



ESCONDIDO UNION HIGH SCHOOL DISTRICT

2010-2011

Single Plan for Student Achievement

## **ORANGE GLEN HIGH SCHOOL**

CDS CODE **37-68106-3735313**



The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the OGHS School Plan on 12/16/2010.

# ORANGE GLEN HIGH SCHOOL

## 2010-11 Single Plan for Student Achievement

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## School Profile

Orange Glen High School is one of three comprehensive high schools in the Escondido Union High School District. The school is located in the eastern end of Escondido, California, approximately 40 miles northeast of metropolitan San Diego. The school opened in 1962 and is located on 48.5 acres of land that includes classrooms, a media center, a performing arts center, a gym, space for agricultural instruction, a football stadium, multiple sports practice fields, and an administrative wing. While the basic structure of the school site has not changed dramatically since opening, the facilities were modernized in 2010 to include new landscaping, ceramics art center, print shop, computer lab, 4 classrooms, and a state of the art synthetic turf athletic field.

Orange Glen High School is committed to ensuring high achievement for all students. By utilizing a shared leadership structure that includes representatives of all stakeholders, OGHS has developed a mission statement that guides all decision-making on campus:

To achieve the school mission OGHS works closely with teachers, counselors, site administrators, students, parents, the District Office and community members to provide a high quality, standards-based education focused on the UC/CSU “A-G” requirements, and California state requirements. The curricular emphasis is grounded in a belief that all students can meet the demands of college entrance requirements. In addition to providing college preparatory courses, many support mechanisms have been adopted to help students navigate the various post-secondary options available to them. To meet the diverse needs of the students, OGHS has adopted a set of ESLRs (Expected School-wide Learning Results) that help guide instruction, and other services provided to students.

In addition to the many challenging course offering on campus, the staff and administration at OGHS work to provide diverse extra-curricular activities including sports, special interest clubs, after school and Saturday tutoring programs, an asset based after school program, community service opportunities, and job training.

Thanks to a business partnership with Sony Electronics, two students from OGHS receive the “Sony Star Class” scholarships every year. These scholarships provide \$10,000 toward college tuition and a laptop computer to the winning students. The partnership with Sony also provides additional computers, cameras, projectors, and printers to the school beyond what the school budget would normally allow. Sony has also worked closely with the school to provide equipment to the school’s video production program to build a professional television studio on campus that provides a live, daily morning news program viewable in classrooms campus-wide. The video production courses on campus provide a forum for student achievement, student opinion, and administrative communication.

The local economy of Escondido is broad-based, including retail trade, service industry, light manufacturing, and agriculture. Orange Glen families are mostly in the low to middle income segments. Over the past several years there has been a significant increase in the population of Hispanic and socio-economically disadvantaged students at Orange Glen during the period covered by this report, and the school has worked diligently to address the changing needs of all students while maintaining high standards and expectations.

Projections suggest that there will continue to be an increase in the number of Hispanic and socio-economically disadvantaged students at the school, and thus the school has implemented a comprehensive system to review appropriate data and respond to the academic and social needs of all students.

## Mission Statement

We demonstrate Patriot PRIDE. (Personal Responsibility in Developing Excellence) by equipping all students with the academic and social skills necessary to lead successful, compassionate, and fulfilling lives.

## Expected School-Wide Learning Results

The Orange Glen staff established the following Expected School-Wide Learning Results (ESLRS) that describe what all students should know and be able to do upon graduation from Orange Glen High School. The ESLRs listed below will be incorporated into the curriculum during the school year.

### **Effective Communicators:**

Every student will write, speak, read, and listen effectively, and will collaborate within diverse communities

### **Complex Thinkers:**

Every student will solve problems using analytical and critical-thinking skills.

### **Quality Producers:**

Every student will plan, organize, and create a product, which meets specified criteria.

### **Healthy Individuals:**

Every student will demonstrate knowledge and practices of healthy living

## Escondido Union High School District Board Goals 2010-11

### **I. Hold high expectations for and improve the academic achievement of all students within Escondido Union High School District.**

#### *Focus Goals:*

1. Meet all Adequate Yearly Progress (AYP) targets for the district and individual school sites
2. Increase the University of California/California State University A-G completion rate
3. Increase the percentage of students committed to Guaranteed College Admission Program (MAP) Grade 9-12
4. Increase the percent of students scoring Proficient and Advanced in the California Standards Test Grade 11
5. Increase the California High School Exit Exam (CAHSEE) rate for the Class of 2011
6. Increase the college entrance exam performance rate
7. Increase the Advanced Placement Qualifying Rate
8. Increase the Key Course Completion Rate
9. Meet Annual Measurable Academic Objectives (AMAO) targets
10. Increase the Average Daily Attendance (ADA) at all three comprehensive sites
11. Increase the number of students enrolled in Career Technical Education (CTE) courses/pathways available on each campus
12. Increase the percent of students meeting five of the six Physical Fitness Test standards
13. Offer innovative and appropriate educational and support services to non-diploma bound students that prepare them for the future

### **II. Provide a highly skilled, caring and committed staff that collaborates to positively support and affect instruction and learning.**

#### *Focus Goals:*

1. Provide resources, including professional development to support site and district implementation of Professional Learning Communities (PLC)
2. Provide program specific professional development to teachers in targeted curricular areas
3. Provide Year I and Year II teachers with evidence-based instructional strategies and practices
4. Provide targeted professional development to teachers, counselors, paraprofessionals and administrators to support students meeting the district's academic benchmarks
5. Provide site administrators targeted professional development including strategies to support instructional practices and student support systems

6. Provide targeted content specific coaching
7. Provide ongoing support and training to teachers in special settings to gain Highly Qualified status in multiple core academic subject areas to increase student learning

**III. Provide the appropriate educational facilities that create an environment supportive of both teaching and learning within a safe and orderly setting.**

*Focus Goals:*

1. Provide optimal learning environments for all district students as identified within the Long Range Facilities Master Plan

**IV. Promote, foster, and develop community connections through strong and effective communication and partnerships, as well as opportunities for shared input.**

*Focus Goals:*

1. Develop and implement District Communication strategies for 2010-2011
2. Improve Customer Service as represented by year-end survey
3. Maintain community involvement in the development of Instrumental and Vocal programs of the District
4. Optimize parent education and involvement to support student progress in meeting district academic benchmarks

**V. Support organizational alignment that maximizes student academic success.**

*Focus Goals:*

1. Implement the new student information system, GENESIS, at the start of the 2010-11 school year
2. Optimize the use of categorical program entitlements to focus on key educational initiatives of the District through the use of Tier III flexibility
3. Continued focus on implementation of the Energy Conservation Initiative started in 2008-09 to secure additional savings
4. Maintain a balanced and fiscally responsible operating budget
5. Increase accountability and control over site expenditures
6. Conduct long-term financial planning
7. Provide "position control" structure to ensure accuracy of budget process system
8. Ensure that the District Technology Use Plan is 100%- aligned to effectively support District education and operational initiatives
9. Establish educational foundation to support tuition assistance component of MAP
10. Create structural alignment between the WASC action Plan, Single-School Plan, LEAP and Board goals

## Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1					
<b>Improve academic achievement in all core areas by providing teachers with the training, tools and materials to conduct effective instruction and assessment and by providing students with the necessary supports and courses to promote their academic success for <u>all</u> students and the EL and Sp Ed subgroups where applicable. (LEAP Goals 1 &amp; 2; Board Goal 1)</b>					
Board Goals (district benchmarks of student achievement)	Grade Level(s) of Students participating in goal	Site Goals: Anticipated annual performance or growth target for each student group			Data to be collected as means to evaluate progress toward goal
		All	EL	Sp. Ed	
A. AYP (API and graduation rate) a. API b. AYP- ELA % prof= 66.7% c. AYP-Math % prof=66.1% d. Graduation Rate=90.0%	9-12	a) $0.05 \times (800-699) = +5$ b) $66.7-46.5 = +20.2$ c) $66.1-50.2 = +15.9$ d) TBD	a) $0.05 \times (800-677) = +6$ b) $66.7-39.4 = +27.3$ c) $66.1-45.7 = +20.4$ d) NA	a) $0.05 \times (800-457) = +17$ b) $66.7-13.5 = +53.2$ c) $66.1-19.6 = +46.5$ d) NA	CST scores, CAHSEE Scores CELDT scores Graduation results
B. CST proficiency rates: ELA 11 <sup>th</sup> Grade ELA=60% a. matched (3 years) b. unmatched (<3 years)	9-11	a) 60-40 = +20 b) 60-26 = +34	a) same b) same	a) same b) same	CST Proficiency rates
C. Percent of students that pass the CAHSEE by 12 <sup>th</sup> grade=100%	10-12	100-95 = +5.0	100-67=+33.0	100-70=+30.0	CAHSEE Data
D. CELDT Annual Measurable Academic Objectives (AMAOs): % students showing annual growth and % proficient ELA: a. AMAO 1 = 54.6% b. AMAO 2a = 18.7% (<5yrs) c. AMAO 2b = 43.2% (>5yrs) d. AMAO 3 (part of A)	9-12	NA	a) $54.6-55.6 = -1.0 > +1$ b) $18.7-17.5 = +1.2$ c) $43.2-47.1 = -3.9 > +1$ d) See A.	NA	AMAO I Percent Making Progress Learning English  AMAO II Percent Attaining English Proficiency  AMAO III Percent Proficient CAHSEE

E. Key course completion rates: 10 credits of English and Algebra I a. 95%	9-10	a) $95-75.9=+19.1\%$	a) $95-44.6=+50.4\%$	a) $95-44.6=+50.4\%$	Completion rates of Algebra 1A &1B and 10 credits of English
F. "a-g" course completion rate (MAP criteria) a. 40%	9-12	a) $40-30.5=+9.5\%$	a) $40-4.1=+35.9\%$	a) $40-6.5=+33.5\%$	UC a-g course completions
G. AP qualifying index a. 35	10-12	a) $35-29.7=+5.3$			Advanced Placement results
H. College entrance exam performance a. SAT I VM1500=20.0 b. SAT VM1000/ACT=30.0 c. ACT Composite=23.0	12	a) $20-7.5=+13.5$ b) $30-14.6=+15.4$ c) $23.0-18.7=+4.3$			SAT, ACT
I. PFT proficiency rate a. 70% (9 <sup>th</sup> grade)	9	a) $70-60=+10$			PFT pass rates

