

El Modena High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	El Modena High School
Street	3920 Spring Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6331
Principal	Mrs. Jill Katevas
Email Address	jkatevas@orangeusd.org
Website	www.elmodenahs.org
County-District-School (CDS) Code	30-66621-3031952

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

School Description and Mission Statement (School Year 2020-2021)

In 2020-21, EMHS will continue its “One More Time” strategy while focusing its PD efforts on instructional strategies and building each teacher’s repertoire of methodologies. We will also expand our efforts to include social-emotional support to best provide a safe learning environment for all. EMHS’ PD goal for 2020-2021 is to, as a community of learners, demonstrate numerous instructional strategies so that each teacher has a rich pedagogy to draw from depending on their students, their teaching style, and their content area. The more ways we can explain something, the more likely it is that students will understand. We also recognize the need to provide targeted intervention for our students who are currently not meeting standards. Thus, we have allocated additional resources to provide social-emotional supports. Teachers are also identifying students for whom they can provide targeted instructional interventions to support their learning.

For students to be successful in the 21st century they must be able to think critically and creatively. To these ends EMHS will:

Work deliberately to create a culture of readers.

Work deliberately to teach critical thinking skills.

Assess students with the goal of using assessment to inform instruction.

The mission of El Modena High School:

Ensure all students the right to a free and appropriate public education, as well as their right to learn in an environment where the potential and importance of every individual is recognized. We teach students living in a technological society to access information, think critically, and make reasonable judgments. We promote acceptance for all within a multicultural community, teach resiliency and adaptation in the face of change, and foster a sense of teamwork that promotes members working together to meet the needs of others. We strive to help students develop their respective skills and talents, build positive self- esteem, and establish high expectations.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	568
Grade 10	488
Grade 11	566
Grade 12	492
Total Enrollment	2,114

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	5.9
Filipino	1.6
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	0
White	22.4
Two or More Races	1.1
Socioeconomically Disadvantaged	52
English Learners	10.3
Students with Disabilities	9.7
Foster Youth	0.4
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	93	93	93	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	1	0	1	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 9-20-21 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 10, 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives ELA/ELD ©2017; The Bedford Reader, 12th Edition ©2014; Language & Composition: The Art of Voice, AP Edition ©2014; Literature: An Introduction to Reading and Writing, 22e ©2012. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Pearson Integrated Mathematics I, II, III ©2014; Trigonometry ©2009; Financial Algebra: Advanced Algebra with Financial Applications 1st Edition ©2014; Pearson PreCalculus 6th Edition ©2018; Pearson Calculus: Graphical, Numerical, Algebraic 5th Edition ©2016; The Practice of Statistics ©2015. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Prentice Hall Biology, California Edition ©2007; Holt Modern Biology ©2002; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: The Central Science ©2015; McDougal Littell World of Chemistry ©2006; Houghton Mifflin Introductory Chemistry: A Foundation, 5th Edition ©2004; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Human Anatomy & Physiology, 10th Edition ©2016; Hole's Essential of Human Anatomy & Physiology, 12th Edition ©2015; Cengage Living in the Environment, 15th Edition ©2007. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
History-Social Science	World History: Modern World ©2019 Savvas; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; Cengage U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Pearson Macgruder's American Government, CA Edition ©2019; McGraw Hill AP American Democracy ©2019; Pearson Economics: Principles in Action, CA Edition ©2019; Principles of Economics AP*, 8th Edition ©2018; Thinking About Psychology, 3rd Edition ©2013; Myer's Psychology for AP, 1st Edition ©2011. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	T'es branché?, Levels 1-4 ©2014; APprenons, 2nd Edition ©2015; ¡Avancemos!, Levels 1-4 ©2013; Repaso: A Review Workbook for Grammar ©2004; Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Galeria I and II, Vista Higher Learning ©2020; Cheng & Tsui Integrated Chinese, 4th Edition, Levels 1-4 ©2018. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Health	Prentice Hall Health: Skills For Wellness ©2001, was selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Science Laboratory Equipment (grades 9-12)	100% of El Modena's students enrolled in laboratory science courses have access to appropriate laboratory science equipment.	Yes	0%

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

School Facility Conditions and Planned Improvements

The overall state of the EMHS facility is that of a 50 year old campus that is in need of modernization. The site is usable but far from acceptable in terms of what modern curriculum calls for in a learning environment.

