



Middle College High School

1530 West 17th St. • Santa Ana, CA 92706 • (714) 953-3900 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Ana Unified School District

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School Description

Middle College High School (MCHS) at Santa Ana College opened its doors in 1997. Middle College High School is a unique school of choice and collaborative venture between the Santa Ana Unified School District (SAUSD) and Santa Ana College (SAC). In addition to being part of the unified school and college districts, MCHS has, since its inception, been a member of the Middle College National Consortium (MCNC), a network of Middle College High Schools from throughout the country. These high schools are designed to introduce underserved students to the community college in an effort to motivate and encourage them to continue with their education after high school.

Our students attend small high school classes while also enrolling in college classes at Santa Ana College. The success of this program has resulted in 170 MCHS students from the first twelve graduating classes earning the Associates degree or 60 transferable college units at graduation from MCHS. Most students graduate from high school with 30 or more college units. The number of college credits a student earns depends on self-initiative and individual interest. Support programs abound at MCHS and SAC, e.g. professional tutoring, AVID classes to enhance higher level of study skills, and preparation for transitioning into college and university environments. In addition, MCHS has a full-time high school academic counselor and a part-time college academic counselor.

MCHS is a campus that is steeped in the pride of its earned accomplishments. Because of our work in closing the achievement gap, MCHS has been recognized as is a 2007, 2008 and 2009 Title One Academic Achieving Award high school, a 2007, 2008 and 2009 California Business for Education Excellence Foundation Honor Roll school, and named in the US World and News Report Magazine as a Silver Award School in 2008, Bronze Award School in 2009 and Silver Award School again in 2010. MCHS was named a 2009 National Title I Achieving School Award, a 2009 California Distinguished School and a 2009 National Blue Ribbon School of Excellence. In 2012, MCHS was named as a Title I Academic Achievement Award winner.

School Mission

The mission of Middle College High School is to provide an academically rigorous and safe learning environment that prepares students for success in high school and higher education.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 19 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (714) 953-3900.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	1.3
Filipino	0.0
Hispanic or Latino	96.2
Native Hawaiian/Pacific Islander	0.0
White	1.3
Two or More Races	0.0
Socioeconomically Disadvantaged	85.9
English Learners	0.3
Students with Disabilities	0.3

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	83
Gr. 10	81
Gr. 11	81
Gr. 12	74
Total	319

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Middle College High School	12-13	13-14	14-15
Fully Credentialed	15	13	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Middle College High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district’s Board of Trustees. On October 14, 2014, the Santa Ana Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2008	Pearson/Prentice Hall, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability & Statistics</i>	9-12
Language Arts		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12
Science(s)		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>	13
Social Science		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magruder's</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt. <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

School Facility Conditions and Planned Improvements (Most Recent Year)

Santa Ana College's custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (MandO) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by either SAC's or the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the SAC's custodial or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and SAC's facilities department communicate frequently to discuss campus cleaning needs and safety concerns. Every morning before school begins, the principal inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the SAC's custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by SAC's MandO's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the SAC's MandO to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Middle College High School took place on 9/15/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/15/2014

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	86	90	79	48	47	47	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	86	92	96	43	45	44	54	56	55
Math	51	51	48	47	48	45	49	50	50
HSS	62	77	78	37	40	41	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	10	10	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.3	17.1	43.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	47	
All Student at the School	79	
Male	91	
Female	70	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	79	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	77	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	28	16	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	31	19	-2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	28	18	-1
English Learners	55		
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents are encouraged to get involved in Middle College High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom. Parents are always invited to help chaperone field trips and school activities. Middle College High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These may include:

- Back to School Night
- Open House
- Fundraisers
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- Parent Teacher Student Association (PTSA)

Parents seeking more information about becoming an active member in the school community may contact the principal, Claudia Flint at (714) 953-3900.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Edulink Computerized Phone System
- School web site
- SAUSD Public Service Channel 31
- School and/or Class newsletters
- Flyers
- Letters
- New Student Orientations

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.5	0.9	1.2
Expulsions Rate	0.0	0.0	0.6
District	11-12	12-13	13-14
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	
Met Graduation Rate (if applicable)	N/A**	

* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

** Schools, LEAs, or student groups that have fewer than 50 students in the graduation rate denominator (graduates plus non-graduates) in the current year's graduation data do not have a graduation rate reported.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	319

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.												
English	17.9	19	20	15	15	16	3	4	2	0		
Math	20.8	23	23	7	5	6	5	7	6	0		
Science	20.9	24	23	7	2	5	5	10	7	0		
SS	21.1	19	20	7	8	8	5	5	4	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

* Blanks indicate unreported data

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,761
Mid-Range Teacher Salary	\$74,308	\$66,895
Highest Teacher Salary	\$94,284	\$86,565
Average Principal Salary (ES)	\$115,715	\$108,011
Average Principal Salary (MS)	\$118,268	\$113,058
Average Principal Salary (HS)	\$127,729	\$123,217
Superintendent Salary	\$265,000	\$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,657	\$442	\$6,215	\$85,241
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			50.5	8.9
Percent Difference: School Site/ State			32.5	20.5

Types of Services Funded at Middle College High School

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B

Professional Development provided for Teachers at Middle College High School

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards and the 21st Century Skills. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, CCSS, 21st Century Skills, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2014-2015 school year, our school and district sponsored two and a half days of staff development. Staff training topics at the individual school sites may have included a focus on strategies to help students move towards critical thinking within CCSS: Collaborative Conversations, Text Complexity, Text-Dependent Questioning, AVID, and the use of Illuminate in assessment practices.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2014-15 school year, district training opportunities focused on the following:

At the secondary level -

- Academic Vocabulary (building upon Text Complexity and Close Reading)
- AVID Training (Advancement Via Individual Determination)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Data Analysis and Using Data to Drive Instruction

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	23	28	36	40	24
All Students at the School	3	23	74		37	63
Male	6	24	71		32	68
Female		23	77		41	59
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	3	23	74		38	62
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	1	24	75		37	63
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Middle College High School	2011-12	2012-13	2013-14
English-Language Arts	95	99	97
Mathematics	100	100	100
Santa Ana Unified School District	2011-12	2012-13	2013-14
English-Language Arts	48	52	45
Mathematics	58	57	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	100.00	89.88	84.56
Black or African American	100.00	95.65	75.90
American Indian or Alaska Native	N/A	80.00	77.82
Asian	100.00	96.15	92.94
Filipino	N/A	88.24	92.20
Hispanic or Latino	100.00	89.17	80.83
Native Hawaiian/Pacific Islander	N/A	66.67	84.06
White	100.00	98.89	90.15
Two or More Races	100.00	96.15	89.03
Socioeconomically Disadvantaged	100.00	90.71	82.58
English Learners	N/A	67.09	53.68
Students with Disabilities	N/A	68.72	60.31

Dropout Rate and Graduation Rate			
Middle College High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0.0	0.0	0.0
Graduation Rate	100.00	100.00	100.00
Santa Ana Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	10.4	9.6
Graduation Rate	82.60	85.24	85.93
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	68.55
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	69.33

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

Today's cutting-edge, rigorous and relevant Career Technical Education (CTE) courses prepare high school students to be both college and career ready. To meet this goal, students now have the opportunity to take an integrated sequence of CTE courses called a Program of Study that is focused on a specific career pathway over three or four years. We have continued to expand our CTE courses to include a wide range of high-wage, high-skill, high-demand careers in the areas of science, technology, engineering and math (STEM) pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District. The goals of the CTE program are aligned with those of the Carl D. Perkins Career and Technical Education Improvement Act which focuses primarily on the improvement of career and technical education programs, the integration and sequencing of courses, and, most importantly, serving special populations.

CTE Programs of Study combine academic rigor and real-world work-based relevance. Courses are aligned to both academic and CTE California State Standards with the main goal of preparing students for the workforce of the 21st century. To prepare students to be both college and career ready, we have updated many of the courses to satisfy the "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. Additionally, courses are articulated with colleges to establish a process for achieving dual credit as students attend high school courses and receive college credit at articulated schools. Furthermore, we offer many work-based learning opportunities to students to apply theories and skills learned in the classroom to an actual job situation, further solidifying a real-world experience.

The CTE advisory committee is comprised of all major stakeholders including CTE staff, high school principals, high school counselors and career technicians, parents, students, and industry representatives.

Prepared by Don Isbell, CTE Director
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