<b>Actions to be Taken to Reach specific goals:</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Assessment; Staffing; Professional Development; Parental Involvement; etc.)	<b>Timeline</b>	<b>Proposed Expenditures &amp; Services</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. Alignment of instruction with content standards:	Year	Release of staff to work on pacing guides and curriculum revision. ELD, Reading Intervention, CAHSEE, English and Math.	\$120/day	EIA/Title I
2. Use of standards-aligned instructional materials and strategies	Year	SB472 training for ELD teachers  Supporting Learning training for all administrators  Content Literacy Training	\$350/teacher  \$5,000  \$120/day	Title I/EIA Title II DSC
3. Extended Learning Time	Year	Read 180 Program in 2 period blocks (Frisk .2, English 9 Intensive in 2 period blocks (Brooks .2, Frisk .2, Keenan .2, Algebra Readiness in 2 period blocks (Azmoun .2, Vo .2)  ELD (Stone .2, Szot .2)  Algebra Support 2 period block Algebra (Amoroso .2, Jaquez .2, LaBelle .2, Miller .2, Morales .2, Weiler .2)	\$102,000   \$34,000  \$102,000	Title I Site   EIA Site  Title I Site
4. Increased access to technology	Year	Algebra Readiness Computer Intervention Program 20 computers for two labs.  Read 180 Lab 9 computers for one lab	\$20,000  \$9,000	Title I Site  Title I Site

5. Staff development and professional collaboration aligned with standards-based materials	Year	BTSA support providers for new teacher support	\$30,000	Title II DSC
		Read 180 Cadre meetings	\$120/day	Title I
		Read 180 Summer Conference	\$1500/staff	Title I
		PLC Summer Conference	\$1500/staff	Title I
6. Involvement of staff, parents and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)	Year	Maintain web site to increase parent and community awareness of school programs, assessment, calendars and assessment.	\$4,200	Title I
	Year	Implement Snap-Grades program to increase parent access to student grades and update reports.	\$3,690	Title I
	Year	Webmaster Stipend (Hartman)	\$2,500	Title I
		Title I Coordinator (Paulson .2)	\$17,000	Title I
	ELAC Child Care Interpreters for PTSO/ELAC/Back 2 School Nite/Open House, Registration, Etc.	Hourly	Title I/Title III	
7. Auxiliary services for students and parents (including transition from middle school)	Year	Tutoring (core class 2 <sup>nd</sup> semester/tutors)	\$20,000	EIA
		EL Monitoring Substitutes	\$120/sub	EIA
		After school and Parent Counselor meetings related to articulation	Hourly	
8. Monitoring program effectiveness	Year	PLC Lead (Keller .2)	\$17,000	DSC gen fund
		DataDirector Training	\$3000	Title I /DSC
		DataDirector License	\$11,000	Title I /DSC

9. Targeting Services and programs to the lowest performing student groups	Year	English 11 Sheltered (Harrington .2) US History (Hernandez .2) World Cultures Sheltered (McChesney .2)	\$51,000	EIA
		Sheltered Algebra (Lyon .2, Miller .4)	\$51,000	Title I/Title II
		Sheltered Geometry (Serry .2)	\$17,000	Title I
10. Any additional services tied to student academic needs	Year	AVID student monitoring supplies	\$2,500	EIA
		9 <sup>th</sup> Grade Intervention (Paulson .4)	\$34,000	Title I
		Focus on Freshman conference	\$2,000	Title I
		Get Real on Violence (Paulson, Guerra)	\$1,000	Title I

PROGRAM SUPPORT GOAL # 2 PROGRAMS THAT SUPPORT ACADEMIC ACHIEVEMENT

**Improve student success in all school dimensions (academic, attendance, behavior, career, and college-readiness) by providing services that address individual student needs as well as needs of targeted groups. (LEAP Goal 4; Board Goals 1, 2 & 3)**

Board Goal	Grade Level(s) of Students participating in goal	Site Goals: Anticipated annual performance or growth target for each student group		Data to be collected as means to evaluate progress toward goal
		Students (Specify All, EL, Sp.Ed)	Staff & Parents (Specify Admin, Teachers, Counselors, Parents)	
A. Increase the Average Daily Attendance (ADA) at comp sites; attendance hours at VHS (MAP criteria); reduce dropouts.	9-12	98% - 96.32% = <b>1.7%</b>		Monthly district reports
B. Increase the number of students enrolled in Career Technical Education (CTE) courses and pathways available on each campus.	9-12	Increase by <b>5%</b>		End of Year Report – Enrollment records
C. Ensure that site administrators, teachers, and counselors participate in targeted professional development and use strategies to support classroom instructional practices and student services.	Staff		<b>95%</b> all groups staff	Staff sign-in sheets
D. Ensure that teachers are HQ and that teachers in specialized district programs (eg. Read 180, PLATO, ELD, Sp. Sp. Sp., AVID, AP, etc.) receive professional development to help students meet academic achievement targets.	Staff		<b>100%</b> of involved staff	Site records; Staff sign-in sheets
E. Implement the District Counseling Plan – guaranteed guidance and intervention services for all students in all grade levels.	9-12	<b>100%</b>	School Counselors	End of Year Report
F. Provide the appropriate educational facilities that create an environment supportive of both teaching and learning within a safe and orderly setting.	9-12	Suspension rates decline by 10%		End of Year Report; Site inventory

<b>Actions to be Taken to Reach specific goals</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Assessment; Staffing; Professional Development; Parental Involvement; etc.)	<b>Timeline</b>	<b>Proposed Expenditures &amp; Services</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. Alignment of instruction with content standards	Year	See Staff Development Program Goal 1		
2. Use of standards-aligned instructional materials and strategies	Year	See Staff Development Program Goal 2		
3. Extended Learning Time	Year	See Staff Development Program Goal 3		
4. Increased access to technology	Year	Annual DataDirector license & supplemental hardware	\$21,000	Title I DSC
5. Staff development and professional collaboration aligned with standards-based materials	Year	Math / Literacy Specialists support to content area teacher	\$80,000	EIA & Title I DSC
	Year	AVID Institute Conference/training professional development	\$5000	EIA
6. Involvement of staff, parents and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)	Year	Bilingual Assessor and counselor conduct Parent Ambassador training	Hourly: max. 20 hrs / person	Title III or EIA DSC
		Parent Involvement training / conferences (Title III / CABE)	\$4,000	Title III
		Implement timeline for Title I Meeting for year including parent advisory and coordination efforts, meeting supplies, child care support, call-outs, mailers and publicity.	\$12,000	Title I

7. Auxiliary services for students and parents (including transition from middle school)	Year	One position-Bilingual Instructional Aides support staff in ELD and/or SE classes to assist EL students, (Hinojosa)	\$35,000	EIA
		One position, Bilingual Assessment Technicians administer CELDT, translate, and assist with student placement (Arroyo)	\$60,000	Title III
		8th Grade Parent Night Enrollment and Registration, Counselors & support staff, lights, promotional advertising, security and maintenance	\$8,000	Title I
		Frosh Orientation supplies	\$3,000	Title I
		Bilingual Assistant (Hernandez)	\$27,000	EIA
8. Monitoring program effectiveness	Year	See Staff Development Program Goal 8		
9. Targeting Services and programs to the lowest performing student groups	Year	CAHSEE Classes (Pratt .4, Urtnowski .2, Wester .4)	\$85,000	DSC general funds
		PLATO (Miller .2, Lyon .2)	\$34,000	Title I/DSC
10. Any additional services tied to student academic needs	Year	AVID College Readiness Field Trip Fall/Spring	\$6000	EIA Site
	Year	College Readiness Field Trip Fall/Spring	\$6000	EIA Site
	2 <sup>nd</sup> semester	AP Calculus Camp field trip	\$5000	EIA Site

## Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation	Responsible Site Administrator or Coordinator
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$	
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$334,230	Tom Allison
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$	

<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.		
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.		
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.		
<input type="checkbox"/> List and Describe Other State or Local funds includes		
Total amount of state categorical funds allocated to this school	\$334,230	

<b>Federal Programs under No Child Left Behind (NCLB)</b>	<b>Allocation</b>	<b>Responsible Site Administrator or Coordinator</b>
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$442,501	Tom Allison
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$	
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$	
<input checked="" type="checkbox"/> Title I, Part A: ARRA	\$176,473	Tom Allison
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$49,800	Tom Allison
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$	
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$74,189	Tom Allison
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$	

<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$	
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$	
<input checked="" type="checkbox"/>	Other Federal Funds 21 <sup>st</sup> Century Assets Grant	\$250,000	Penny Parker
Total amount of federal categorical funds allocated to this school		\$806,704	
Total amount of state and federal categorical funds allocated to this school		\$1,240,614	

## Academic Performance Index (API)

Spring 2009 to Spring 2010 Academic Performance Index						
	Spring 2009 Base API	Spring 2010 Growth API	Target Growth	Spring 2010 Target API	Points Above/ Below Target	Met Target?
<b>EHS Schoolwide</b>	726	725	5	731	-6	NO
ELL	659	666	7	666	0	YES
White	814	819		800	19	YES
Hispanic	672	680	6	678	2	YES
SED	662	673	7	669	4	YES
Special Education	525	483	14	539	-56	NO
<b>OGHS Schoolwide</b>	687	699	6	693	6	YES
ELL	657	677	7	664	13	YES
White	766	749	5	771	-22	NO
Hispanic	665	680	7	672	8	YES
SED	665	685	7	672	13	YES
Special Education	499	457	15	514	-57	NO
<b>SPHS Schoolwide</b>	767	779	5	772	7	YES
ELL	669	679	7	676	3	YES
White	840	858		800	58	YES
Hispanic	682	695	6	688	7	YES
SED	679	699	6	685	14	YES
Special Education	469	547	17	486	61	YES

## Adequate Yearly Progress (AYP)

Adequate Yearly Progress					
OGHS	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Overall AYP	YES	YES	YES	NO	NO
Number Criteria	22/22	22/22	22/22	19/22	14/22
ELA Proficiency	YES	YES	YES	NO	NO
Math Proficiency	YES	YES	YES	YES	NO
ELA Participation	YES	YES	YES	YES	YES
Math Participation	YES	YES	YES	YES	YES
API	YES	YES	YES	YES	YES
Graduation Rate	YES	YES	YES	YES	pending

