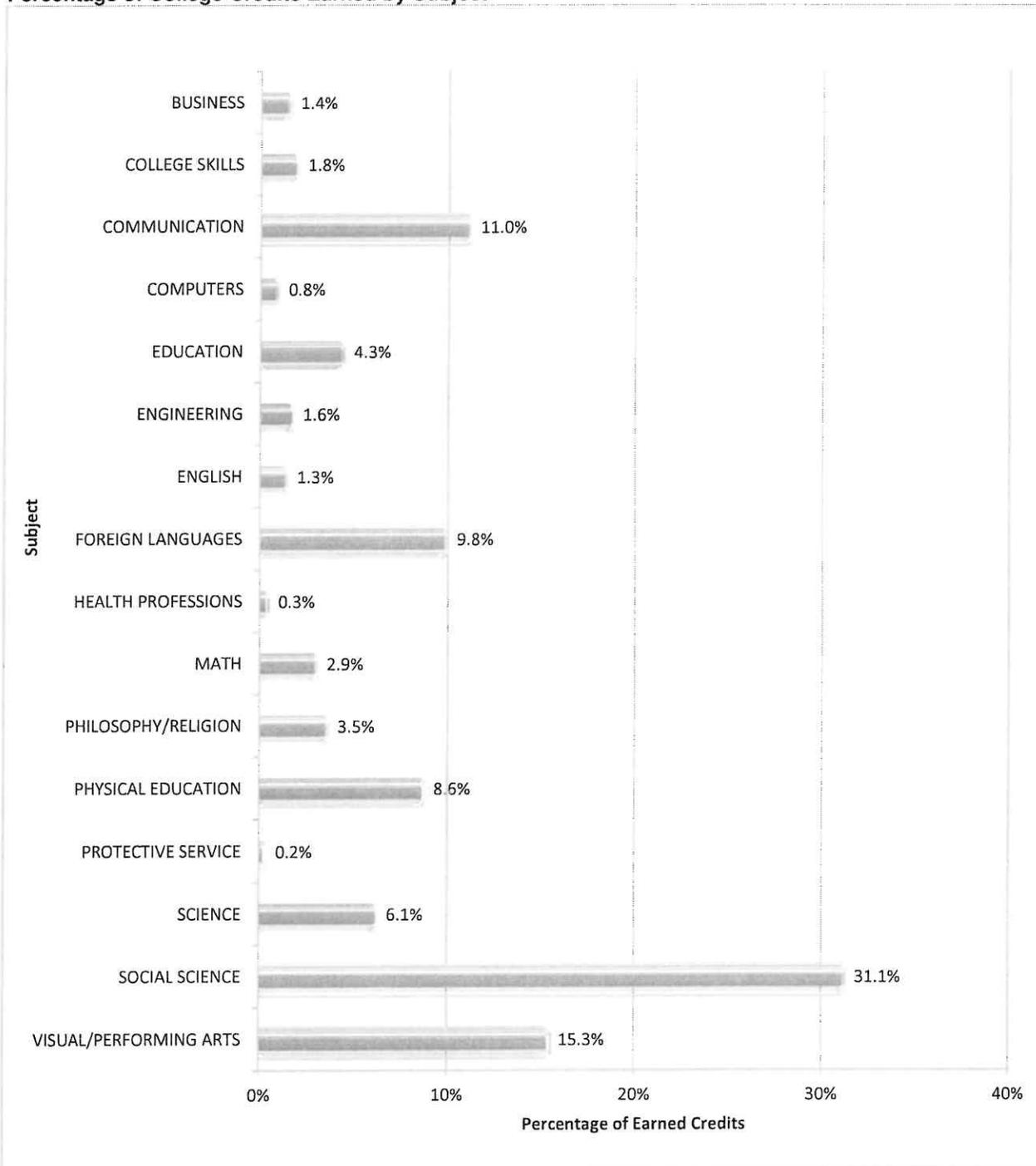
Number of College Course Enrollments by Subject

Subject	Number of Course Enrollments
BUSINESS	17
COLLEGE SKILLS	50
COMMUNICATION	146
COMPUTERS	13
EDUCATION	58
ENGINEERING	19
ENGLISH	35
FOREIGN LANGUAGES	82
HEALTH PROFESSIONS	4
MATH	65
PHILOSOPHY/RELIGION	50
PHYSICAL EDUCATION	317
PROTECTIVE SERVICE	2
SCIENCE	72
SOCIAL SCIENCE	412
VISUAL/PERFORMING ARTS	204
Total	1,546

Note: Developmental course enrollments are included in subjects *ENGLISH (22)* and *MATH (29)*.

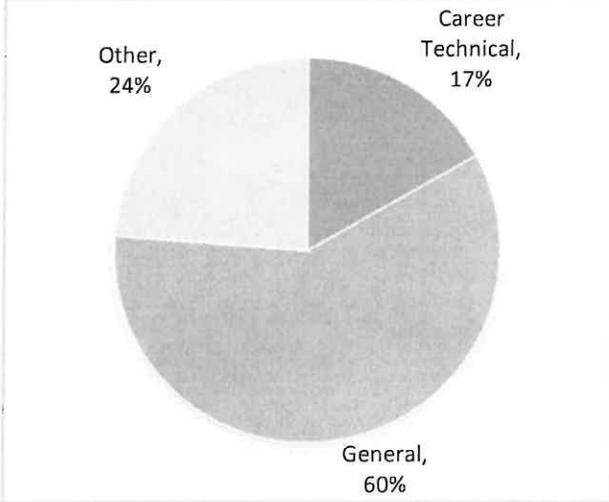
Note: Developmental course enrollments are included in subjects *ENGLISH (1.4%)* and *MATH (2.3%)*. Throughout the report, developmental coursework is only reflected in *course enrollment* figures and tables.

Percentage of College Credits Earned by Subject

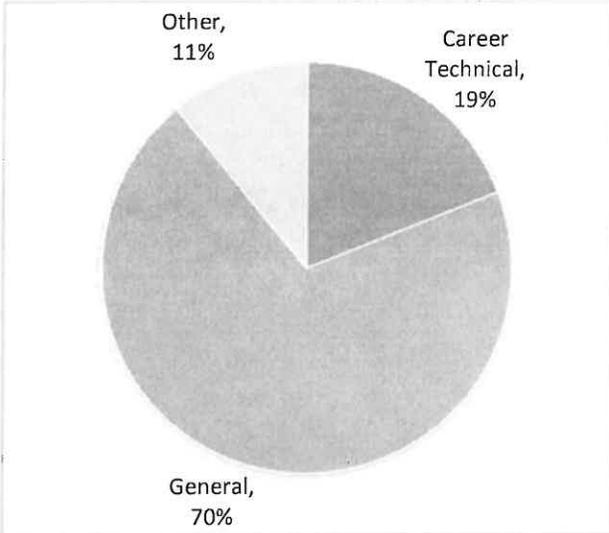


Note: Total number of cumulative credits = 3,629.

Percentage of College Course Enrollments by General Education and Career Technical Education



Percentage of College Credits Earned by General Education and Career Technical Education

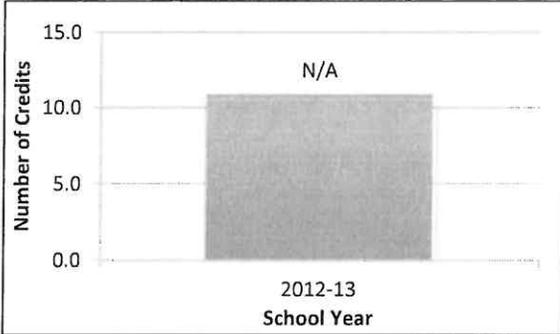


Note: Categorization of General Education and Career Tech Education Subjects

General Education	Career Technical Education	Other
ENGLISH	BUSINESS	COLLEGE SKILLS
FOREIGN LANGUAGES	COMMUNICATION	PE
MATH	COMPUTERS	
PHILOSOPHY/RELIGION	EDUCATION	
SCIENCE	ENGINEERING	
SOCIAL SCIENCE	HEALTH PROFESSIONS	
VISUAL/PERFORMING ARTS	PERSONAL/CULINARY SERVICES	
	PROTECTIVE SERVICE	
	PUBLIC/SOCIAL SERVICES	
	TRADES	

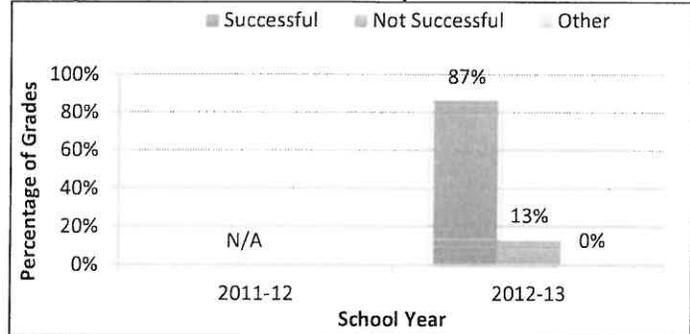
IV. 2012-13 10th Graders

Average College Credits Earned by School Year



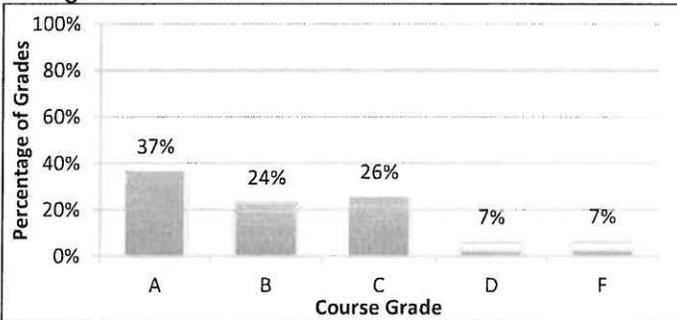
Number of college course-taking students:
2012-13 (N=63)

College Course Grade Success by School Year

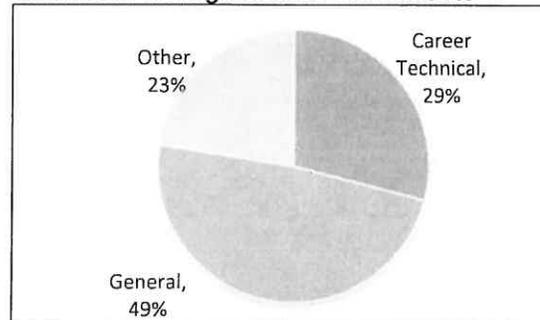


Successful (A, B, C, P 'Passing' grades); Not Successful (D, F grades);
Other (All other grades such as Withdrawals, Incompletes, Missing, etc)

College Course Grade Distribution



General Education and Career Technical Education College Course Enrollments



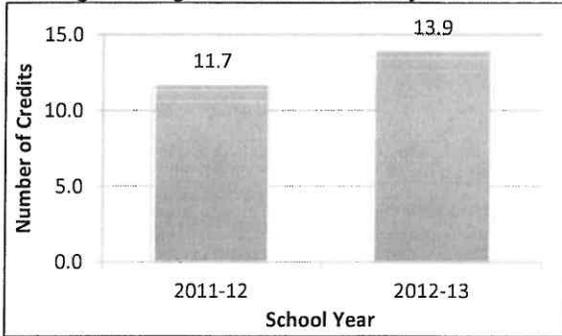
Number and Percentage of Course Enrollments by Subject and School Year

Subject	Number of Course Enrollments		Percentage of Course Enrollments
	2012-13	Total	
BUSINESS	5	5	2%
COLLEGE SKILLS	8	8	3%
COMMUNICATION	55	55	19%
COMPUTERS	6	6	2%
ENGLISH	1	1	0%
EDUCATION	10	10	3%
ENGINEERING	7	7	2%
FOREIGN LANGUAGES	6	6	2%
HEALTH PROFESSIONS	2	2	1%
MATH	3	3	1%
PHILOSOPHY/RELIGION	2	2	1%
PHYSICAL EDUCATION	58	58	20%
SCIENCE	7	7	2%
SOCIAL SCIENCE	81	81	28%
VISUAL/PERFORMING ARTS	42	42	14%
TOTAL	293	293	100%

Note: Developmental course enrollments (English Developmental, 4%; Math Developmental, 1%) are included in ENGLISH and MATH. Throughout the report, developmental coursework is only reflected in course enrollment figures and tables.

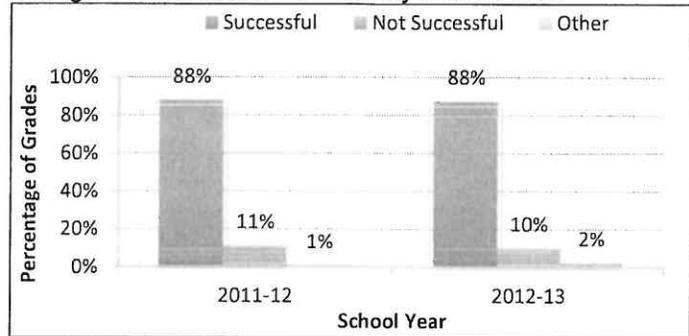
V. 2012-13 11th Graders

Average College Credits Earned by School Year



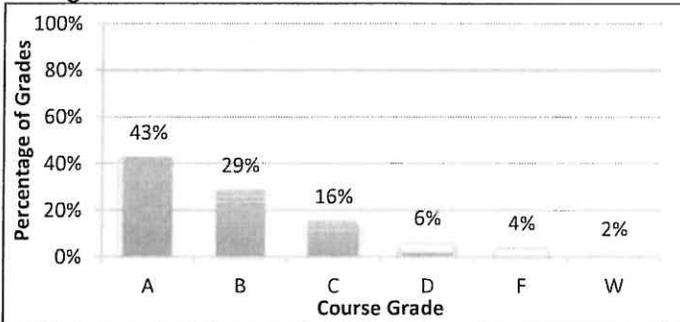
Number of college course-taking students:
2011-12 (N=51), 2012-13 (N=52)

College Course Grade Success by School Year

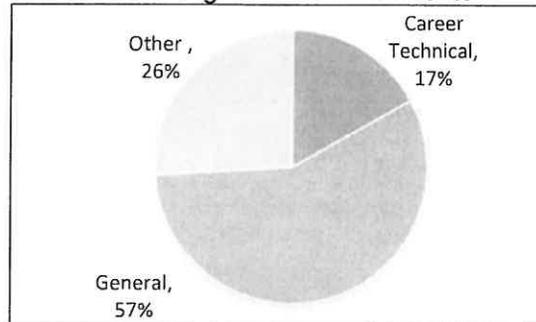


Successful (A, B, C, P 'Passing' grades); *Not Successful* (D, F grades); *Other* (All other grades such as Withdrawals, Incompletes, Missing, etc)

College Course Grade Distribution



General Education and Career Technical Education College Course Enrollments



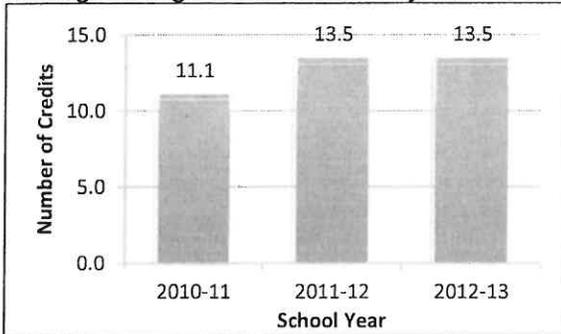
Number and Percentage of Course Enrollments by Subject and School Year

Subject	Number of Course Enrollments			Percentage of Course Enrollments
	2011-12	2012-13	Total	
BUSINESS	3	1	4	1%
COLLEGE SKILLS	12	5	17	3%
COMMUNICATION	32	20	52	9%
COMPUTERS	1	0	1	0%
ENGLISH	1	3	4	1%
EDUCATION	9	18	27	5%
ENGINEERING	5	3	8	1%
FOREIGN LANGUAGES	15	19	34	6%
HEALTH PROFESSIONS	1	1	2	0%
MATH	7	13	20	3%
PHILOSOPHY/RELIGION	11	12	23	4%
PHYSICAL EDUCATION	54	79	133	23%
PROTECTIVE SERVICE	0	1	1	0%
SCIENCE	4	15	19	3%
SOCIAL SCIENCE	62	89	151	26%
VISUAL/PERFORMING ARTS	50	28	78	14%
TOTAL	267	307	574	100%

Note: Developmental course enrollments (English Developmental, 1%; Math Developmental, 2%) are included in *ENGLISH* and *MATH*. Throughout the report, developmental coursework is only reflected in *course enrollment* figures and tables.

