

El Modena High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <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 <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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	El Modena High School
Street	3920 Spring Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6331
Principal	Dr. Dustin Saxton
E-mail Address	dsaxton@orangeusd.org
Web Site	www.elmodenahs.org
CDS Code	30-66621-3031952

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The mission of El Modena High School:

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

Theory of Action

For the past three years, our focus has been on a “One More Time” strategy that ensures every student’s success in high school. Our philosophy is that our Job One is to get each and every one of our students ready for whatever he/she wants to do after graduating high school. College, Career, Military, etc.

In 2016-17, we will continue this “One More Time” strategy while focusing our PD efforts on instructional strategies and building each teacher’s repertoire of methodologies.

In 2016-17, during professional staff development trainings, we, as a community of learners, will demonstrate numerous instructional strategies so that teachers have a rich pedagogy from which to draw, depending on their students, their teaching style, and their content area / s.

The more ways we can explain something, the more likely it is that students will understand.

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

Work deliberately to create a culture of readers.

Work deliberately to teach critical thinking skills.

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	555
Grade 10	598
Grade 11	472
Grade 12	461
Total Enrollment	2,086

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	5.1
Filipino	1.8
Hispanic or Latino	61.6
Native Hawaiian or Pacific Islander	0.2
White	28.7
Two or More Races	0.9
Socioeconomically Disadvantaged	49
English Learners	12.8
Students with Disabilities	10.4
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	89	75	75	1279
Without Full Credential	0	4	3	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Timeless Voices, Timeless Themes for Grades 9-12 ©2002; Bedford, Freeman & Worth's The Bedford Reader, 9th Edition ©2006 & Patterns For College Writing, 10th Edition ©2007 for AP English Composition Grade 11; Perrine's Literature: Structure, Sound & Sense 10th Edition ©2009 for AP English Literature Grade 12. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Mathematics	Holt California Mathematics Algebra I adopted 2008; Glencoe/McGraw Hill Geometry adopted in 2005; Geometry: Concepts & Applications adopted in 2001; McDougal Littell Algebra & Trigonometry: Structure & Method Book 2 adopted in 2001; Financial Algebra adopted in 2014; Pre-Calculus Enhanced with Graphing Utilities, 3rd Edition adopted in 2003; Prentice Hall Calculus: Graphical, Numerical, Algebraic adopted in 2009; The Practice of Statistics adopted in 2015. Lial Hornsby Schneider Trigonometry adopted in 2010. All were selected from the most recent list of standards-based materials adopted by the local governing board. In addition, new Mathematics materials are being piloted at all Secondary sites - El Modena High School is Piloting SpringBoard Mathematics by the College Board: Algebra I, Geometry, & Algebra II.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Prentice Hall Biology, California Edition ©2007; Holt Modern Biology ©2002; Pearson Campbell's Biology, 7th Edition ©2005; AP* Chemistry: The Central Science ©2015; McDougal Littell World of Chemistry ©2006; Houghton Mifflin Introductory Chemistry: A Foundation, 5th Edition ©2004; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Mosby Anthony's Anatomy & Physiology, 16th Edition ©2007; Holt Environmental Science ©2013. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