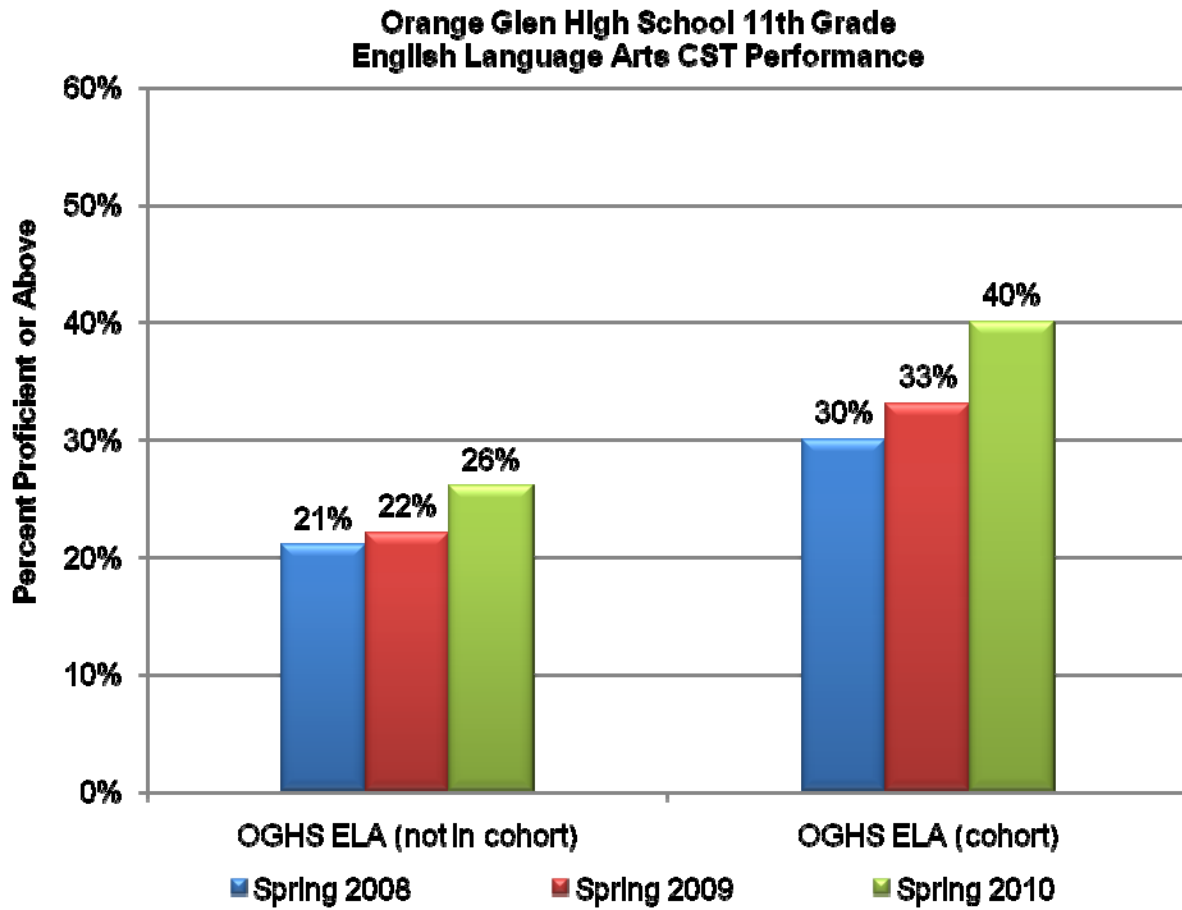
## AMAO / California English Language Development (CELDT)

<b>AMAO1 OGHS % Making Progress Learning English</b>	<b>2005-2006</b>	test re-scaled	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
Target	52.0		48.7	50.1	51.8	53.1
Actual	71.0		42.4	52.8	59.7	55.6
% Above/Below Target	19.0		-6.3	2.7	8.1	2.5
<b>Met Target for AMAO1</b>	<b>YES</b>		<b>NO</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

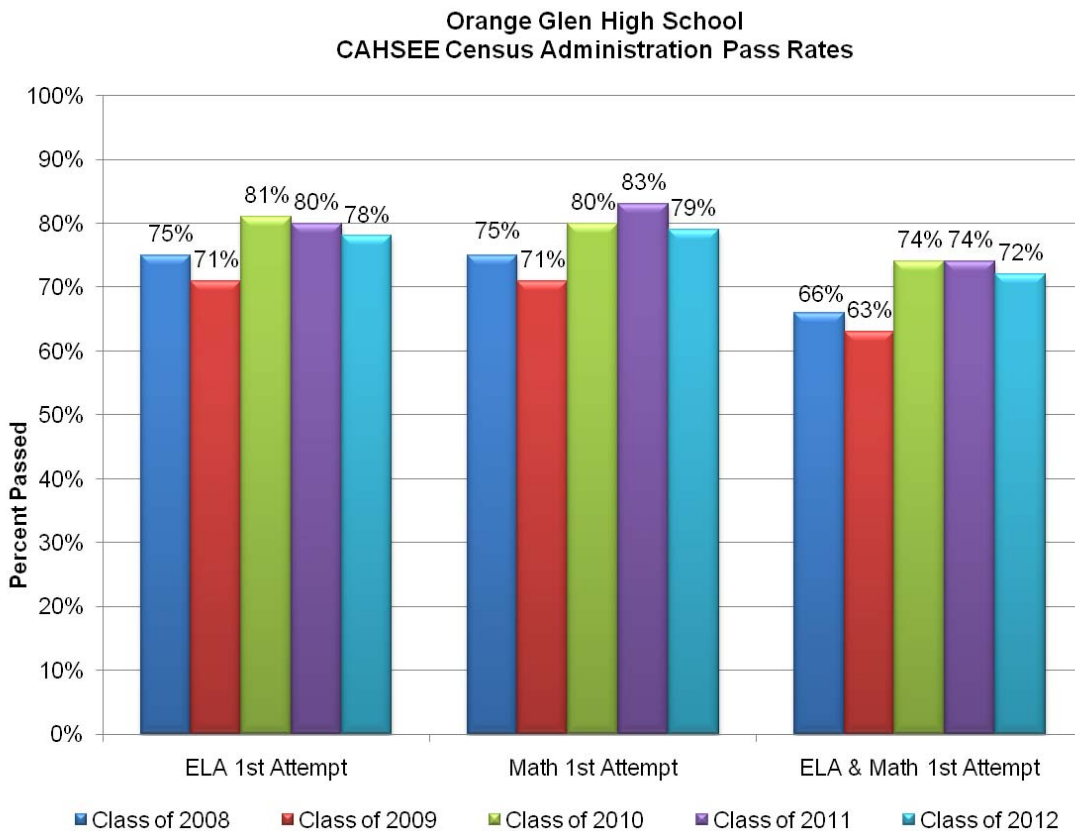
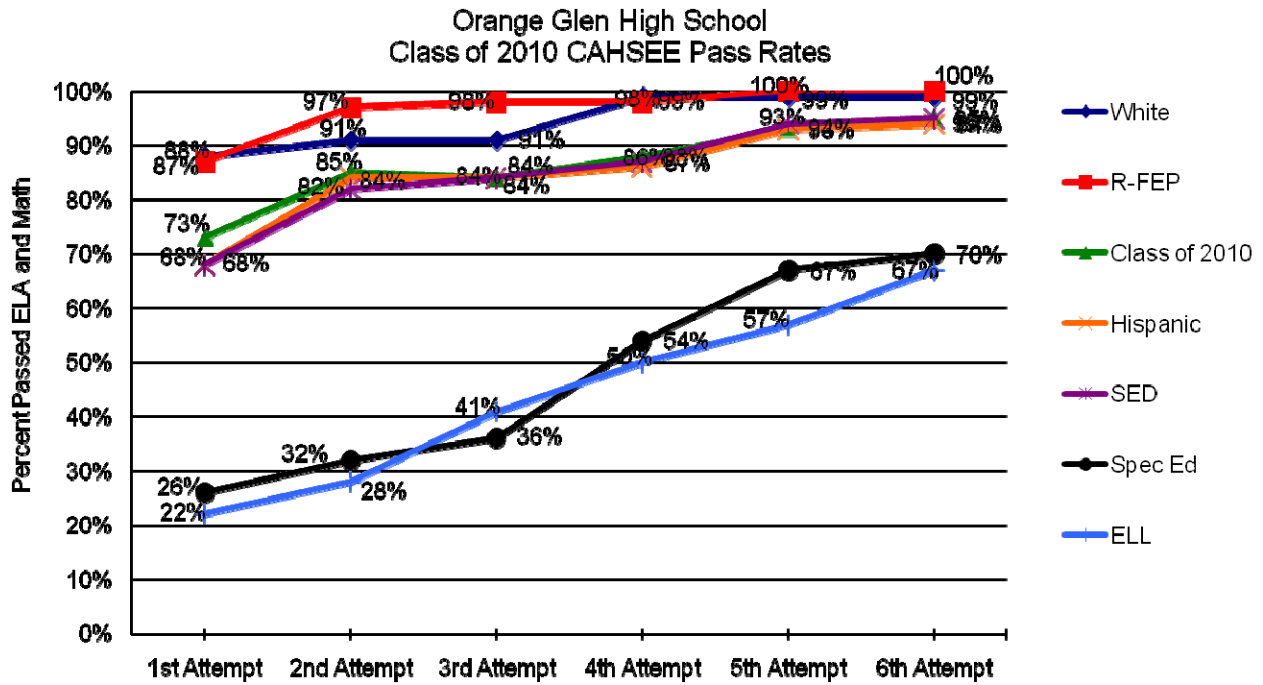
<b>AMAO2 OGHS % Attaining English Proficiency</b>	<b>2005-2006</b>	test re-scaled	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	
						<b>&lt;5 yrs</b>	<b>5+ yrs</b>
Target	31.4		27.2	28.9	30.6	17.4	41.3
Actual	42.7		20.1	30.1	35.6	17.5	47.1
% Above/Below Target	11.3		-7.1	1.2	5.0	0.1	5.8
<b>Met Target for AMAO2</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	