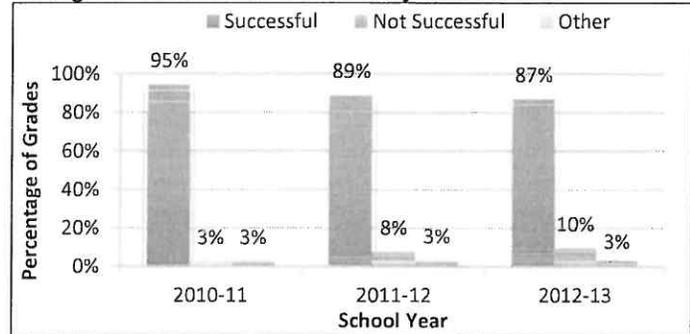
VI. 2012-13 12th Graders

Average College Credits Earned by School Year



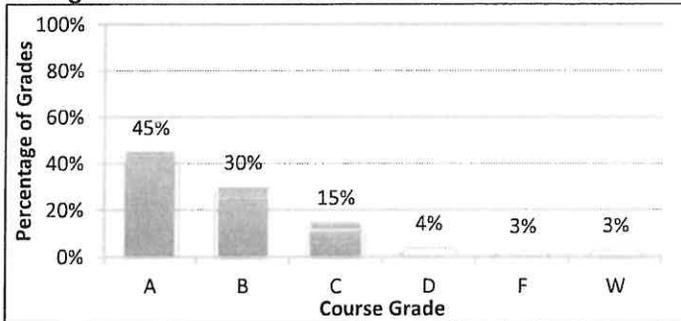
Number of college course-taking students:
2010-11 (N=39), 2011-12 (N=44), 2012-13 (N=44)

College Course Grade Success by School Year

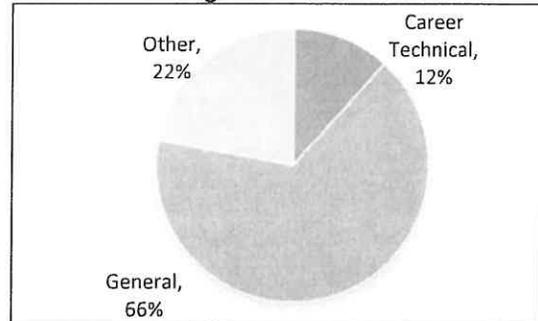


Successful (A, B, C, P 'Passing' grades); *Not Successful* (D, F grades); *Other* (All other grades such as Withdrawals, Incompletes, Missing, etc)

College Course Grade Distribution



General Education and Career Technical Education College Course Enrollments



Number and Percentage of Course Enrollments by Subject and School Year

Subject	Number of Course Enrollments				Percentage of Course Enrollments
	2010-11	2011-12	2012-13	Total	
BUSINESS	6	1	1	8	1%
COLLEGE SKILLS	8	8	9	25	4%
COMMUNICATION	8	24	7	39	6%
COMPUTERS	3	1	2	6	1%
EDUCATION	12	5	4	21	3%
ENGINEERING	2	2	0	4	1%
ENGLISH	0	5	25	30	5%
FOREIGN LANGUAGES	5	25	12	42	6%
MATH	0	14	28	42	6%
PHILOSOPHY/RELIGION	4	5	16	25	4%
PHYSICAL EDUCATION	50	52	24	126	19%
PROTECTIVE SERVICE	0	0	1	1	0%
SCIENCE	11	11	24	46	7%
SOCIAL SCIENCE	49	73	58	180	27%
VISUAL/PERFORMING ARTS	25	29	30	84	12%
TOTAL	183	255	241	679	100%

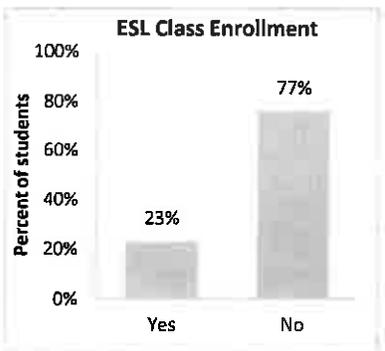
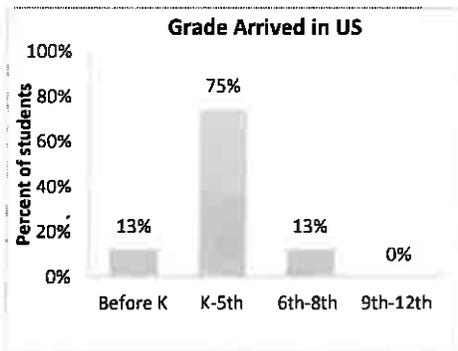
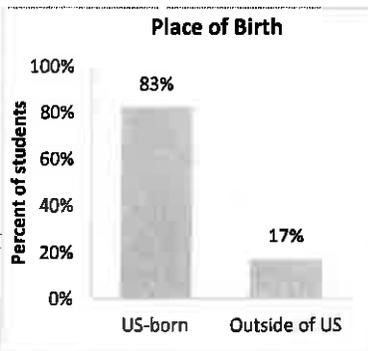
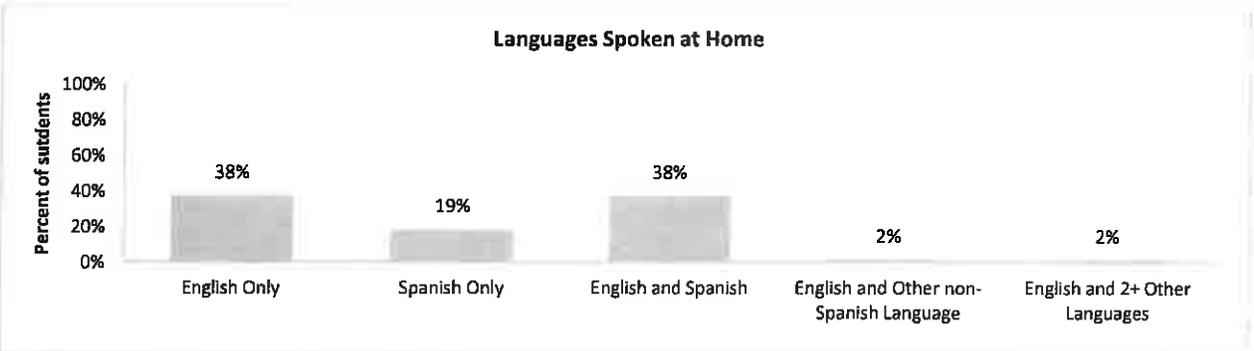
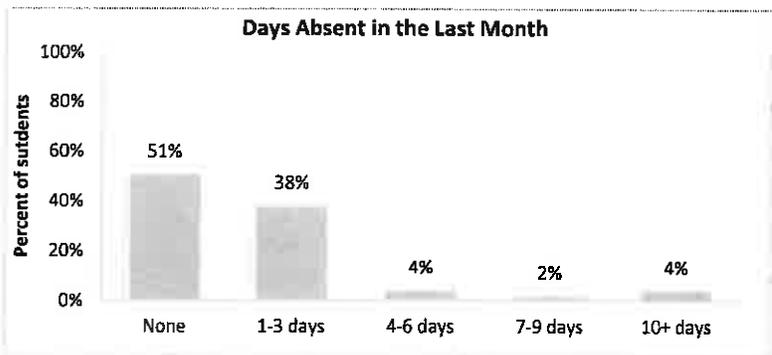
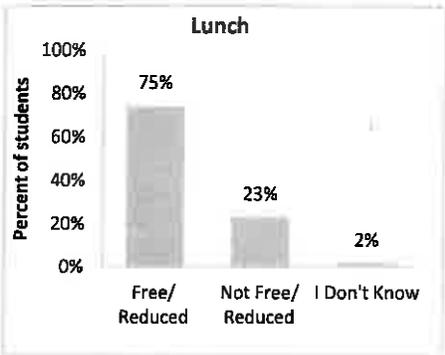
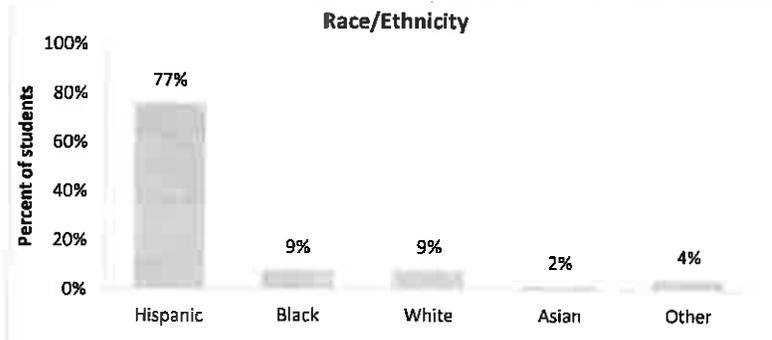
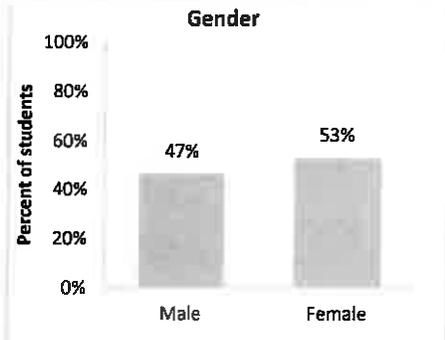
Note: Developmental course enrollments (English Developmental, 1%; Math Developmental, 2%) are included in *ENGLISH* and *MATH*. Throughout the report, developmental coursework is only reflected in *course enrollment* figures and tables.

APPENDIX C
PRIOR TO 1/10/14

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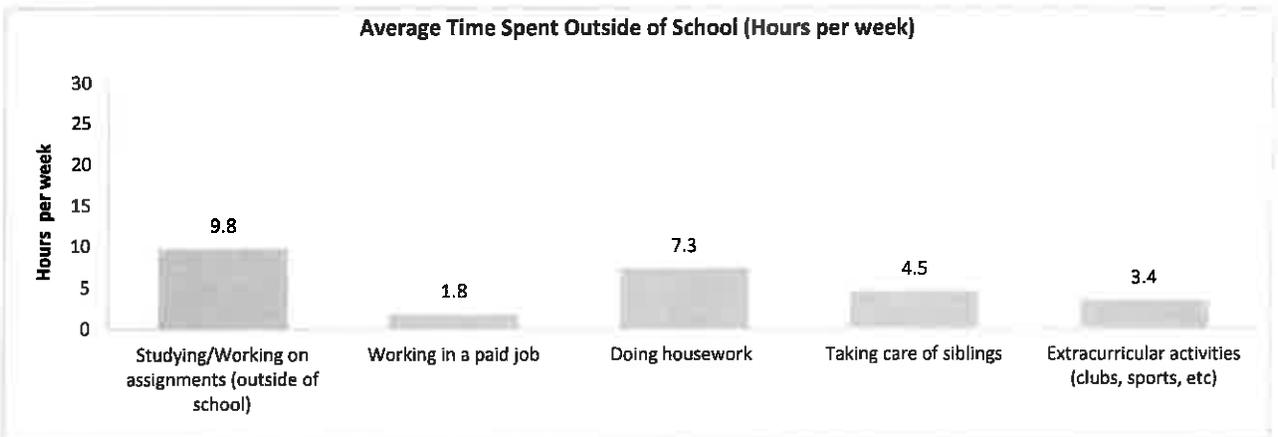
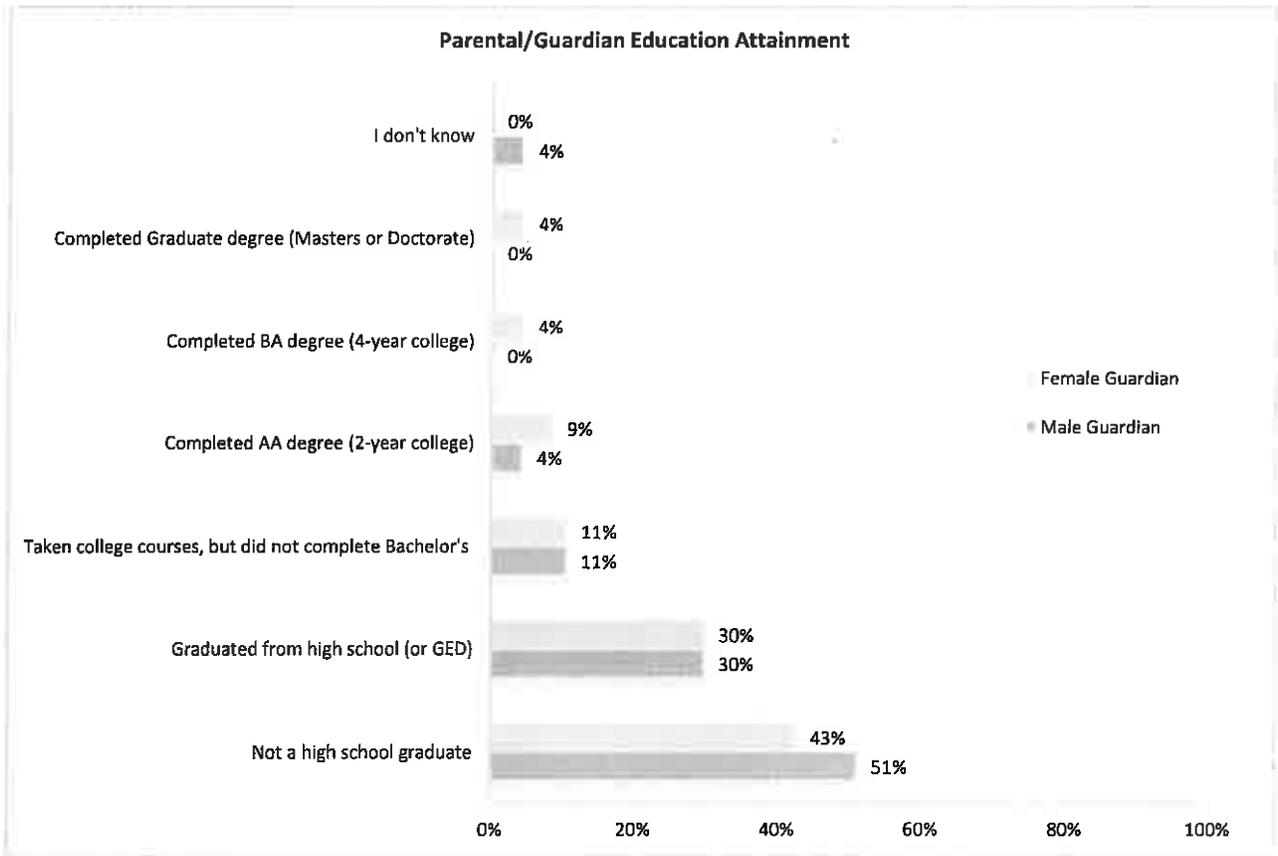
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<ul style="list-style-type: none"> • Post High School Aspirations • College Readiness • College Courses Taken During High School • Grade Levels In which 1+ College Course(s) were Taken • Core College Subjects Areas: Number of Courses Taken • Preference for Taking College Classes • Participation in Activities on College Campus • College Admissions Tests • College Admissions Forms • College Admissions Preparation • Helpfulness from School in Preparing for College Admissions 		<ul style="list-style-type: none"> • Engagement and Perseverance: High School and College 	
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<ul style="list-style-type: none"> • Financial Aid Offers Influenced Decision to Attend College • Received Financial Aid • Type of Financial Aid Received • Financial Aid Received Will Be Enough to Cover... 		<ul style="list-style-type: none"> • Participation in Support Assistance to Help Handle College Coursework • Helpfulness of Support Assistance to Help Handle College Coursework • Support Provided by Adults in the School • Reasons for Not Participating in Support Service Activities 	
		IX. Student Satisfaction	15
		<ul style="list-style-type: none"> • Sense of Belonging • Student Satisfaction • What Students Value Most About their High School Experience 	

I. DEMOGRAPHICS



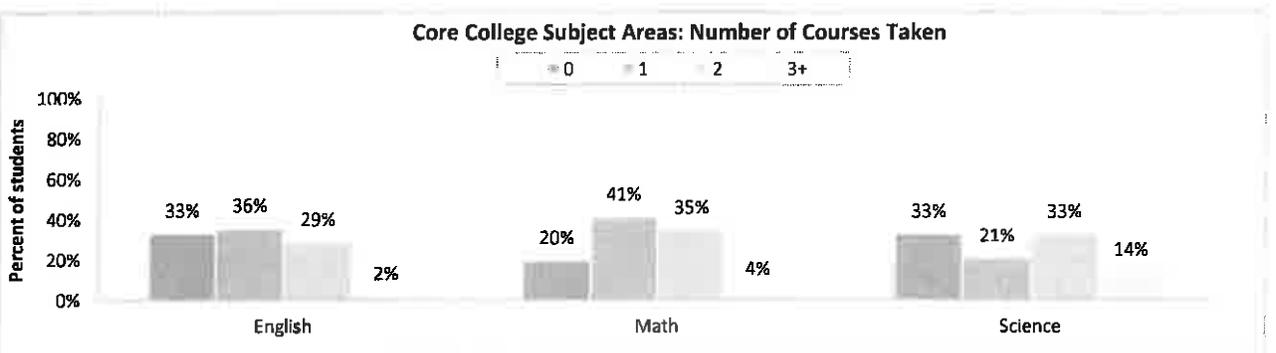
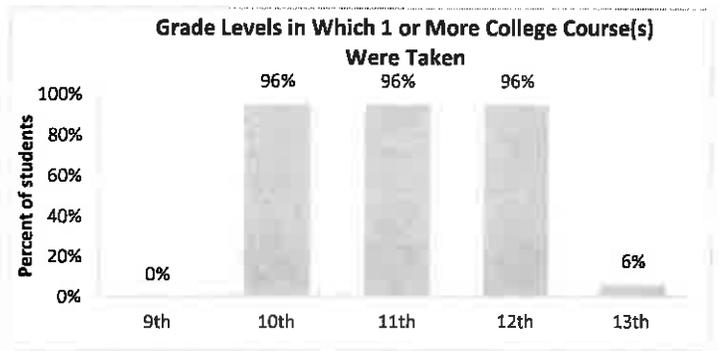
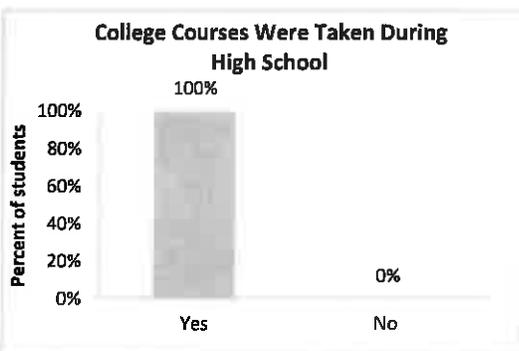
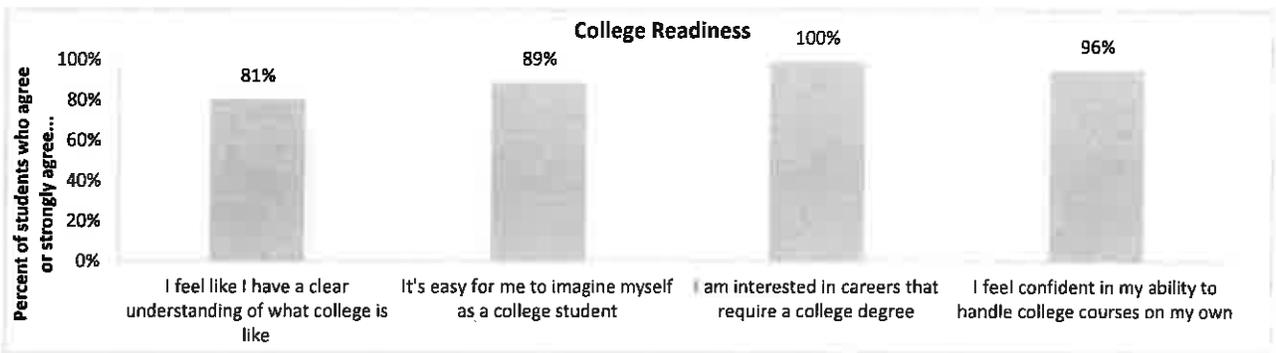
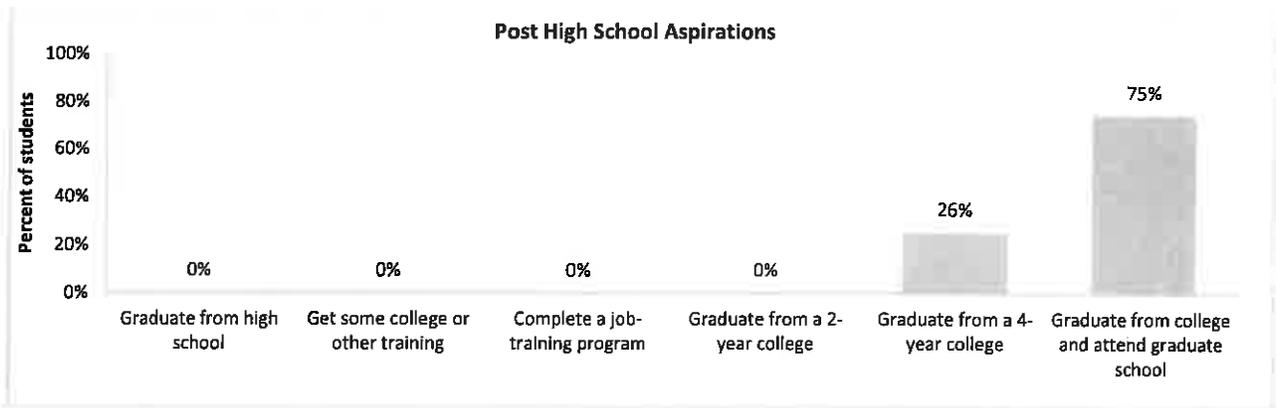
Note: Figure only includes data for students who responded: *Place of Birth = Outside of US*

