

**El Modena HS**  
**2021 School Accountability Report Card**



# 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

School Name	El Modena HS
Street	3920 Spring Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6331
Principal	Mrs. Jill Katevas
Email Address	<a href="mailto:jkatevas@orangeusd.org">jkatevas@orangeusd.org</a>
School Website	<a href="http://elmodenahs.org">elmodenahs.org</a>
County-District-School (CDS) Code	30-66621-3031952

## 2021-22 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

## 2021-22 School Overview

In 2021-2022, 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 2021-2022 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

The mission of El Modena High School:

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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
<b>Grade 9</b>	547
<b>Grade 10</b>	560
<b>Grade 11</b>	461
<b>Grade 12</b>	543
<b>Total Enrollment</b>	2,111

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.3
American Indian or Alaska Native	0.3
Asian	5.3
Black or African American	1
Filipino	1.6
Hispanic or Latino	67.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.9
White	21.9
English Learners	9.7
Foster Youth	0.6
Homeless	0.5
Socioeconomically Disadvantaged	50.8
Students with Disabilities	12.7

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<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>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 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. 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. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

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; 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 Workbook for Grammar ©2004; Abriendo paso: Temas y	Yes	0%



	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>Visual and Performing Arts</b>	N/A		N/A
<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**

9/20/2021

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	<p>200 Boys RR: 1. Several holes in ceiling tiles.</p> <p>200 Girls RR: Holes found on restroom walls.</p> <p>500 Boys RR: Int. Surfaces: Several holes in wall tile.</p> <p>500 Girls RR: 1. walls need etching and painting 2. paper wads found on ceiling 3. vandalized mirrors and stall doors</p> <p>A10: 1. carpet needs to be stretched 2. exterior light bulb not connected 3. several holes in interior walls 4. fire extinguisher not signed 5. Room smelled like skunk. Pest control contacted.</p> <p>A10: 1. carpet needs to be stretched 2. exterior light bulb not connected 3. several holes in interior walls 4. Room smelled like skunk.</p> <p>A11: 1. Carpet due for replacing 2. wall covering torn, holes in wall.</p> <p>A11: 1. Carpet due for replacing 2. wall covering torn, holes in wall. 3. fire extinguisher not signed.</p> <p>A12: 1. Exterior walls need painting 2. carpet in need of replacing 3. Torn walls stained ceiling tiles.</p>

## School Facility Conditions and Planned Improvements

A12: 1. Exterior walls need painting 2. fire extinguisher not signed 3. carpet in need of replacing 4. Torn walls stained ceiling tiles.

A13: 1. Int. Surfaces: Baseboards falling off 2. Fire extinguisher not signed

A14: 1. Int. Surfaces: Carpet seams coming undone, 2. Hole in wall by light switch. 3. fire extinguisher not signed. 4. Stained ceiling tiles

A14: 1. Int. Surfaces: Carpet seams coming undone, 2. Hole in wall by light switch. Stained ceiling tiles

A15: 1. Elec: Diffuser missing. 2. torn carpet seams

A15: 1. Elec: Diffuser missing. 2. torn carpet seams 3. fire extinguisher not signed.

A16: 1. Fire Extinguisher not signed. 2. stained ceiling tile

A17: 1. Elec: missing outlet cover. 2. Fire Extinguisher not signed 3. Carpet needs to be stretched, posing a trip hazard.

A19: 1. Fire Extinguisher not signed. 2. Torn wall covering.

A19: 1. Torn wall covering.

A4: 1 Chipped and broken floor tile 2. fire extinguisher not signed 3. Surfaces dusty not being cleaned correctly.

A5: 1. Fire extinguisher not signed 2. one outlet not working 3. Walls need painting 4. Unauthorized and unlabeled cleaning products inside classroom

A5: 1. one outlet not working 2. Walls need painting 3. Unauthorized and unlabeled cleaning products inside classroom

A6: 1. fire extinguisher not signed 2. several staples on walls 3. room in need of paint

A6: 1. several staples on walls 2. room in need of paint

A7: 1. Fire extinguisher not signed 2. Several holes in interior walls 3. torn carpet seams 4. Missing light diffusers 5. Internet drop hanging from walls.