History-Social Science	McDougal Littell Modern World History adopted 2002; Cengage Western Civilization, A History of European Society adopted 2002; Prentice Hall World Cultures: A Global Mosaic adopted 2001; Prentice Hall World Civilizations: The Global Experience, 3rd Edition adopted 2003; McDougal Littell The Americans: Reconstruction to the 21st Century adopted 2005; Glencoe American History: Connecting with the Past 15e adopted 2015; Prentice Hall Macgruder's American Government adopted 2003; McDougal Littell American Government, 10th Edition adopted 2007; Prentice Hall Economics: Principles in Action adopted 2003; Cengage Principles of Economics, 4th Edition adopted 2007; Holt Psychology: Principles in Practice adopted 2003; Myer's Psychology for AP, 1st Edition adopted 2013. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Foreign Language	Glencoe Bon Voyage Levels 1-2 ©2005 & Level 3 ©2008; Glencoe Tresor du Temps ©2005; French Three Years Workbook, 2nd Edition ©2006; Prentice Hall Realidades Levels 1-2 ©2004 & Level 3 ©2008; Glencoe Repaso: A Review Workbook for Grammar ©2004; Pearson Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Glencoe El Espanol Para Nosotros Levels 1-2 ©2006; Holt Komm Mit! Levels 1-2 ©2006; Holt Kaleidoskop, 6th Edition ©2002. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Health	Prentice Hall Health: Skills For Wellness ©2001, was selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Visual and Performing Arts	N/A	Yes	N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	100% of El Modena's students enrolled in laboratory science courses have access to appropriate laboratory science equipment.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/21/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			<p>Building 200 Men's Restroom Lower: 2: Exhaust fan inoperable; grill dirty 14: Lifting concrete when exiting (trip hazard)</p> <p>Building 200 Men's Restroom Upstairs: 2: Exhaust fan inoperable 4: Partitions rusty and pitted with uric acid</p> <p>Building 200 Women's Restroom Upstairs: 2: Exhaust fan inoperable, missing grill; 4: Walls at entry need patch; partitions rusty, one without door latch 15: Door drags on floor exterior-prior repair</p> <p>Building 200 Women's Restroom: 2: Staff RR exhaust fan inoperable</p> <p>Building 500 Boy's Restroom Lower: 2: Exhaust fan inoperable; missing exhaust fan grill in Staff RR; Tiles broken at entry and sinks; anchor holes in tile throughout</p> <p>Coaches Office and Restroom: 2: Window AC unit needs flashing/insulation 4: Coaches office RR missing floor tiles at entry, missing cove base, paint chipped 7: Electrical cover missing on box above vending machine</p> <p>Equipment Room: 2: Exhaust fan inoperable 4: Ceiling paint cracking and splitting; patch needed above door</p> <p>Girl's Locker Room: 2: Exhaust fan inoperable and dirty 4: Cracked and broken wall tiles by showers (lower corner); ceiling patch needed by AC supply grill (by cage) NEW RR Renovation</p> <p>Room 526: 2: Exhaust fan inoperable in staff restroom 4: Ceiling tiles stained; cove base missing around workstations; wall damaged/missing in staff restroom behind toilet</p> <p>Varsity Locker Room: 2: Exhaust fan grill pulled in and dirty 4: Ceiling paint cracking and paint chipped throughout</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	<p>800 Building Uni-sex Restroom: 4: Efflorescence on ceiling at entry</p> <p>A-10 Portable: 4: Wall covering torn, missing throughout; carpet seams ripped; cove base missing 7: Data box hanging loose on wall 12: Siding nad skirtingn has dry-rot on Southside; dry-rot on overhang facia</p> <p>A-11 Portable: 4: Carpet torn at seam; wall covering torn under window-minor</p> <p>A-12 Portable: 4: Ceiling tile has hole; carpet lifted at threshold; cove base missing 12: Skirting along Southside has dry-rot 15: Door threshold loose and out of position</p> <p>A-13 Portable: 4: Carpet rippled; wall coverings torn; cove base missing 12: Siding and skirting has dry-rot entire length of Southside</p> <p>A-14 Portable: 4: Carpet stained and torn at seam 12: Skirting on Southside curling and warping</p> <p>A-15 Portable: 4: Carpet stained, dirty and rippled at teacher's desk 12: Skirting on Southside has dry-rot 15: Door drags on threshold</p> <p>A-16 Portable: 4: Carpet stained, dirty and worn 12: Skirting had dry-rot, curling</p> <p>A-17 Portable: 4: Ceiling tiles stained; carpet stained and dirty; wall covering torn 12: Skirting curled and warping</p> <p>A-2 Portable: 4: Ceiling tiles stained and