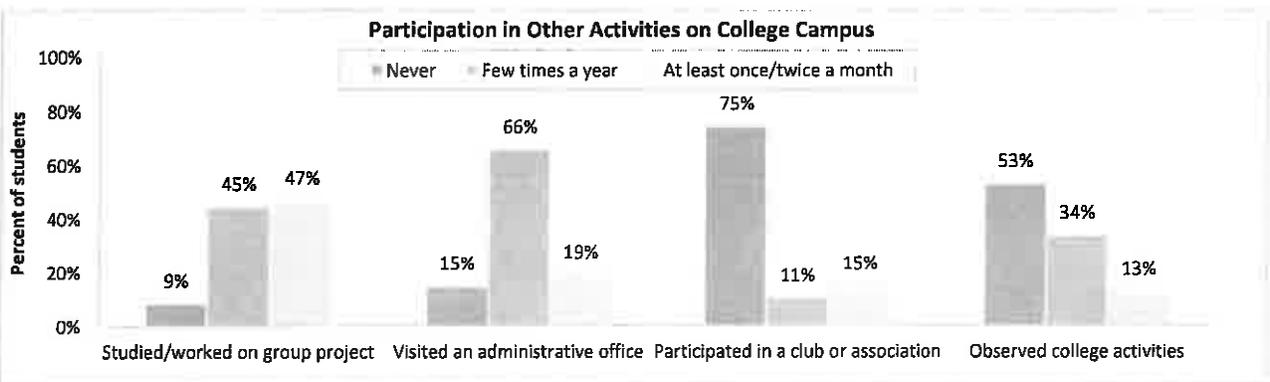
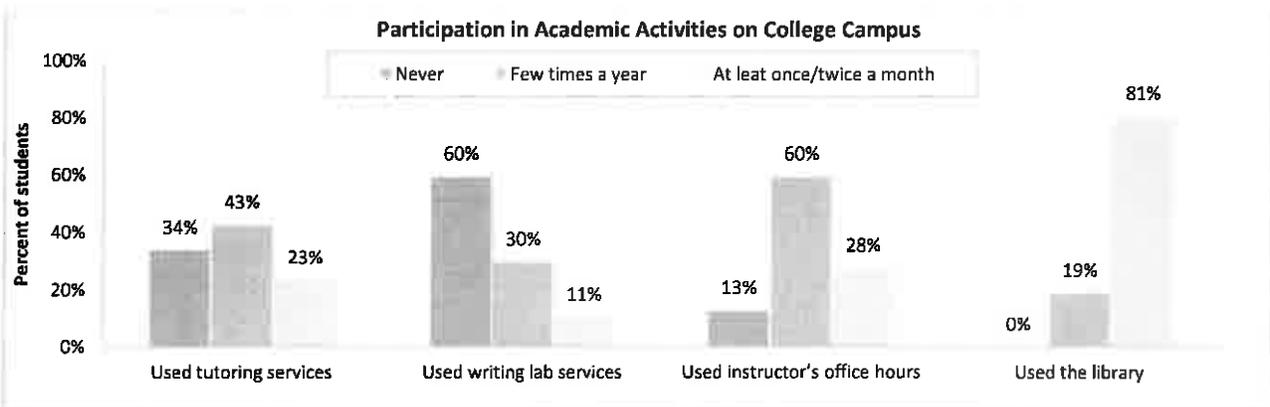
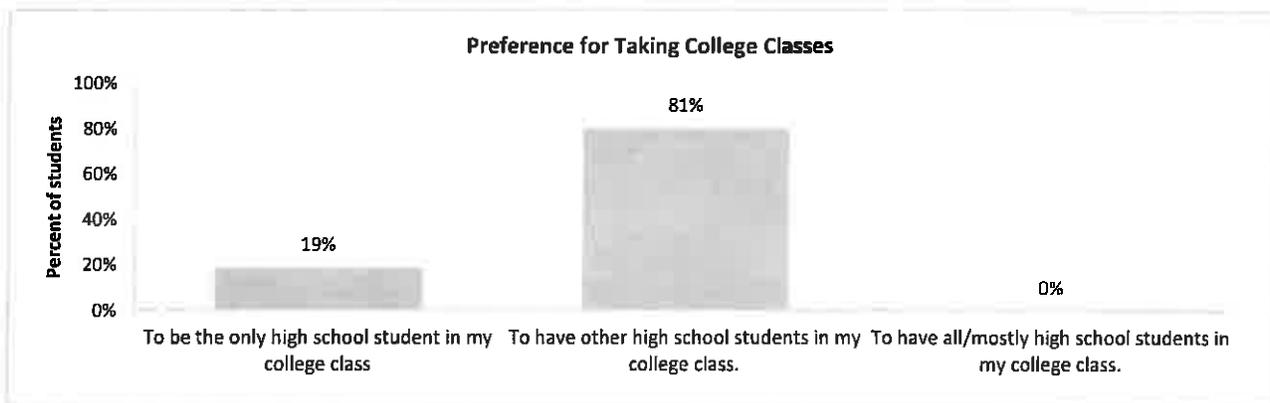
APPENDIX C - 2014 Graduates, MCNC Student Voice Report (SANBERN, Draft June 2014)



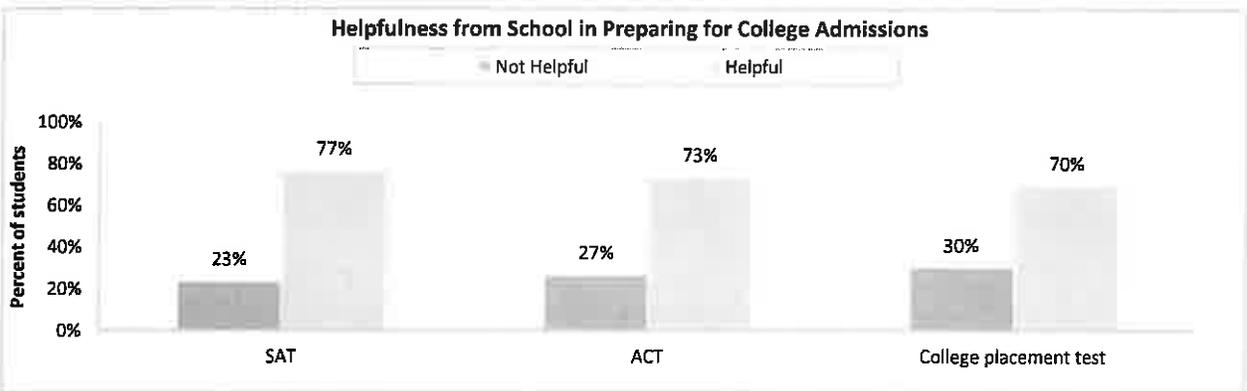
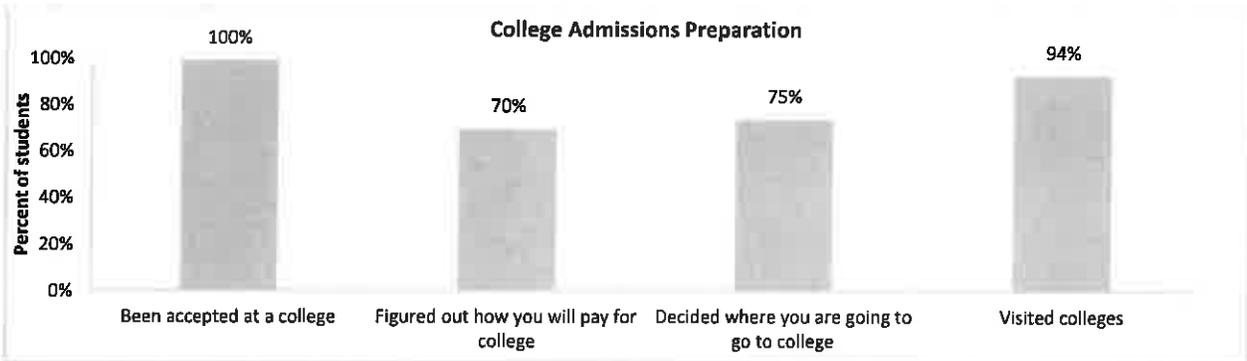
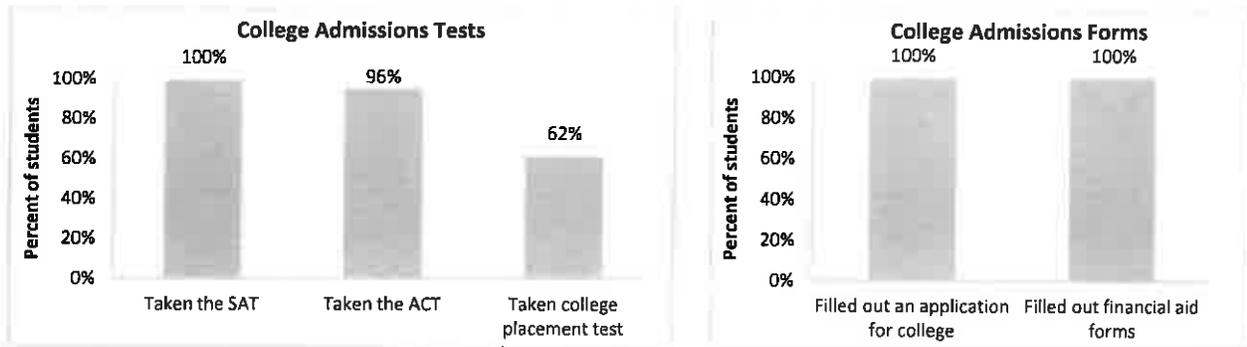
Note: Figure only includes data from students who spent time outside of school on the specified activities above.

II. COLLEGE READINESS

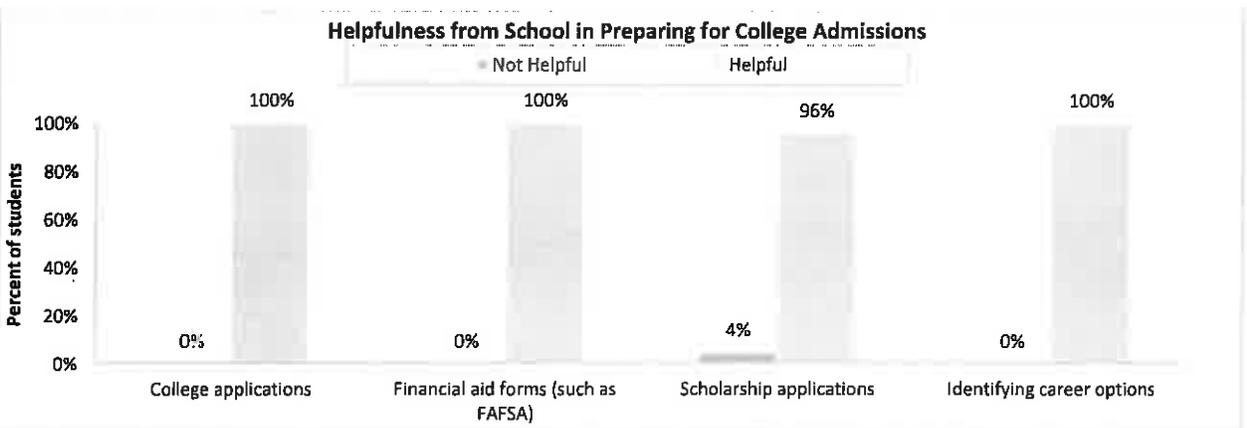




APPENDIX C - 2014 Graduates, MCNC Student Voice Report (SANBERN, Draft June 2014)

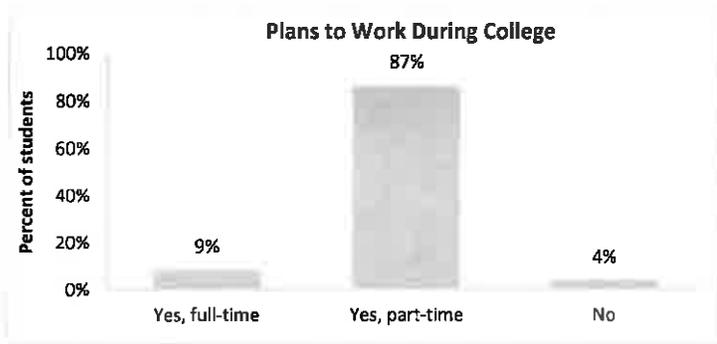
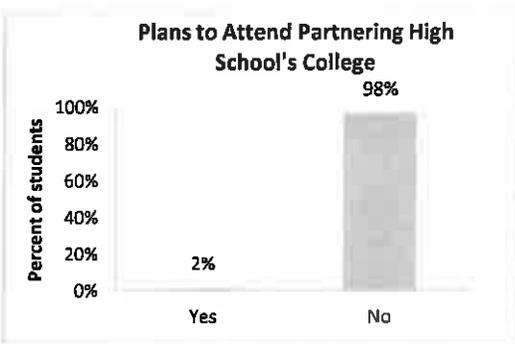
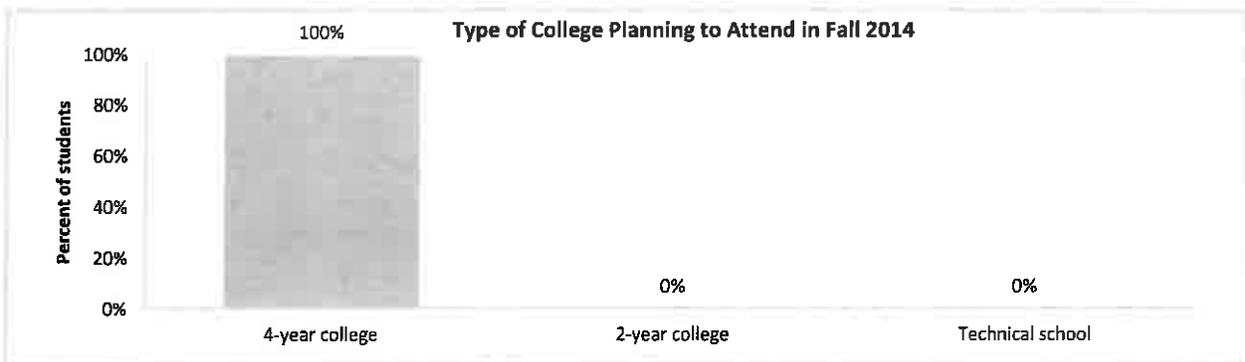
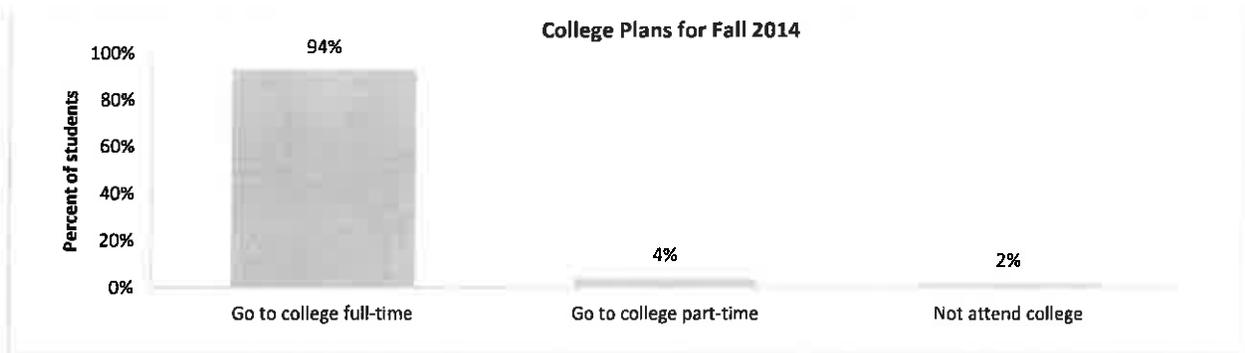


Please refer to Appendix A for detailed break-down.

