

# El Modena High School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### 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.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	El Modena High School
<b>Street</b>	3920 E Spring Street
<b>City, State, Zip</b>	Orange, CA 92869
<b>Phone Number</b>	(714) 997-6331
<b>Principal</b>	Sandra Preciado
<b>Email Address</b>	spreciado@orangeusd.org
<b>School Website</b>	elmodenahs.org
<b>County-District-School (CDS) Code</b>	30-66621-3031952

## 2022-23 District Contact Information

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

## 2022-23 School Overview

In 2022-2023, EMHS will continue its focus on providing equitable access to content for all students by providing PD 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 2022-2023 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 diligently to implement our Expected Schoolwide Learner Outcomes (ESLOs).

Scholars who demonstrate: Critical Thinking, Effective Communication, Technological Expertise, Creative Thinking, and Collaborative Skills

Citizens who demonstrate: Respect & Responsibility, Dedication to Lifelong Learning, Community Engagement, and Social Emotional Intelligence

El Modena High School Mission Statement:

We will provide all students with a safe learning environment and a high-quality education rooted in our core values that enable them to become global citizens who make positive contributions for the betterment of their community.

Our Core Values are: Equity, Leadership, Motivation, & Ownership.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	500
Grade 10	534
Grade 11	549
Grade 12	444
Total Enrollment	2,027

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.5
American Indian or Alaska Native	0.2
Asian	4.5
Black or African American	1.0
Filipino	1.5
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.2
White	22.5
English Learners	9.5
Foster Youth	0.6
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	47.6
Students with Disabilities	12.5

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	78.30	85.02	968.20	89.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.09	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.80	1.97	5.50	0.51	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.70	3.02	28.50	2.65	12115.80	4.41
<b>Unknown</b>	9.20	9.99	74.80	6.94	18854.30	6.86
<b>Total Teaching Positions</b>	92.10	100.00	1078.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.80	
<b>Misassignments</b>	0.90	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.60	
<b>Local Assignment Options</b>	2.10	
<b>Total Out-of-Field Teachers</b>	2.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.70	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. Then, selected texts are 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. 12-22-23 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 8, 2022.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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; Pearson iLit ©2017. All selected are standards-based materials adopted by the local governing board.	Yes	0%
<b>Mathematics</b>	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 selected are standards-based materials adopted by the local governing board.	Yes	0%
<b>Science</b>	Holt Earth Science ©2006; Glencoe Life Science ©2002; Savvas California Miller & Levine Experience Biology: The Living Earth ©2021; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: The Central Science ©2015; Savvas California Experience Chemistry ©2021; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Savvas Experience Physics ©2022; 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 selected are standards-based materials adopted by the local governing board.	Yes	0%
<b>History-Social Science</b>	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; Oxford University Press IB Theory of Knowledge ©2013. All selected are standards-based materials adopted by the local governing board.	Yes	0%
<b>Foreign Language</b>	T'es branché?, Levels 1-4 ©2014; APprenons, 2nd Edition ©2015; ¡Avancemos!, Levels 1-4 ©2013; Repaso: A Review	Yes	0%

	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 selected are standards-based materials adopted by the local governing board.		
<b>Health</b>	APEX Extended Health ©2016. Materials are standards-based materials adopted by the local governing board.	Yes	0%
<b>Science Laboratory Equipment</b> (grades 9-12)	100% of El Modena's students enrolled in laboratory science courses have access to appropriate laboratory science equipment.	Yes	0%

### 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.

Year and month of the most recent FIT report

9/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			A19: Torn wall covering. ASB RM: ceiling tiles damaged GIRLS 200 RR: Holes in wall, paint peeling from walls. RM 222: Damaged ceiling tiles. RM 227: Damaged ceiling tiles. RM 302: carpet seams frayed RM 304: Wall covering coming undone. RM 502: Several damaged ceiling tiles. RM 521: Ceiling tiles have holes and are damaged. RM 522: Elec: Missing light diffuser. Int. Surfaces: Stained and missing ceiling tiles. RM 523: Damaged ceiling tiles, missing light diffusers. RM 810: damaged ceiling tile, blank outlet cover missing
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			A17: Elec:missing outlet cover. RM 324: light diffuser missing RM 522: Elec: Missing light diffuser. Int. Surfaces: Stained and missing ceiling tiles. RM 522: missing light diffusers RM 810: damaged ceiling tile, blank outlet cover missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements				
<b>Structural:</b> Structural Damage, Roofs	X			A1: A18: Portbale siding detaching
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A15:

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	55	N/A	54	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	24	N/A	39	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	526	490	93.16	6.84	54.60
<b>Female</b>	267	252	94.38	5.62	59.92
<b>Male</b>	259	238	91.89	8.11	48.95
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	26	100.00	0.00	84.62
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	336	313	93.15	6.85	42.95
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	145	133	91.72	8.28	72.93
<b>English Learners</b>	36	27	75.00	25.00	3.85
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	231	217	93.94	6.06	43.06
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	57	52	91.23	8.77	3.85

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	526	470	89.35	10.65	24.04
<b>Female</b>	267	245	91.76	8.24	23.27
<b>Male</b>	259	225	86.87	13.13	24.89
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	26	100.00	0.00	50.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	336	300	89.29	10.71	13.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	145	126	86.90	13.10	42.06
<b>English Learners</b>	36	29	80.56	19.44	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	231	207	89.61	10.39	10.14
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	57	49	85.96	14.04	2.04

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	29.87	34.95	32.07	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	945	827	87.51	12.49	29.87
<b>Female</b>	480	420	87.5	12.5	27.38
<b>Male</b>	465	407	87.53	12.47	32.43
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	48	42	87.5	12.5	69.05
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	16	12	75	25	50
<b>Hispanic or Latino</b>	599	544	90.82	9.18	16.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	26	83.87	16.13	57.69
<b>White</b>	240	194	80.83	19.17	53.61
<b>English Learners</b>	64	52	81.25	18.75	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	416	377	90.63	9.37	16.98
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	93	73	78.49	21.51	4.11

## 2021-22 Career Technical Education Programs

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:

### ARTS, MEDIA, & ENTERTAINMENT

- DANCE - Professional Dance I, Professional Dance II, Professional Dance III and Art of Dance Composition

## 2021-22 Career Technical Education Programs

- DIGITAL PHOTOGRAPHY - Art of Digital Photography I, Art of Digital Photography II, Yearbook (by app), Professional Internship
- GRAPHIC DESIGN - Art of Graphic Design I, Art of Graphic Design II, Yearbook (by app), Professional Internship
- VIDEO PRODUCTION - Art of TV & Video Production I, Art of TV & Video Production II, Video III, Professional Internship
- AUDIO PRODUCTION - Foundation Digital Audio Production, Intermediate Digital Audio Production (23-24), Professional Internship
- DIGITAL MARKETING COLLABORATIVE - Marketing I, Web/Social Media Marketing, Professional Internship

### HOSPITALITY

- CULINARY - Culinary Arts, Baking & Specialty Foods, Event Catering, Professional Internship
- BUILDING & CONSTRUCTION - Foundations of Construction, Construction Trades Career II
- BUSINESS - Principles of Business, Professional Internship
- INTERNATIONAL BUSINESS (online only) - Global Marketing, Marketing & Society, Professional Internship

### ICT

- COMPUTER SCIENCE - Exploring Computer Science, Web Design, AP Computer Science Principles, Professional Internship
- ROBOTICS - Exploring Computer Science, Robotics I, Robotics II, Professional Internship
- ENGINEERING - Foundations of Technology & Engineering, Advanced Engineering & Technology, Engineering Capstone, Professional Internship

### HEALTH SCIENCE AND MEDICAL TECHNOLOGY

- PATIENT CARE - Medical Core, Body Systems & Disorders, Hospital Occupations Internship
- HEALTH SCIENCE - Sports Medicine I, Sports Medicine II

### PUBLIC SERVICES

- PUBLIC SAFETY - Criminal Justice, Criminal Scene Investigation, Professional Internship
- EMERGENCY RESPONSE - Fire Service I, Fire Service II, Emergency Medical Responder, Emergency Medical Technician
- EDUCATION - Child Development, Careers in Education, Professional Internship

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, Fire Science, Fire Technology, and Business Economic & Finance.