<b>AMAO3 LEA AYP for English Learners</b>	<b>2005-2006</b>	test re-scaled	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
English Language Arts Participation Rate	YES		YES	YES	YES	YES
English Language Arts % Proficient or Above	YES		YES	YES	NO	NO
Math Participation Rate	YES		YES	YES	YES	YES
<b>Math % Proficient or Above</b>	<b>YES</b>		<b>YES</b>	<b>YES</b>	<b>NO</b>	<b>NO</b>

# California Standards Test (CST)



# California High School Exit Exam (CAHSEE)

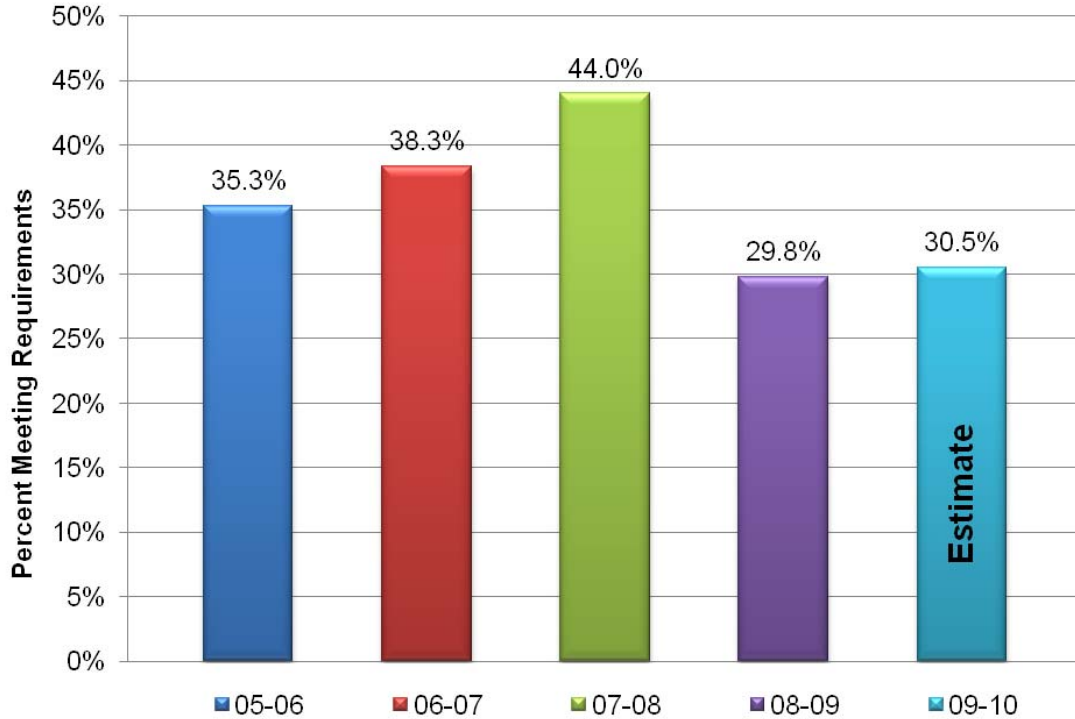


California High School Exit Exam  
Classes of 2008 to 2012 Census Administration Subgroup Pass Rates

<b>OGHS</b>	<b>ELA 1st Attempt</b>	<b>Math 1st Attempt</b>	<b>ELA &amp; Math 1st Attempt</b>
<b>Class of 2008</b>	75%	75%	66%
ELL	26%	44%	20%
White	88%	86%	81%
Hispanic	71%	70%	60%
SED	67%	69%	59%
Spec Ed	29%	32%	20%
R-FEP	91%	84%	78%
<b>Class of 2009</b>	71%	71%	63%
ELL	21%	33%	14%
White	92%	88%	86%
Hispanic	65%	65%	55%
SED	63%	65%	54%
Spec Ed	33%	39%	27%
R-FEP	89%	84%	78%
<b>Class of 2010</b>	81%	80%	74%
ELL	32%	45%	23%
White	92%	92%	91%
Hispanic	77%	78%	69%
SED	76%	78%	70%
Spec Ed	35%	38%	31%
R-FEP	95%	91%	87%
<b>Class of 2011</b>	80%	83%	74%
ELL	42%	54%	34%
White	96%	96%	92%
Hispanic	76%	79%	70%
SED	78%	80%	71%
Spec Ed	29%	39%	18%
R-FEP	93%	92%	88%
<b>Class of 2012</b>	78%	79%	72%
ELL	48%	54%	50%
White	83%	84%	81%
Hispanic	75%	78%	68%
SED	75%	76%	66%
Spec Ed	19%	32%	16%
R-FEP	94%	93%	89%

# UC / CSU “a to g” Completion Rates

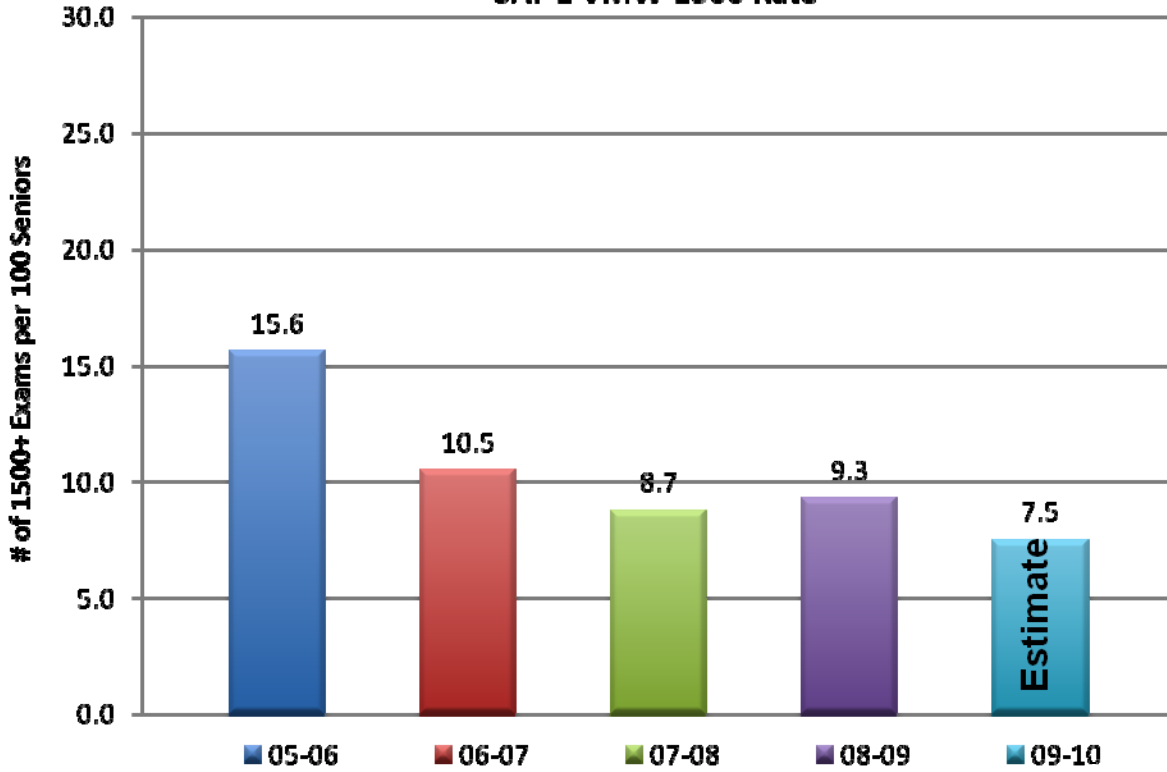
**Orange Glen High School 12th Grade  
UC/CSU a to g Completion Rate**



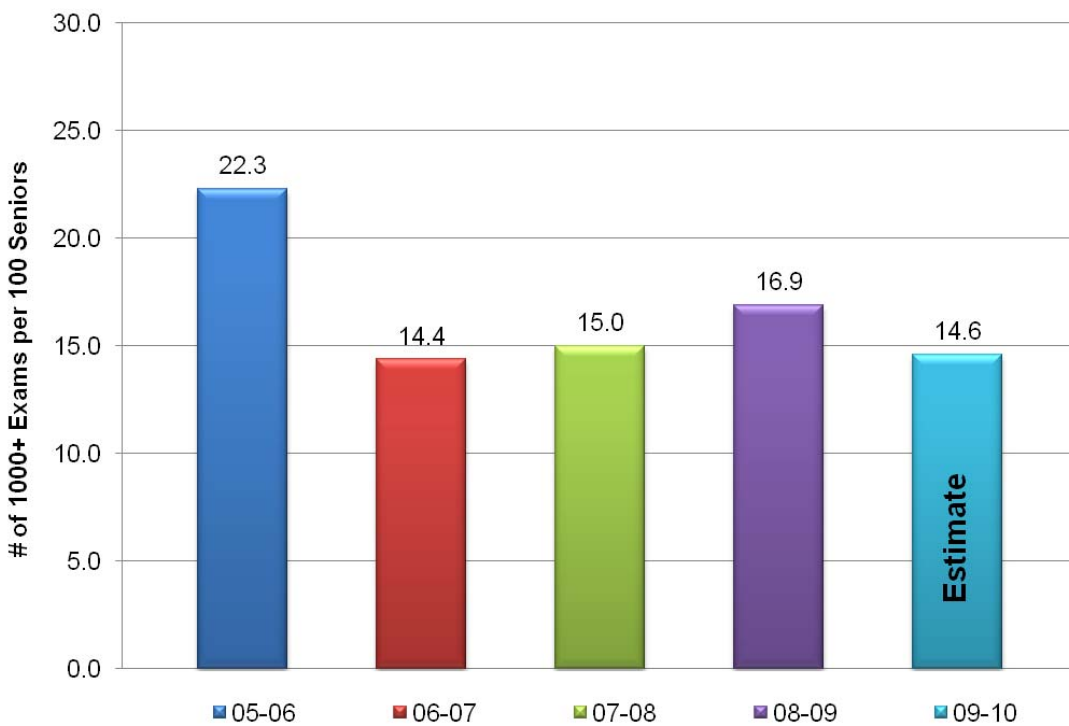
12th Grade UC/CSU A to G Requirement Completers					
OGHS	05-06	06-07	07-08	08-09	09-10
All	35.3%	38.3%	44.0%	29.8%	30.5%
ELL	3.2%	5.4%	18.6%	4.1%	2.5%
R-FEP	40.4%	45.3%	48.1%	34.3%	35.9%
White	40.3%	38.8%	43.3%	32.6%	27.0%
Hispanic	29.8%	37.0%	42.1%	26.5%	30.5%
SED	33.1%	44.3%	43.9%	30.9%	31.7%
Spec Ed	7.4%	3.3%	35.3%	3.3%	6.5%