A7: 1. Several holes in interior walls 2. torn carpet seams 3. Missing light diffusers 4. Internet drop hanging from walls.

A8: 1. fire extinguisher not signed 2. Torn carpet seams 3. damaged dropped ceiling frames



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ASB RM: Int. Surfaces: Paint Peeling off walls, ceiling tiles damaged. Elec: lights out.

BOYS PE: Walls in coaches office need patching and painting. 2. Unlabeled cleaning spray bottle 3. fire extinguisher not signed

GIRLS 200 RR: Holes in wall, paint peeling from walls.

Kitchen: Elec: Outlet cover missing. Int. Surfaces: Floor tile cracked and chipped, wall paint chipped and damaged. Vermin: Dead roach found by floor drain.

Library:

MPR: Int. Surfaces: Chipped and cracked floor tile, damaged ceiling tiles.

RM 202: Carpet is old and due for replacement 2. Fire extinguisher not being inspected and damaged ceiling tiles

RM 204: 1. damaged ceiling tile and carpets due for replacement.

RM 204: Fire extinguisher not being inspected monthly 2. damaged ceiling tile and carpets due for replacement.

RM 206: 1. Damaged ceiling tiles

RM 206: 1. Damaged ceiling tiles 2. fire extinguisher not being inspected monthly.

RM 207: Frayed carpet and fire extinguisher not inspected monthly.

Rm 208: 1. damaged ceiling tiles

Rm 208: 1. damaged ceiling tiles and fire extinguisher not being inspected monthly.

RM 221: damaged ceiling tile and carpets due for replacement.

RM 221: Fire extinguisher not being inspected monthly 2. damaged ceiling tile and carpets due for replacement.

RM 222: Fire extinguisher not signed, trash on floor damaged ceiling tiles.

RM 223: Fire extinguisher not being inspected monthly, damaged ceiling tiles.

RM 224: missing and damaged ceiling tiles and damaged walls.

RM 224: missing and damaged ceiling tiles and damaged walls. Fire extinguisher not being inspected monthly.

RM 225: Fire extinguisher not being inspected monthly, frayed carpet and damaged and stained ceiling tiles.

## School Facility Conditions and Planned Improvements

RM 225: frayed carpet, stained ceiling tiles.  
 RM 226: Vandalized window at the front of the class, fire extinguisher not being signed off on monthly, missing light diffuser,  
 RM 226: Vandalized window at the front of the class, missing light diffuser,  
 RM 227: damaged ceiling tiles.  
 RM 227: Fire extinguisher not being inspected monthly and damaged ceiling tiles.  
 RM 228: carpet frayed, vandalized window at the front of class.  
 RM 228: Fire extinguisher not being inspected monthly, carpet frayed, vandalized window at the front of class.  
 Rm 301: damaged ceiling tile and multiple staples left on walls.  
 RM 302: carpet seams frayed, damaged ceiling tiles.  
 RM 303: Carpets due for replacement and carpet is due for replacement.  
 RM 304: damaged ceiling tiles and wall covering coming undone.  
 RM 305: damaged ceiling tile broken light diffuser  
 RM 306: damaged ceiling tiles, broken floor tile at entrance of room  
 RM 307: base cove missing at the front of the classroom and damaged ceiling tile.  
 RM 308: INT. SURFACES: wall covering coming undone, holes in walls.  
 RM 321: Damaged ceiling tile.  
 RM 322: missing ceiling tile, damaged walls need paint, tonr carpeting, j box cover missing.  
 RM 323: Damaged ceiling tile  
 RM 324: INT. SURFACES: wall covering peeling  
 RM 324: INT. SURFACES: wall covering peeling  
 ELEC: light diffuser missing  
 RM 325: Damaged ceiling tile.  
 RM 326: damaged ceiling tiles  
 RM 421: INT. SURFACES: Stained ceiling tiles.  
 RM 501: basecove coming off back door 2. damaged ceiling tiles in store room  
 RM 501: basecove coming off back door 2. damaged ceiling tiles in store room 3. Fire extinguisher not signed.  
 RM 502: Interior Surfaces: Several damaged ceiling tiles.

