

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Lucinda Nares-Pueblos

Official School Name: Middle College High

School Mailing Address:  
1530 West 17th Street  
Santa Ana, CA 92706-3398

County: Orange State School Code Number\*: 30 66670 3030608

Telephone: (714) 953-3900 Fax: (714) 953-3999

Web site/URL: http://www.sausd.us/middlecollege/site/default.asp E-mail: lucinda.pueblos@sausd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

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

Name of Superintendent\*: Mrs. Jane Russo

District Name: Santa Ana Unified 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 to the best of my knowledge it is accurate.

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

Name of School Board President/Chairperson: Mr. Jose Alfredo Hernandez

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 36        | Elementary schools  |
| 9         | Middle schools      |
| 0         | Junior high schools |
| 9         | High schools        |
| 11        | Other               |
| <b>65</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 4572

Average State Per Pupil Expenditure: 8117

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

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

8 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	26	55	81
2	0	0	0	10	30	45	75
3	0	0	0	11	40	41	81
4	0	0	0	12	30	45	75
5	0	0	0	Other		2	2
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							314

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
92 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
4 % White  
0 % Two or more races  
**100** % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 2 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	299
(5)	Total transferred students in row (3) divided by total students in row (4).	0.020
(6)	Amount in row (5) multiplied by 100.	2.007

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 11

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 67 %

Total number students who qualify: 209

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %

Total Number of Students Served: 0

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</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

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>18</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	97%	97%	97%
Daily teacher attendance	97%	97%	96%	96%	96%
Teacher turnover rate	0%	0%	0%	1%	1%
Student dropout rate	0%	0%	0%	4%	5%

Please provide all explanations below.

Teacher daily attendance rates are estimated based on school records, as the district does not maintain this information.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>65</u>	
Enrolled in a 4-year college or university	<u>46</u>	%
Enrolled in a community college	<u>45</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>7</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>2</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## 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 and Santa Ana College. An Early College high school, our school provides opportunity for students to be dually enrolled in high school and community college classes, thus preparing for college readiness. Our student population of 312 students in grades 9 – 12 is comprised of 91.7% Hispanic, 4.8% White, 2.5% Asian, 0.9% African American, and 0.1% Pacific Islander. A majority of our students 67.1% qualify and participate in the National School Lunch Program and receive free or reduced lunch.

The mission of Middle College High School at Santa Ana College is to provide a supportive, academically challenging environment for underserved youth with potential that leads not only to a rich high school education, but also to independence and success in college and beyond. Through a strong academic focus in all content areas and multiple student support systems, students will be successful in all standardized exams and their course work. We are a small learning community that strives for excellence of all of its members. Our goal is that Middle College High School students will complete a minimum of 30 transferable college units and apply to four year universities by the end of the senior year. Middle College faculty and staff foster a supportive environment that establishes high expectations to promote student success.

Our students, parents and community partners are active in the governance of our school and in the programs of the college. 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. Parent leaders volunteer and participate in School Site Council and the PTSA in an effort to work with MCHS staff to provide community resources for their children. Monthly parent meetings focusing on school programs, student support and college information, inform and engage parents in their child's education plan. Collaboration with higher education partners such as Santa Ana College; California State University, Fullerton; the University of California, Irvine; and the Middle College National Consortium is essential to ensure the academic success of our students. Our partners provide professional development opportunities for our staff and rigorous academic programs for our students.

Over the last five years, MCHS staff has focused on closing the achievement gap by teaching according to the California State Standards and providing support for students who demonstrate difficulties academically and socially. Our focus has resulted in the outstanding achievement of our students on local and state assessments; in high school graduation rates; in college units earned toward the Associates degree; and in university enrollment upon graduation from MCHS.