# SAT-1 VM 1000 and VMW 1500 Index

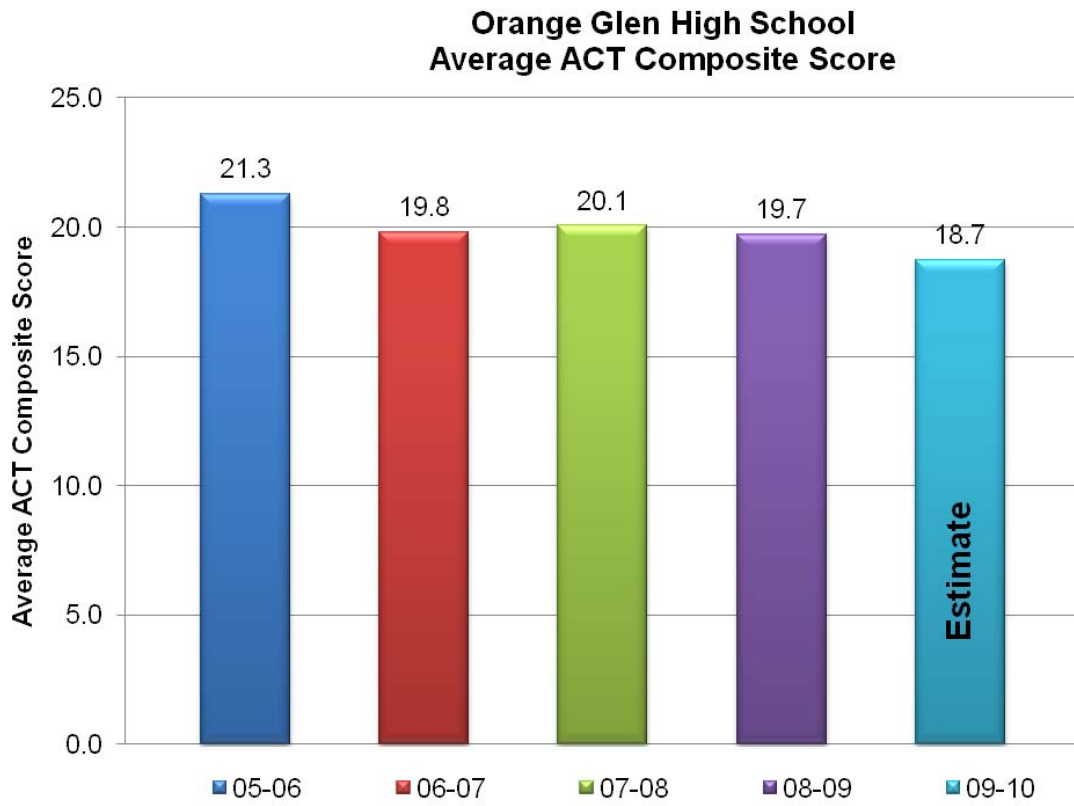
## Orange Glen High School SAT-1 VMW 1500 Rate



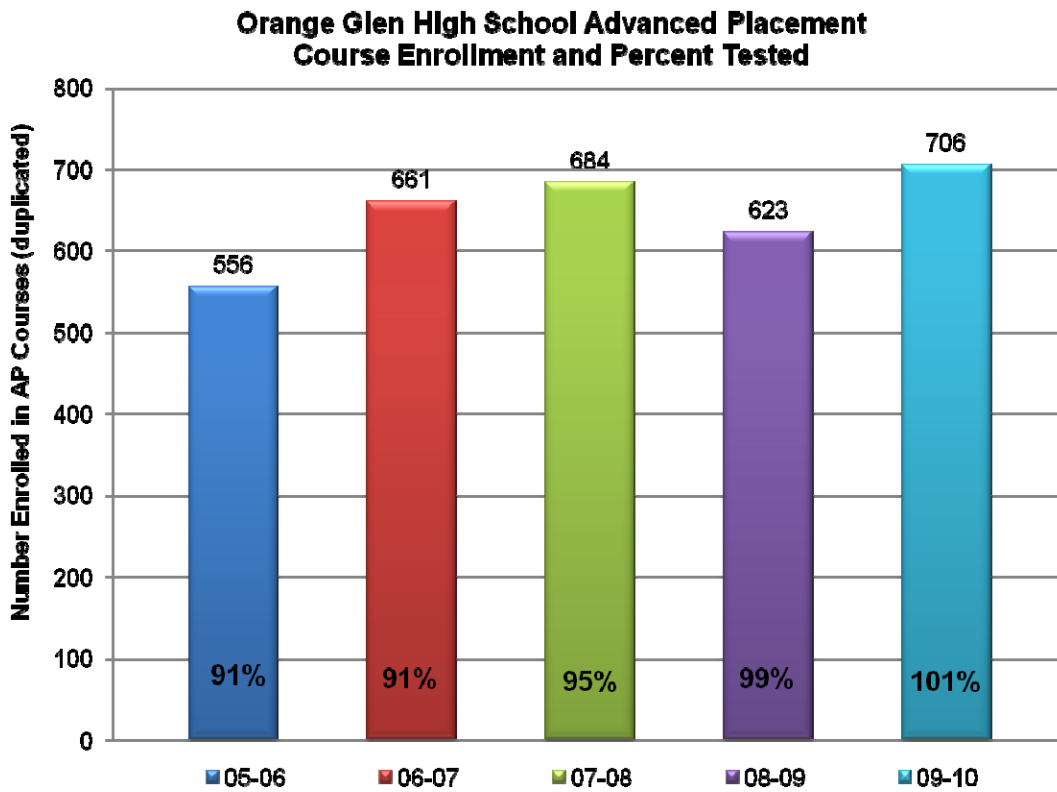
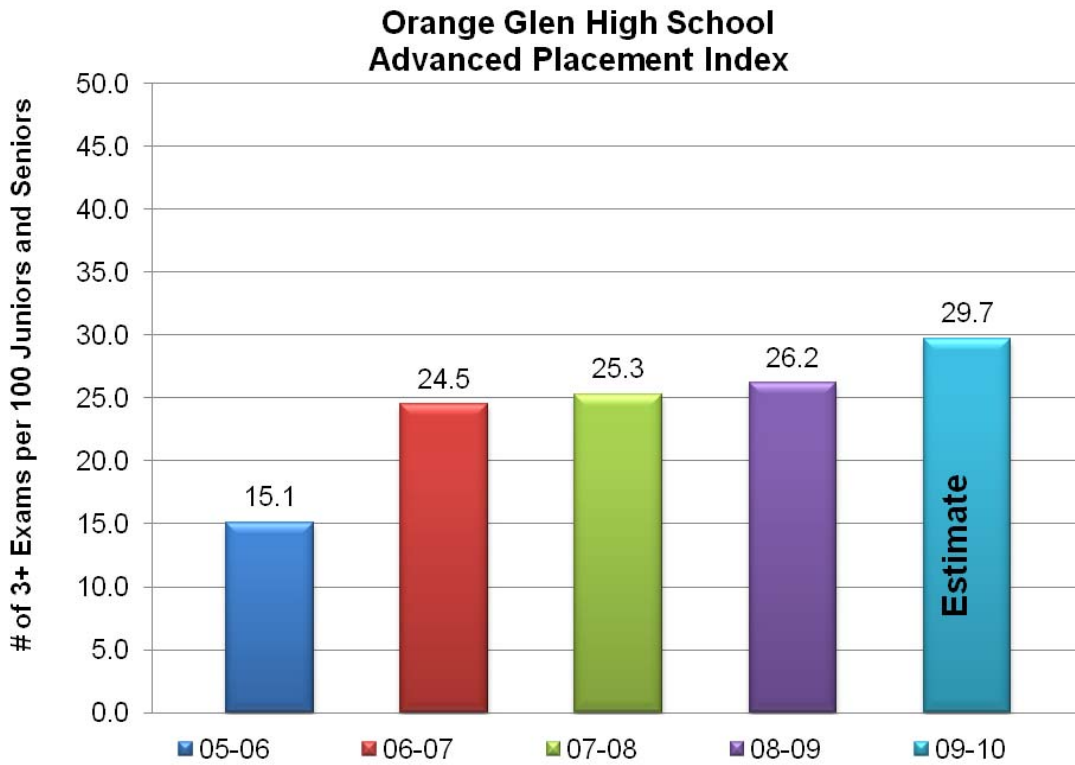
## Orange Glen High School SAT-1 VM 1000 Rate (includes converted ACT results)