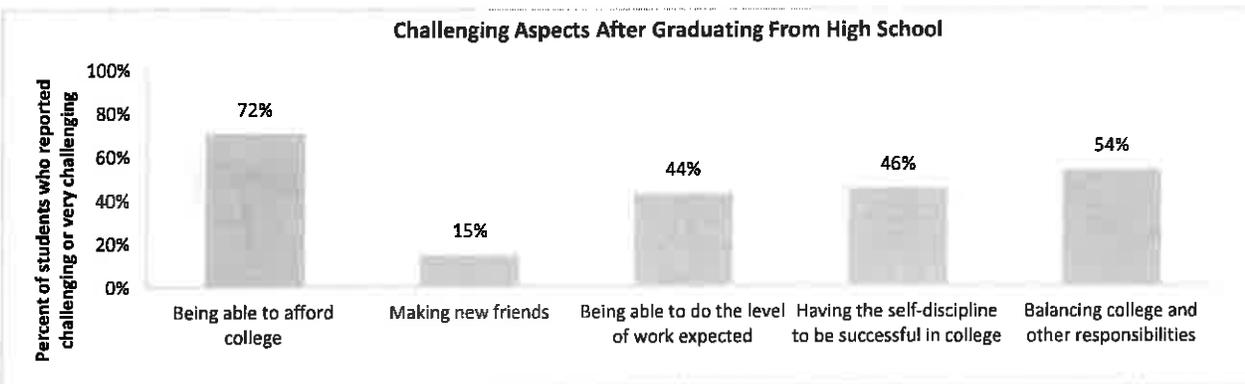


Please refer to Appendix A for detailed break-down.

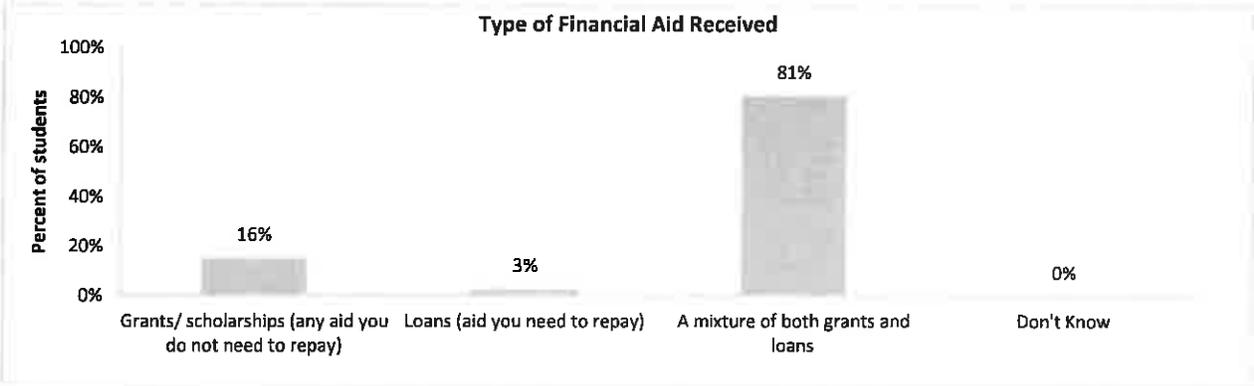
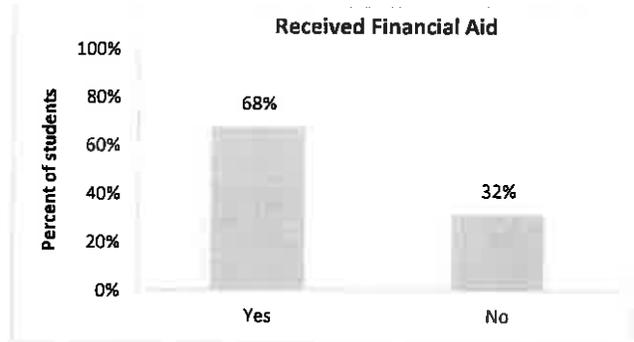
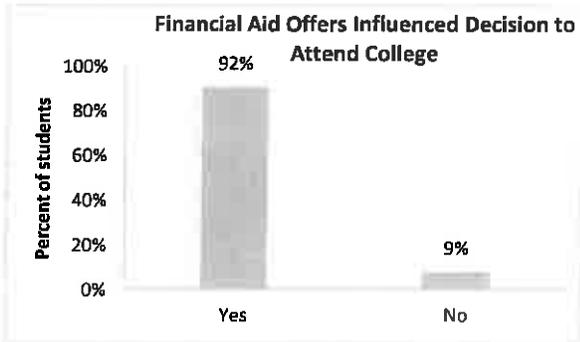
III. Post High School Graduation Plans



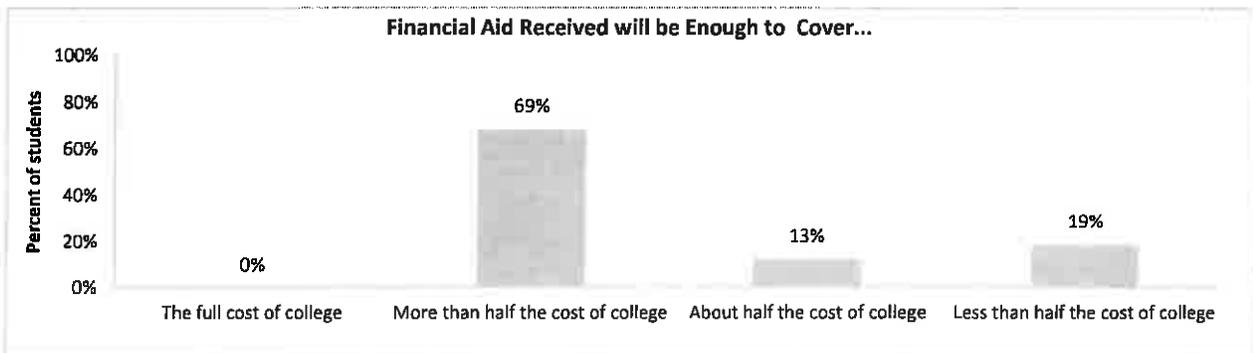
Note: Full-time (35 or more hours per week); part-time (less than 35 hours per week)



IV. Financial Aid for College

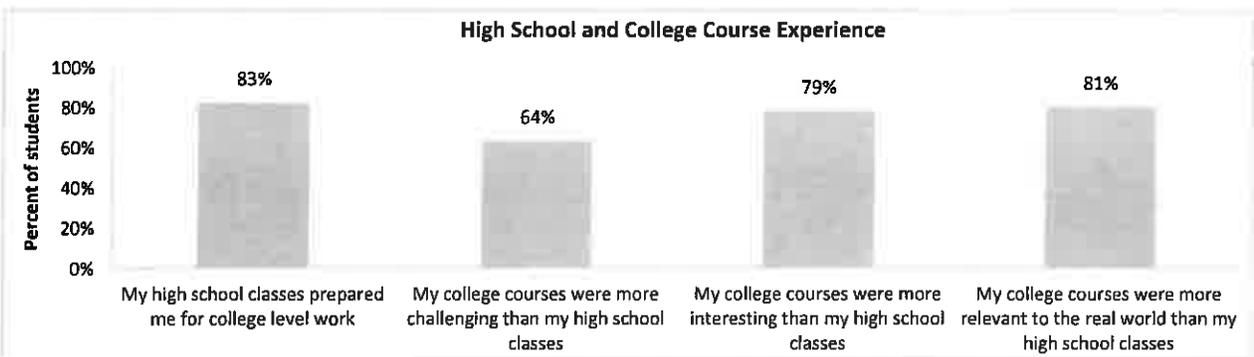
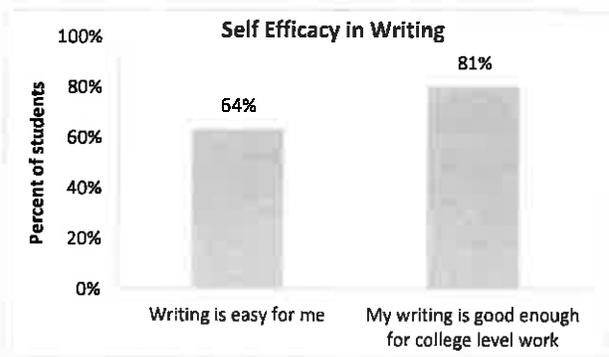
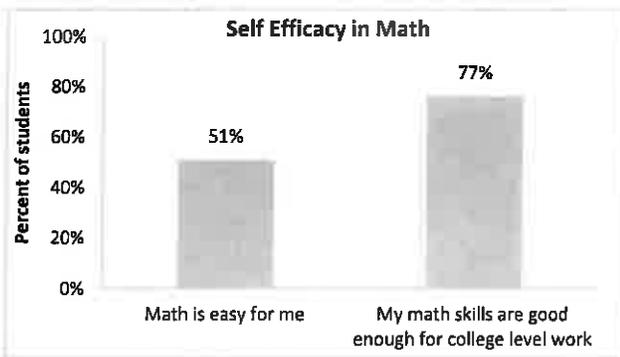


Note: Figure only includes data for students who responded: *Received Financial Aid = Yes.*

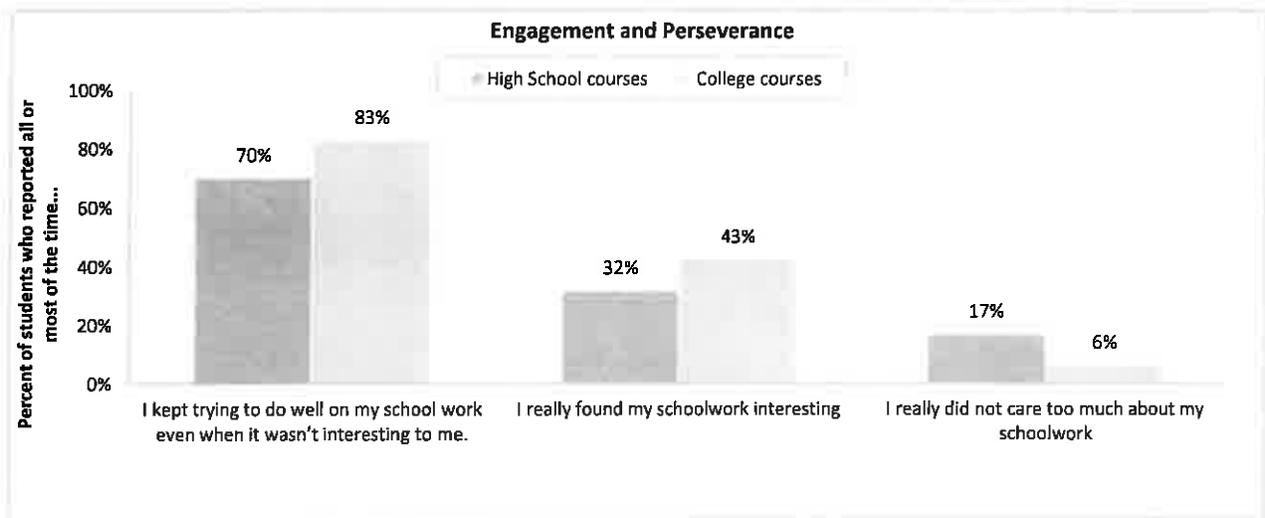
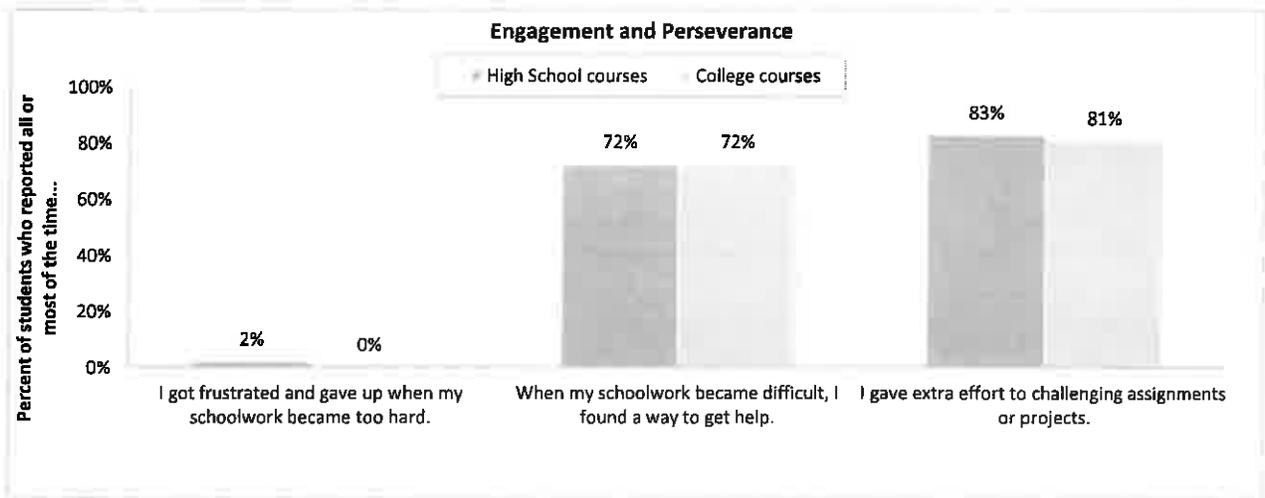


Note: Figure only includes data for students who responded: *Received Financial Aid = Yes.*

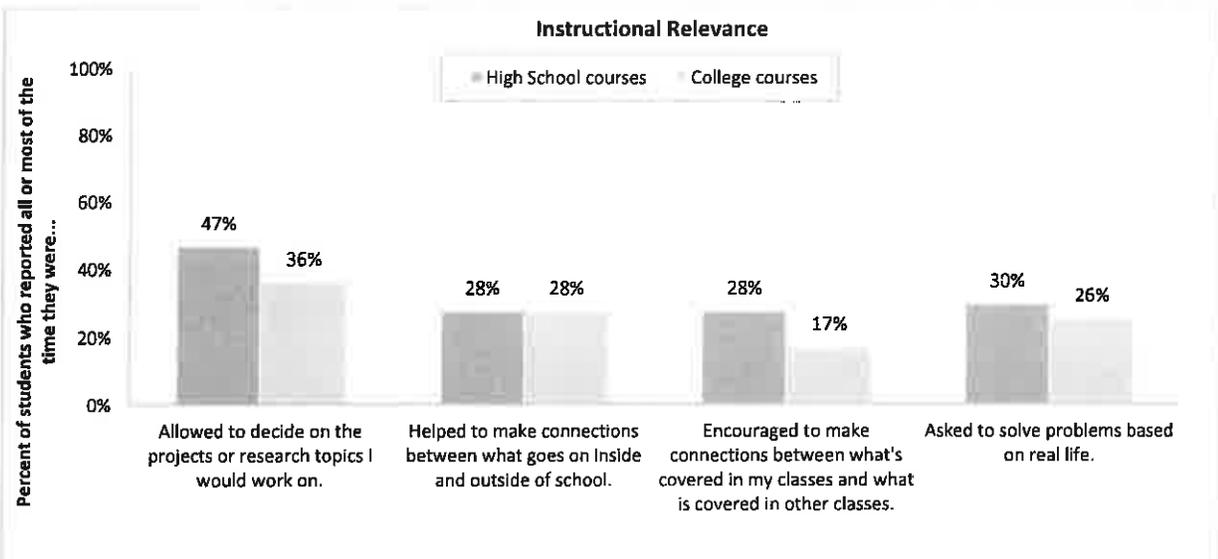
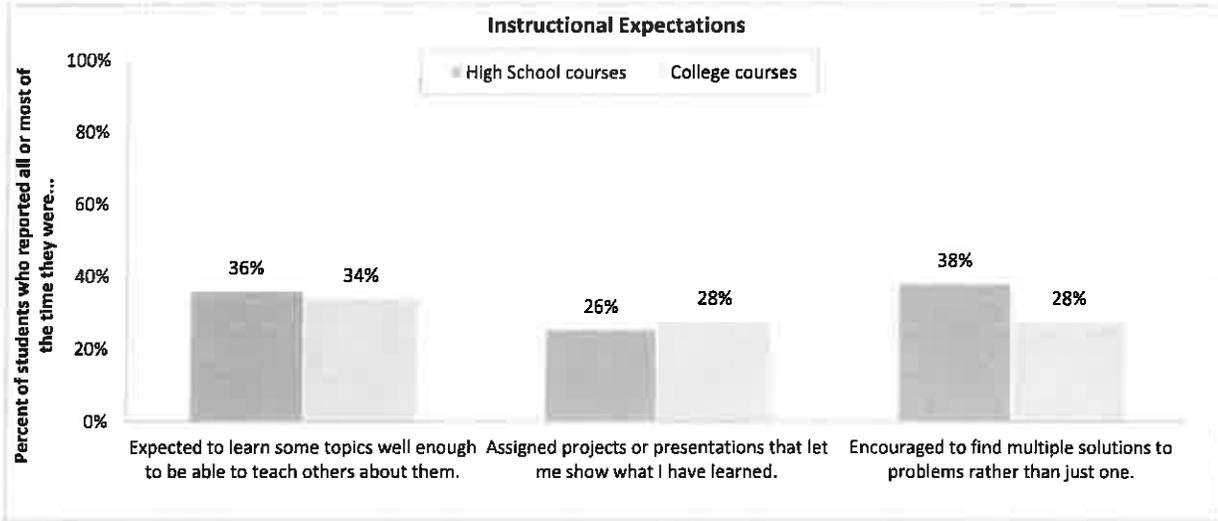
V. Self-Efficacy



