

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [X] Choice

Name of Principal Dr. Kathy Apps

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

Official School Name Middle College High School

(As it should appear in the official records)

School Mailing Address 1530 West 17th Street

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

City Santa Ana State CA Zip Code+4 (9 digits total) 92706-3398

County Orange County State School Code Number\* 30 66670 0000000

Telephone 714-953-3900 Fax 714-953-3999

Web site/URL http://www.sausd.us/middlecollege E-mail kathleen.apps@sausd.us

Twitter Handle \_\_\_\_\_ Facebook Page www.facebook.com/middlecollege.asb Google+ \_\_\_\_\_  
Other Social Media Link \_\_\_\_\_  
YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Instagram.com/mchsasb and  
Snapchat: Search mchsas

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Richard Miller  
(Specify: Ms., Miss, Mrs., Dr., Mr., \_\_\_\_\_ E-mail: rick.miller@sausd.us

Other)

District Name Santa Ana Unified School District Tel. 714-558-5501

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. John Palacio  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 36 Elementary schools (includes K-8)
  - 9 Middle/Junior high schools
  - 9 High schools
  - 0 K-12 schools
- 54 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	45	43	88
10	30	51	81
11	34	45	79
12	31	48	79
<b>Total Students</b>	140	187	327

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 0 % Black or African American
  - 97 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 1 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1	319
(5) Total transferred students in row (3) divided by total students in row (4)	0.009
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 3  
 Specify non-English languages: Spanish, Khmer, and Vietnamese
8. Students eligible for free/reduced-priced meals: 91 %  
 Total number students who qualify: 298

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 85 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 2 %  
2 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	99%	99%	98%	98%	98%
High school graduation rate	100%	99%	99%	100%	97%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	74
Enrolled in a 4-year college or university	61%
Enrolled in a community college	31%
Enrolled in career/technical training program	1%
Found employment	10%
Joined the military or other public service	7%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2009

15. Please summarize your school mission in 25 words or less: Provide an academically rigorous and safe learning environment that prepares students for success in high school, higher education, and participation in a global society.

## **PART III – SUMMARY**

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Middle College High School (MCHS), located on the Santa Ana College (SAC) campus, is a collaborative partnership between Santa Ana Unified School District (SAUSD) and Santa Ana College. As an “early college” high school, MCHS provides opportunity for students to be dually enrolled in high school and community college classes; thus, preparing and supporting them in college readiness while still in high school. We currently serve 328 students in grades 9-12. Our student population is comprised of primarily of Hispanic (97.25%) students. The majority (91%) of our students qualify and participate in the National School Lunch Program and receive free or reduced lunch.

Middle College High School opened its doors in 1997. Our mission is to provide a supportive, academically and challenging environment for under-served youth with potential that leads not only to a robust high school education, but also to independence and success in college and in our global society. We are a small learning community that strives for excellence of all of its members. Through a strong academic focus and extensive student support, MCHS students will complete a minimum of 30 transferable college units and apply to four year universities by the end of their senior year.

Several factors are integral to the success of MCHS students. First is the design of the small learning community that allows our dedicated teachers to teach and support student learning with laser-like focus. The AVID (Advancement Via Individual Determination) Program is the backbone of student support and success in preparing for college and career. Our participation in the Santa Ana Partnership with two local universities and SAC has guided us in developing counseling practices that provide highly-personalized guidance for our students. These factors have led to a growing number of seniors who are graduating from high school with their Associate of Arts degree from SAC and matriculating into universities. Most significantly, between 2011 and 2014 there was a 41% increase in seniors who earned their AA degree upon high school graduation. In 2014, we also saw the largest percentage (61%) yet of seniors going on to four-year universities.

In addition to academics, MCHS is dedicated to helping students develop in all aspects of their lives. Our students participate in a range of MCHS and SAC clubs and activities. Service learning, community volunteerism and leadership activities reinforce our students' abilities to apply academic skills and concepts in life experiences. Student activities include ASB, school dances, lunch time activities, and class competitions to bring our students together in a fun and positive manner.

Parents also play a significant role in our school community. Parent leaders participate in School Site Council and the PTA in an effort to work with MCHS staff to provide community resources for their children. Monthly parent meetings are well-attended and focus on student support and college information themes. The meetings inform and engage parents in their child's educational plan.