damaged; paneling under AC vent is split and curling; holes in wall at entry 12: Complete trailer exterior has dry-rot (WIP)</p> <p>A-4 Portable Science Room: 4: Floor tiles curling throughout; floor tile piece missing in center of room 7: Duplex outlet cover missing on North wall</p> <p>A-8 Portable: 4: Sub-floor damaged at entry; carpet stained and dirty 12: Holes in siding on Southside, 3 locations</p> <p>A-9 Portable: 4: Carpet stained and dirty; wall coveing damaged at entry</p> <p>Back hallway and copy room: 4: Ceiling tiles dirty; wall covering torn; drywall damaged from paper cutter</p> <p>Boy's Locker Room: 4: Efflorescence on shower walls throughout; benches paint chipped and peeling 7: Junction box cover missing above toilet stalls bare wires exposed</p> <p>Building 200 Men's Restroom Upstairs: 2: Exhaust fan inoperable 4: Partitions rusty and pitted with uric acid</p> <p>Building 200 Women's Restroom Upstairs: 2: Exhaust fan inoperable, missing grill; 4: Walls at entry need patch; partitions rusty, one without door latch 15: Door drags on floor exterior-prior repair</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>Building 500 Boy's Restroom Lower: 2: Exhaust fan inoperable; missing exhaust fan grill in Staff RR; Tiles broken at entry and sinks; anchor holes in tile throughout</p> <p>Building 500 Women's Restroom Lower: 4: Partitions rusty and pitted</p> <p>Cafetorium: 4: Ceiling tiles damaged; stair treads to platform damaged; hole in wall by handrail to stage; holes in wall by East exit to Amphitheater</p> <p>Coaches Office and Restroom: 2: Window AC unit needs flashing/insulation 4: Coaches office RR missing floor tiles at entry, missing cove base, paint chipped 7: Electrical cover missing on box above vending machine</p> <p>Custodian Closet Lower: 4: Paint peeling from ceiling; wall patch needed 7: Electrical cover needed over dumb waiter panel (exposed wiring)</p> <p>Custodian Closet next to Book room:</p> <p>Custodian Closet Roof Access Mechanical Rm: 4: Wall damage; efflorescence on ceiling throughout mechanical room</p> <p>Custodian Closet Upper: 4: Wall damage above sink; efflorescence</p> <p>Custodian Room by 401: 4: Wall missing behind sink (need Hardy board and tile) 12: Stucco cracked in overhang at corner; light diffuser cracked</p> <p>Custodian Rooms upstairs & downstairs: 4: Wall tiles missing around sink; efflorescence on concrete</p> <p>Equipment Room: 2: Exhaust fan inoperable 4: Ceiling paint cracking and splitting; patch needed above door</p> <p>Girl's Coaches Offices & Washing Machine Room: 4: Ceiling tiles missing and hanging down; exhaust fan in RR dirty</p> <p>Girl's Locker Room: 2: Exhaust fan inoperable and dirty 4: Cracked and broken wall tiles by showers (lower corner); ceiling patch needed by AC supply grill (by cage) NEW RR Renovation</p> <p>Gymnasium: 4: Paint touch-up throughout; wall patch needed behind upper bleachers; patch on North side of center truss 7: Duplex outlet covers missing on North wall (2 locations)</p> <p>Kitchen: 4: Missing and cracked floor tiles in back room; wall damage in office</p> <p>Main Office Counselors, Women's Staff RR: 4: Ceiling tiles dirty; AC supply grills rusty; women's RR needs wall patch 7: Duplex outlet covers missing, bare wires 15: Hallway door by AP office and Psychologist office won't close</p> <p>Men's RR by 803 - Portable: 4: Partitions rusty and deteriorating along bottom edge; anchor holes in wall along sink; paper towel dispenser loose on wall</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>Room 201: 4: Ceiling tiles damaged; carpet splitting at seam; lower wall damaged at entry 7: Data box hanging loose from wall</p> <p>Room 202: 4: Ceiling tiles damaged; carpet stained and splitting at seams</p> <p>Room 203: 4: Ceiling tiles damaged; carpet stained and separating at seam</p> <p>Room 204: 4: Ceiling tiles damaged; carpet stained</p> <p>12: Tiles on exterior door panel missing</p> <p>Room 206: 4: Ceiling tiles damaged; paint chipped and peeling on South wall 12: Tiles missing on exterior panel</p> <p>Room 207: 4: Ceiling tiles stained; carpet stained - exterior lockers need paint</p> <p>Room 208: 4: Ceiling tiles damaged; carpet stained and dirty; North