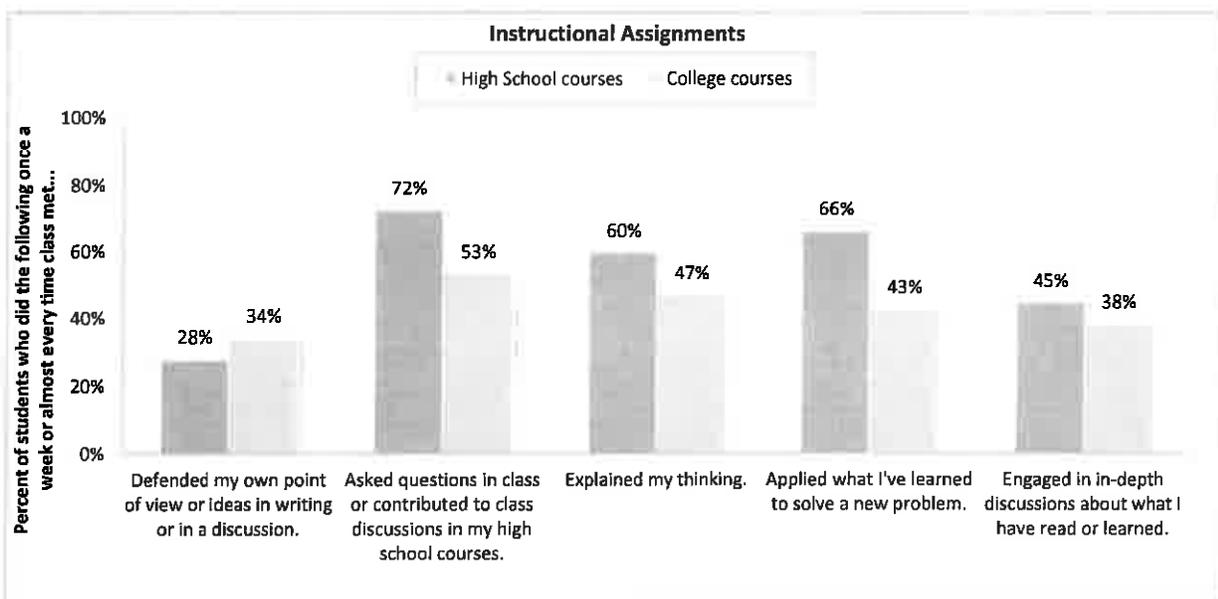
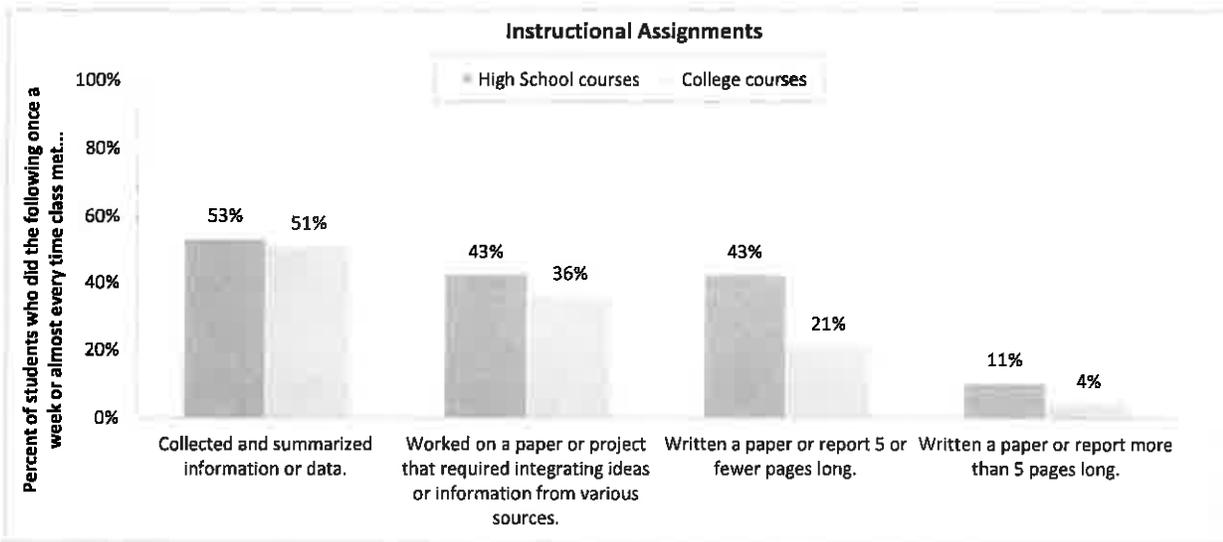
VI. Student Engagement and Perseverance



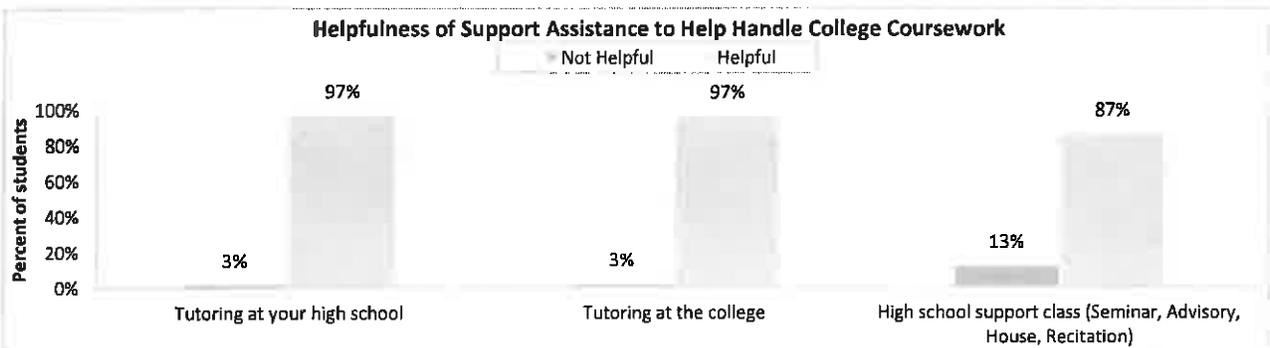
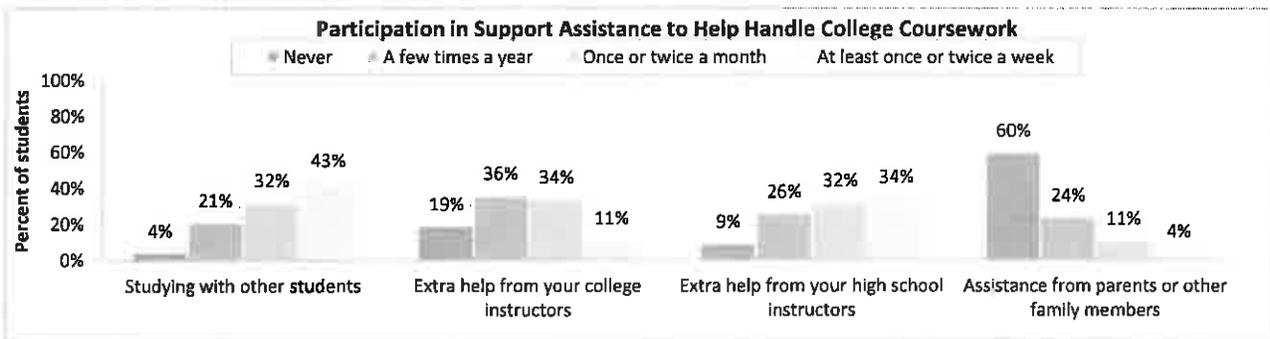
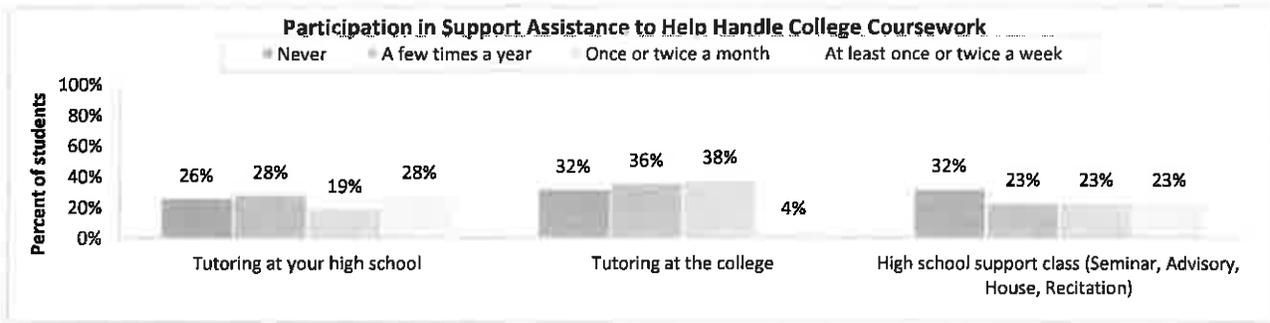
VII. Instructional Rigor and Relevance



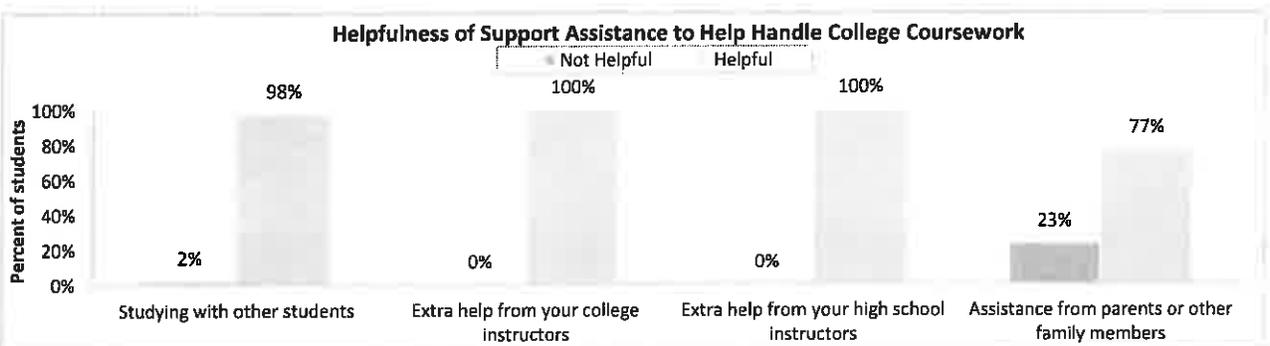
APPENDIX C - 2014 Graduates, MCNC Student Voice Report (SANBERN, Draft June 2014)



VIII. Student Supports

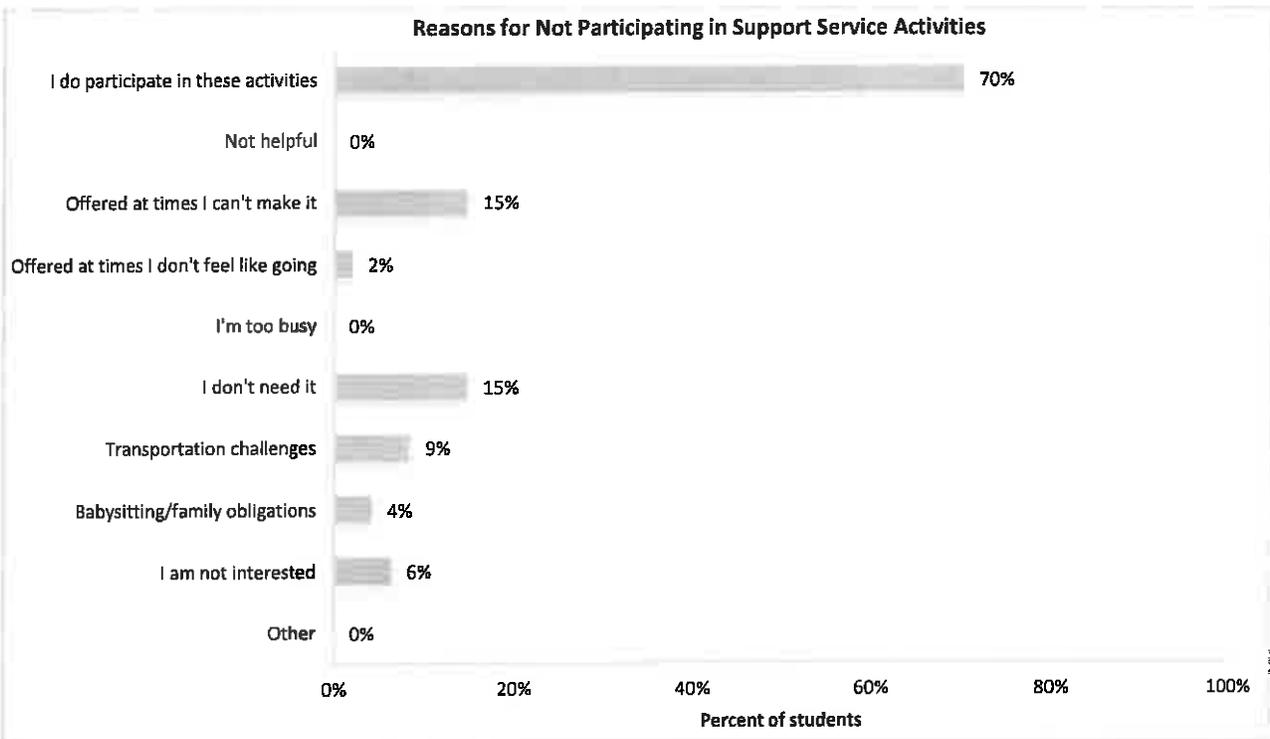
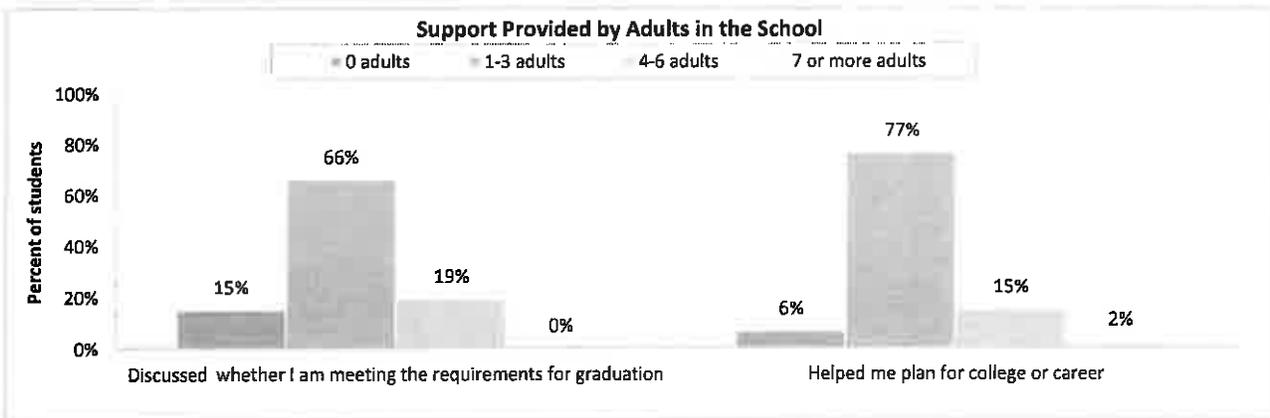
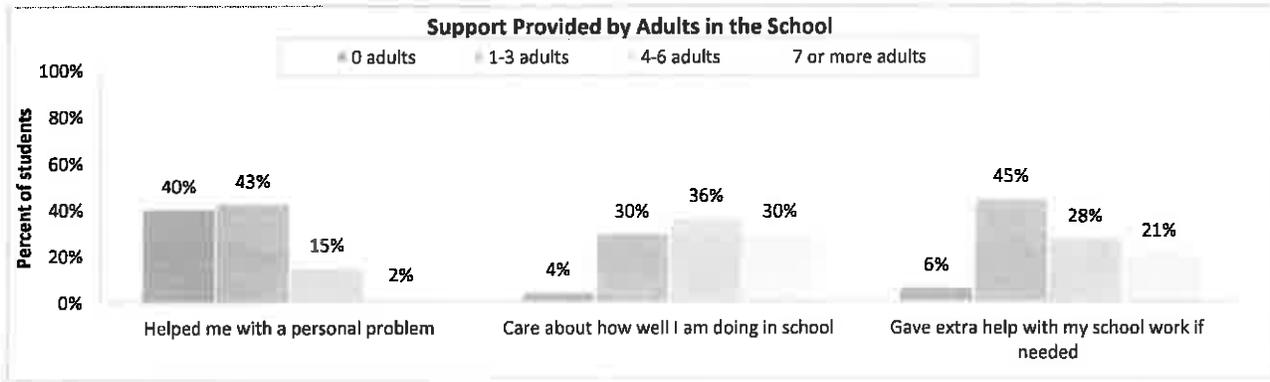


Please refer to Appendix B for detailed break-down.

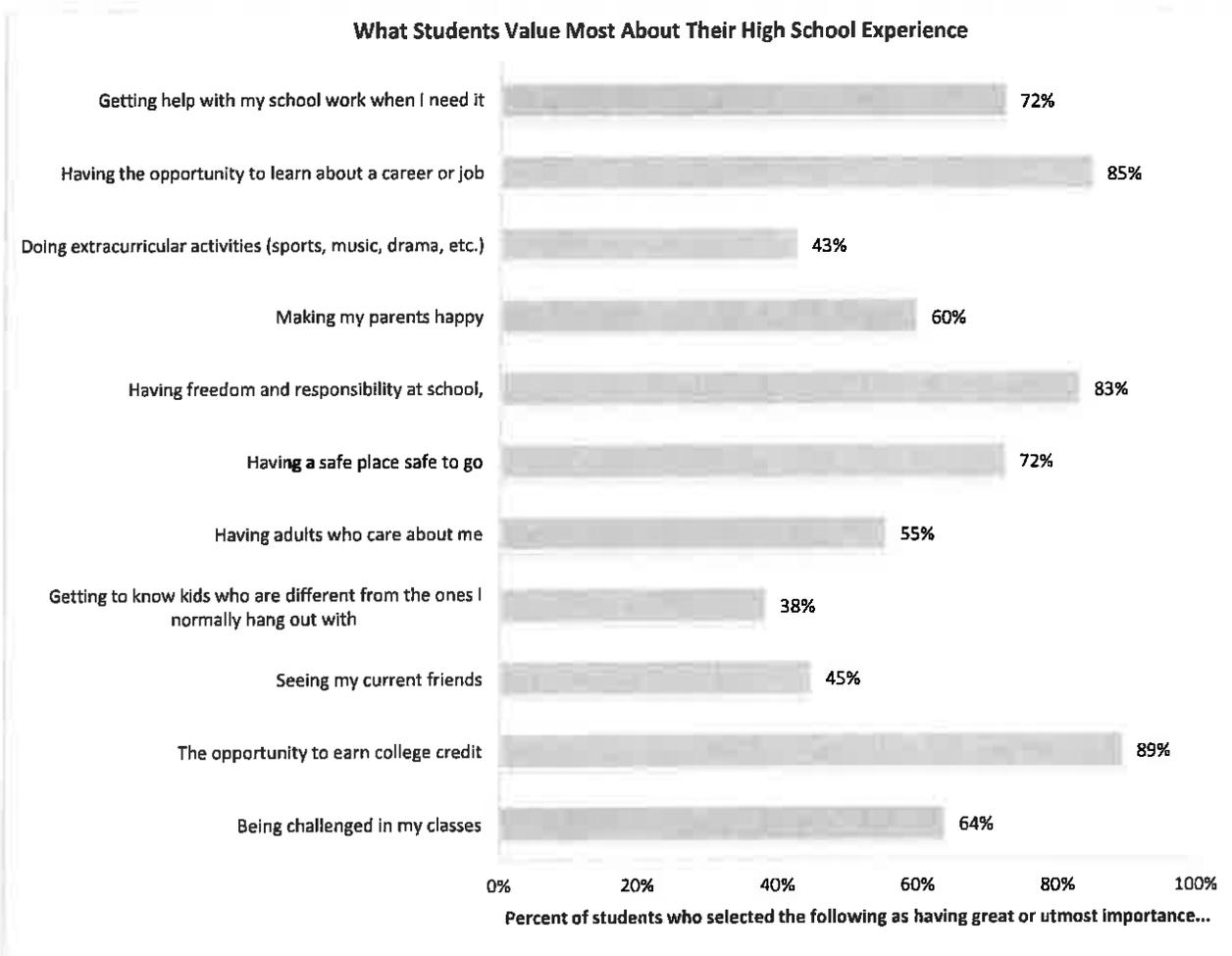
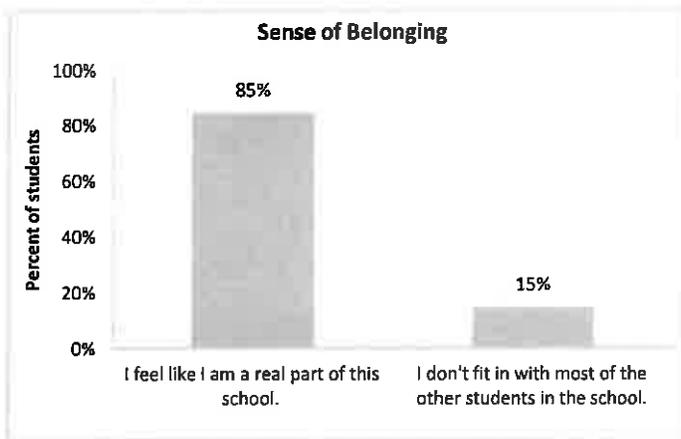


Please refer to Appendix B for detailed break-down.