The Middle College High School community is proud of our academic accomplishments and recognition. In 2007, 2008 and 2009, Middle College High School was recognized as a Title I Achieving School by the California Department of Education (CDE). This year, we have also been nominated for recognition as a 2009 National Title I Distinguished School. In addition to the Title I recognition, the CDE has also nominated MCHS to apply for recognition as a 2008 California Distinguished School award and a 2009 National Blue Ribbon School award. U.S. World and News Report magazine recognized and listed Middle College High School as a Silver medal winner in 2008 and as a Bronze medal winner in 2009, one of the top schools in the country.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Academic achievement data at Middle College High School (MCHS) demonstrate an outstanding level of performance for all students. MCHS has met all federal and state of California's performance indicators including the Academic Performance Index (API), the Academic Yearly Progress (AYP), and the California High School Exit Exam (CAHSEE) for all significant subgroups. The API is a state accountability system that is used to measure school and district standing. Progress toward the NCLB and Annual Yearly Progress requirements are based on the CASHEE results. California uses five performance levels to report student achievement on the California Standards in all core subjects: Advanced, Proficient, Basic, Below Basic and Far Below Basic performance. The performance level for each grade and subject area is based on scale scores that range between 150 and 600 points. The defining score separating proficient scores from basic scores is 350 for each grade level and core subjects. Student scores are tabulated for a schoolwide score ranging from 150 - 1000.

MCHS has exceeded the state target API of 800 for the past three years. Over the last five years, our API has improved from 691 to 851 points. According to results from the California Standards Test, MCHS students have demonstrated excellent gains in English Language Arts proficiency. Over the past five years, English Language Arts proficiency for all students has improved from 46.67 percent proficient or advanced in 2003-2004 school year to 77.59 percent proficient or advanced in the 2007-2008 school year. All grade levels have achieved significant growth in English Language Arts each school year with the exception of grade nine in the 2007-2008 school year. The percent of students proficient or advance in ninth grade dropped from 89% in the 2006-2007 to 71 percent proficient on 2007-2008. In the 2007-2008 school year, 10% or 8 of the 80 ninth grade students were English learners. However, the class of 2006-2007 had no English learners and a significant number of students identified as Gifted, 33 (41%). While the English learners demonstrated individual improvement on the CST, their overall growth did not exceed the previous year's students.

The purpose of the California High School Exit Exam (CAHSEE) is to improve student achievement in high school and to ensure that students who graduate can demonstrate grade level competency in reading, writing and mathematics. MCHS students have demonstrated 100% pass rate on the CAHSEE in both English and Mathematics for three consecutive years. MCHS students' average scale score in mathematics has ranged between 383 to a maximum score of 450 points on the CAHSEE. Minimum passing score for the CAHSEE is 350 points; however, high school mathematics proficiency requires a passing score of 380 points on the CAHSEE. One hundred percent of MCHS students have not only passed the minimum pass rate of 350, but have also exceeded the 380 point score to demonstrate grade level proficiency in mathematics.

The largest subgroups at MCHS are Hispanic students (91%) who are socio-economically disadvantaged (67%). MCHS achievement far exceeds the 2006 statewide average of 25.3% in English Language Arts and 28.1% in mathematics demonstrating that we are closing the achievement gap. Adequate yearly progress for No Child Left Behind is measured by the percent of students in our subgroup meeting the Annual Measurable Objectives of student scoring proficient on the California Standards Tests. For the 2007-08 school year the ELA target was 33.4% and the Math Target was 32.2%. MCHS schoolwide score exceeded the AYP indicator with 88.6 percent proficient or advanced in English Language Arts, and 100% percent proficient or advanced in mathematics.

Website for state assessment information: <http://cde.ca.gov>

### 2. Using Assessment Results:

Student data drives the instructional practices and policy decisions at MCHS. At the beginning of each school year, staff development is utilized to review and evaluate student achievement data as reported on the California

State Standards Test, the California High School Exit Exam, data received from the Middle College National Consortium (MCNC) and The National Center for Restructuring Education Schools and Teaching (NCREST). Student academic data is used to develop reports that indicate student success or failure in high school and college coursework. Surveys are also employed to assess the well being of our students. Our staff evaluates the data, identifies strengths and needs, and creates an action plan for improving identified target areas.