wall needs patch repair (2 locations) 12: Tiles missing on exterior panel</p> <p>Room 221: 4: Ceiling tiles damaged; carpet stained and splitting at seam; wall covering torn and missing 7: Duplex outlet cover plate missing</p> <p>Room 222: 4: Ceiling tiles stained and damaged 12: Stucco overhang outside of room has hole in corner</p> <p>Room 223: 4: Ceiling tiles damaged; wall coverings worn and dirty</p> <p>Room 224: 4: Ceiling tiles stained and damaged; East wall peeling paint and dirty 7: Light diffuser cracked and broken</p> <p>Room 225: 4: Ceiling tiles stained and damaged; carpet stained and dirty; wall covering at entry has chipped and peeling paint 7: Need cover over clock housing-bare wires exposed</p> <p>Room 226: 4: Ceiling tiles stained and damaged; carpet stained and dirty; doors have peeling paint</p> <p>Room 227: 4: Ceiling tiles damaged and stained 7: Need cover over clock housing - bare wires exposed</p> <p>Room 228: 4: Ceiling tiles damaged; carpet stained and splitting at seam; wall covering torn</p> <p>Room 308: 4: Wall covering torn, patch failing on East wall; cove base coming off 12: Overhang outside of room has hole and crack in stucco</p> <p>Room 321: 4: Ceiling tiles damaged 12: Stucco cracked in overhang at corner of building</p> <p>Room 322: 4: Ceiling tiles damaged; carpet stained and ripped (3" gap entire length of room)</p> <p>Room 323: 4: Ceiling tiles stained and damaged; carpet stained and dirty</p> <p>Room 324: 4: Ceiling tiles damaged and stained; carpet stained and dirty with some ripples</p> <p>Room 325: 4: Ceiling tiles stained; drywall damaged on South wall; cove base missing 12: Expanded metal on exterior railing damaged</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>Room 326: 4: Ceiling tiles stained and damaged; Carpet rippled throughout room; Cove base missing</p> <p>Room 402 Student Center: 4: Ceiling tiles cracked and broken by return grill; wall patch below supply grill 9: Sink in AP office inoperable 12: Tile missing on panel; stucco cracked on overhang by corner</p> <p>Room 403 Computer Room: 4: Ceiling tiles damaged and cracked; West wall needs patch and paint; cove base missing; gum in carpet</p> <p>Room 404: 4: Ceiling tiles damaged</p> <p>Room 421 Home Economics: 4: Ceiling tiles damaged; carpet stained; cove base missing; hole in wall at South entry</p> <p>Room 422: 4: Carpet stained; wall covering torn below white board</p> <p>Room 424: 4: Ceiling tiles damaged and missing; carpet stained and gum residue; walls damaged in storage room, floor tiles missing (9 x 9)</p> <p>Room 425 Custodian: 4: Wall damaged by sink</p> <p>Room 426 Theatre: 4: Ceiling tiles damage; several chairs broken and not anchored to floor</p> <p>Room 501: 4: Storage room wall damaged 12: Stucco overhang cracked at corner</p> <p>Room 503: 4: Floor tiles cracked; cove base missing on North wall 15: Door jamb needs to be sealed at brick entry</p> <p>Room 506: 4: Ceiling tiles damaged; missing drywall above back door 7: Duplex outlet cover missing on West wall 11: Floor tiles missing and cracked at entry (9 x 9) 14: Concrete walkway lifted by vault outside of room</p> <p>Room 521: 4: Carpet stained and dirty on platform; hole in floor by entry</p> <p>Room 523: 4: Ceiling tiles damaged; light diffuser hanging down; wall covering torn on South wall 12: Expand</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			<p>Bldg 809 Plant Manager: 6: Hornets nests under eaves on Westside 12: Facia boards and some stringers have dry-rot 15: Interior door to storage drags on floor and jamb</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		<p>A-10 Portable: 4: Wall covering torn, missing throughout; carpet seams ripped; cove base missing 7: Data box hanging loose on wall 12: Siding nad skirtingn has dry-rot on Southside; dry-rot on overhang facia</p> <p>A-4 Portable Science Room: 4: Floor tiles curling throughout; floor tile piece missing in center of room 7: Duplex outlet cover missing on North wall</p> <p>A-7 Portable: 7: Dupex outlet cover broken on South wall 12: Siding and skirting has dry-rot and vent covers missing on skirting</p> <p>Boy's Locker Room: 4: Efflorescence on shower walls throughout; benches paint chipped and