With the bond, all portables are planned to be removed. All classrooms and administrative building will be renovated with Phase II of the bond. The library will also receive some renovations. The building renovations will also include restrooms and other mechanical/custodian rooms that are attached to these buildings. Work orders have been created/addressed for all items noted as fair/poor and in need of repair with our custodial staff and/or district maintenance department.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	500 Girls RR: MECH/HVAC: exhaust fan not working

Interior: Interior Surfaces	Fair	<p>500 Boys RR: Int. Surfaces: Several holes in wall tile.</p> <p>A13: Int. Surfaces: Baseboards falling off, Carpet seams coming undone.</p> <p>A14: Int. Surfaces: Carpet seams coming undone, Hole in wall by light switch.</p> <p>A4: Int. Surfaces: Chipped and broken tile</p> <p>A6: Int. Surfaces: Damaged, stained and missing ceiling tiles.</p> <p>ASB RM: Int. Surfaces: Paint Peeling off walls, ceiling tiles damaged. Elec: lights out.</p> <p>Gym: INT. SURFACES: Ceiling tile falling off.</p> <p>Kitchen: Elec: Outlet cover missing. Int. Surfaces: Floor tile cracked and chipped, wall paint chipped and damaged. Vermin: Dead roach found by floor drain.</p> <p>MPR Stage: Dressing room unorganized. Int. Surfaces: Hole in wall.</p> <p>MPR: Cleanliness: wheel chair lift not cleaned. Int. Surfaces: Chipped and cracked floor tile, damaged ceiling tiles. Elec: Lights not working.</p> <p>RM 222: INT. SURFACES: Walls damaged and need painting.</p> <p>RM 223: INT. SURFACES: damaged ceiling tiles.</p> <p>RM 308: INT. SURFACES: wall covering coming undone.</p> <p>RM 421: INT. SURFACES: Stained ceiling tiles.</p> <p>RM 502: Interior Surfaces: Several damaged ceiling tiles.</p> <p>RM 503: Int. Surfaces: Cracked floor tile.</p> <p>RM 504: Int. Surfaces: Missing light diffuser, several damaged ceiling tiles.</p> <p>RM 521: Int. Surfaces: Bent t-bar, stained and missing ceiling tiles.</p> <p>RM 522: Elec: Missing light diffuser. Int. Surfaces: Stained and missing ceiling tiles.</p> <p>RM 523: Int. Surfaces: Cracked ceiling tiles, hanging light diffusers.</p> <p>RM 525/526: Int. Surfaces: Storage room has falling ceiling tiles.</p> <p>RM 802: Int. Surfaces: Hole in wall. Fire: Extinguisher not signed.</p> <p>RM 806: Cleanliness: Gum found on table.</p> <p>Interior Surf: Chipped / Damaged Floor Tile.</p> <p>RM 810: Int. Surf: Baseboard coming undone, floor tile has holes.</p> <p>WEIGHT RM: INT. SURFACES: Floor damaged needs repair / areas on wall need painting.</p> <p>ELEC: several lights out.</p>
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System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Kitchen: Elec: Outlet cover missing. Int. Surfaces: Floor tile cracked and chipped, wall paint chipped and damaged. Vermin: Dead roach found by floor drain. MPR: Cleanliness: wheel chair lift not cleaned. Int. Surfaces: Chipped and cracked floor tile, damaged ceiling tiles. Elec: Lights not working. RM 702: Cleanliness: Office floor not cleaned. Elec: lights out. Int. Surfaces: RM 806: Cleanliness: Gum found on table. Interior Surf: Chipped / Damaged Floor Tile.
Electrical: Electrical	Fair	A15: Elec: Diffuser missing. A17: Elec: Missing diffuser, several lights out, missing outlet cover. Structure: Asphalt trip hazard at entrance to ramp. A18: Elec: Missing light diffuser. A19: Elec: Outlet cover broken. ADMIN: ELEC: missing outlet cover. ASB RM: Int. Surfaces: Paint Peeling off walls, ceiling tiles damaged. Elec: lights out. BOYS PE: ELEC: Lights out in restroom. Kitchen: Elec: Outlet cover missing. Int. Surfaces: Floor tile cracked and chipped, wall paint chipped and damaged. Vermin: Dead roach found by floor drain. MPR Mens RR: Elec: Lights out. MPR: Cleanliness: wheel chair lift not cleaned. Int. Surfaces: Chipped and cracked floor tile, damaged ceiling tiles. Elec: Lights not working. RM 202: RM 422: ELEC: light diffuser missing. RM 426: ELEC: light diffuser missing. RM 501: Int. Int. Surfaces: Light diffuser hanging. RM 504: Int. Surfaces: Missing light diffuser, several damaged ceiling tiles. RM 522: Elec: Missing light diffuser. Int. Surfaces: Stained and missing ceiling tiles. RM 522: Elec: Two missing outlet covers. RM 523: Int. Surfaces: Cracked ceiling tiles, hanging light diffusers. RM 524: Elec: Missing light diffusers. RM 702: Cleanliness: Office floor not cleaned. Elec: lights out. Int. Surfaces: RM 807: Elec: Diffuser missing. WEIGHT RM: INT. SURFACES: Floor damaged needs repair / areas on wall need painting. ELEC: several lights out.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Port. Girls RR: Rm 301:
Structural: Structural Damage, Roofs	Good	A1: STRUCTUAL: Exterior panels roughing A17: Elec: Missing diffuser, several lights out, missing outlet cover. Structure: Asphalt trip hazard at entrance to ramp.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	63	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	27	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	31	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