# ACT Composite Score



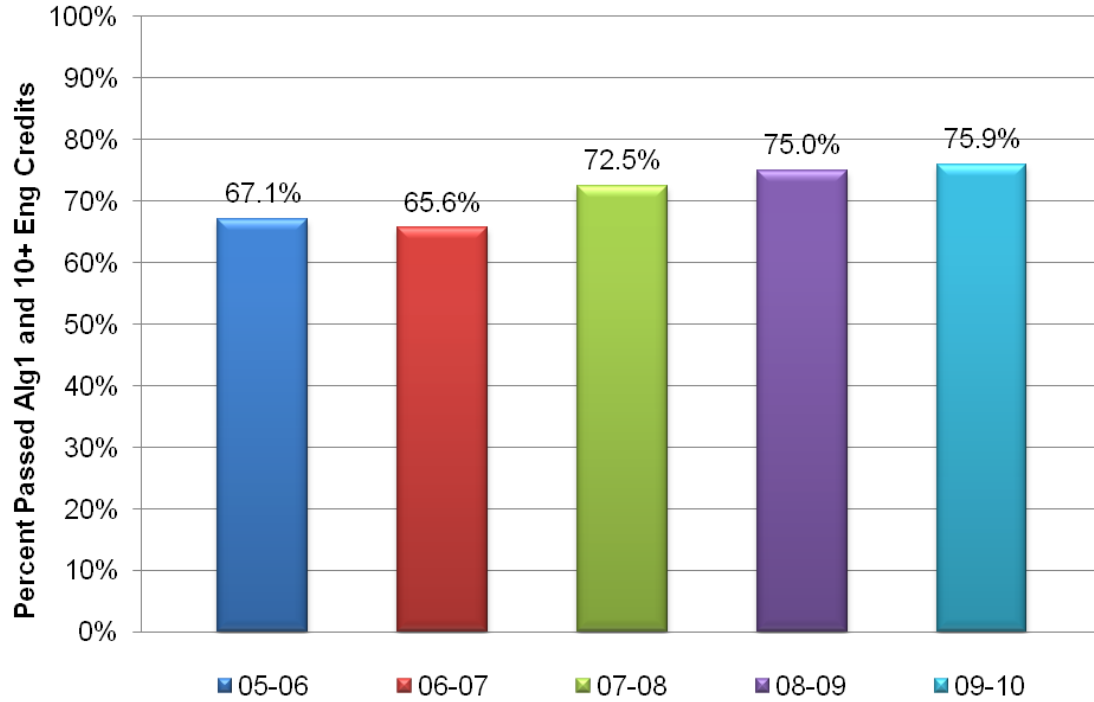
# Advanced Placement Qualifying Index



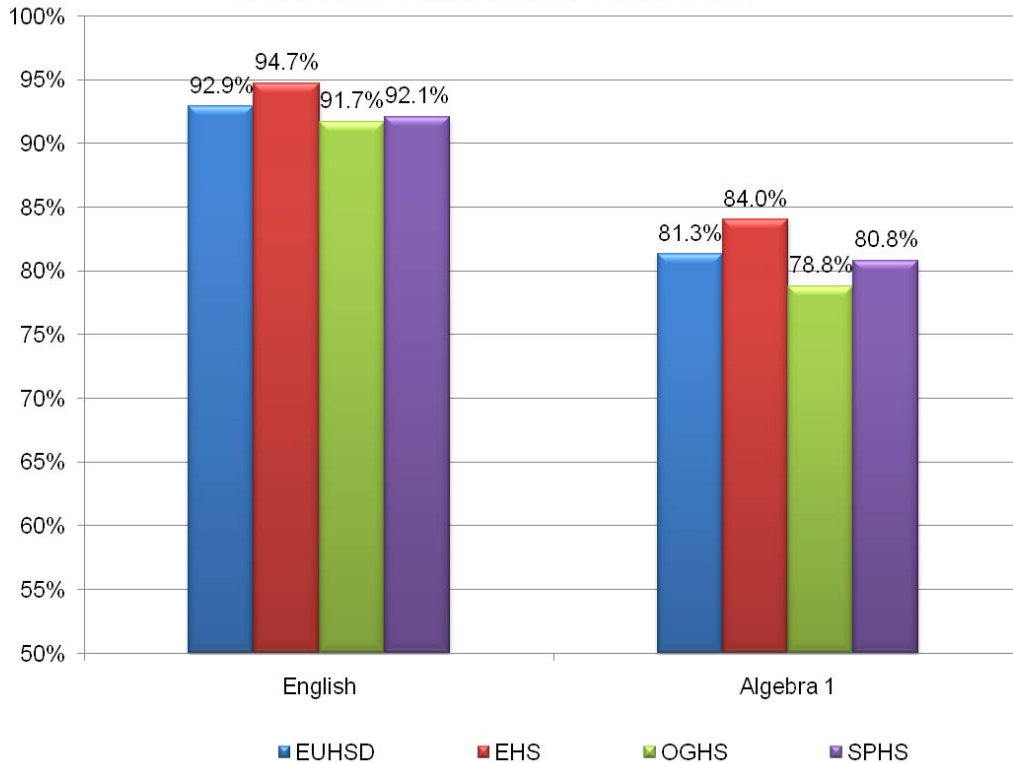
<b>Advanced Placement Course Enrollment (duplicated)</b>					
<b>OGHS</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
All	556	661	684	623	706
ELL	29	83	44	15	30
White	196	139	139	132	124
Hispanic	293	454	469	429	537
SED	271	370	391	458	553
Spec Ed	1	4	6	5	6

# Key Course Completion Rates

**Orange Glen High School  
Key Course Completion Rate**



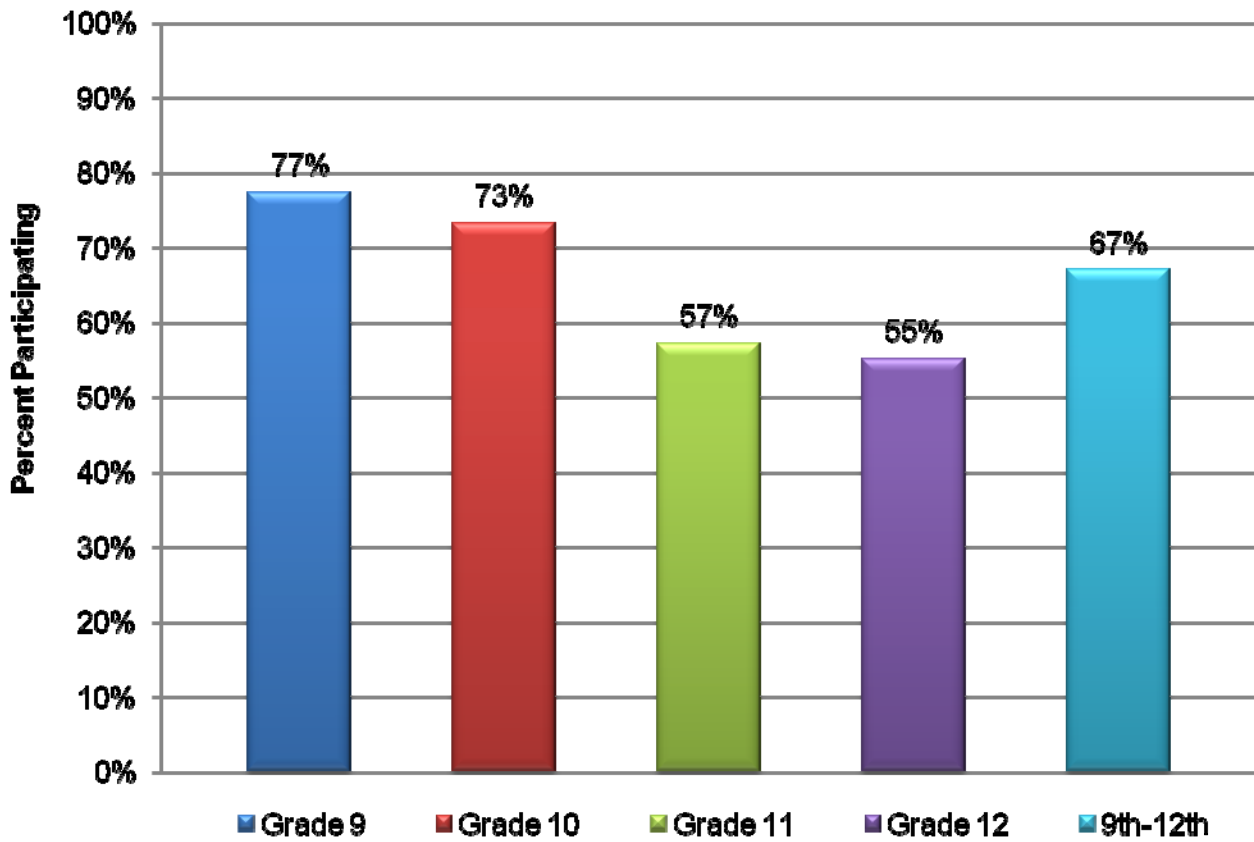
**Escondido Union High School District  
Key Course Completion by Subject Area**



<b>Key Course Completion Rates</b>					
<b>OGHS</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
All	67.1%	65.6%	72.5%	75.0%	75.9%
ELL	35.4%	40.9%	44.8%	56.9%	44.6%
White	79.8%	80.5%	82.0%	80.4%	85.4%
Hispanic	62.4%	60.1%	70.2%	73.4%	73.0%
SED	59.9%	62.1%	69.1%	73.2%	73.5%
Spec Ed	64.3%	63.6%	67.7%	55.2%	65.2%

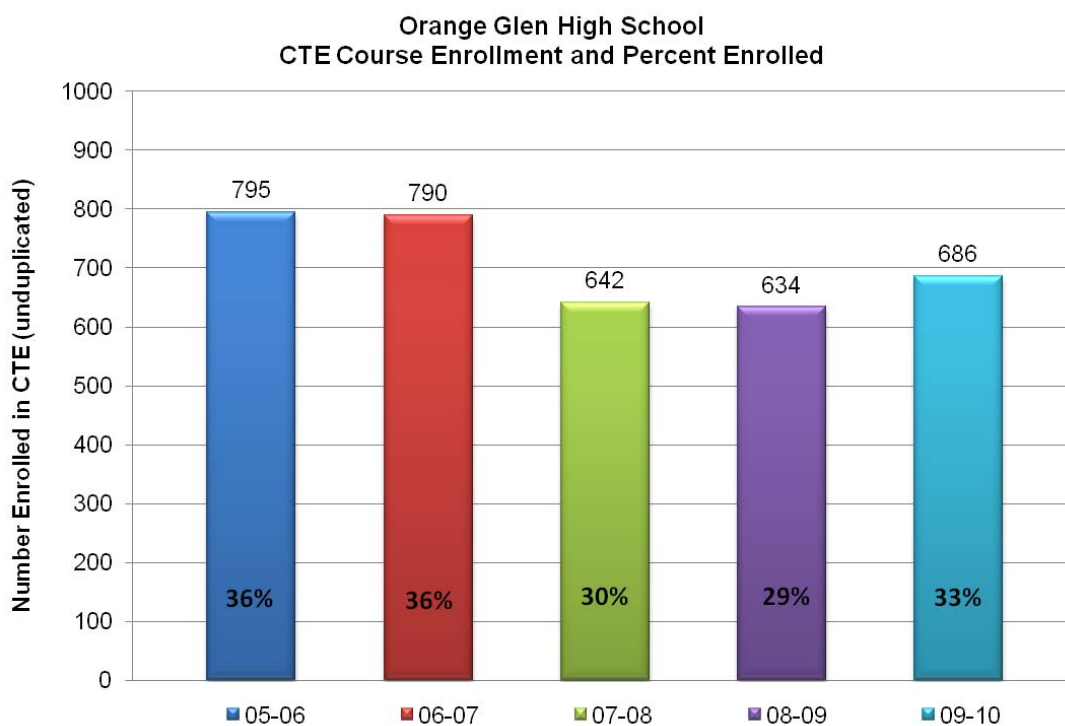
# MAP Program Participation Rates

## Orange Glen High School MAP Participation Rates



MAP Program Participation					
OGHS	Grade 9	Grade 10	Grade 11	Grade 12	9th-12th
ALL	77%	73%	57%	55%	67%
ELL	68%	63%	41%	29%	56%
R-FEP	88%	84%	71%	69%	78%
White	78%	66%	59%	56%	65%
Hispanic	78%	76%	58%	57%	69%
SED	77%	75%	58%	57%	68%
Spec Ed	62%	49%	33%	13%	43%