Prior to the implementation of Common Core State Standards in 2012 (for which we wait to see the first measurable results in summer 2014), the strong focus on state standards based instruction and assessment resulted a significant increase in our Academic Performance Index (API) from 728 in 2003 to 905 in 2013, a gain of 177 points. In addition, we have celebrated a 100% pass rate on the California High School Exit Exam for the past nine years, with the majority of our students exceeding the proficiency level each year. MCHS has had steady graduation rates ranging between 97% to 100% over the past several years – a litmus test of our support to our students and instilling in them the persistency and grit needed to achieve college and career goals. This data also demonstrates that our efforts are closing the achievement gap for our students and are helping to provide access to higher level learning in high school and college. As a result of our growing success, we have had more students express their desire to attend MCHS. In an effort to provide equal access to our school, we have implemented a lottery system and our first lottery freshmen class entered in the fall of 2014. To be eligible for the lottery, students meet GPA and achievement test criteria that demonstrates that they are in the academic middle.

The Middle College High School community at Santa Ana College is proud of our academic accomplishments. Our most recent recognitions have been the California Distinguished School (2009) and

2013), and the National Blue Ribbon School (2009) award for our work in closing the achievement gap. Earning a National Blue Ribbon recognition in 2009 was an enormous accomplishment that was celebrated throughout the Santa Ana community. It established our relatively unknown school as one that takes seriously the business of successfully preparing students for college and career and has opened many doors of partnership opportunities for our school and students.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

At MCHS, students are dually enrolled in both high school and SAC courses to build their academic competencies to meet college and career readiness standards. High school curriculum is selected and designed with the implementation of the Common Core State Standards and content standards. These standards also provide the vehicle used to accomplish our school's mission, vision and Student Learner Outcomes. To prepare students for the College and Career Readiness Standards, students engage in critical reading of complex texts across the disciplines, data analysis and synthesis of information, and development of competencies in literacy and numeracy. High school and college coursework ensure that all MCHS students meet all of the University of California "a-g" requirements. Students meet individually with our high school and college counselors to develop their Education Plan, a road map of the high school and college courses requisite to complete the high school diploma and the general education requirements needed to earn an Associate's Degree upon graduation from high school.

MCHS follows this curricular approach to adhere to the philosophy of the Early College model, which aims to meet the needs of students who are characterized as "at risk" and in the "academic middle." All students are enrolled in English, math, social science, science, and AVID. In English, students develop core skills that include: critical reading of complex texts; writing compositions in multiple domains to synthesize information; and participating in academic discourse to develop listening and speaking skills required in academic and workplace environments. In math, students develop computational and conceptual skills, problem-solving, and real-world applications. Students transfer these foundational skills to other math-related coursework such as Chemistry, Physics, and higher level math courses at the college. In science, students develop critical thinking skills that enable them to evaluate complex scientific texts, engage in the scientific method to perform experiments in the lab, and generate reports using discipline-specific vocabulary to analyze and report their results. In social studies/history, students use critical reading skills to analyze and evaluate primary and secondary documents; write argumentative essays to document-based questions; and examine different historical points-of-view to assess authors' claims, reasoning, and use of evidence. Core content teachers utilize Common Core Units of Study designed by the school district which center their lessons around Big Ideas and Essential Questions to connect the overall meaning of a lesson to a deeper conceptual understanding.

To support the students who are performing below grade level in English Language Arts and math, students are provided targeted instruction in class in small groups or one-on-one instruction with the teacher. In AVID, our support class, college tutors are also utilized to assist students struggling with their high school and college work by engaging them in tutorials. Scheduled after school tutoring is provided each day in all content areas. Students also utilize the college's math tutoring services on campus. In addition, students who are performing above grade level can extend themselves through enrolling in challenging college courses at the honors level at Santa Ana College. At the high school, most teachers have been trained in and use differentiation techniques to meet the needs of students who are academically gifted and talented. These techniques of acceleration, novelty, depth, and complexity facilitate students' higher order thinking and problem solving skills in their innate quest for deeper understanding of content, having, as well, the "spill-over effect" on all students in the classroom, elevating everyone's learning levels.