APPENDIX C - 2014 Graduates, MCNC Student Voice Report (SANBERN, Draft June 2014)



IX. Student Satisfaction



Appendix D

Future Plans including Professional Development Plan

Professional Development to support program goals and student growth

Goal 1: Students will graduate from high school and earn an Associate Degree or at least 30- 60 transferable units in a period of 3 years.

Current PD

- ELA/EL Common Core Standards Launching, Winter 2014 (CDE)
- AVID Summer Institute (currently 4 staff per year)
- AVID Workshops
- AVID Tutor Training (6)
- AVID Instructional Rounds on WICOR (all teaching staff)
- SBVC Counselor Presentations to staff on College Education Plans
- Weekly Professional Staff Development
 - Mondays 2:00-3:00 p.m.
 - PD Calendar Cycle for each month
 - Wk. 1-Technology
 - Wk. 2-Common Core
 - Wk. 3-Student Support
 - Wk. 4-Department Implementation /Instructional Rounds
- Parents are in-serviced at mandatory Grade Level Meetings on Concurrent Enrollment Requirements, Student Support Systems, and Goals for Graduation with AA, IGETC Certification, or major college credit
- Site Leadership Days

Future PD

- All staff attends AVID Summer Institute with training at next scaffold level
- All staff monitors individualized Student Education Plans
 - Purchase online subscription to 10 YearPlan.com for every student to be monitored through school-wide AVID Elective classes
 - 10 YearPlan.com
 - 4 year high school plan
 - 2 year college plan
 - Second 2 years of college plan
 - 2 years of entry to graduate school or entry to career field or both
- Selected staff attends annual Freshman Transition Conference (July 2015, LA Marriott)
- MCHS, due to size of program, does not have dedicated technology support; hire full or part-time technology support
- Additional hours for instructional planning and practice
 - Parent Meetings on Grant-Goals
 - Parent Meetings on Student Education Plan monitoring and support
 - Parent Education on Common Core, Technology, Student Support, A-G requirements, Financial Aid, Dream Act, etc.
- Broader and systematic attendance to state Dual Enrollment Conference, MCNC Winter Leadership Conference (Middle College National Consortium), and MCNC Summer Institute

Goal 2: Increase exposure of MCHS students to both college and careers, with a focus on STEM (Science Technology Engineering and Math). Through activities such as college and career tours, and by implementing the ACT National Career Readiness Certificate requirement; also the Freshman Transition and 10-year Education plan (that includes post-graduate work and work in a career field); vertical peer mentoring and tutoring, and community internships/externships.

Future PD

- ACT Career Workshops attendance by certificated staff
- Training in implementing ACT WorkKeys Career Planning Program
- Training in monitoring the ACT National Career Readiness Certificate requirements with the goal of 100% of seniors meeting requirements
 - Conferences
 - In-service speakers
 - Staff collaboration during Student Support PD and Department time PD
- SBVC training to MCHS staff on STEM programs at SBVC and CSUSB with focus on vertical articulation and MCHS student participation
- Support for key Staff (i.e. science teachers/AVID Lead) attending STEM conferences, county trainings, state trainings

Goal 3: Expanding key components of the MCHS model to impact and involve the San Bernardino area, which has a low college-going rate overall. SBVC has started plans for establishing programs in nearby school districts. Offering summer contract classes will make MCHS an area resource. A larger scale impact of Goal 3 is on the state and the national groups of early and middle colleges.

Future PD

- Provide Instructional Planning and Release Time for MCHS staff to present to city and local communities on how to replicate exemplary early/middle college programs
- Train MCHS students on how to expand expertise in mentoring peers toward meeting a-g requirements, and earning significant early college credit
 - Use Link Crew Mentoring/Transition Program (Boomerang Project)
 - 3 Day Coordinator Training with yearlong follow-up
 - Student Link Conference (half-day)
 - Webinars and follow-up training
- Create the following mentoring focus
 - MCHS sophomores would be part of Principal's Focus Group Leadership
 - MCHS juniors and seniors would be part of Link Crew Peer Mentoring program
 - Seniors would be Team Leader Mentors who would provide major community service including doing presentations at local urban high schools, middle schools, and elementary schools with a focus on the importance of meeting a-g requirements, engaging college and career goals, and networking
- SBVC and MCHS would coordinate student presentations to the local community on college and career preparation, goals, and career opportunities.

1) HIGH SCHOOL AND/OR COLLEGE STAFFING TO SUPPORT GOALS

Future Staffing

- SBVC Coordinator's function to include:
 - Monitor award goals, including Increase of AA degree, IGETC, a-g attainment for underprivileged students
 - serve as Liaison between SBVC, MCHS, SBCUSD, and local and broader community

- High School staff to focus on :
 - College and Career development for urban students within MCHS early college model
 - Creating MCHS/SBVC student leaders who bring experience of how to get to and succeed in college to local and broader community
 - Monitor PD
 - Order identified resources
 - Lead data analysis on project goals
 - Guide collaboration on project goals
 - Plan College and Career Field Trips
 - Freshman S.D. College Tour
 - Sophomore Industry Tour of State
 - Junior central and northern California College Tour
 - Articulate 10-Year Plan between high school, college and career internships and externships
 - Seek additional career pathways for MCHS students, including coordination with Loma Linda University Gateway College Program at new downtown medical clinic (scheduled to open summer 2016)

- Establish technology support person
 - Ensure technology is used to support grant goals
 - Ensure technology is fully and daily operational to meet goals
 - Monitor new software programs establishment and usage (i.e. 10YearPlan.com; ACT Career Software)
 - Identify future technology needs

- Establish further links to CCSS, STEM, and 21st century goals

Successes: The partnership between SBCCD and SBCUSD is strong. We continue to grow and work toward even greater success. Success requires excellence from all of its team members - from the very beginning, the instructors at San Bernardino Valley College and the teachers at Middle College High School accepted the challenge, believing that young high school students could rise to great levels.

ACT READINESS TRAINING:

The high school is establishing a program using the ACT NATIONAL CAREER READINESS CERTIFICATE REQUIREMENT FOR MCHS STUDENTS (ACT.ORG/WORKFORCE)

- a. This is an assessment-based credential supported by ACT WorkKeys. Issued at four levels, Platinum, Gold, Silver, Bronze, the ACT NCRC measures and certifies essential work skills needed for success across industries and occupations.
- b. This curriculum will be incorporated into the mandatory AVID elective course that students are required to take each semester from 9th through 12th grade at MCHS. The goal will be 100% of students receiving Platinum ACT NCRC certification.
- c. PD for staff will occur.

2) MCHS FRESHMAN TRANSITION AND 10-YEAR EDUCATION PLAN

- a. Modeled after the 10-Year Plan between UC Santa Barbara and the Santa Barbara Unified School District, students will incorporate college/ career planning from day 1 of MCHS:
 - Year 1-4 High School/Community College Education Plan;
 - Year 5-6 4-Year College Plan;
 - Year 7-8 Post Graduate Work/Internships; and,
 - Year 9-10 First two years in Career Field or Doctorate Program.
- b. The 10-Year Plan will utilize specialized software for students self-monitoring their progress with ability to modify plan; researching and accessing college and career planning resources will be available on-line.
- c. PD for staff will occur.

3) VERTICAL PEER MENTORING AND TUTORING

- a. MCHS major peer tutoring on the high school campus will continue
 1. Senior Peer Leaders to all sophomores
 2. Sophomore/junior Focus Group Mentors to all freshman attending induction Prep 9 program
- b. We will add a component of SBVC College Tutors adopting MCHS students
- c. A major team building activity will occur annually through the Cal State University, San Bernardino Leadership Challenge ROPES Course
- d. We will choose an existing successful tutoring program such as LINK CREW and modify it to vertically connect college and high school
- e. College and high school mentors will eventually become an A-G resource to the San Bernardino community supporting the SBCUSD Community Engagement Plan
- f. Mentors, with funding, could be paid to serve the community providing work experience

APPENDIX E
MITIGATING COLLEGE COSTS

The Middle College High School decreases the cost of college significantly, as it saves time toward earning transfer credits as well as toward earning an associate degree.

Given that the cost of any extra year at a public university is so high, the MCHS student comes out significantly ahead. The LA organization, Campaign for College Opportunity, calculated the cost of two extra years (students taking 6 years of college classes instead of the expected 4) at a California State University campus to be \$58,000. To this the group also added an amount that factored in lost income for those two years, estimated at nearly \$53,000. Together the added cost for spending two unanticipated “extra” years in college totaled \$110,000. Per student, the MCHS saves students from that cost, as well as from associated personal costs of taking so many years to complete their undergraduate education.

About half of community college students enter with deficiencies in math and reading, meaning they spend a year or two or more taking remedial courses before they even begin to earn courses eligible for transfer credit to a four-year college or university. ***In essence, the Middle College High School model has reversed the paradigm: high school students are earning credit in college-level classes, while many college students are taking classes to catch up with subjects they should have mastered in high school.*** This puts MCHS students several years ahead of their peers in terms of college advancement.

The head start on higher education that MCHS students receive gives them an incredible competitive advantage in being able to choose careers and colleges they desire for their undergraduate, as well as for any post-graduate, education.

Through creating a 10-year plan using 10YearPlan.com resources and support materials on individual college and career planning, MCHS students will identify their 4-year college and career focus earlier; this will assist MCHS students, most of whom will be first time college graduates (72%), in moving faster toward meeting the requirements for a bachelor’s degree; the likelihood of changing majors at a 4-year college will decrease and 2 year college credit courses will be selected to match college and career goals

Not passing and/or not matching national norms on the EPT, ACT, and additional college assessments is currently limiting the speed of MCHS/SBCUSD students taking college coursework that counts towards a bachelor’s degree; the grant will enable MCHS to purchase exemplary test prep programs and resources to increase success on college assessments.

College and Career Fieldtrip participation by all MCHS students will help first-time college going students, who are limited in a broad range of college and career experiences, to identify career fields and colleges of choice that best match those fields they plan to pursue; all MCHS students are seeking careers that require a bachelor’s degree and beyond; exposure to college and industry will increase the speed of earning a bachelor’s degree through focused planning (this will influence 10-Year Plan).

The grant will provide additional resources to enable MCHS to become a model for college and career planning for the other early and middle colleges throughout the state; especially those serving urban populations.

Vertical articulation between SBVC mentors and MCHS mentors will be a partnership that will enable greater success for students and the potential for co-community presentation on how to go to college and graduate.

**APPENDIX F
SUSTAINABILITY AND STRENGTHS**

STUDENT VOICE REPORT
2014 GRADUATES
SAN BERNARDINO MIDDLE COLLEGE HIGH SCHOOL

Student Voice Report

2014 Graduates

(Student Survey Data)

SAN BERNARDINO MIDDLE COLLEGE HIGH SCHOOL

**San Bernardino Valley College
San Bernardino, CA**

Draft June 2014

Responses to Open-ended Items

MCNC
(Middle College National Consortium)

NCREST
Teachers College, Columbia University

- the best part of my experience here at this school is that I was able to strive myself further into success by becoming a more organized and better student/. I have also had the pleasure of meeting incredible teachers and amazing students. I has allowed me to grow not just as a student but as a person.
- The best part of my experience in this school is knowing that the teachers and staff know what each student is capable of and expect nothing less than the best.
- The close community.
- the fact that i am going to college. I never knew it was required to really go to college. i thought that was for the people in the world who wanted to become doctors and lawyers. Now that i have attended MCHS for 3 years, i know there is greater job opportunities then what there is for someone with a high school diploma.
- the friends that I have made. Knowing that my friends want the same goal as I do is a great feeling.
- the friendships I have made and all the people I know that believe in me.
- The high school field trips and the college courses.
- the kind, helpful, and pleasant populous.
- the opportunity to maintain well grades in high school and college.
- the people I have met throughout the years
- The people that I have come so close to and the teachers being able to have that one-to -one with. It seems like a big family not much as classmates or peers. The college experience as a high school student.
- The positive work environment; people care about learning here. The teachers care about my learning. The staff care about me. I am truly and individual here.
- the very good connection that I have as a student be comfortable to ask for help and the teacher are able to provided it.

- Talking to all my fellow classmates and at least have some bond with all of them.
- the availability of classes at the college.
- the fact that there is no sport to play.
- the lack of extra-curricular activities that the school offers.
- The size (too small)
- To add more activities that will allow people to get to know one another. Therefore, they will be able to help each other in the future.
- to be able to play football
- to be involved in the extra curricular activities that have been offered and do better in my classes.
- to be more outgoing.
- to change the entire administrative staff.
- To have more sports and activities.
- To not include freshman.
- To take more college units.
- To try to take more classes in order to get more credits.
- trying out the clubs or other activities at this school.

- My school has done everything, including allowing me to take college courses
- My school would have been more helpful if they explained to me how the financial aid worked since i am an undocumented student. I had no clue on what to do i had to ask several colleges and go on my own to find information.
- My school's services could have been more knowledgeable in our personal interests and desires. Also, the fact that we were not fully prepped for the SAT and ACT caused a lot of students to suffer mildly.
- Only the senior teacher was helpful when it came to filling out the fafsa and college applications. My school should invest more time and resources into helping each student with their college applications. My school should also invest in SAT/ACT preparatory courses as well as have some career workshops. In my school, it seems as though the only students getting that type of attention are those who are receiving their associate's degree by graduation, and that is not right.
- SAT and ACT classes would help.
- School counselor needs to be in office more often.
- The school could prepare us more for the SAT and ACT exams we must take. Also they could give us a brief over view of all the colleges in California.
- There should have been a required curriculum specifically for preparing sophomores and juniors to take the SAT and ACT, not just simply taking pre-tests.
- They could have spent more time preparing us for the ACT and SAT during sophomore and junior year.
- we could have probably visited more colleges. In our junior year teachers should have told us to actually start looking at colleges we are interested in and maybe should have began applying for scholarships a lot sooner.

- I like to have some other high school students in my college classes to feel comfortable that I know someone and they are friends that I can go to to talk about the class.
- I like to take college classes that have at least a couple other high school students in the class because I know that I am at the same level as them and we have things in common. It makes the class feel a little less intimidating when you first start taking college courses while you're in high school.
- I prefer to separate myself from the distractions while I am in a lecture so i can understand and take notes.
- I prefer working alone because it ensures that I put my undivided attention to whatever I am doing. I am good with school so I do not need other people around me to help me.
- I would not be too distracted from the course, and will have others that I am comfortable with to ask for help other than the professor.
- I would prefer to have some high school students in my classroom because it allows me to ask for help within my peers but at the same time I would be allow to experience that adult environment.
- I would rather have other students like myself in that college class, as opposed to being completely alone. You would have someone you can relate with, as well as being able to study and help you along throughout the duration of the class.
- if i am the only one in a college class, then there is little support from people i know. But if there are too many high school students, then it just becomes harder to focus in college classes sometimes.
- If I have at least one other high school student in my college class, I feel a bit relieved because then I have someone to refer to. May I cant make it to class and the other high school student can, I can go to this student and they can help me catch up. I also don't feel like I am alone in the class.
- If there is another high school student in the class we can work and study for that class around the same schedule.
- It helps me be ore focused in the class. In addition, I feel as though i am a college student when I am the only high school student in my class. Therefore, I tend to work harder.
- It honestly does not matter if other high school students are enrolled in the class with me. I'm in a college class to learn.
- It is easier to pass classes when you have other people to ask for help and form study groups with.
- It is easier to talk to other high school students for help who have the same college class. It also helps when you get help from a college student.
- It is kind of helpful to have some high school students in my college class at time in case of any inconveniences. But I prefer to be the only high school student because it makes me feel more smarter to be the youngest person taking a college class among adults. And also it makes me feel more of a adult, because I just fit right in with the college students. Having other high school students causes more of a distraction especial if their close friends of mine.
- It is nice to have a few other high school students in the class to work with who will better understand the relationship between high school and college classes. Although it is also nice to have college students there to see as an example of how college students act in their classes and environments.
- Not having anything remind me that I'm a high school students helps me turn from a high school mentality to a college mentality.

Appendix E:

Please list the names of the colleges and universities you have been accepted to and the college you have decided to go in Fall 2014.