## School Facility Conditions and Planned Improvements

RM 502: Interior Surfaces: Several damaged ceiling tiles. 2. dusty horizontal surfaces

RM 503: 1. Cracked light diffuser 2. cracked floor tile

RM 503: 1. Cracked light diffuser 2. cracked floor tile 3. fire extinguisher not signed

RM 504: 1. int. Surfaces: Missing light diffuser 2. several damaged ceiling tiles. 3. Damaged walls

RM 504: 1. int. Surfaces: Missing light diffuser 2. several damaged ceiling tiles. 3. Damaged walls 4. Fire extinguisher not signed

RM 505: 1. fire extinguisher not signed 2. damaged ceiling tiles 3. unauthorized cleaning products

RM 521: fire extinguisher not signed, ceiling tiles have holes and are damaged.

RM 522: 1. damaged and stained ceiling tiles 2. missing light diffusers 3. paint peeling off walls in storage rooms

RM 522: 1. fire extinguisher not signed 2. damaged and stained ceiling tiles 3. missing light diffusers 4. paint peeling off walls in storage rooms

RM 522: Elec: Missing light diffuser. Int. Surfaces: Stained and missing ceiling tiles.

RM 523: damaged ceiling tiles, missing light diffusers.

RM 523: Fire extinguisher not being inspected monthly, damaged ceiling tiles, missing light diffusers.

RM 524: 1. hanging low voltage drop IT, as you enter the classroom 2. Damaged ceiling tiles 3. fire extinguisher not signed 4. missing light diffuser

RM 524: 1. hanging low voltage drop IT, as you enter the classroom 2. Damaged ceiling tiles 3. missing light diffuser

RM 525/526: Int. Surfaces: Storage room has falling ceiling tiles. Missing ceiling tiles inside restroom

RM 701: damaged ceiling tiles, fuel container with no lid found inside classroom, damaged walls in need of repair and paint.

RM 701: fire extinguisher not signed, damaged ceiling tiles, fuel container with no lid found inside classroom, damaged walls in need of repair and paint.

## School Facility Conditions and Planned Improvements

			<p>RM 702: closet has missing ceiling tiles, broken light switch cover, peeling wall covering, hanging light diffuser.</p> <p>RM 702: Fire extinguisher not signed, closet has missing ceiling tiles, broken light switch cover, peeling wall covering, hanging light diffuser.</p> <p>RM 801: broken ceiling tiles,</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>500 Girls RR: 1. walls need atching and painting 2. paper wads found on ceiling 3. vandalized mirrors and stall doors</p> <p>A10: 1. carpet needs to be stretched 2. exterior light bulb not connected 3. several holes in interior walls 4. fire extinguisher not signed 5. Room smelled like skunk. Pest control contacted.</p> <p>A4: 1 Chipped and broken floor tile 2. fire extinguisher not signed 3. Surfaces dusty not being cleaned correctly.</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>RM 222: damaged ceiling tiles.</p> <p>RM 222: Fire extinguisher not signed, trash on floor damaged ceiling tiles.</p> <p>RM 502: Interior Surfaces: Several damaged ceiling tiles. 2. dusty horizontal surfaces</p> <p>RM 524: 1. hanging low voltage drop IT, as you enter the classroom 2. Damaged ceiling tiles 3. fire extinguisher not signed 4. missing light diffuser</p> <p>RM 701: damaged ceiling tiles, fuel container with no lid found inside classroom, damaged walls in need of repair and paint.</p> <p>RM 701: fire extinguisher not signed, damaged ceiling tiles, fuel container with no lid found inside classroom, damaged walls in need of repair and paint.</p> <p>RM 702: Fire extinguisher not signed, closet has missing ceiling tiles, broken light switch cover, peeling wall covering, hanging light diffuser.</p>
<b>Electrical</b>		X	<p>A15: 1. Elec: Diffuser missing. 2. torn carpet seams</p> <p>A15: 1. Elec: Diffuser missing. 2. torn carpet seams 3. fire extinguisher not signed.</p>

## School Facility Conditions and Planned Improvements

A17:

A17: 1. Elec: missing outlet cover. 2. Fire Extinguisher not signed 3. Carpet needs to be stretched, posing a trip hazard.