Each quarter, district benchmark exams are administered to measure student achievement of content standards. Teachers closely monitor the results of the benchmark data to target the areas of focus for specific grade level standards. In addition, teachers evaluate student achievement through student work, curriculum embedded assessments, and performance assessments to determine student learning. Inside MCHS classrooms, teachers differentiate, accelerate, and compact instruction by using a variety of methods to meet the learning needs of all students. Teachers incorporate a wide range of learning opportunities such as dramatic performances, multimedia presentations, speech and debate, cooperative learning, discussion, lectures, laboratories, and projects to improve and assess learning.

Our faculty engages in ongoing professional development activities to deconstruct the state standards, incorporate best practices, and evaluate data in order to target student learning outcomes. Teachers share successful practices, expertise, and resources that close the achievement gap. If our data determine that students are not learning at an acceptable level, teachers use this information to re-teach and provide additional instruction before and after school as a means of intervention to ensure success.

### **3. Communicating Assessment Results:**

Middle College High School uses a variety of communication tools to inform our parents, students, and community members about our program, student performance, and assessment data. Each month, parent meetings provide an overview of our school programs, information is reported regarding California Standards Test and California High School Exit Exam assessment data, and information is provided about college and financial aid. A parent and community newsletter and calendar is mailed to each student's home and community partner. The Middle College High School web page provides information regarding announcements, upcoming events, and an overview of all school programs.

Student achievement information sent to students and parents is the key to success for our school community. In addition to regular grade reports, MCHS uses a midterm progress report, using the Easy Grade Pro software during the third week of each term. Teachers assign progress reports to inform their students of achievement toward standards and grades. MCHS staff regularly reviews student data and progress reports to provide interventions through re-teaching and after school academic tutoring. Teachers inform and share ideas with parents on how to support their students. Students are engaged in dialogue regarding their unsatisfactory progress and are provided with resources and encouragement to remedy their academic deficiencies. An action plan is developed with the student and shared with the parent.

In addition to the high school progress reports, the college professors complete mid-semester progress reports for our students in order to help us monitor student achievement in their college courses. If a student is experiencing difficulty in a college course, staff is able to guide the student to utilize the services of the college and improve achievement. Counselors, students, and parents review high school and college academic progress reports each semester to refine the education plan based on the student's individual needs.

### **4. Sharing Success:**

Middle College High School provides a positive and rigorous learning environment for our students. MCHS staff is proud to share its best practices and successes with other schools. As a member of the Santa Ana Partnership, MCHS's principal and teachers participate in collaborative discussions focused on addressing the specific needs of our underrepresented students in the Santa Ana Unified School District. Members of the

MCHS Instructional Leadership Team participate in monthly district level departmental meetings to share research based instructional practices that result in improved student learning and access to higher education. The MCHS AVID team presents information at the Orange County Department of Education meetings to share successful practices regarding our AVID program. MCHS teachers participate in various instructional summer institutes to share and learn best practices.

As a member school of the Middle College National Consortium (MCNC), faculty participates in quarterly conferences and collaborative meetings to share and present effective practices that have resulted in student achievement in high school and college courses. The principal and staff of MCHS also participate in online discussion forums (polilogue) with other MCNC Early Colleges across the country. This forum allows school leaders and teachers to discuss and share best practices and to seek and offer advice and assistance.

The school and program successes have been featured in the Jobs for the Future Newsletter, MCNC Newsletter, the Orange County Register and the US World and News Report. In the event that our school is awarded Blue Ribbon School status, our staff will wholeheartedly continue to share our instructional and programmatic successes in order to support and assist other schools.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

MCHS provides our students with access to rigorous standards based high school and college curriculum. Curriculum is selected and designed around state and district mandates, our school's mission and our Expected Schoolwide Learning Results (ESLRs). Our staff focuses on assessing and providing our students with the instruction to develop the skills to achieve proficiency according to the California State Standards, and also to achieve success in college coursework. High school and college coursework ensure that all MCHS students meet all of the University of California A-G requirements. . Each student meets individually with the high school and college counselor to develop the Education Plan to map out the college courses necessary to complete the general education requirements needed to earn an Associates degree upon graduation from high school.