peeling 7: Junction box cover missing above toilet stalls bare wires exposed</p> <p>Coaches Office and Restroom: 2: Window AC unit needs flashing/insulation 4: Coaches office RR missing floor tiles at entry, missing cove base, paint chipped 7: Electrical cover missing on box above vending machine</p> <p>Custodian Closet Lower: 4: Paint peeling from ceiling; wall patch needed 7: Electrical cover needed over dumb waiter panel (exposed wiring)</p> <p>Gymnasium: 4: Paint touch-up throughout; wall patch needed behing upper bleachers; patch on North side of center truss 7: Duplex outlet covers missing on North wall (2 locations)</p> <p>Main Office Counslers, Women's Staff RR: 4: Ceiling tiles dirty; AC supply grills rusty; women's RR needs wall patch 7: Duplex outlet covers missing, bare wires 15: Hallway door by AP office and Psychologist office won't close</p> <p>Principal's Office and adjoining conference room: 7: Duplex covers missing on East wall</p> <p>Room 201: 4: Ceiling tiles damaged; carpet splitting at seam; lower wall damaged at entry 7: Data box hanging loose from wall</p> <p>Room 221: 4: Ceiling tiles damaged; carpet stained and splitting at seam; wall covering torn and missing 7: Duplex outlet cover plate missing</p> <p>Room 224: 4: Ceiling tiles stained and damaged; East wall peeling paint and dirty 7: Light diffuser cracked and broken</p> <p>Room 225: 4: Ceiling tiles stained and damaged; carpet stained and dirty; wall covering at entry has chipped and peeling paint 7: Need cover over clock housing-bare wires exposed</p> <p>Room 227: 4: Ceiling tiles damaged and stained 7: Need cover over clock housing - bare wires exposed</p> <p>Room 303 Computers: 7: Extension cords used as permanent power supply-connected to surge suppressors</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>Room 504: 7: Auto sensor light switch inoperable 12: Exterior wall panels missing tiles Room 506: 4: Ceiling tiles damaged; missing drywall above back door 7: Duplex outlet cover missing on West wall 11: Floor tiles missing and cracked at entry (9 x 9) 14: Concrete walkway lifted by vault outside of room Room 804-A: 4: Floor tiles cracked; walls damaged at display shelves 7: Electrical box cover by back entry door to office Room 805: 4: Cement floor cracked at entry; hole in ceiling at whiteboard 7: Electrical box needs cover-above paneling on West wall Room 808 Tool Room and Fab Shop: 4: Cove base damaged; tool room and fab shop walls damaged 7: Electrical boxes need covers 11. Floor tiles damaged (9 x 9) No Handrail on stairs to mezzanine Weight Room: 4: Walls damaged; paint chipped; return grill dirty 7: Light switch cover (auto sensor) damaged in storage room</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>Grounds -Tennis, racquetball, basketball: 9: Drinking fountains inoperable in all locations 14: Bleachers South of tennis courts have several splitting and loose boards; Racquetball courts have damaged concrete several locations - trip hazard 15: Fences bowed out along lower section from people leaning on them Room 401 Computer Room: 9: Sink drain rusty and corroded 12: Efflorescence on bricks at South entry; tiles missing on panel at entry Room 402 Student Center: 4: Ceiling tiles cracked and broken by return grill; wall patch below supply grill 9: Sink in AP office inoperable 12: Tile missing on panel; stucco cracked on overhang by corner Room 522 Chemistry: 9: Sink inoperable and dripping 12: Tiles missing from panel below window 15: Door jambs need to be sealed/anchored to brick wall entry</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			Room 424: 4: Ceiling tiles damaged and missing; carpet stained and gum residue; walls damaged in storage room, floor tiles missing (9 x 9) Room 502 Pottery: 11: Floor tiles missing and cracked (9 x 9) Room 506: 4: Ceiling tiles damaged; missing drywall above back door 7: Duplex outlet cover missing on West wall 11: Floor tiles missing and cracked at entry (9 x 9) 14: Concrete walkway lifted by vault outside of room Room 808 Tool Room and Fab Shop: 4: Cove base damaged; tool room and fab shop walls damaged 7: Electrical boxes need covers 11. Floor tiles damaged (9 x 9) No Handrail on stairs to mezzanine