A5: 1. Fire extinguisher not signed 2. one outlet not working 3. Walls need painting 4.

Unauthorized and unlabeled cleaning products inside classroom

A5: 1. one outlet not working 2. Walls need painting 3. Unauthorized and unlabeled cleaning products inside classroom

A7: 1. Fire extinguisher not signed 2. Several holes in interior walls 3. torn carpet seams 4. Missing light diffusers 5. Internet drop hanging from walls.

A7: 1. Several holes in interior walls 2. torn carpet seams 3. Missing light diffusers 4. Internet drop hanging from walls.

A9: 1. Exterior light bulb disconnected 2. Fire extinguisher not signed

ADMIN: ELEC: missing outlet cover.

ASB RM: Int. Surfaces: Paint Peeling off walls, ceiling tiles damaged. Elec: lights out.

BOYS PE: Walls in coaches office need patching and painting. 2. Unlabeled cleaning spray bottle 3. fire extinguisher not signed

Kitchen: Elec: Outlet cover missing.

Kitchen: Elec: Outlet cover missing. Int. Surfaces: Floor tile cracked and chipped, wall paint chipped and damaged. Vermin: Dead roach found by floor drain.

RM 202: Carpet is old and due for replacement 2. Fire extinguisher not being inspected and damaged ceiling tiles

RM 322: missing ceiling tile, damaged walls need paint, torn carpeting, j box cover missing.

RM 422: ELEC: light diffuser missing.

RM 426: ELEC: light diffuser missing.

RM 501: basecove coming off back door 2. damaged ceiling tiles in store room 3. Fire extinguisher not signed.

RM 504: 1. int. Surfaces: Missing light diffuser 2. several damaged ceiling tiles. 3. Damaged walls

RM 504: 1. int. Surfaces: Missing light diffuser 2. several damaged ceiling tiles. 3. Damaged walls 4. Fire extinguisher not signed

## School Facility Conditions and Planned Improvements

			<p>RM 522: 1. damaged and stained ceiling tiles 2. missing light diffusers 3. paint peeling off walls in storage rooms</p> <p>RM 522: 1. fire extinguisher not signed 2. damaged and stained ceiling tiles 3. missing light diffusers 4. paint peeling off walls in storage rooms</p> <p>RM 522: Elec: Missing light diffuser. Int. Surfaces: Stained and missing ceiling tiles.</p> <p>RM 524: 1. hanging low voltage drop IT, as you enter the classroom 2. Damaged ceiling tiles 3. fire extinguisher not signed 4. missing light diffuser</p> <p>RM 524: 1. hanging low voltage drop IT, as you enter the classroom 2. Damaged ceiling tiles 3. missing light diffuser</p> <p>RM 702: closet has missing ceiling tiles, broken light switch cover, peeling wall covering, hanging light diffuser.</p> <p>RM 702: Fire extinguisher not signed, closet has missing ceiling tiles, broken light switch cover, peeling wall covering, hanging light diffuser.</p> <p>RM 805: Missing j box cover</p> <p>RM 807: Fire extinguisher not being inspected monthly, walls damaged and need painting,</p> <p>RM 808: Burnt electrical outlet on north wall.</p> <p>RM 810: damaged ceiling tile, blank outlet cover missing, broken floor tile.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>500 Girls RR: 1. walls need atching and painting 2. paper wads found on ceiling 3. vandalized mirrors and stall doors</p> <p>A6: 1. fire extinguisher not signed 2. several staples on walls 3. room in need of paint</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	FALS E TRUE	FALS E TRUE	<p>A10: 1. carpet needs to be stretched 2. exterior light bulb not connected 3. several holes in interior walls 4. fire extinguisher not signed 5. Room smelled like skunk. Pest control contacted.</p> <p>A11: 1. Carpet due for replacing 2. wall covering torn, holes in wall. 3. fire extinguisher not signed.</p> <p>A13: 1. Int. Surfaces: Baseboards falling off 2. Fire extinguisher not signed</p>