MCHS curriculum is designed to prepare our students to develop and utilize skills to be competitive in post high school classes. Academic vocabulary, critical thinking skills, analysis and research are incorporated in class assignments and projects across all disciplines. Special projects, independents study, and alternate assignments help to develop skills to achieve in rigorous courses. Curriculum pacing charts are designed to ensure that instructional objectives are aligned to the standards.

All students are enrolled in a course of study that includes courses in English, math social science, science, AVID, and electives such as Leadership, Peer Assistance Leadership (PAL), Reading and Drama, as well as a minimum of one college course per semester. Freshmen, scheduled in cohorts of twenty, have a supportive learning community. Depending on proficiency levels, students may be placed in Algebra I, Algebra II or Geometry, Biology, English Language Arts, Geography, and Health. Freshmen also take physical education and business application courses such as Microsoft Office, Microsoft Publisher, Keyboarding and Study Skills with the college in their cohort group, thus preparing them for more independent work later on. The college courses are specifically selected to support and sustain student learning and to provide access to 21st Century skills needed to perform competitively in college.

In the sophomore year, students continue to take district required core classes and college courses in a foreign language and performing arts to meet the high school and college general education requirements. All students are required to take two full semesters of a foreign language at the college. This coursework is equal to two years of high school foreign language credit. Students have the choice of Spanish, French, Italian, Japanese, Vietnamese and Sign Languages. In addition, all students are required to complete three semesters of art or humanities. Students have the choice of art, music, dance, theater arts, communication and photography. Students are encouraged to enroll in college intersession and summer program to take additional college coursework in English, mathematics and Humanities. Juniors and seniors are enrolled in all of the required core courses, and often take more specific advanced college coursework including Calculus, Statistics, Sociology, Psychology, Visual and Performing arts and college Honors level courses as aligned to their individual progress and education plan.

As a means to provide support for our students while they work through their rigorous academic program, MCHS has embedded Advancement Via Individual Determination (AVID) in our school schedule as a support mechanism for all students. AVID is a college preparatory program with the goal of ensuring academic success for all students. The main components of the program include academic instruction, tutorial support, study skills and college information. The AVID teacher monitors student progress and provides the learning strategies needed to access rigorous instruction, including Cornell note taking, organizational skills, Socratic Seminar, research and expository writing. Underperforming students are provided supplemental instruction in AVID, before and after school tutorials and through the college resources available.

## **2b. (Secondary Schools) English:**

As a result of a collaborative analysis of California Standards Test data, the English department has identified these curricular areas for emphasis: Literary Response and Analysis, Vocabulary Development, and Reading Comprehension. Through a variety of writing experiences, students use critical thinking to examine events and ideas from multiple perspectives. In addition, students apply their language skills in reading, writing, listening, and speaking to achieve personal, academic, and vocational goals. English teachers use standards-aligned texts, assessments, and curriculum maps for pacing and using instructional time effectively. All students have access to English Language Arts instruction through Holt textbooks and receive the instruction they need in order to become proficient in both the language and writing components of state and district assessments.

Our students also have access to the English courses offered at SAC. They take a placement exam to establish their proficiency level and are placed according to course sequence. Some of our students need additional support in English developmental classes while others take advantage of the Honors or regular English sequence. As they strengthen their skills, they take advantage of other classes in the Humanities such as Philosophy, Art History and Speech and Debate. These courses satisfy the general education requirement toward earning an Associates degree.

The English language curriculum also includes support classes to enhance core academic skills in reading and writing. MCHS offers two Reading classes for students performing below grade level. The department also includes a CAHSEE prep class to teach strategic test taking skills and review of the core concepts. Furthermore, since all of our students are enrolled in AVID, they have opportunities to work collaboratively with peer and college tutors on homework assignments and other class projects. To cultivate an appreciation for self expression and oral expression, we also offer Drama classes to 9th through 12 grade students as an avenue to further develop speaking, listening, reading and writing skills.

