



The Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) is a voluntary confederation of collaboratives focused on improving student outcomes and closing the achievement gap through collective action among schools, community colleges, baccalaureate-granting colleges and universities, business, and community and family-centered organizations.

SANTA ANA PARTNERSHIP

History

This collaborative began as the Student Teacher Educational Partnership (STEP) -- one of the original California Academic Partnership Program (CAPP) grants -- in 1984. In its formative stages, this Partnership provided tutored and advised students at a cluster of schools.

The Partnership changed when it participated in Ford Foundation's Urban Partnership Program in 1991. Its model broadened and deepened and evolved from a direct service approach to a systemic model influencing policy and practice in the Santa Ana District through its consistent research and student achievement focus. As such, its unique aspects today include its leadership approach in which each member assigns a senior administrator to the Partnership Cabinet to develop a plan of strategic activities, make program and policy decisions, and set research and evaluation priorities.

Membership

Membership includes Santa Ana Unified School District, Santa Ana College, California State University, Fullerton, University of California, Irvine, and community and public agencies.

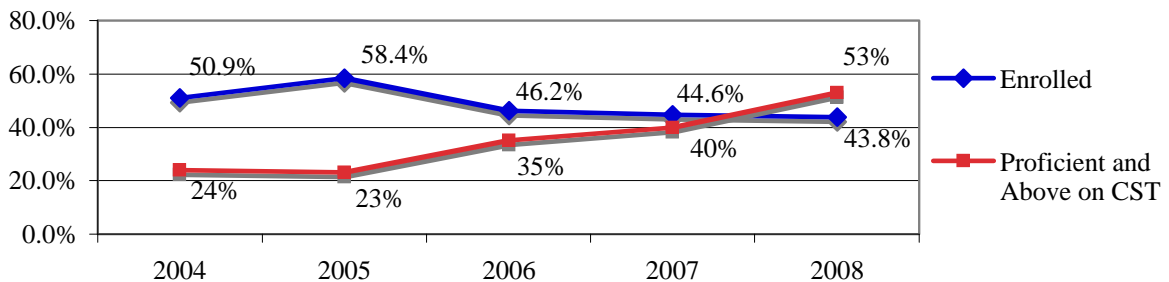
Demographics

Santa Ana is the country's most Latino and Spanish-speaking as well as its youngest large city. The vast majority of its over 54,000 students qualify for free- or reduced-lunch programs.

Impact

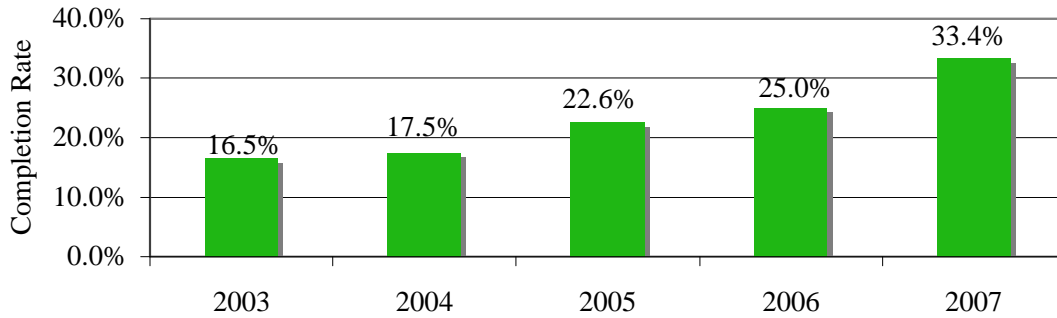
This Partnership has multiple measures to assess progress in raising academic achievement of all District students through rigorous curriculum, principal professional development, small learning communities, one-stop high school Higher Education Centers, and financial support for college students. Displays 1-4 show change in these measures: 1) enrollment and achievement of eighth graders on the California Standards Test in Algebra; 2) percentage of students completing courses required by public universities; 3) college-going rates to state public universities; and, 4) percentage of Santa Ana College students transferring to a public university.

Display 1
Enrollment and Achievement of Eighth Graders in Santa Ana Unified School District in Algebra



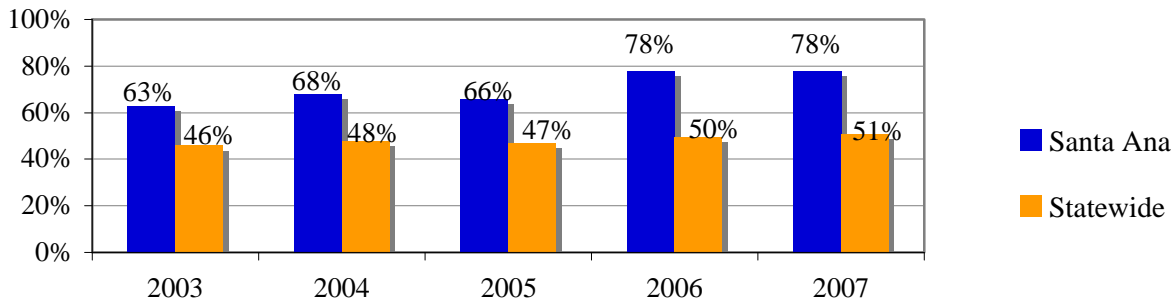
- Although the proportion of eighth graders enrolled in Algebra decreased by seven percent since 2004, the proportion scoring at the Proficient or higher levels rose by nearly 30 percent.
- Not shown is a rise from eight to 84 percent in seventh grade enrollment in Pre-Algebra.

Display 2
College Preparatory Course Completion in Santa Ana Unified School District



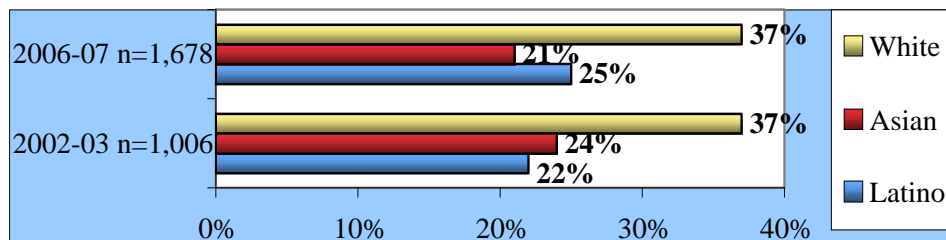
- Display 2 shows a doubling of students completing the college preparatory courses after the District aligned its high school graduation requirements to this course sequence in five years.

Display 3
College-Going Rates of Santa Ana Unified Graduates to State Public Colleges and Universities



- Over three-fourths of graduates attended public higher education in 2007 -- nearly 24 percent rise; the statewide rate remained relatively constant and below the District's rate in this time.
- While not shown in Display 3, 244 percent more graduates enrolled in college mathematics courses and 227 percent more graduates were placed in college English classes at Santa Ana College over the last seven years.

Display 4
Santa Ana College Students Transferring to Public Universities, 2002-03 to 2006-07



- Numbers of students transferring from Santa Ana College to a public university rose by 67 percent from 2002-03 to 2006-07.
- The number of Latino students making that transition has nearly doubled from 220 to 420.

Future Initiatives

- Development of new curricular pathways with relevant student support.
- Identify and implement a set of "high leverage" actions to improve student achievement.
- Pilot an Academic Grading Initiative to improve academic grade accuracy.
- Continue principal's academic professional development focused on student achievement.