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A14: 1. Int. Surfaces: Carpet seams coming undone, 2. Hole in wall by light switch. 3. fire extinguisher not signed. 4. Stained ceiling tiles

A15: 1. Elec: Diffuser missing. 2. torn carpet seams 3. fire extinguisher not signed.

A16: 1. Fire Extinguisher not signed. 2. stained ceiling tile

A17: 1. Elec: missing outlet cover. 2. Fire Extinguisher not signed 3. Carpet needs to be stretched, posing a trip hazard.

A18: 1. Portable siding detaching 2. Fire extinguisher not signed 3. roof leaks when it rains.

A19: 1. Fire Extinguisher not signed. 2. Torn wall covering.

A4: 1 Chipped and broken floor tile 2. fire extinguisher not signed 3. Surfaces dusty not being cleaned correctly.

A5: 1. Fire extinguisher not signed 2. one outlet not working 3. Walls need painting 4. Unauthorized and unlabeled cleaning products inside classroom

A5: 1. one outlet not working 2. Walls need painting 3. Unauthorized and unlabeled cleaning products inside classroom

A7: 1. Fire extinguisher not signed 2. Several holes in interior walls 3. torn carpet seams 4. Missing light diffusers 5. Internet drop hanging from walls.

A8: 1. fire extinguisher not signed 2. Torn carpet seams 3. damaged dropped ceiling frames

A9: 1. Exterior light bulb disconnected 2. Fire extinguisher not signed

BOYS PE: Unlabeled cleaning spray bottle

BOYS PE: Walls in coaches office need patching and painting. 2. Unlabeled cleaning spray bottle 3. fire extinguisher not signed

Library:

Port. Girls RR:

RM 201: Fire extinguisher is not being inspected and signed off on

RM 202: Carpet is old and due for replacement 2. Fire extinguisher not being inspected and damaged ceiling tiles

RM 203: Fire extinguisher not signed. 2. frayed carpet 3. missing light diffuser 4.

## School Facility Conditions and Planned Improvements

			<p>RM 204: Fire extinguisher not being inspected monthly 2. damaged ceiling tile and carpets due for replacement.</p> <p>RM 205: Fire extinguisher not signed.</p> <p>RM 206: 1. Damaged ceiling tiles 2. fire extinguisher not being inspected monthly.</p> <p>RM 207: Frayed carpet and fire extinguisher not inspected monthly.</p> <p>Rm 208: 1. damaged ceiling tiles and fire extinguisher not being inspected monthly.</p> <p>RM 221: Fire extinguisher not being inspected monthly 2. damaged ceiling tile and carpets due for replacement.</p> <p>RM 222: Fire extinguisher not signed, trash on floor damaged ceiling tiles.</p> <p>RM 224: missing and damaged ceiling tiles and damaged walls. Fire extinguisher not being inspected monthly.</p> <p>RM 225: Fire extinguisher not being inspected monthly, frayed carpet and damaged and stained ceiling tiles.</p> <p>RM 226: Vandalized window at the front of the class, fire extinguisher not being signed off on monthly, missing light diffuser,</p> <p>RM 227: Fire extinguisher not being inspected monthly and damaged ceiling tiles.</p> <p>RM 228: Fire extinguisher not being inspected monthly, carpet frayed, vandalized window at the front of class.</p> <p>Rm 301: damaged ceiling tile and multiple staples left on walls.</p> <p>RM 501: basecove coming off back door 2. damaged ceiling tiles in store room 3. Fire extinguisher not signed.</p> <p>RM 503: 1. Cracked light diffuser 2. cracked floor tile 3. fire extinguisher not signed</p> <p>RM 504: 1. int. Surfaces: Missing light diffuser 2. several damaged ceiling tiles. 3. Damaged walls 4. Fire extinguisher not signed</p> <p>RM 505: 1. fire extinguisher not signed 2. damaged ceiling tiles 3. unauthorized cleaning products</p> <p>RM 521: fire extinguisher not signed, ceiling tiles have holes and are damaged.</p> <p>RM 522: 1. fire extinguisher not signed 2. damaged and stained ceiling tiles 3. missing light</p>
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## School Facility Conditions and Planned Improvements