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		<p>A-1 Portable: 15: Door drags on threshold-hard to close</p> <p>A-10 Portable: 4: Wall covering torn, missing throughout; carpet seams ripped; cove base missing 7: Data box hanging loose on wall 12: Siding nad skirtingn has dry-rot on Southside; dry-rot on overhang facia</p> <p>A-12 Portable: 4: Ceiling tile has hole; carpet lifted at threshold; cove base missing 12: Skirting along Southside has dry-rot 15: Door threshold loose and out of position</p> <p>A-13 Portable: 4: Carpet rippled; wall coverings torn; cove base missing 12: Siding and skirting has dry-rot entire length of Southside</p> <p>A-14 Portable: 4: Carpet stained and torn at seam 12: Skirting on Southside curling and warping</p> <p>A-15 Portable: 4: Carpet stained, dirty and rippled at teacher's desk 12: Skirting on Southside has dry-rot 15: Door drags on threshold</p> <p>A-16 Portable: 4: Carpet stained, dirty and worn 12: Skirting had dry-rot, curling</p> <p>A-17 Portable: 4: Ceiling tiles stained; carpet stained and dirty; wall covering torn 12: Skirting curled and warping</p> <p>A-18 Portable: 12: Skirting and siding under A/C unit has dry-rot</p> <p>A-19 Portable: 12: Skirting has curling and dry-rot</p> <p>A-2 Portable: 4: Ceiling tiles stained and damaged; paneling under AC vent is split and curling; holes in wall at entry 12: Complete trailer exterior has dry-rot (WIP)</p> <p>A-5 Portable: 12: Skirting has dry-rot</p> <p>A-7 Portable: 7: Dupex outlet cover broken on South wall 12: Siding and skirting has dry-rot and vent covers missing on skirting</p> <p>A-8 Portable: 4: Sub-floor damaged at entry; carpet stained and dirty 12: Holes in siding on Southside, 3 locations</p> <p>Custodian Room by 401: 4: Wall missing behind sink (need Hardy board and tile) 12: Stucco cracked in overhang at corner; light diffuser cracked</p> <p>Girl's Restroom: 12: rain gutter disconnected on Eastside</p> <p>Grounds Field Shed East of Pool: 12: Dry-rot along bottom of siding and corner trim</p> <p>Room 204: 4: Ceiling tiles damaged; carpet stained 12: Tiles on exterior door panel missing</p> <p>Room 206: 4: Ceiling tiles damaged; paint chipped and peeling on South wall 12: Tiles missing on exterior panel</p> <p>Room 208: 4: Ceiling tiles damaged; carpet stained and dirty; North wall needs patch repair (2 locations) 12: Tiles missing on exterior panel</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>Room 222: 4: Ceiling tiles stained and damaged 12: Stucco overhang outside of room has hole in corner</p> <p>Room 308: 4: Wall covering torn, patch failing on East wall; cove base coming off 12: Overhang outside of room has hole and crack in stucco</p> <p>Room 321: 4: Ceiling tiles damaged 12: Stucco cracked in overhang at corner of building</p> <p>Room 325: 4: Ceiling tiles stained; drywall damaged on South wall; cove base missing 12: Expanded metal on exterior railing damaged</p> <p>Room 401 Computer Room: 9: Sink drain rusty and corroded 12: Efflorescence on bricks at South entry; tiles missing on panel at entry</p> <p>Room 402 Student Center: 4: Ceiling tiles cracked and broken by return grill; wall patch below supply grill 9: Sink in AP office inoperable 12: Tile missing on panel; stucco cracked on overhang by corner</p> <p>Room 501: 4: Storage room wall damaged 12: Stucco overhang cracked at corner</p> <p>Room 504: 7: Auto sensor light switch inoperable 12: Exterior wall panels missing tiles</p> <p>Room 522 Chemistry: 9: Sink inoperable and dripping 12: Tiles missing from panel below window 15: Door jambs need to be sealed/anchored to brick wall entry</p> <p>Room 523: 4: Ceiling tiles damaged; light diffuser hanging down; wall covering torn on South wall 12: Expanded metal pushed out on walkway in front of room</p> <p>Room 524 Chemistry: 12: Tiles missing on panel below window</p> <p>Room 610 Career Center: 4: Ceiling tiles damaged; carpet stained and dirty 12: Tiles damaged on exterior above windows</p> <p>Staff Restroom by 803 - Portable: 12: Skirting along Southside curling and warping</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	<p>A-1 Portable: 15: Door drags on threshold-hard to close</p> <p>A-12 Portable: 4: Ceiling tile has hole; carpet lifted at threshold; cove base missing 12: Skirting along Southside has dry-rot 15: Door threshold loose and out of position</p> <p>A-15 Portable: 4: Carpet stained, dirty and rippled at teacher's desk 12: Skirting on Southside has dry-rot 15: Door drags on threshold</p> <p>Bldg 809 Plant Manager: 6: Hornets nests under eaves on Westside 12: Facia boards and some stringers have dry-rot 15: Interior door to storage drags on floor and jamb</p> <p>Building 200 Men's Restroom Lower: 2: Exhaust fan inoperable; grill dirty 14: Lifting concrete when exiting (trip hazard)</p> <p>Building 200 Women's Restroom Upstairs: 2: Exhaust fan inoperable, missing grill; 4: Walls at entry need patch; partitions rusty, one without door latch 15: Door drags on floor exterior-prior repair</p> <p>Grounds Quad Area East of A-2 and West of Cafeteria: 14: Patch concrete West of lunch service windows; volleyball court South of Quad is overgrown with weeds and grass; Area asphalt has severe erosion and cracking; fill in expansion crack in concrete with stone finish by planters; severe concrete lifting (East of A-1) with stone finish; severe concrete lifting (East of A-2) by planter boxes in Quad center; wooden benches South of Library splitting (2 benches)</p> <p>Grounds -Tennis, racquetball, basketball: 9: Drinking fountains inoperable in all locations 14: Bleachers South of tennis courts have several splitting and loose boards; Racquetball courts have damaged concrete several locations - trip hazard 15: Fences bowed out along lower section from people leaning on them</p> <p>Main Office Counslers, Women's Staff RR: 4: Ceiling tiles dirty; AC supply grills rusty; women's RR needs wall patch 7: Duplex outlet covers missing, bare wires 15: Hallway door by AP office and Psychologist office won't close</p> <p>Room 503: 4: Floor tiles cracked; cove base missing on North wall 15: Door jamb needs to be sealed at brick entry</p> <p>Room 506: 4: Ceiling tiles damaged; missing drywall above back door 7: Duplex outlet cover missing on West wall 11: Floor tiles missing and cracked at entry (9 x 9) 14: Concrete walkway lifted by vault outside of room</p> <p>Room 522 Chemistry: 9: Sink inoperable and dripping 12: Tiles missing from panel below</p>