In order to connect classroom learning to career exploration, students have attended field trips to places like AT&T, University of California Irvine School of Law and San Diego Wild Animal Park zoology laboratories. Teachers also bring in guest speakers from industries such as Edwards Scientific, XCOR Jet Propulsion, and Junior Achievement. In their college courses, students have also explored careers through hands-on learning. For example, one MCHS student has earned a position on the Santa Ana College newspaper while another earned a position as a news anchor on the college's news program. Summer internships such as working in the Orange County District Attorney's office or in the science labs at UCI are promoted through classrooms throughout the year.

## 2. Other Curriculum Areas:

In addition to our core content areas, MCHS students have access to other curricular areas through Santa Ana College. These areas include: visual and performing arts, foreign languages, technology, and physical education/health/nutrition. Students work with the college counselor to map out their sequences of courses in these areas, based on their interest.

In the 9th grade, students take business application courses such as Microsoft Publisher, and Microsoft Office. These courses provide students with 21st century skills they'll need to perform in college and career; in particular, they learn to use multimedia applications, become proficient in word processing to format and produce a variety of documents, and collaborate effectively to communicate information.

In the 10th grade, students take their foreign language courses and/or visual and performing arts at SAC. Students can choose from: Spanish, French, Japanese, Vietnamese, and American Sign Language. These courses provide students with literacy skills for our global society. Students can choose from the following VAPA courses: Art, Music, Dance, Theater Arts, and Photography. These courses cultivate students' creativity and appreciation for the arts.

In 11th and 12th grade, students take more specific advanced college coursework including Mathematics, Science, Communications, Political Science, Economics, History, English, Sociology, Psychology, and other humanities courses. These courses enable students to complete their general education requirements needed to earn an AA degree in liberal studies. These courses push students to read college-level texts and write compositions employing the skills and competencies expected at the college level. Students are learning to interact with college peers, communicate with college instructors, and participate in class discussions on a level that will be expected of them at the university or workplace. Students develop interpersonal skills and scholastic habits of mind that will empower them to succeed in their college and career pathways.

Physical education is also required at the high school in grades 9-10. In P.E., students learn how to maintain a healthy lifestyle by understanding the relationship between nutrition and fitness. Beyond their 10th grade year, all students have the opportunity to take physical education, health, and nutrition classes at SAC

The other electives at MCHS include Reading, Drama, and Leadership. The 9th grade Reading elective supports the CCSS ELA standards. Students gain proficiency in critical reading, literary analysis, writing, and listening/speaking skills through literary discussions. Students read high-interest young adult fiction to complement the English courses and nurture a love of literature and reading. The 9th grade Drama elective also supports the CCSS ELA standards by providing students with opportunities to build their confidence, develop their voice and cultivate an appreciation of literature through dramatic performances. 9th graders can take a Leadership class. They study the habits of effective people, while learning to plan and host extracurricular events such as school dances, pep rallies, community service learning projects, and assemblies. They also apply financial literacy skills by creating budgets and hosting fundraisers. 10th, 11th, and 12th graders can enroll in the ASB Leadership class where they engage in learning about democracy and leadership by representing students' interests in planning school activities, events and fundraisers.

In addition to the core and elective curricula at MCHS, Advancement Via Individual Determination (AVID) is our critical support mechanism for all students. AVID is a college preparatory and career awareness program with curriculum that ensures students' academic success students and engages them in career exploration. The AVID curriculum components are the WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies and study skills. Scaffolded support for core content learning is provided through highly structured tutorials that are conducted by trained college students and MCHS seniors. Integral to the AVID classroom is college and career exploration. For example, in the freshmen AVID class students investigate career paths in the interactive online career awareness program, Road Trip Nation that takes students on a journey where young people interview adults who have turned their passions into careers. In the AVID class, students also participate in The California College Guidance Initiative, a four-year online program, which provides students with guided lessons to help them explore career options and majors.

### **3. Instructional Methods and Interventions:**

MCHS teachers utilize data drawn from both formative and summative measures to map their instruction to meet the needs of the diverse learners in their classrooms. Research-based instructional approaches that are used promote students to think deeply about content like a disciplinarian such as scientist, social scientist, writer or mathematician does. 80 minute periods allow teachers to engage students in the learning process using approaches such as Explicit Instruction which is utilized in teaching foundational skills and inductive lessons that employ student-centered inquiry and simulations. Teachers also employ a variety of seating arrangements that include whole group, small group and one-on-one targeted instruction.