## **3. Additional Curriculum Area:**

Science teachers use standards-based texts, assessments, and curriculum maps to pace and use instructional time effectively. Students learn the academic vocabulary and concepts in biology, human anatomy, chemistry, and physics courses. All students are enrolled in rigorous courses and receive the instruction they need to master skills needed to become proficient in future science state assessments. MCHS science teachers focus on supporting the school goal of teaching reading comprehension using expository text and reinforcing expository and reflective writing skills in all classes. Teachers work to engage student in science by utilizing the Santa Ana College laboratories and tutoring programs.

Teachers attend science conferences to assist them in making science concepts accessible to all students. The science department works to collaborate with higher education partners such Santa Ana College (SAC), and the University of California, Irvine (UCI). The Biological Science Department at UCI provides opportunities for students through the Minority Science Programs (MSP) which include the Bridges to the Baccalaureate and the National Science Foundation (NSF) GK12 Resident Scientist Program. Additionally, the Center for the Neurobiology of Learning and Memory, provides transportation to research labs and the Distinguished Lectures Series. Furthermore, the science department has forged many partnerships with scientific corporate agencies such as the DNA Learning Center, and Amgen to access technology materials and supplies for conducting biotechnology laboratories. These partnerships reinforce learning and offer opportunities for students to visit the university science to nurture scientific exploration. Freshman students at MCHS are enrolled in high school biology classes, and are encouraged to take the college biology class as sophomores. Each year there has been an increase in enrollment and success of MCHS students taking and passing college level science classes.

#### **4. Instructional Methods:**

Throughout the school year, the staff evaluates student learning by studying data derived from student work, curriculum assessments, standardized assessments and student feedback. Teachers utilize this information to inform their instructional practice to meet the needs of the students in their classes. English learners and other students in our largest subgroups are monitored by the counselor and AVID academic monitoring team and academic counselors, to ensure students are competent to access the rigorous program offered to them.

Within the MCHS classrooms, teachers differentiate, accelerate and compact instruction by using a variety of methods to meet the learning styles of all students. Teachers build on the student strengths, providing options in content material and assessments, to align instructional strategies with the student learning styles. MCHS teachers utilize many research based instructional strategies highlighted in Marzano, Pickering and Pollack's *Classroom Instruction that Works* to teach our students to take notes, work in groups and use graphic organizers. English, math, social studies, science and AVID teachers incorporate a wide range of learning opportunities such as dramatic performances, multimedia presentations, speech and debate, cooperative learning, discussions, lectures, laboratories and projects. The alternate day block schedule (80 minutes per period) which parallels the Santa Ana College schedule, makes it possible for teachers to provide instruction that is balanced between independent/collaborative work, direct instruction, inquiry-based instruction, and student directed activities and projects. On-going assessment of student readiness and growth are built into the curriculum to monitor student learning.

As a means to provide authentic learning and application, teachers utilize current technology applications such as power point presentations, podcasts and polilogues/blogs. Students participate in fieldtrips to museums and other colleges to further enhance their understanding and vision for the future. Our teachers find ways to engage their students into their learning.

#### **5. Professional Development:**

MCHS faculty participates in a wide range of professional development activities in order to support student academic achievement of the standards and Expected Schoolwide Learning Results. Each year faculty engages in at least 18 hours of professional development in addition to monthly staff meetings to review schoolwide programs and goals. These meetings include analyzing student data and performance levels; learning new technologies such as turnitin.com, EZ GradePro and other software applications; and discussing and sharing literacy strategies. The faculty has also attended the Special Populations Symposium facilitated by District leadership to identify specific instructional strategies to better serve our student population, as well as several AVID trainings and workshops to learn how to apply specific learning strategies in the core content areas. Furthermore, representative members of the faculty, along with the principal and counselors, attend the professional development symposiums coordinated by the Middle College National Consortium to collaborate with other Middle colleges and to implement the design principles of the Early College model. In turn, these participants share their information and insights with the faculty in our monthly meeting to further the dialogue.

Committed to ongoing research and professional development that focus on identified student learning needs, staff members also seek individual professional development opportunities to enhance teaching practices in their disciplines. Several staff members have completed or are finishing graduate work for their advanced degrees in areas such as computer science, mathematics and administration.