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/21/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				window 15: Door jambs need to be sealed/anchored to brick wall entry

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/21/2016				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	60	70	50	53	44	48
Mathematics	28	37	38	40	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	466	456	97.8	70.5
Male	11	230	222	96.5	66.8
Female	11	236	234	99.2	73.9
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	30	29	96.7	96.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	--	--	--	--
Hispanic or Latino	11	269	266	98.9	60.2
White	11	145	140	96.5	84.3
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	208	205	98.6	57.6
English Learners	11	42	40	95.2	5.0
Students with Disabilities	11	46	44	95.7	15.9
Foster Youth	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	466	455	97.6	37.2
Male	11	230	221	96.1	39.0
Female	11	236	234	99.2	35.5
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	30	29	96.7	79.3
Filipino	11	--	--	--	--
Hispanic or Latino	11	269	265	98.5	25.9
White	11	145	140	96.5	48.6
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	208	204	98.1	28.7
English Learners	11	42	40	95.2	
Students with Disabilities	11	46	44	95.7	4.5
Foster Youth	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	62	53	49	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	596	577	96.8	48.9
Male	318	309	97.2	53.1
Female	278	268	96.4	44.0
Asian	21	21	100.0	85.7
Hispanic or Latino	372	360	96.8	37.2
White	173	167	96.5	65.9
Two or More Races	11	11	100.0	63.6
Socioeconomically Disadvantaged	287	276	96.2	33.3
English Learners	73	71	97.3	7.0
Students with Disabilities	63	60	95.2	41.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