			<p>diffusers 4. paint peeling off walls in storage rooms</p> <p>RM 523: Fire extinguisher not being inspected monthly, damaged ceiling tiles, missing light diffusers.</p> <p>RM 524: 1. hanging low voltage drop IT, as you enter the classroom 2. Damaged ceiling tiles 3. fire extinguisher not signed 4. missing light diffuser</p> <p>RM 701: damaged ceiling tiles, fuel container with no lid found inside classroom, damaged walls in need of repair and paint.</p> <p>RM 701: fire extinguisher not signed, damaged ceiling tiles, fuel container with no lid found inside classroom, damaged walls in need of repair and paint.</p> <p>RM 702: Fire extinguisher not signed, closet has missing ceiling tiles, broken light switch cover, peeling wall covering, hanging light diffuser.</p> <p>RM 803: fire extinguisher not being inspected monthly, storage closet has holes in the wall.</p>
<b>Structural:</b> Structural Damage, Roofs	X		<p>A1: STRUCTUAL: Exterior panels roughing</p> <p>A12: 1. Exterior walls need painting 2. carpet in need of replacing 3. Torn walls stained ceiling tiles.</p> <p>A12: 1. Exterior walls need painting 2. fire extinguisher not signed 3. carpet in need of replacing 4. Torn walls stained ceiling tiles.</p> <p>A18: 1. Portable siding detaching 2. Fire extinguisher not signed 3. roof leaks when it rains.</p> <p>A18: 1. Portable siding detaching 2. Roof leaks when it rains.</p> <p>RM 226: Vandalized window at the front of the class, fire extinguisher not being signed off on monthly, missing light diffuser,</p> <p>RM 226: Vandalized window at the front of the class, missing light diffuser,</p> <p>RM 228: carpet frayed, vandalized window at the front of class.</p> <p>RM 228: Fire extinguisher not being inspected monthly, carpet frayed, vandalized window at the front of class.</p>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X	<p>A15: 1. Elec: Diffuser missing. 2. torn carpet seams</p>

School Facility Conditions and Planned Improvements				
				<p>A15: 1. Elec: Diffuser missing. 2. torn carpet seams 3. fire extinguisher not signed.</p> <p>A4:</p> <p>A4: 1 Chipped and broken floor tile 2. fire extinguisher not signed 3. Surfaces dusty not being cleaned correctly.</p>

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	FALSE TRUE	FALSE TRUE	

## 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 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	454	374	82.38	17.62	57.64
Female	230	191	83.04	16.96	63.35
Male	224	183	81.7	18.3	51.65
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	289	248	85.81	14.19	44.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	22	88	12	95.45
White	100	69	69	31	78.26
English Learners	32	25	78.13	21.87	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	183	85.92	14.08	44.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	41	78.85	21.15	9.76

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	454	371	81.72	18.28	33.15
Female	230	189	82.17	17.83	31.75
Male	224	182	81.25	18.75	34.62
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	289	245	84.78	15.22	19.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	22	88.00	12.00	86.36
White	100	69	69.00	31.00	50.72
English Learners	32	24	75.00	25.00	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	183	85.92	14.08	16.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	39	75.00	25.00	5.13

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/AN/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/AN/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	977	NT	NT	NT	NT
<b>Female</b>	488	NT	NT	NT	NT
<b>Male</b>	489	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	61	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	20	NT	NT	NT	NT
<b>Hispanic or Latino</b>	638	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	33	NT	NT	NT	NT
<b>White</b>	212	NT	NT	NT	NT
<b>English Learners</b>	78	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	475	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	119	NT	NT	NT	NT

## 2020-21 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:

### 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.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,499
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	37.8

## 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.24
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	56.07

## 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 Opportunities for Parental Involvement

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



## 2021-22 Opportunities for Parental Involvement

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 30 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. 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, 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.