Colleges and Universities Accepted to:	College/University Decided to Attend in Fall 2014:
3	Undecided
7	University of California Berkeley
cal state bakersfield cal state sanbernardino cal state sacramento la sierra university	cal state bakersfield
Cal State Fullerton, Cal State San Bernardino, UC Merced	Undecided
cal state san bernardino	cal state san bernardino
Cal State San Bernardino	Cal State San Bernardino
Cal State San Bernardino and Redlands University	Cal State San Bernardino
Cal State San Bernardino, Cal State Los Angeles, San Diego State	Cal State San Bernardino
Cal State San Bernardino, Cal State Monterey Bay	Cal State San Bernardino
cal state san bernardino, UCR, UC Irvine, La Sierra University	Undecided
cal state san Bernardino, cal state Los angeles	Undecided
Cal State University San Bernardino	Cal State University San Bernardino
California State Polytechnic University- Pomona, California State University- San Bernardino	California State Polytechnic University- Pomona
California State University in San Bernardino	California State University in San Bernardino
California State University of San Bernardino	The University of Tampa
California State University San Bernardino	California State University San Bernardino
California State University San Bernardino	Undecided
California State University, San Bernardino; California State University, Long Beach; San Jose State University; California Polytechnic, Pomona; University of California, Riverside; University of California, Irvine; University of California, San Diego	University of California, San Diego
CSU BAKERSFIELD, CSU SAN BERNARDINO, CSU CHICO, UC MERCED, LA SIERRA UNIVERSITY,	CSU BAKERSFIELD
CSU Chico	CSUSB
CSU Fresno, CSU Fullerton, CSU Long Beach, CSU San Bernardino, UC Berkeley, UC Irvine, UC Los Angeles, UC Riverside,	CSU San Bernardino
CSU San Bernardino, CSU San Francisco, UC Riverside, UC Davis, UC Merced, University of Redlands.	University of Redlands
CSU San Bernardino, UC Irvine, UC San Diego, U Riverside, La Sierra University	Undecided
CSUSB	CSUSB
CSUSB	Undecided

APPENDIX G
STRATEGIES FOR ENGAGEMENT, PARTNERSHIPS, COMMUNITY

STRATEGY 1: APPLIED LEARNING



We will ensure relevant, engaging, applied learning experiences for all students.

Plan 1.1: Formalize and share a clear definition of Applied Learning.

Plan 1.2: Create a framework and a system of structures to fully support Applied Learning pathways from cradle through adult education.

Plan 1.3: Establish an environment that ensures stakeholders share in the commitment to the implementation of Applied Learning.

Applied learning is a process of integrated academic subject matter combined with experiential, engaging, and relevant learning experiences (personal, home, career, community, society).



Annual Student Trades Expo provides students with applied learning experiences.

STRATEGY 2: LEARNING BEYOND THE BOUNDARIES



We will organize student learning experiences based on readiness, need and relevance, which will provide and promote learning beyond the boundaries of the classroom, the clock, and the calendar.

Plan 2.1: New, flexible learning experiences will be recommended in one year to better meet the needs of all students.

Plan 2.2: Collaboration will take place between SBCUSD and higher education, trade and vocation, and the business and professional community to create pathways to college and career.

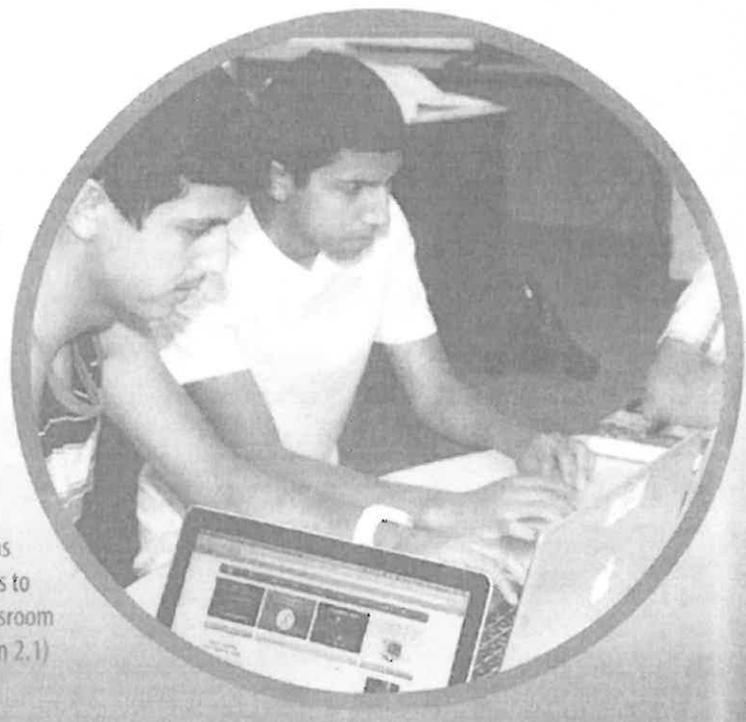
Plan 2.3: Form an online learning collaborative with colleges, the city, and neighboring districts to offer free online educational courses and lessons.

Plan 2.4: Increase availability of free pre-school programs in the District in order to increase enrollment at school and neighborhood sites with progress monitoring throughout the year.



Indian Springs High School Virtual Learning Program

Students are learning beyond the boundaries of a typical classroom and school day in the Indian Springs Virtual Learning Program. Offered to all District high school students, the Virtual Learning Program provides distance learning courses and a blended-learning environment. The Engagement Center, where highly qualified teachers provide differentiated instruction to meet a wide range of student needs, is located on the campus of Indian Springs High School. Following a digital curriculum, students complete lessons and activities from any computer with Internet access, take summative assessments in a proctored setting, and have access to both virtual and on-site tutoring. This enables flexible scheduling options for students. This blended learning environment equips teachers with options to engage students in collaborative and cooperative activities beyond the classroom and allows students to have a greater influence over their own learning. (Plan 2.1)



STRATEGY 3: COACHING AND MENTORING

We will strengthen human capacity through systems of coaching, internships, externships, and mentoring throughout the organization.

Community (Plans 1-3)

Plan 3.1: Map the coaching and mentoring assets that respond to the needs of families within a specific area of the community by creating a central hub.

Plan 3.2: Create a resource directory to communicate services that are available within hub and update quarterly.

Plan 3.3: A Community University will be established as a mechanism for families to receive coaching and mentoring services.

Staff (Plans 4-7)

Plan 3.4: All administrators will be trained and mentored on how to build their staff's capacity for recognizing and/or administering quality first instruction, instructional Strategy Leadership, and positive customer service at the school site or department.

Plan 3.5: Certificated staff will be provided with coaching/mentoring in successful, research-based instruction through professional development, modeling and mentoring with observation, reflection, and self-evaluation.

Plan 3.6: All staff will be trained in creating a safe and positive culture for mentoring and coaching that allows for positive communication and feedback.

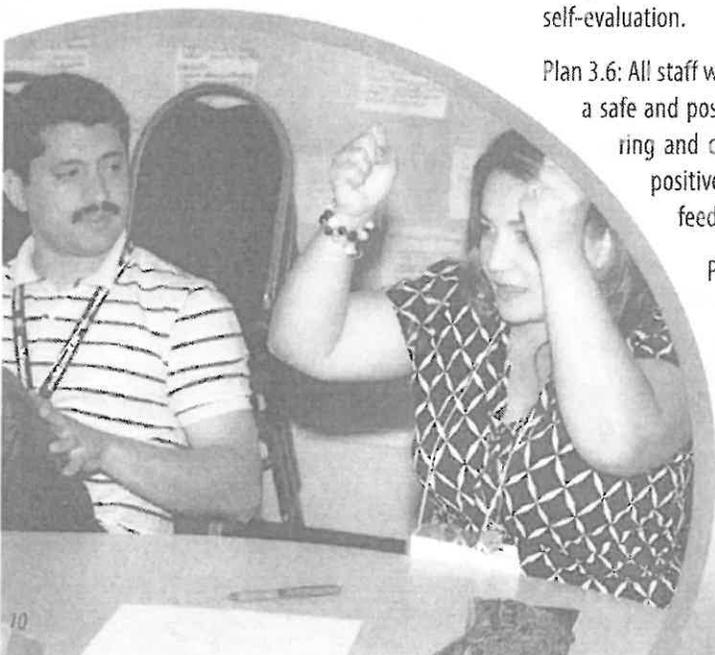
Plan 3.7: All classified/non-identified staff will be provided training to be mentored and/or to mentor others to build human capacity to best serve the students and parents in a positive and safe culture.

Students (Plans 8-10)

Plan 3.8: SBCUSD will ensure that all staff will be trained in engaging with students in a mentor/coach relationship and exhibiting a high standard of professionalism and customer service.

Plan 3.9: Each school site will implement a mentoring/coaching program, focusing on all students during the transition years (5-6, 6-7, 7-8, 8-9, 9-10) that will address student needs, including but not limited to areas of peer to peer, student to adult, academic, social and career/college.

Plan 3.10: All SBCUSD students will have access to a mentor as all school sites will establish a mentoring program during the school day where students can receive immediate and long-term assistance on academic and social deficiencies at an early stage through student mentors, adult mentors, coaches, and professionals.



STRATEGY 4: HIGH EXPECTATIONS FOR ALL



We will create the conditions for high academic and behavior expectations with students, staff, families, and community that is relationship rich, receptive to students' voices, and focused on celebrating excellence.

Plan 4.1: Authentic and meaningful relationships between the District, schools, families, and business community will be developed.

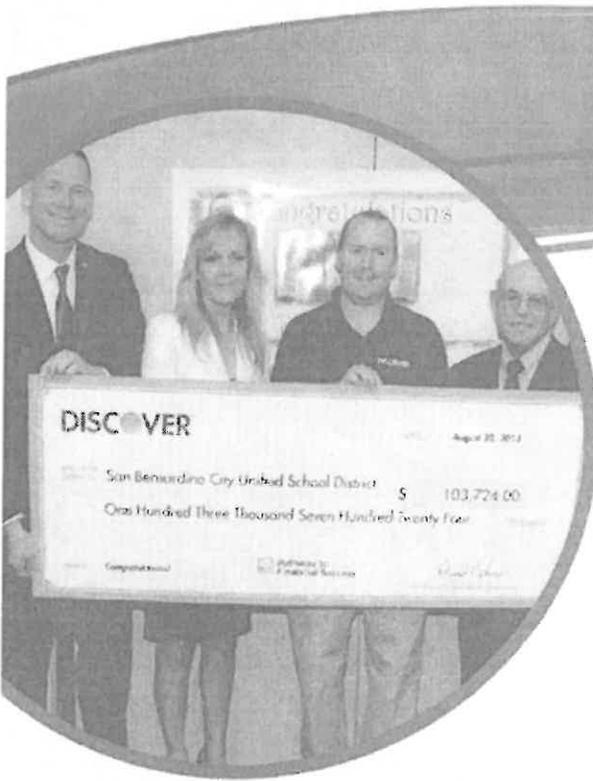
Plan 4.2: Through valuing excellence, SBCUSD employees will be empowered, common goals will be developed, and a common language of excellence will be expressed.

Plan 4.3: Provide students with the essential skills to meet 21st-century learning demands along with the supports necessary to overcome barriers to success in their own community.

Plan 4.4: Families, as equal partners, will work in collaboration with schools to determine effective family engagement opportunities and learning needs.



STRATEGY 5: NETWORK OF ALLIANCES



We will pursue and sustain meaningful networks of allies and alliances.

Plan 5.1: Creation of the Community and Family Engagement Partnership Office.

Plan 5.2: Creation of an existing partner list for ease of access to resources for parental outreach.

Plan 5.3: The establishment of a Call to Action Community Strategy Leadership Academy.

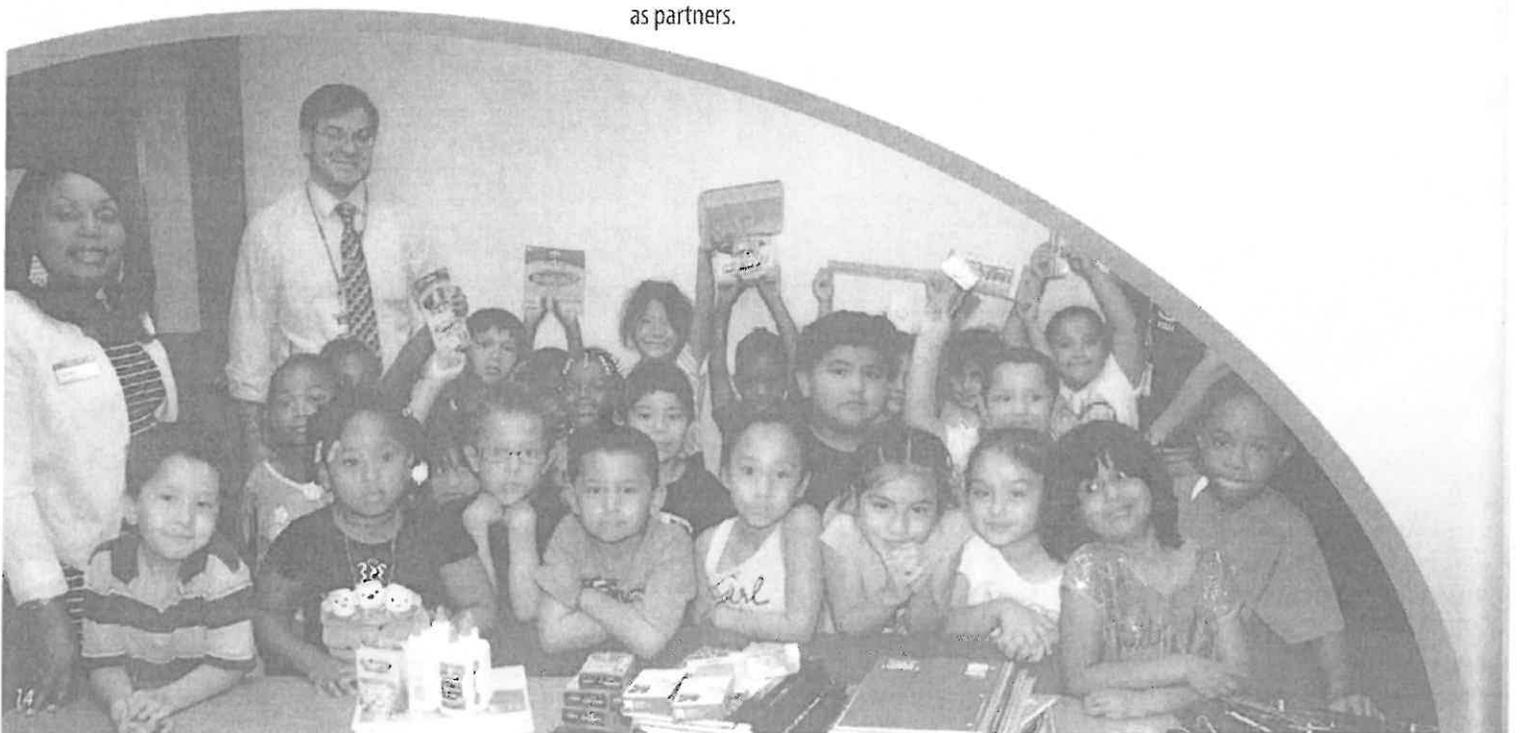
Plan 5.4: The District works with the community to establish an educational foundation.

Plan 5.5: The District will have a grant writer to assist schools in seeking funding for projects.

Plan 5.6: The establishment of a Teacher Resource Library within the Community and Family Engagement Office.

Plan 5.7: A Community Showcase event will be held annually.

Plan 5.8: The District will have a coordinated plan to engage, educate, and involve parents as partners.





Hector Murrieta,
executive director
Community
Partnerships

Community Partnerships Office

In November 2013, the District established the Community Partnerships Office and selected Hector Murrieta as the executive director. Murrieta is responsible for establishing partnerships with a variety of stakeholders— i.e., community agencies, businesses, governmental institutions, etc.; with a focus on engaging efforts toward the Community Engagement Plan; identifying grant funding opportunities for multi-agency and interdependent efforts; and leading the transformation of the District's Community and School Alliance (CaSA Foundation). The transformation will include a new foundation name, bylaws, and board. The re-branded foundation will serve to raise funds for teacher innovation grants and student scholarships. (Plan 5.1, 5.4, and 5.5)

The District also hired California Consulting to assist the District in acquiring funding to support the Community Engagement Plan and related initiatives.

Principal for a Day

Each year the District invites community members to serve as a Principal for a Day. This event allows the District to grow its network of alliances and it gives our community members a first-hand look at what it is like to be a principal in the San Bernardino City Unified School District.



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STRATEGY 6: COLLEGE AND CAREERS



We will provide college and career academies that focus instruction on industry standards and 21st-century demands.

Plan 6.1: To transform high schools and the student experience by implementing a Districtwide system of Linked Learning pathways, built upon K-8 experiences that ensures college and career readiness upon graduation. The District will assess readiness and build preparedness.