Our teachers also differentiate instruction to meet the diverse learning needs of their students based on their readiness, interests and learning styles. Multiple research-based strategies ensure that all students are engaged in the learning process and mastering the skills and concepts within the Common Core curriculum. A key strategy applied in all disciplines is the use of Big Ideas and Essential Questions that anchor students' conceptual understanding and dig into content to find answers. Academic vocabulary; process writing; close reading strategies; and "academic conversations" provide structures for active critical reading and writing, the synthesis of ideas, and development of speaking and listening skills. AVID's Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies are used to scaffold students' higher levels of critical thinking. AVID strategies seen in use in MCHS classrooms include "Say, Mean, Matter", "Think, Pair, Share" and Socratic Seminar. The use of "Depth and Complexity" thinking tools (icons that prompt deeper thought about content) is a strategy to challenge gifted students, but it is utilized with all MCHS students in the classrooms where it is employed. Thinking Maps provide frames that help students generate and extend their critical thought processes. Students are afforded opportunity to explore interests through research projects. Teachers also provide students with a variety of ways to express learning through oral presentations; multimedia projects; senior portfolios; and hands-on lab demonstrations. Technology is used in the classroom to engage students with the use of PowerPoints, YouTube, podcasts, "flipped classroom," Khan Academy, Road Trip Nation, and NSF Science 360. APEX online learning is intervention used to help students recover lost credits or improve low grades in order to be college competitive. Additional interventions include one-on-one after school tutoring with discipline specific teachers and within the AVID classroom with the assistance of college-aged tutors conducting "tutorials."

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The assessment data presented in this application represents results over a five year period (2010-2014) of the State of California's High School Exit Exam (CAHSEE). This measure is used to determine schools' growth in and ability to meet the yearly AMO targets within the Academic Yearly Progress (AYP). Scores are reported for Math and English (in the 10th grade year only), in aggregate and in significant subgroups. While students pass this measure with a score of 350, the AYP measure of success is a proficiency score of 380. The results are reported at proficiency rates only.

Overall, Middle College High School's scores demonstrate a high level of proficiency in both math and English among our students. All groups of students far exceeded the AYP targets in Math and English every year. In English and Math except in 2014 in which English missed the 100% target by 2.6%.

In Math and English, when broken down by significant subgroups (10% or more of the total population), the data shows that there was no significant difference between our two largest subgroups (Hispanic and Socially and Economically Disadvantaged students) and all students. All students had significant gains followed by a slight dip in 2014. In looking at the patterns with the subgroups, the Hispanic subgroup had the most noteworthy gain of 45.8% in Math and 36.6% in English in students scoring at the advanced level between 2010 and 2013 with a slight decrease in 2014. The socially and economically subgroup saw a similar pattern.

The substantial gains of all students and subgroup performance is correlated to the use of pre-assessment data to inform both classroom instruction and after-school tutoring. Math and English teachers collaborate in their analysis of the pre-assessment scores and develop differentiated lessons that provide laser-like focus on students' areas of need. The results show not only a decrease in the achievement gap over the years, but in some instances subgroups outperformed all others.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Teachers at MCHS use data from both formative and summative assessments to measure student achievement in terms of content mastery and readiness for college and careers. Some examples of formative assessments are: quizzes and tests (mid-chapter, mid-unit), writing process essay drafts, Socratic Seminars, Philosophical Chairs, English portfolios, AVID portfolios, labs, exit slips, and benchmark exams. In the fall of 2014, the District implemented the use of the Measures of Academic Progress (MAP) test to help teachers assess students' skill levels related to the Common Core standards. Teachers will reassess for growth at mid-year and end of year. Formative assessments provide MCHS teachers with daily data that concretely shows what students know now and need to know to reach the goals of the unit or course.

Summative assessments are used to determine student mastery after the teaching has been completed. Examples of summative assessments at MCHS include: Senior Exit Portfolios, student work/projects, final exams, speeches, on-demand or final drafts of essays, performances, summative unit tests, and state assessments (such as CAASP, CAHSEE, and the upcoming SBAC). These summative assessments reveal how well MCHS students achieved the goals of the content area units and courses, as well as those goals of associated with the program of the school as a whole.