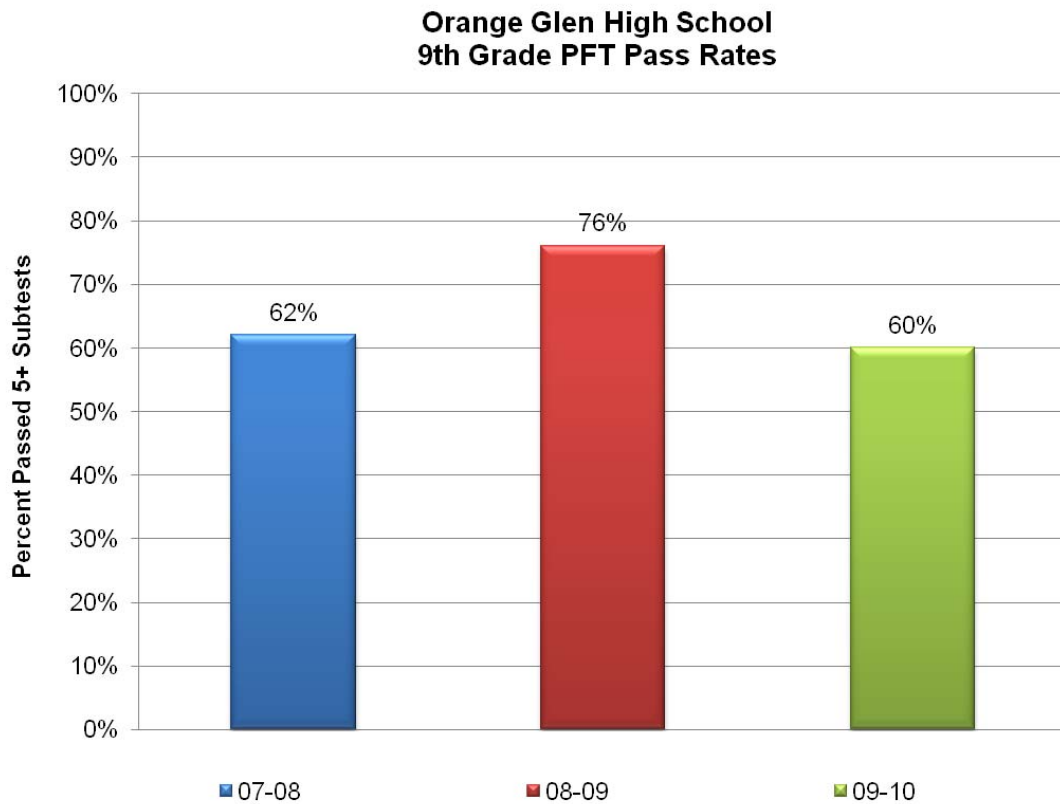
# Career Technical Education (CTE) Participation



<b>Number Enrolled in CTE Courses (unduplicated)</b>					
<b>OGHS</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
ALL	795	790	642	634	686
ELL	166	159	123	114	120
R-FEP	278	300	262	252	301
White	232	207	176	146	150
Hispanic	507	518	418	435	480
SED	355	418	392	446	482
Spec Ed	72	78	65	69	73

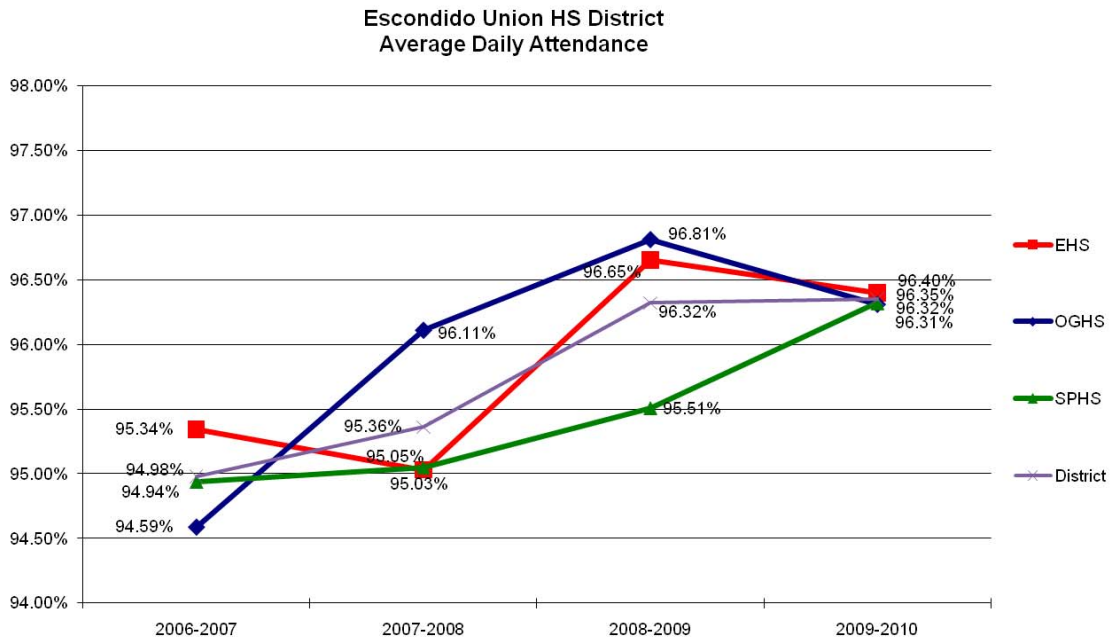
<b>Percent Enrolled in CTE Courses (unduplicated)</b>					
<b>OGHS</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
ALL	36%	36%	30%	29%	33%
ELL	35%	32%	27%	24%	27%
R-FEP	31%	32%	27%	26%	31%
White	43%	46%	43%	39%	45%
Hispanic	34%	33%	27%	27%	30%
SED	32%	31%	27%	27%	31%
Spec Ed	38%	44%	38%	39%	45%

# Physical Fitness Test (PFT) Pass Rate



<b>Physical Fitness Test (1st attempt in 9th grade)</b>			
<b>OGHS</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
ALL	62%	76%	60%
ELL	53%	62%	47%
R-FEP	63%	81%	64%
White	75%	84%	64%
Hispanic	60%	73%	59%
SED	59%	73%	58%
Spec Ed	40%	60%	53%

# Average Daily Attendance (ADA)



## School Site Council Membership 2010-11

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

### Parents/Community Members

Alejandra Lozano	877-2541	lislo_1@netzero.net
Rosa Pedraza	212-1249	yolotlofrock@aol.com

### Students

Erika Garcia	233-2451	lilmzxmilz@yahoo.com
Brendan Jackson	432-0878	brendanj@cox.net
Zoe Alfonso (Alt)	807-9224	zoe_alf_203@hotmail.com
Kevin Huynh (Alt)	519-6019	fpskevin93@gmail.com
Laney Paulson (Alt)	644-4180	Lpaulson605@aol.com

### Administrative Staff Members

Tom Allison	291-5002	tallison@euhsd.k12.ca.us
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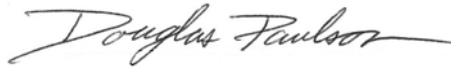
### Classified Staff

Maila Zumaya	291-5015	mzumaya@euhsd.k12.ca.us
Annette Erickson (Alt)	291-5001	aerickson@euhsd.k12.ca.us

### Certificated Staff

Gail Cavanaugh	291-5050	gcavanaugh@euhsd.k12.ca.us
Doug Paulson	291-5000	dpaulson@euhsd.k12.ca.us
Ann Ukrainetz	291-5000	aукраинetz@euhsd.k12.ca.us
Rachel Bronwyn	291-5000	rbronwyn@euhsd.k12.ca.us
Sylvia McChesney(Alt)	291-5000	smcchesney@euhsd.k12.ca.us

Douglas Paulson  
Typed name of SSC chairperson

  
Signature of SSC chairperson

12/02/10  
Date

## Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: **12-02-10**.