El Modena High School offers a number of Career Technical Education programs, and the list is frequently expanding. At present, we offer the following Pathways and sequences of classes on our campus:

SECTOR/PATHWAY/SEQUENCE OF CLASSES

ARTS, MEDIA, & ENTERTAINMENT

- DANCE - Professional Dance 1, Professional Dance 2, Professional Dance 3 and Art of Dance Composition
- DIGITAL PHOTOGRAPHY - Arts of Digital Photography I, Digital Photography II, Digital Yearbook, Professional Internship
- GRAPHIC DESIGN - Art of Graphic Design I, Graphic Design II, Yearbook Digital Communications & Marketing, Professional Internship
- TV & VIDEO PRODUCTION - Career Focus AME, Art of TV & Video Production, Art of TV & Video Production II, Advanced TV & Video Production (EMTV), Media Writing, Professional Internship

ENGINEERING - Foundations of Technology & Engineering (Paxton Patterson), Advanced Engineering, Professional Internship

HOSPITALITY

- CULINARY - Career Focus Hospitality, Culinary Arts, Specialty Foods, Principles of Baking, Events Catering.

CONSTRUCTION--This is our first year so we are offering year 1, Foundations of Construction, but plan to expand next year to offer a second level next year.

BUSINESS / BUSINESS MANAGEMENT - Principles of Business, Professional Internship

ICT

- COMPUTER SCIENCE - Exploring Computer Science, Internet Web Design, AP Computer Science Principles, Professional Internship
- ROBOTICS - Robotics I, Robotics II, Professional Internship
- CTP - Computer Science Discoveries, Applications of Business Technology, Professional Internship

HEALTH SCIENCE AND MEDICAL TECHNOLOGY

- PATIENT CARE - Medical Core, Body Systems & Disorders, Hospital Occupations Internship
- SPORTS MEDICINE - Sports Medicine I, Medical Core, Sports Medicine II, Professional Internship

PUBLIC SERVICES

- CRIMINAL JUSTICE -, Criminal Justice, Criminal Scene Investigation, Professional Internship
- EMERGENCY MEDICINE - Medical Core, Emergency Medical Technician, Fire Science/Fire Technology

EDUCATION & CHILD DEVELOPMENT - Child Development, Careers in Education, Professional Internship-Education

El Modena also has an on-site printing lab that is a professional internship program for students in the Digital Media Collaborative Technology Program.

Also available to students throughout OUSD are: Automotive Technology, Emergency Responder, Emergency Medical Technician, Fire Science, Fire Technology, Internet Web Design, Global Marketing, Business Economic & Finance, and International Business.

In these pathway classes, academic coursework is applied to real world applications where students use 21st century equipment to collaborate, communicate, create, and problem solve. The classes address the needs of our EL and Special Education populations as the hands-on activities are engaging to all students, and scaffolds and accommodations are made for students. The pathway classes allow for differentiated instruction and project-based learning. The outcomes of the pathways are measurable by the number of pathway completers -- These are students who take sequential classes at the 01, 02, and 03 level.

Orange Unified belongs to a CTE Partnership along with Santa Ana Unified and Garden Grove Unified School Districts. The CTE classes have common assessments between the districts and Advisory Committees for each sector which meet on a yearly basis to review our classes and keep us current with industry.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1527
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.6

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.81
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	52.11

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

El Modena High School's Parent Teacher Student Association (PTSA) membership is 264 families and 22 staff members, which is an increase over last year. The PTSA recognizes student, teacher, and community leaders; provides scholarships and presents various community service awards; and works tirelessly to maintain open lines of communication between our school and the surrounding community.

Our PTSA also raises money to purchase instructional materials and equipment, to support evening tutorial, and to provide additional support of various programs campus-wide, including Key club, Mock Trial, Science Fair, Grad Night, academic and athletic booster clubs, and many others.

El Modena also has its own parent-run Education Foundation that raises money to support our school. They have funded bottle-refilling drinking fountains, a sound system for ASB, painting in the gymnasium, and a new scoreboard to name a few.

El Modena also has over 50 families engaged in our ELAC. They attend bi-monthly meetings and provide critical feedback on school programs to ensure we are working to support the needs of all students.