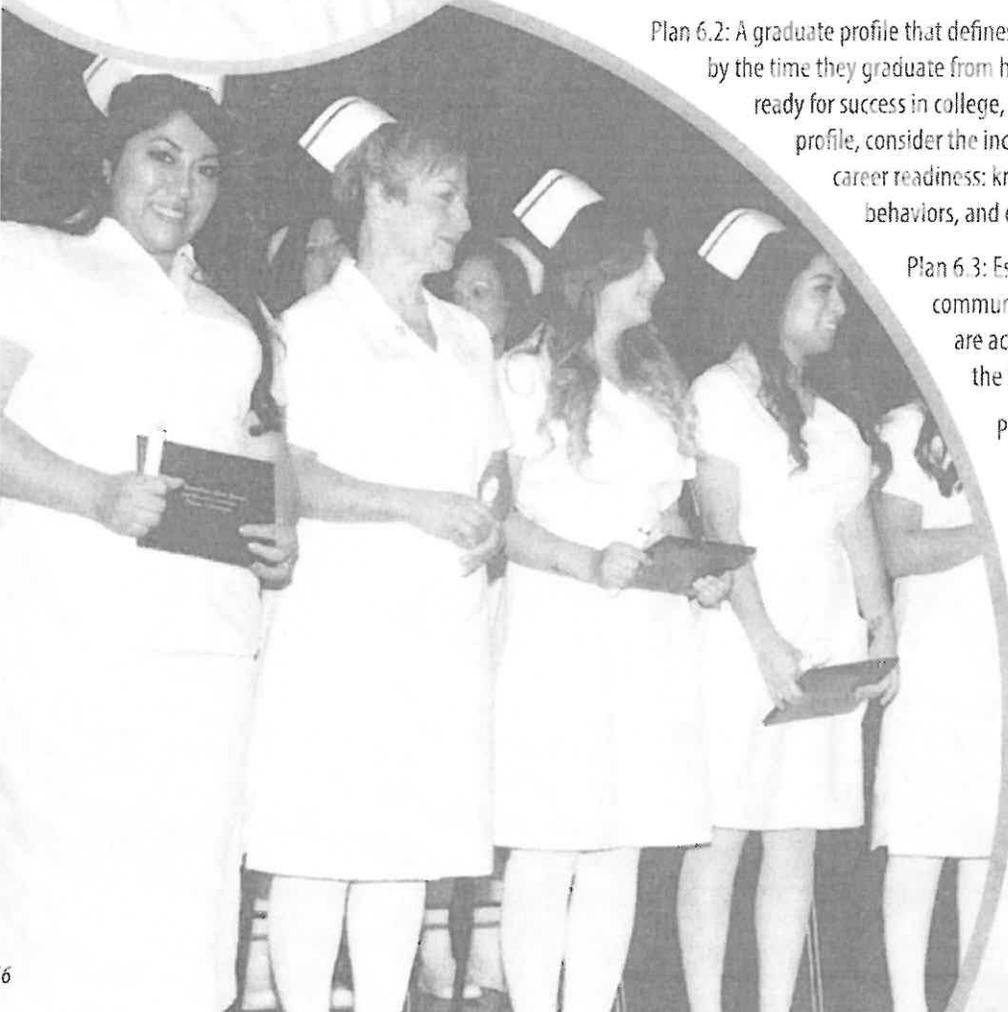
Plan 6.2: A graduate profile that defines what all students should be able to do by the time they graduate from high school to demonstrate that they are ready for success in college, career, and life. In developing the graduate profile, consider the inclusion of the four domains of college and career readiness: knowledge, skills, productive dispositions and behaviors, and engagement strategies.

Plan 6.3: Establish a system of communication so that community, District, and school site Strategy Leaders are actively engaged in the work and can articulate the District's vision.

Plan 6.4: Create an infrastructure that supports development, quality, and sustainability of college and career pathways.

Plan 6.5: By 2017, 100% of District students will participate in high-quality pathways that focus instruction on academic and industry standards, as well as 21st-century demands, and are equitably accessible to any interested student.

Plan 6.6: Assess progress and revise plans using processes and systems that support a culture of continuous improvement for District college and career pathways.



STRATEGY 7: RESOURCE ACQUISITION AND ALLOCATION



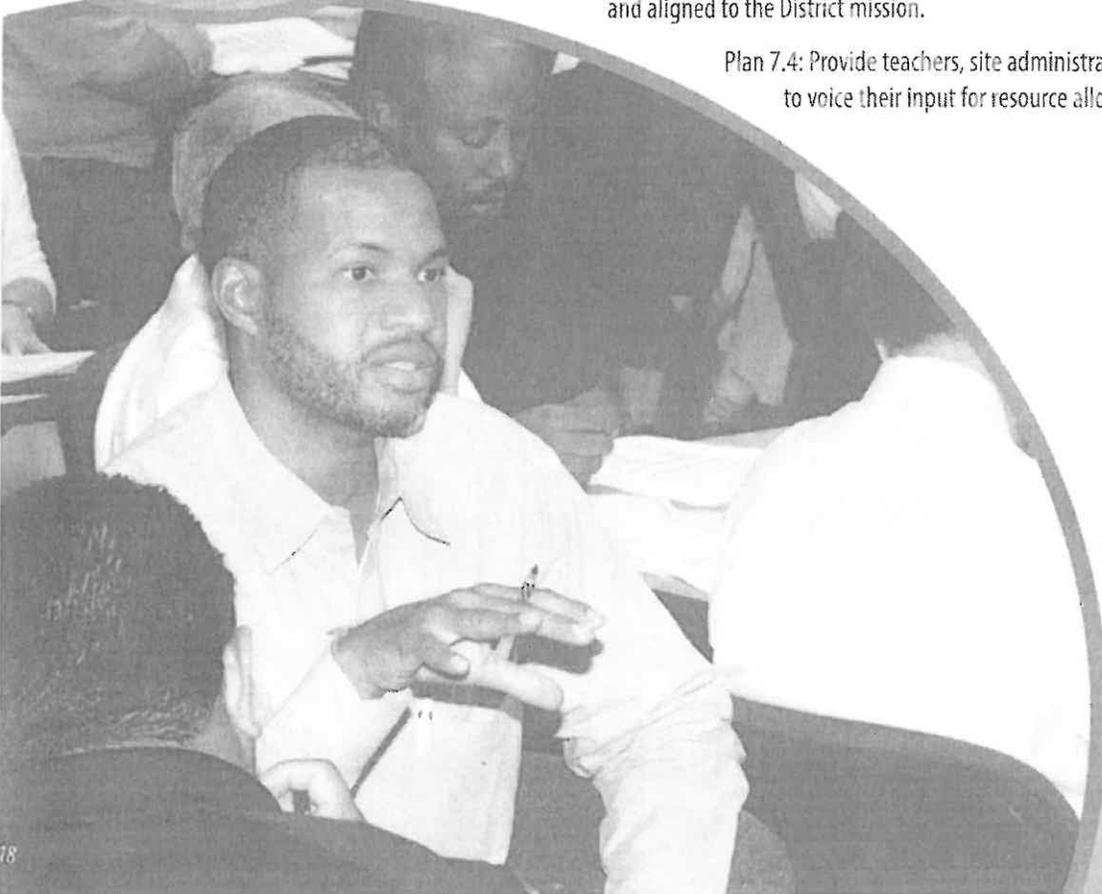
We will aggressively acquire and properly allocate resources aligned with our mission and goals.

Plan 7.1: We will acquire resources to support sites in multiple areas, beginning with transportation for educational purposes.

Plan 7.2: Partnerships with community businesses, higher education, and community organizations will be established to allow schools to become hubs of humanitarian aid.

Plan 7.3: A system with checkpoints will be put in place to assess resource allocation of general funds to ensure resources are spent on programs and activities that are successful and aligned to the District mission.

Plan 7.4: Provide teachers, site administrators, parents, and students a means to voice their input for resource allocation for instructional needs.





Local Control and Accountability Plan

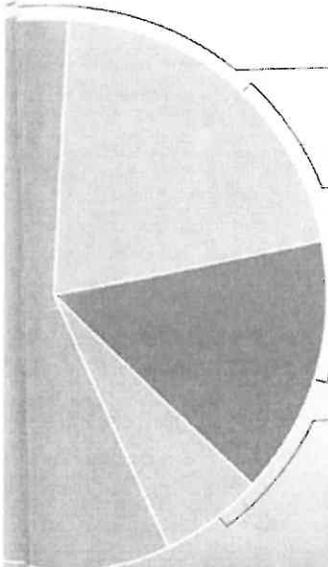
From November 2013 through June 2014, the District held 37 separate meetings with parents, employees, and community members to develop a Local Control and Accountability Plan, known as LCAP. The District involved over 1,000 community partners, parents, students, and staff in the development of the plan.

All District parents were invited to share ideas and participate in a discussion on how to ensure children have the best possible educational experience that prepares them for both college and career. (Plan 7.3 & 7.4)



Annual Expenditures

- Employee Salaries:
\$316,321,821 (58%)
- Employee Benefits:
\$112,003,590 (21%)
- Services / Operations:
\$85,822,283 (15%)
- Books / Supplies:
\$31,750,298 (6%)
- Total General Fund Expenditures:
\$545,897,992 (100%)



STRATEGY 8: SUCCESS AND ACCOUNTABILITY



We will establish metrics for the success and accountability of key programs and processes and ensure equity and access to excellence for all students.

Plan 8.1: Each student will develop and pursue an academic and career plan based on his/her interests and talents.

Plan 8.2: Each student will demonstrate independent initiative, civic responsibility, and community pride.

Plan 8.3.1: Each student will develop creativity through mastery of fundamental knowledge and applied skills. Measure the growth of the number of opportunities for students to participate in externships and internships.

Plan 8.3.2: Each student will develop creativity through mastery of fundamental knowledge and applied skills. Measure the growth of the number of opportunities for students to experience learning beyond the school day.

Plan 8.4: Demonstration of mastery of reading, math, writing, and speaking skills to be measured by multiple assessments.

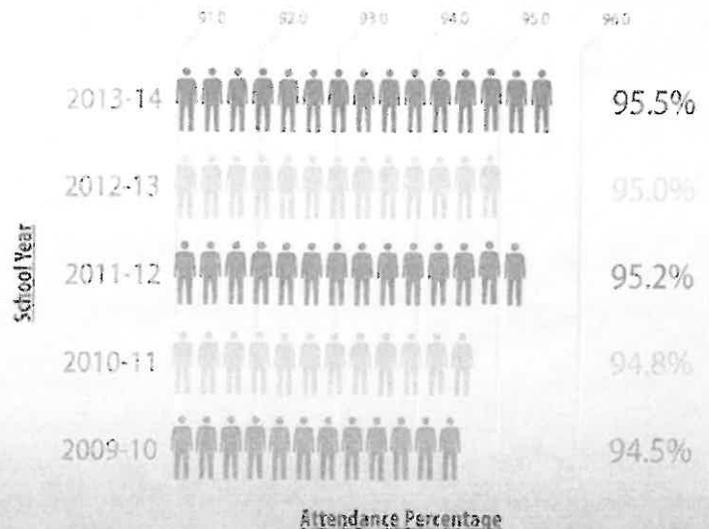
Plan 8.5: Measure lifelong learning through attendance, graduation, post-secondary, and employment rates.

Focus on High Student Achievement

San Bernardino City Unified students continue to excel in all academic areas. School attendance has increased and the number of students continuing on to higher education after graduation continues to grow.

School Attendance Rate Increases

The District's increased attendance rate demonstrates that students are engaged in learning and excited about school. The attendance rate has grown from 94.5% to 95.5% since 2010.



APPENDIX H
TARGET OUTCOMES

Target outcomes for each academic year through 2018-19.

Goal 1: Students will graduate from high school and earn an Associate Degree or at least 30- 60 transferable units in a period of 3 years.

2015-2016

- 5% increase in students earning IGETC AA
- 100% of students identify individualized SBVC college credit plan
 - AA completion upon HS graduation (60 units)
 - IGETC Certification w/major coursework to support 4-year college major (42-59)
 - Significant college transfer credit earned (24-59)
- Special recognition for students reaching 30 credit threshold, IGETC certification, or AA
- Students increase high school and college GPA's by .2
- Attrition from MCHS/SBVC declines to 0
- Establish baseline of 4 year college graduates using MCHS class of 2012 baseline (K-16 Bridge data; AVID Data Center)

2016-2017

- 5% increase in AAs
- Students work towards their college credit focus, meeting goals in Ed. Plans
- Students increase high school and college GPA's by .2
- Attrition remains at 0
- Compare 2013 and 2014 college graduation data and further establish specific goals for increasing rate of bachelor's earned by former MCHS students

2017-2018

- 5% increase in AA attainment
- Students work towards their college credit focus meeting individualized goals in Ed. Plan
- Students increase high school and college GPA's by .2
- Attrition remains at 0
- Create a School-wide Bachelor's Attainment Plan based on multi-year data; the grant initiatives will serve as foundational strategies for increasing bachelor's earned by MCHS students

2018-2019

- Continue achieving above outcomes with graduated increases in achievement
- Replicate Bachelor's Attainment Plan, grant strategies, and goals to other Early and Middle Colleges, and local High School Communities

Goal 2: MCHS students will be exposed to both college and careers, with a focus on STEM (Science Technology Engineering and Math). Through activities such as college and career tours, and by implementing the ACT National Career Readiness Certificate requirement; also the Freshman Transition and 10-year Education plan (that includes post-graduate work and work in a career field); vertical peer mentoring and tutoring, and community internships/externships.

2015-2016

- Teacher lesson plans (AVID) demonstrate focus on college and careers
- Database for progress monitoring MCHS students who applied to the STEM program at SBVC is created

- ACT National Career Readiness Certificate program is purchased and implemented through AVID
- Every student develops their initial 10 year plan using 10 YearPlan.com
- Freshman teachers and Leadership Team attend Focus on Freshman Conference (Los Angeles) where 10 year plan is in-serviced by HS/College level educators
- Teachers incorporate Test Prep for College Assessments through AVID and Core classes
- Link Crew mentoring and transition program is purchased and leaders are trained
 - Advisor selected who attends multi-day training to fully implement on campus (\$2200 includes conference, year-long materials, support)
 - Select 20 Link Crew students
 - 20 student leaders attend ½ day Student Leadership Conference
- Systematic Peer Mentoring system developed to promote early college success
 - Sophomores-Principal's Focus Group (20)
 - Juniors- Link Crew (20)
 - Seniors-Peer Leaders (20)
 - Seniors-Service Leaders (all)
 - SBVC College Connectors (TBD)-MCHS and SBVC work to establish criteria for Co-HS/SBVC student mentors program
- Students attend the following College and Career Tours fieldtrips by grade level
 - Freshman-2 day San Diego College Tour
 - UC San Diego (public, a-g, state grants)
 - San Diego State (public, a-g, state grants)
 - University of San Diego (private with endowments/scholarships)
 - Point Loma University (private with endowments/scholarships)
 - Sophomores
 - 3-4 day Industry and Career Tour throughout state might include
 - Sacramento- Government, Policy, and Education
 - Silicon Valley-Large Corporate Technology
 - Central-Agriculture
 - Long Beach Naval Shipyards-Engineering
 - Desert-Mining and Alternative Energy Industries
 - Los Angeles-Tourism/Homeland Security
 - Local Industry-High Tech Manufacturing
 - Juniors
 - 4 day College Tour throughout northern and central California
 - Seniors
 - College complete college applications with a focus on identifying the right college matches that support their career goals and majors
 - Based on seeing colleges and industries up close, seniors are able to combine this real life experience with their 10 year plans to increase earning a bachelor's and entering careers earlier
- Students, high school and college staff, and parents are surveyed on each strategy to assess initial impact and inform changes for 2016-2017

- Attrition rates, HS and college GPA's, and college credit earned will be used to assess progress

2016-2017

- Grant goal is evidenced in all AVID Electives as part of curriculum and instruction
- ACT NCRC Certificate completion data is examined with initial certification rate goals set per 2015-2016 baseline
- Identified staff are sent to ACT workshops to further develop expertise and fidelity
- 10 Year Plans are monitored by administration, counseling teams and AVID teachers
- Identified staff who didn't attend Focus on Freshman in 2015-2016 attend yearly conference
- Link Crew students are sent to second year of leadership training with adjustments in practice; students examine school data, including LCAP data to assess progress and needs
- A second Advisor is sent to Link Crew training to support expansion of program practices and to promote sustainability of program
- College and Industry Tours continue following AAR's on first year success; adjustments are made as needed
- A Co-Mentoring Plan for SBVC College Connectors is implemented following first year criteria; initial co-mentoring meetings and activities occur

2017-2018

- All core classrooms evidence lesson plans that integrate a focus on college and careers into the CCSS curriculum
- 10% increase in ACT NCRC Certificate completion by students, with 2016-2017 as baseline
- Students score the national norm on the ACT assessments, SAT, EAP, and 90% pass SBVC assessments by the end of their sophomore year
- 10 Year Plans are regularly modified by students as they gain experiences with colleges and industry
- Link Crew students are seen as a regular part of school culture and a key in supporting peer success toward four year college graduation
- College and Industry Tours serve as a model for other Early and Middle Colleges who have early college as their linked-pathway
- SBVC College Connectors are co-leaders in developing support systems to promote increased college success for MCHS and community students

2018-2019

- SBVC applies for a Golden Bell Award for its innovations in supporting college success for urban students
- MCHS applies for National Blue Ribbon status for its level of academic achievement for high poverty students and for its innovations in promoting college and career success within the early/middle college learning model

Goal 3: Expanding the MCHS model to impact and involve the San Bernardino area, which has a low college-going rate overall. SBVC has started plans for establishing satellite programs in

nearby school districts. Offering summer contract classes will make MCHS an area resource. A larger scale impact of Goal 3 is on the state and the national groups of early and middle colleges

2015-2016

- SBVC and SBCUSD build upon their agreement for contract classes by establishing hiring criteria, followed by recruiting and hiring
- Numbers of Contract classes and student limits are established
- A year-long Contract Class Master Schedule is created
- Criteria for non-MCHS students is established; students are accepted into the program
- Data demonstrating class enrollment by high school is established
- Contract Classes begin
- Site Supervision occurs per additional support staff using grant
 - Afternoon Program Specialist (i.e. AVID Program Lead is compensated for extended day), or full-time position to monitor grant goals is established
- Dual Enrollment rates and rate increases are monitored by school site, SBVC, and SBCUSD Secondary Education Department with available reports to BOE
- Satellite Programs in neighboring cities use contract class model to support increased dual enrollment for qualified high school students

2016-2017

- Contract classes are regularly offered at MCHS for students throughout the district that are ready for dual enrollment
- MCHS are able to meet their college credit goals with additional support of accessing contract classes as evidenced by current status on their 10 Year Plans
- MCHS students are enabled to take less night classes due to availability of contract classes
- Site Contract Class Lead, or Program Specialist, supervises afternoon classes and progress monitors all students
- Site Lead creates reports on the status of this goal to SBVC, SBCUSD Secondary Education Department, and stakeholders
- Satellite programs report to SBVC, their districts, and stake holders dual enrollment participation and success rates

2017-2018

- Contract Classes have predictable schedules that support IGETC units for MCHS, district and community students
- MCHS and SBVC are seen as Dual Enrollment hubs for supporting early college success
- Longitudinal information is evolving with that information informing modifications and expansions of dual enrollment for SBCUSD and the local community
- SBVC College Connectors are co-leaders in developing support systems to promote increased college success for MCHS and community students

2018-2019

- The number of students graduating from local high schools and succeeding at SBVC and graduating from 4-year colleges increases significantly
- Students indicate on surveys that they believe they are more prepared for college due to dual enrollment experience
- 100% of MCHS students enter a college of choice and eventually graduate from college early with a bachelor's degree that supports be accepted to graduate school and/or entering a career field that requires college graduation