Teachers at MCHS rely on these results to make important decisions about individual students' academic needs and to make instructional decisions. Teachers review and analyze this data during staff development sessions, in peer collaboration, and individually during lesson planning and preparation. Students and parents can access formative and summative results via student and parent portals that provide online viewing access to teachers' grade books. Summative state test results are mailed in the summer for the prior school year. The principal shares achievement data results with the community through various venues such as evening grade-level parent meetings, principal's coffee chats, and Back-to-School Night.

## **Part VI School Support**

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### **1. School Climate/Culture**

MCHS engages students beginning with the 9th grade. Freshmen are placed in cohort groups which provide opportunity to smoothly transition to high school with the support of their peers and cadre of core teachers. “Freshmen Fridays” provide the freshmen students the tools to navigate their new high school and college experience in special sessions with their counselors. All students benefit from a vast support system where all students participate in a college culture. This includes the development of students’ four year education plans, the involvement in a school-wide AVID program, and access to Santa Ana College support services, after school tutoring, and teacher and counselor support. In addition, MCHS has small class sizes, which allows for personalized instruction and close monitoring of students’ academic, physical, mental and emotional well-being. Teachers show concern and reinforce leadership qualities in students by volunteering to advise student created and directed clubs that reflect the diversity of their interests and passions.

Motivation is generated through a variety of activities that include ASB-led spirit weeks, inter-class competitions, dances, and academic recognition assemblies. Class potlucks and a school wide winter holiday celebration bring students together to bond as a close community. Activities extend into evenings and weekend events such as soccer games, campus beautification, fund-raisers for non-profits such as canned food drives, Lymphoma and Leukemia Pennies for Patients, Jeans for Teens, United Way Walk, the local library book drive and volunteering for community events. Motivational assemblies such as Portraits in Passion feature faculty sharing their college journeys.

To support our students’ emotional growth, there are formal mechanisms in place. Structures and resources include counseling for academic and emotional support. AVID teachers check the emotional pulse of students with one-on-one interaction. This small learning community and personalized approach to support allows for trusting relationships to be built between the students and staff.

MCHS teachers are highly invested in maintaining a vibrant and dynamic school environment for students and staff. The school community values the expertise and the contributions of staff members in maintaining the culture of high expectations. Trust, respect, and professionalism are manifested formally in our staff meetings and through site-based professional development/collaboration to share best practices with the genuine interest of students’ growth as the common denominator. Informally, through everyday connections and conversations, and celebrations of special events, the staff values one another as members of the Middle College High School family.

### **2. Engaging Families and Community**

Integral to the culture of MCHS are our parents and community partners. Our school engages parents as partners in the schooling of their children through a variety of ways. Parents are encouraged to participate in governance groups such as School Site Council and PTSA. Within these groups, parents’ input is valued and critical to the decisions made in regards to the teaching and learning that takes place in the classrooms. We also engage parents who want to learn how to navigate the educational system through a series of workshops that are parent-led. Our counselors also conduct evening grade-level parent meetings that provide information about the path towards high school graduation and college entrance. Parents of seniors are encouraged to attend college financial aid workshops conducted by our high school and college counselors. These workshops culminate in “FAFSA Nights”. On these evenings, parents are shepherded through the governmental financial aid application with one-on-one assistance by our counselors and financial aid experts from Santa Ana College. Twice yearly, we open our doors for families to come in the evening to visit classrooms and network with other parents at our Back-to-School night in the fall and Open House in the spring. Parents who need deeper understanding of their child’s progress can also view their students’ grades via the parent portal that provides the capability to view the teacher’s grade book and by meeting with their child’s teacher.

Also central to our school's success is our community partnerships. Some of our partnerships include Santa Ana College, United Way of Orange County, Junior Achievement and the University of California School of Law. We work with these organizations to provide extended learning opportunities both on and off our campus. We also invite them to participate in our school culture by asking them to be Principal for a Day or to our many events throughout the year.