MCHS also strives to support a culture of professional growth of the staff through positive supervision and evaluation procedures. The principal visits the classrooms for formal and informal observations to review the curricula, interact with the students and observe/evaluate teaching practices. Faculty members participate in a voluntary Peer Review process to reflect on their teaching as well as learn from other colleagues across the disciplines. Peer classroom observations provide a snapshot of classroom instructional practices and individual teaching styles which help teachers learn from each other.

## **6. School Leadership:**

The principal is a strong leader who establishes clear goals and keeps the goals in the forefront of MCHS vision and school wide plan. Knowledgeable and experienced in curriculum and instruction, she supports teachers in their efforts to improve instructional practice and learning by providing feedback and opportunities for positive outcomes in the classroom. Maintaining a collaborative working environment with open communication, the principal fosters a positive school culture that promotes student achievement. She invites input from the staff and engages the faculty in meaningful dialogue regarding research and theory.

The school leadership structure of MCHS is a collaborative model. To adhere to the school's vision and optimize student achievement of the academic standards and ESLRs, MCHS leadership and staff are involved in decisions that involve the full participation of our shareholders. Teachers and support staff understand and participate in the need to develop policies and practices that enhance student learning and success. The Instructional Leadership Team, comprised of the chairpersons of each department meet monthly to discuss and share instructional strategies to improve student learning and access to rigor. The MCHS School Site Council, comprised of the principal and representative parents, certificated staff, classified staff and students, review and provide input, and contribute to the Single School Plan and to review goals, objectives and outcomes.

Visibility and interaction with students is a valuable asset of the principal. She visits classrooms, speaks to students regarding learning objectives and reinforces the school vision for their success and future. The principal works to maintain and promote collaborative partnership with the Middle College National Consortium (MCNC) the University of California, Irvine, California State University, Fullerton and Santa Ana College Leadership to review and learn about strategies and new resources to share with staff to enhance school progress.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: California High School Exit Exam

Edition/Publication Year: 2003-2008 Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	91	87
% Advanced	0	0	0	0	0
Number of students tested	80	75	61	70	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	100	100	100	96	89
% Advanced	0	0	0	0	0
Number of students tested	58	48	45	50	55
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient	100	100	100	98	86
	0	0	0	0	0
Number of students tested	71	69	50	58	69
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 10

Test: CST English-Language Arts

Edition/Publication Year: 2003 - 2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	84	73	67	62	38
Advanced	51	28	27	13	13
Number of students tested	80	75	61	68	79
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	83	75	59	52	28
Advanced	49	27	18	0	0
Number of students tested	59	48	44	46	40
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient	83	74	63	60	34
Advanced	48	28	22	0	0
Number of students tested	70	69	50	57	70
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2003 - 2004 and 2004 - 2005 school year, the data for the subgroups is not disaggregated for proficient and advanced. The state provides only a combined percent of proficient and advanced.

Subject: Reading

Grade: 11 Test: CST English-Language Arts

Edition/Publication Year: 2003-2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	78	71	73	50	44
% Advanced	36	32	34	6	6
Number of students tested	74	59	61	78	71
Percent of total students tested	100	98	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	75	68	76	47	46
% Advanced	36	29	41	0	0
Number of students tested	44	41	34	64	41
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	78	70	74	46	42
% Advanced	34	29	35	0	0
Number of students tested	68	49	49	63	65
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In the 2004 and 2005 school years, the data for the subgroups is not disaggregated on the website.

Subject: Reading

Grade: 9 Test: CST English-Language Arts

Edition/Publication Year: 2004,2005,2006,2007,2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	71	89	74	80	66
Advanced	17	44	30	40	13
Number of students tested	78	80	71	45	45
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	69	89	77	84	60
Advanced	0	0	0	0	0
Number of students tested	64	55	43	31	25
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient	69	89	77	77	66
Advanced	0	0	0	0	0
Number of students tested	74	70	68	39	38
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

California Standardized Testing and Reporting (STAR) California Standards Test (CST) reports only %Proficient and Above in the subgroup disaggregated data reports. It does not specify % of the students who are advanced.