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 - Career Focus AME, Arts of Digital Photography I, Digital Photography II, Professional Internship
- GRAPHIC DESIGN - Career Focus AME, Art of Graphic Design I, Graphic Design II, Yearbook Digital Communications & Marketing, Professional Internship

HOSPITALITY / CULINARY - Culinary Arts, Specialty Foods, Principles of Baking, Events Catering, Professional Internship

BUSINESS / BUSINESS MANAGEMENT - Career Focus Business, Principles of Business, Internet Web Design, Technology Certification, Professional Internship

ICT

- COMPUTER SCIENCE - Exploring Computer Science, Internet Web Design, AP Computer Science Principles, Professional Internship
- ROBOTICS - Exploring Computer Science, 3-D Computer Aided Design, Robotics I, Robotics II, Professional Internship
- CTP - Exploring, Computer Science, Technology Certification, Professional Internship

HEALTH SCIENCE AND MEDICAL TECHNOLOGY

- PATIENT CARE - Career Focus Medical, Medical Core, Hospital Occupations Internship
- SPORTS MEDICINE - Career Focus Medical, Sports Medicine I, Medical Core, Sports Medicine II, Professional Internship

CRIMINAL JUSTICE - Criminal Justice, Criminal Scene Investigation, Professional Internship

EDUCATION & CHILD DEVELOPMENT - Career Focus Education, Careers in Education, Child Development, STEAM Teach - Science, Professional Internship-Education

Also available to students throughout OUSD are: Automotive Technology, Emergency Responder, Emergency Medical Technician, Fire Science, Fire Technology, Global Marketing 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. The contact for the Advisory Committee is Jillian Johnson Sharp, the Orange Unified representative is Kathy Boyd.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	1583
% of pupils completing a CTE program and earning a high school diploma	76
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	37

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.36
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	33.6

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.3	22.2	36.9

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

El Modena High School's Parent Teacher Student Association (PTSA) membership is 289 families and 19 staff members. The PTSA recognizes student, teacher, and community leaders; provides scholarships and presents various community service awards; and works tirelessly to maintain open lines of communication between our school and the surrounding community.

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

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, GATE Parent Advisory 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, and Blackboard. In addition, community members can opt to receive the principal's updates through the school website, twitter and listserv.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.00	2.90	3.10	4.40	5.20	4.80	11.40	11.50	10.70
Graduation Rate	97.02	94.91	96.39	93.92	92.71	93.60	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	98	90	86
Black or African American	89	85	78
American Indian or Alaska Native	0	70	78
Asian	94	94	93
Filipino	100	98	93
Hispanic or Latino	99	89	83
Native Hawaiian/Pacific Islander	100	85	85
White	98	91	91
Two or More Races	100	92	89
Socioeconomically Disadvantaged	89	62	66
English Learners	76	50	54
Students with Disabilities	72	59	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.8	3.1	3.4	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	52	14	37	23	47	12	41	23	47	12	41
Mathematics	28	19	8	39	28	19	10	40	28	19	10	40
Science	32	8	9	37	31	10	12	36	31	10	12	36
Social Science	27	22	16	27	26	24	14	31	26	24	14	31

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	400
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4035.02	53.25	3981.77	56183.67
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	8.5	-31.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-22.1	-30.7

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

Types of Services Funded (Fiscal Year 2015-16)

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 and Lottery funds.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	13	N/A
All courses	32	.8

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Ongoing professional development each year is provided during the 33 late-start 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 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. They engage fully in the Cycle of Effective Instruction through constant monitoring, assessment, and revision of practices.

Professional development is delivered in large groups (whole staff), departments, and PLCs. OUSD provides multiple coaches to aid our professional development throughout the school year including coaches in: math, EL, and technology implementation.