Vanguard parents also serve on school committees, such as School Site Council, ELAC, and WASC Accreditation Teams, as well as district level representation on the Secondary Advisory, Legislative Coalition, Curriculum Council, Facilities Master Plan Committee, and English Learners Advisory Committee.

Improved access to information is being provided to the school community through the El Modena High School website (at <http://www.orangeusd.k12.ca.us/emhs/>), AERIES Gradebook, Parent Portal, Google Classroom, and School Messenger. In addition, community members can opt to receive the principal's updates through the school website, twitter and listserve. Our parents also are able to participate in workshops presented by both community organizations and El Modena staff. These workshops are focused on a variety of topics that includes supporting both the social-emotional well being of students as well as supporting their academic success.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.3	5.3	1.9	5.1	5.3	4.1	9.1	9.6	9
Graduation Rate	96.1	94.3	97.8	91.3	93.8	94.5	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.2	3.2	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.72	0.003%	
Expulsions	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan has been implemented, and fire/earthquake drills are conducted regularly. All OUSD schools are linked through an emergency radio contact system, and district radio drills are conducted periodically to insure preparation in the event of an actual disaster. Providing students with a safe and secure learning environment is our first priority at El Modena High School. Our School Safety Plan also includes steps to improve attendance, address issues of truancy, and provide a safe, secure campus that provides at risk students with appropriate support services. The plan is developed by staff, approved by the School Site Council, and kept on file in the Main Office. This document is available for review upon request.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	24	25	16	22	25	25	14	25	36	13	9	45
Mathematics	27	14	12	17	29	7	15	21	35	11	11	38
Science	25	11	17	8	28	7	10	16	35	7	7	36
Social Science	27	17	5	23	27	14	15	19	33	17	6	32

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	528.5

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5497.79	\$49.75	\$5448.04	\$59943.85
District	N/A	N/A	\$6616.90	\$86,774
Percent Difference - School Site and District	N/A	N/A	-19.4	-36.6
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-34.9	-32.3

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

Types of Services Funded (Fiscal Year 2019-2020)

El Modena High School provides services to all students, including GATE identified, special education, socioeconomically disadvantaged, English Learners, and others determined to be at-risk. The categorical budgets provided for use are LCFF Supplemental and Lottery funds. We also use centralized funding and site discretionary to provide targeted supports, academic enrichment and a safe learning environment for all students based on their needs. Through these funds we employ a community liaison who provides community outreach and interprets school policies and programs for our English Learner population. We also employ a 50% counselor who works directly with our DMC and AVID students. These programs are both designed to target the needs of at-risk youth. We also fund supplemental instruction through tutoring services before/after school and during lunch. We also provide chromebooks, LCD Projectors, and Document Cameras to support instructional practices and students' opportunity to have multiple access points to content. Due to COVID, we have also recorded many mini-trainings on various apps to support remote learning. Teachers have time built in at the end of the day to access these videos to supplement their own training.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,446	\$50,029
Mid-Range Teacher Salary	\$83,885	\$77,680
Highest Teacher Salary	\$109,082	\$102,143

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$129,252	\$128,526
Average Principal Salary (Middle)	\$131,552	\$133,574
Average Principal Salary (High)	\$153,039	\$147,006
Superintendent Salary	\$256,476	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	8	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	13	N/A
All courses	38	28.9

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	33	33	33

Ongoing professional development each year is provided during the 33 early-release days and during pull-out days (in-service) provided by the Orange Unified School District. Topics for professional development are agreed upon during the summer based on student academic needs, El Modena's Theory of Action, and teacher instructional needs. Our focus is to further our teacher's knowledge in integrated math, new curricular adoptions, NGSS, and best practices for language acquisition. We have also focused on training our Special Education teachers on compliance and providing equitable access to core content with appropriate accommodations. Further, due to remote learning requirements due to COVID, our teachers have received extensive training in Google Classroom and other strategies to support a virtual and hybrid learning environment.

Our Instructional Leadership Team (ILT) works with site administrators to analyze relevant data in consultation with all teachers, in order to plan appropriate activities for these days. Professional development is driven by the results of our data analysis and structured to support all of our stakeholders.

Teachers are supported in their modification and alignment of instruction through collaboration with peers, feedback from administrators, and provision of needed instructional materials. The adopted curricular programs in ELD, Math, and ELA also allow for differentiated instructional strategies and support based upon the needs of the learner. They engage fully in the Cycle of Effective Instruction through constant monitoring, assessment, and revision of practices.

Professional development is delivered in large groups (whole staff), departments, and PLCs. OUSD provides multiple coaches to aid our professional development throughout the school year including coaches in: math, EL, students with learning disabilities, utilizing instructional minutes on a block schedule, and technology implementation.