### **3. Professional Development**

Professional growth is part and parcel to the continuous cycle of improvement of our school and its professional staff. As a result, teachers take part in professional development in various ways at MCHS. Professional development is conducted monthly with the entire teaching and counseling staff during our Instructional Leadership Team meetings. These meetings focus primarily on teacher collaboration over data in order to inform our program decisions, as well as classroom instruction. These meetings are often teacher-led, using AVID classroom collaboration strategies to analyze data, brainstorm ideas or collectively learn instructional strategies like Thinking Maps or how to utilize technology in their teaching. In addition to ILT meetings, departments meet during the fall in pull-out days to share best practices that department members have learned in off-campus workshops and conferences. For example, this year the English Department shared strategies from the University of California, Irvine Summer and Winter Writing conferences they attend. The Social Studies teachers discussed approaches to teaching students how to write well-thought arguments to document based questions. The impact on the capacity of teachers and the administrator has been beneficial in two ways: the robust sharing of expertise within the school staff and the development of teacher leaders within the staff.

Teachers also participate in district-sponsored professional development activities during the school year. To assist teachers in teaching the skills related to students' successful learning of Common Core State Standards, the Santa Ana Unified School District has developed yearly thematic workshops with multiple modules on critical pedagogical approaches that integrate complex text, academic language, close reading, and collaborative classroom conversations into their various contents.

Finally, teachers and counselors are encouraged to self-select conferences and workshops related to the teaching of their content. MCHS teachers seek out and attend summer institutes, state conferences, and District-driven workshops.

In response to MCHS teacher interest, MCHS will integrate a new aspect of professional development next year that will provide teachers the opportunity to meet with content-alike teachers from other schools within our district and outside of our district. Teachers will drive their own agendas and learning, based on their self-assessed professional needs. The end goal of this and all of the professional development experiences at MCHS is the best teaching and learning experiences we can provide our students in our classrooms that directly support student learning of Common Core and content standards and bridge potential to performance.

### **4. School Leadership**

Middle College High School's leadership structure is multi-faceted and based on a collaborative model with the collective goal of achieving the school's mission and vision, and student learner outcomes. There are several leadership groups within the school. The teachers, counselors and principal form the Instructional Leadership Team. Because our school is small, with only 13 teachers, all faculty are members of the ILT. The ILT makes curricular and instructional decisions, as well as evaluates the existing school policies and/or create new policies related to instruction and discipline. MCHS's leadership structure also includes the School Site Council, comprised of teachers, parents, students and the principal. The SSC is responsible for guiding decisions and providing input related to the expenditure of funds, assuring that they align with the goals school's self-study action plan and the school District's Local Control Accountability Plan and are all focused on student achievement. Department Chairs lead their department in setting collective departmental teaching and learning goals. They also serve as the liaisons between the District office and the school. Chairs represent their departments' concerns in the ILT meetings and to the

Principal of the school. Our Associated Student Body (ASB) students are also key leaders within our school. They make decisions that impact on our school's culture and climate.

Central to all of these leadership structures is the Principal whose leadership approach is based on a collaborative model and open door policy. It is her responsibility to pave a smooth road that leads to student achievement. Her foremost responsibility is to establish clear goals, communicate those goals and keep them constant in MCHS's vision and school wide plan. To ensure the successful fulfillment of our school's mission and goals, she supports teachers in their teaching and students in their learning by providing a safe and clean school. She is also responsible for implementing both district and school policies, building relationships with staff and students, keeping a "pulse" on the climate of the school. Thus, visibility and interaction with students in and out of the classroom is a critical aspect of the principal's leadership role. The principal is the instructional leader of the school. She is a partner in the learning of new pedagogy, alongside MCHS teachers. The principal works to create new community relationships and maintain the existing ones, such as with SAC, itself. She represents the school's interests within the Middle College National Consortium, with the Community College Chancellor's office, with the local university, and SAC management meetings.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>California High School Exit Exam</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	100	100	100	98	94
Advanced	63	70	62	51	28
Number of students tested	78	80	74	79	80
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	100	100	97	25
Advanced	63	66	61	53	94
Number of students tested	71	68	61	60	64
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	100	100	97	93
Advanced	62	70	63	50	24
Number of students tested	77	77	70	70	72
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>California High School Exit Exam</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	97	99	95	99	80
Advanced	74	82	62	66	48
Number of students tested	78	80	74	79	80
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	99	99	93	100	78
Advanced	75	82	62	65	46
Number of students tested	71	68	61	60	64
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	97	99	94	64	78
Advanced	74	82	60	99	47
Number of students tested	77	77	70	70	72
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**