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 given 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1398
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.11
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	51.61

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	77.3	76.1	76.8	76.5	76.5

## 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 regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

El Modena High School's Parent Teacher Student Association (PTSA) membership is 204 families and 25 staff members. The PTSA actively works to promote parent involvement and to provide a multitude of opportunities to support and engage with the high school community. 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

## 2022-23 Opportunities for Parental Involvement

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, as well as many others. Additionally, El Modena 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 families engaged in our English Language Advisory Committee. Parents attend monthly meetings and provide critical feedback on school programs to ensure we are working to support the needs of our language learner students. We continue to do community outreach to increase the number of families participating in ELAC. Vanguard parents also serve on school committees, such as School Site Council and WASC Accreditation Teams, as well as district level representation on the Secondary Advisory, Legislative Coalition, Curriculum Council, and Facilities Master Plan 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 weekly updates through the school website, twitter and smores. 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. Also, parents can access the master school calendar, via the website, to stay current on all activities occurring on campus or involving our students and staff.

### C. Engagement

#### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.6	1.8		5.2	2.6		8.9	7.8
Graduation Rate		96	96.9		93.2	95.4		84.2	87



## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	450	436	96.9
<b>Female</b>	225	220	97.8
<b>Male</b>	225	216	96.0
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	23	23	100.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	284	274	96.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	103	101	98.1
<b>English Learners</b>	49	43	87.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	260	251	96.5
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	54	48	88.9

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2115	2090	539	25.8
Female	1025	1016	265	26.1
Male	1089	1073	274	25.5
American Indian or Alaska Native	5	5	2	40.0
Asian	93	92	7	7.6
Black or African American	20	20	3	15.0
Filipino	32	32	3	9.4
Hispanic or Latino	1443	1425	408	28.6
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	25	24	6	25.0
White	469	464	105	22.6
English Learners	214	212	73	34.4
Foster Youth	18	16	11	68.8
Homeless	12	11	6	54.5
Socioeconomically Disadvantaged	1055	1039	314	30.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	269	260	105	40.4

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	5.19	2.03	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	1.19	4.44	0.19	2.37	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.44	0.00
<b>Female</b>	2.83	0.00
<b>Male</b>	5.97	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	6.25	0.00
<b>Hispanic or Latino</b>	5.34	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	2.99	0.00
<b>English Learners</b>	9.81	0.00
<b>Foster Youth</b>	5.56	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	5.88	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	9.29	0.00

## 2022-23 School Safety Plan

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, promote social-emotional well being, 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. The School Safety Plan was last annually reviewed, updated and discussed in February 2022. This document is available for review upon request.

Key updates to the safety plan include acknowledgement of return to full-time on campus learning after COVID hybrid schedule. Additional campus security and administrative personnel are changes we are seeking in the 22-23 school year.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	13	9	45
Mathematics	35	11	11	38
Science	35	7	7	36
Social Science	33	17	6	32

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	30	7	47
Mathematics	30	14	22	30
Science	34	6	13	32
Social Science	30	19	14	31

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	33	20	29
Mathematics	26	23	23	23
Science	28	14	15	27
Social Science	27	17	15	27

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	506.75

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5325.02	\$49.75	5325.02	\$59943.85
District	N/A	N/A	\$6616.90	\$89,626
Percent Difference - School Site and District	N/A	N/A	-21.6	-39.7
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-21.3	-35.0

## 2021-22 Types of Services Funded

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 funds 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 provide chromebooks, software, 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 and we can employ these online trainings as needed. Social Emotional Learning lessons have also be added to our curricula to support our students.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,515	\$51,081
Mid-Range Teacher Salary	\$79,004	\$77,514
Highest Teacher Salary	\$111,263	\$105,764
Average Principal Salary (Elementary)	\$130,156	\$133,421
Average Principal Salary (Middle)	\$137,808	\$138,594
Average Principal Salary (High)	\$165,215	\$153,392
Superintendent Salary	\$256,476	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	25.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	8
Fine and Performing Arts	2
Foreign Language	4
Mathematics	4
Science	6
Social Science	11
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	38

## Professional Development

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. 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. 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, GLAD, AVID, Co-teaching, and use of technology.

Additionally, 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. We've also partnered with Orenda Education who is working closely with our English and Math departments to focus on inclusive practices and reviewing data to ensure all students are learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	33	33	33