Middle College High School

1530 West 17th Street • Santa Ana, CA 92706 • (714) 953-3900 • Grades 9-12
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2018-19 School Accountability Report Card
Published During the 2019-20 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 under-served 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 hundreds of MCHS students from the last 19 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 two part-time college academic counselors.

School Vision

The vision of Middle College High School is to provide an academically rigorous and safe learning environment that prepares students for success in high school, higher education, and participation in a global society.

School Mission

Middle College High School's mission is to create a small learning community that strives for excellence of all its members. MCHS students will achieve academic and informational literacy, write coherent expository essays, develop strong written and oral communication skills, understand how to use appropriate resources to gather information, become independent thinkers, use evidence to support their opinions and become problem solvers. MCHS students will seek to earn an Associate's degree or at least 30 transferable college units and apply to a four year university by the end of their senior year.

District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 84% enrolled in the Free or Reduced Price Meal program, 34% qualifying for English language learner support, and approximately 13% 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, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parent, 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.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	93
Grade 10	88
Grade 11	82
Grade 12	86
Total Enrollment	349

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	4
Filipino	0.3
Hispanic or Latino	95.1
White	0.6
Socioeconomically Disadvantaged	82.2
English Learners	0.6
Students with Disabilities	0.6
Foster Youth	0.6
Homeless	9.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Middle College High	17-18	18-19	19-20
With Full Credential	14	14	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Santa Ana Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1946
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Middle College High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 September 10, 2019, 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. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 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 including those 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.

Textbooks and Instructional Materials
Year and month in which data were collected: September 10, 2019

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2017	CPM, *Math*	9-12
2018	Pearson, *Precalculus: Graphical, Numerical, Algebraic Common Core with MyMathLab*	9-12
2018	Pearson, *Calculus: Graphical, Numerical, Algebraic with MyMathLab*	9-12
2008	Addison Wesley, *College Algebra-Elementary and Intermediate Algebra Concepts and Applications*	9-12
2008	Prentice Hall, *Probability & Statistics*	9-12
2018	CPM, *AP Stats*	9-12
Language Arts		
2018	McGraw Hill, *StudySync*	9-12
2017	Pearson, *ILit ELL*	9-12
Science(s)		
2007	Holt, *Earth Science*	9-12
2007	Glencoe, *Biology*	9-12
2007	Prentice Hall, *Chemistry*	9-12
2007	Prentice Hall, *Essentials of Human Anatomy & Physiology*	9-12
2007	Prentice Hall, *Conceptual Physics*	9-12
2016	National Geographic Learning, *Environmental Science: Sustaining Your World*	9-12
2007	Holt-Mcdougal, *Physics Honor – Algebra/Trig*	12
Social Science		
2006	McDougal-Littell, *Modern World History*	9-12
2006	Prentice Hall, *American Government - Magruders*	9-12
2006	Prentice Hall, *Economics: Principles in Action*	9-12
2006	McDougal-Littell, *The Americans - Reconstruction to the 21st Century*	9-12
2006	Glencoe/McGraw-Hill, *Psychology – Understanding Psychology*	9-12
2006	Holt, *Sociology – The Study of Human Relationships*	9-12
2006	Oxford University, *Mexican American Studies – The course of Mexican History*	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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/18/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	ROOM 302: Multiple lights out -W/O #44974 ROOM 303: Door needs adjustment doesn't close right -48077 ROOM 304: Multiple lights out -W/O #44974
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	ROOM 303: Door needs adjustment doesn't close right -48077 ROOM 308: Broken door handle -W/O #44976
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	87	79	32	35	50	50
Math	33	67	26	28	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	13.5	37.1	23.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	82	100.00	79.27
Male	37	37	100.00	70.27
Female	45	45	100.00	86.67
Asian	--	--	--	--
Hispanic or Latino	78	78	100.00	79.49
White	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.00	80.60
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	82	100.00	67.07
Male	37	37	100.00	75.68
Female	45	45	100.00	60.00
Asian	--	--	--	--
Hispanic or Latino	78	78	100.00	65.38
White	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.00	67.16
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2019-20)
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 chaperon 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:
• PTSA Meetings
• Back to School Night
• Open House
• College Application Night
• DACA meetings
• Coffee Chats
• Graduation activities
• Student recognition assemblies
• Parent education training and/or workshops
• Grade Level parent meetings
• LCAP meetings

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, Damon Voight , 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:

- Blackboard Automated Phone Messaging System
- School web site
- Social Media Pages (Facebook, Twitter, Instagram)
- YouTube Channel
- 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 State priority: School Climate (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 (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness.   Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	0.9	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	349.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	11	8		18	13	6		14	22	9	
Mathematics	21	7	8		18	11	4	1	13	19	4	1
Science	25	2	8		23	4	7		15	9	8	
Social Science	21	9	6		20	10	8	1	13	19	7	

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	3

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$57,963	$48,612
Mid-Range Teacher Salary	$88,515	$74,676
Highest Teacher Salary	$112,309	$99,791
Average Principal Salary (ES)	$134,678	$125,830
Average Principal Salary (MS)	$134,945	$131,167
Average Principal Salary (HS)	$148,184	$144,822
Superintendent Salary	$327,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8434	382	8052	104802
District	N/A	N/A	$6,936	$94,982.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.4	10.3
School Site/ State	1.5	24.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

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

Rate for Middle College High School	2015-16	2016-17	2017-18
Dropout Rate	0	0	0
Graduation Rate	100	100	100

Rate for Santa Ana Unified School	2015-16	2016-17	2017-18
Dropout Rate	4.3	4.3	5.5
Graduation Rate	91.6	91.5	89

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	80
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	89.16

* Where there are student course enrollments.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs
The SAUSD Career Technical Education (CTE) program offers innovative and challenging courses with equitable access to prepare all students to be college and career ready. Students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that focuses on an industry-specific program of study over a two to four-year period. SAUSD's CTE courses include a wide range of high-wage, high-skill, and high-demand career choices in the areas of science, technology, engineering, arts, and math (STEAM) pathways. We continue to focus on adding pertinent industry certifications and provide students the opportunity to work as interns for businesses within our community.

CTE Pathways in Santa Ana are designed to combine real-world and work-based relevance with academic rigor.   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 all students to be college and career ready, courses have been updated to satisfy the rigorous "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our high school CTE courses offer either articulated or dual enrollment credit with local colleges that allow students to earn credit for both high school and college classes.

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

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