## 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	1.9	3.6	1.9	4.1	5.2	3.5	9.0	8.9	9.4
<b>Graduation Rate</b>	97.8	96.0	98.1	94.5	93.2	95.5	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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>	539	529	98.1
<b>Female</b>	264	261	98.9

<b>Male</b>	275	268	97.5
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	38	38	100.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	360	352	97.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	115	114	99.1
<b>English Learners</b>	81	77	95.1
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	345	338	98.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	85	82	96.5

## 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	2188	2152	157	7.3
<b>Female</b>	1087	1065	70	6.6
<b>Male</b>	1100	1086	87	8.0
<b>American Indian or Alaska Native</b>	6	6	0	0.0
<b>Asian</b>	112	111	4	3.6
<b>Black or African American</b>	23	22	0	0.0
<b>Filipino</b>	35	35	0	0.0
<b>Hispanic or Latino</b>	1478	1454	120	8.3
<b>Native Hawaiian or Pacific Islander</b>	3	3	1	33.3
<b>Two or More Races</b>	24	20	1	5.0
<b>White</b>	477	472	28	5.9
<b>English Learners</b>	225	217	34	15.7
<b>Foster Youth</b>	17	16	4	25.0
<b>Homeless</b>	18	18	4	22.2
<b>Socioeconomically Disadvantaged</b>	1124	1106	110	9.9
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	286	279	43	15.4

## 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.22	1.19	2.56	0.19	3.47	0.20
<b>Expulsions</b>	0.05	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 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

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.19	0.00
Female	0.74	0.00
Male	1.64	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.47	0.00
English Learners	2.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.40	0.00

## 2021-22 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. This document is available for review upon request.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25	25	14	25
Mathematics	29	7	15	21
Science	28	7	10	16
Social Science	27	14	15	19

## 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

## 2020-21 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	703.7

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	3
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$5497.79	\$49.75	\$5448.04	\$59943.85
<b>District</b>	N/A	N/A	\$6616.90	\$87,379
<b>Percent Difference - School Site and District</b>	N/A	N/A	-19.4	-37.2
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	-43.1	-34.2

## 2020-21 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 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, 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. We are also including Social Emotional Learning lessons within our curricula to support our students.



## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

## 2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30.5
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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	3
Science	6
Social Science	12
Total AP Courses Offered	39

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.

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.

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	33	33	33

# Orange Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	11928	2009	16.84	83.16	31.30
<b>Female</b>	5816	1000	17.19	82.81	30.99
<b>Male</b>	6112	1009	16.51	83.49	31.61
<b>American Indian or Alaska Native</b>	20	8	--	60.00	--
<b>Asian</b>	1093	214	19.58	80.42	71.03
<b>Black or African American</b>	143	26	18.18	81.82	15.38
<b>Filipino</b>	186	42	22.58	77.42	47.62
<b>Hispanic or Latino</b>	7162	1083	15.12	84.88	17.70
<b>Native Hawaiian or Pacific Islander</b>	27	4	14.81	85.19	--
<b>Two or More Races</b>	509	74	14.54	85.46	55.41
<b>White</b>	2788	558	20.01		38.67
<b>English Learners</b>	2223	202	9.09	90.91	3.54
<b>Foster Youth</b>	73	13	17.81	82.19	15.38
<b>Homeless</b>	254	24	9.45	90.55	0.00
<b>Military</b>	28	5	17.86	82.14	--
<b>Socioeconomically Disadvantaged</b>	5836	864	14.80	85.20	16.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1594	268	16.81	83.19	5.97