Attested:

\_\_\_\_\_  
Thomas N Allison

Typed name of school principal



\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
12-02-10

Date

# Title I Parental Involvement Policy

## GENERAL EXPECTATIONS

The Escondido Union High School Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities
4. Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles

The Orange Glen High School administration, staff, and parents recognize that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall ensure that all staff members at Orange Glen High School implement the following statutory requirements:

- The school and parents will jointly develop and distribute to parents of participating students, an agreed upon OGHS Parental Involvement Policy
- The school will notify parents about the OGHS Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distribute this policy to parents in a language the parents can understand
- The school will make the School Parental Involvement Policy available to the local community by posting the policy on the OGHS website and in the school office, and it will be available at the annual Title I parent meeting
- The school will periodically update the OGHS Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's school-parent-student compact as a component of the OGHS Parental Involvement Policy

1. Orange Glen High School will take the following actions to involve parents in the joint development and joint agreement of its OGHS Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Present a draft copy at the Title I Annual Meeting in May 2009
  - Present a draft copy at the OGHS ELAC meeting on May 21, 2009
2. Orange Glen High School will take the following actions to distribute to parents of participating children and the local community, the OGHS Parental Involvement Policy:
  - Post the Policy on the school website
  - Post the Policy in the front office
  - Include the Policy in the OGHS Student Handbook that will be distributed at registration
  - Have a parent information booth at Back to School Night staffed by Site Council members
  - Utilize the school calling system to inform parents of the policy and related activities
3. Orange Glen High School will update periodically the OGHS Parental Involvement Policy to meet the changing needs of parents and the school:
  - The school site council will review and update the Policy at the April 2009 School Site Council Meeting
4. Orange Glen High School will convene an annual meeting to inform parents of the following:
  - Orange Glen High School participates in Title I
  - The requirements of Title I
  - Their parental rights to be involved
  - The district wide parental involvement policy is included under General Expectations of this Title I Parental Involvement Policy
5. Orange Glen High School will hold a flexible number of meetings at varying times, as listed above and provide child care to be paid for with Title I funding as long as these services relate to parental involvement at which time information will be provided about Title I programs.
  - Two calls will be made home by the school calling system for each Title I activity
  - The first call will be one week prior and the second call one day prior to the meeting
  - Notice will be mailed home three weeks before the Annual Title I meeting for Title I parents
  - Orange Glen High School will provide information about Title I programs to parents of participating children in a timely manner
6. Orange Glen High School will provide access to information for parents of participating children regarding the curriculum in use at the school, information on graduation requirements, state tests used to measure student progress, and the proficiency levels students are expected to meet:
  - The Annual Title I Meeting
  - Access to the district website for curriculum in use
  - Access to school information on graduation requirements and state tests
  - Back to School Night provides access to the teacher syllabus
7. Orange Glen High School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
8. Orange Glen High School will submit to the district any parent comments if the school wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children.

## SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Orange Glen High School will build the parent's capacity for strong parental involvement. OGHS will support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The school will survey parent groups to elicit suggestions for improving school wide parent involvement and submit results to the OGHS School Site Council for prioritization into a plan for improving parent involvement
2. The school will incorporate the school-parent compact as a component of its OGHS Parental Involvement Policy and this **School Parent Student Compact** is attached.
3. The school will, with the support of its district, provide assistance to parents of children served by the school in understanding topics such as follows:
  - The State's academic content standards
  - The State's student academic achievement standards
  - The State and local academic assessments including alternate assessments
  - The requirements of Title I
  - How to monitor their child's progress
  - How to work with educators

and will pursue the following:

- Replicate the training for English and Spanish parents currently offered through Parent Ambassadors for parents of incoming ninth grade students at the beginning of the year and again later in the year for any interested parent
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Hold grade level counseling nights
    - Offer a series of workshops for parents on topics such as domestic violence, parental rights and responsibilities, and drugs and alcohol.
    - Send a team to the CAFE Conference
    - Send a team to trainings offered by the SDCOE (i.e. Closing the Gap)

**ACCESSIBILITY**

Orange Glen High School will build the schools’ and parent’s capacity for strong parental involvement providing opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

**ADOPTION**

This OGHS Parental Involvement Policy has been developed by School Site Council and will be in effect for the period of one year. This document will be made available to the local community on or before May 30, 2011. The Orange Glen High School ‘s notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



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*(Signature of Authorized Official)*

**12-02-10**  
*(Date)*

## Orange Glen High School SCHOOL / PARENT / STUDENT COMPACT 2008-2009

Orange Glen High School believes that by combining high standards with a commitment by all parties we will ensure the best climate for a sound education.

This Orange Glen High School-Parent-Student Compact 2008-2009 is an agreement between the three parties as follows:

Orange Glen High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet the State's student academic achievement standards as follows:
  - ◆ Deliver a standards based curriculum infused with support systems (i.e. Student Success Groups, During school tutorial, ABC Grant, After School Intervention Program, AVID, and Saturday Scholars) to enable students to reach high academic standards.
  - ◆ Assist all students towards completion of high school graduation requirements.
  - ◆ Assist all students towards passing the CAHSEE(California High School Exit Examination).
  - ◆ Provide the opportunity to take challenging courses meeting college entrance requirements (UC/CSU "a-g" requirements).
  - ◆ Broaden participation in Advanced Placement by offering a wide range of course offerings, recruitment efforts, and support systems.
  - ◆ Support a college-going culture through the MAP program for guaranteed admission to CSUSM with criteria for academic achievement, attendance, and participation met.
  - ◆ Support students pursuing career technical educational choices.
2. Provide opportunities for parents to participate constructively in their child's education by making a commitment to:
  - ◆ Inform all parents of the details of the OGHS School/Parent/Student Compact.
  - ◆ Provide parents of participating students' information about Title I, Part A programs that include: a description and explanation of Orange Glen High School's curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - ◆ Through parent groups provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
  - ◆ Schedule individual parent, student, and counselor meetings to resolve issues that endanger a student's successful completion of high school graduation requirements.
  - ◆ Through these meetings, provide plans and strategies to recover lost credits, successfully pass the CAHSEE, and resolve any issues, which will hinder the student's graduation from OGHS.
3. Provide parents with frequent reports on their child's progress. Provide to each parent an individual student report about the performance of their child on the state assessments in math and English, and social science and science as taken.
  - ◆ Progress reports will be provided at approximately weeks 6 and 12.
  - ◆ Parents may request hand carried progress reports on a more frequent basis.
  - ◆ Additional communication will be encouraged through phone calls, e-mails, newsletters, and the OGHS website.
4. Provide parents reasonable access to staff.
  - ◆ OGHS will provide email addresses and phone extensions for staff.
  - ◆ Parent teacher meetings will be scheduled upon request.

- ◆ Parent meetings, such as College and Financial Aid Nights, grade level information meetings, Back to School Night, etc. will provide parents with access to staff and timely information.
5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities. Other opportunities for volunteering are available through:
    - ◆ ELAC
    - ◆ Patriot Athletic Boosters Foundation
    - ◆ Music Boosters
    - ◆ Ag Boosters
    - ◆ Parent Club
    - ◆ ROP Advisories
    - ◆ Parent Ambassadors
    - ◆ Athletics teams and student groups
  6. Help parents/guardians understand topics that may include:
    - ◆ The state's academic content standards
    - ◆ The state student academic achievement standards
    - ◆ State and local academic assessments
    - ◆ The requirements of Title I
    - ◆ How to monitor a student's progress and work with educators to improve the achievement of their children.
  7. Provide materials and training to help parents/guardians work with their children to improve their child's achievement.
  8. Facilitate communication between staff members and parents on how to work together.
  9. Ensure that information is given in a format that parents/guardians can understand.
  10. Involve parents in the development, planning, and review of any school-wide program plan through such venues as the School Site Council, Focus on Learning Representative Council, Parent/Teacher/Student Organization, and Instructional Program Review Committee.
  11. Assure that students are taught by highly qualified teachers. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Orange Glen High School **teachers** will:

- ◆ Teach the necessary skills and concepts including the district approved, standards-based curriculum.
- ◆ Provide clear and timely communication to parents and students on class expectations and student progress, including homework, class work, and behavior.
- ◆ Encourage students to challenge themselves to their full potential.
- ◆ Strive to address the individual needs of our diverse student population.
- ◆ Provide a safe and positive learning environment for the students.

Orange Glen High School **administrators** will:

- ◆ Create a welcoming environment for students and parents.
- ◆ Communicate to students and parents Orange Glen High School's mission and goals.
- ◆ Ensure a safe, supportive, and orderly learning environment.
- ◆ Reinforce the partnership between parents, students, and staff.
- ◆ Act as the instructional leaders by supporting teachers in their classrooms.
- ◆ Encourage positive choices for students.
- ◆ Provide appropriate professional growth opportunities for staff.

**Parents/ guardians** of an Orange Glen High School student(s) will:

- ◆ Send their child to school regularly and on time (Monitoring attendance)
- ◆ Provide necessary materials to support their child's learning.
- ◆ Provide a time and place for study time and reinforce positive study habits.
- ◆ Make education important in the home.
- ◆ Provide their child with guidance to make positive choices.
- ◆ Communicate regularly with the child and Orange Glen High School.

Orange Glen High School **students** will:

- ◆ Show responsible behavior by following school rules and maintaining a positive attitude.
- ◆ Attend school regularly, be prepared and on time.
- ◆ Complete all class and homework assignments to the best of their ability.
- ◆ Talk with their parents and teachers.
- ◆ Be active participants in the learning process.
- ◆ Maintain an academic focus.
- ◆ Participate in school activities.

# Orange Glen High School School Site Council Bylaws

## **Article I**

Name of Council:  
Orange Glen High School

## **Article II**

### MISSION STATEMENT

As a representative body of the constituents of Orange Glen High School who make recommendations and shared decision-making, as established by the Education Code, Board Policy and contract with the staff to provide the best possible education for our students. The School Site Council will monitor and evaluate the implementation and effectiveness of the school improvement program. The Council shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

## **Article III**

### RESPONSIBILITIES OF THE COUNCIL

The School Site Council will:

Involve those individuals closest to the students to be more involved in making significant decisions affecting the instructional program of the school.

Develop a school plan, including a budget. The School Site Plan is to be based on an assessment of the school's ability to meet the educational needs of its students, specifically improvement objectives and determining steps necessary to achieve the improvement objectives. The plan must address the following:

Curricula, instructional strategies, and materials responsive to the individual learning needs and style of students.

Instructional and auxiliary services to meet the special needs of pupils of limited English proficiency.

Staff development program for teachers and other school personnel.

Facilities improvement and school environment improvement.

The proposed expenditure of allowances for certain state or local funds available to support school improvement (e.g. Site Block Grant).

Improvement of pupil attendance, including parent awareness.

Approve the plan for utilizing state one-time grant funds, and other special funding.

Review and update yearly the School Improvement Plan.

## **Article IV**

### COUNCIL MEMBERSHIP

Section I: Composition of Council

Principal (ex officio).

Assistant Principal (ex officio) non- voting member.

Four (4) certificated employees, elected at large by secret ballot of all certificated staff, with one (1) alternate.  
One (1) classified employee, elected at large by secret ballot of all classified personnel, with one (1) alternate.  
Three (3) parents, chosen at large by parents, with two (2) parent alternates.  
Two (2) students selected by the ASB governing board with two (2) alternates.

## Section 2: Election of Officers

Elections: will be held before the 15th of April of each year, to start term at beginning of new year with a recommendation to attend last Site Council meeting of current year. A transitions meeting will be held in May to include newly elected and retiring members.

Terms of Office: All Site Council members will serve a two-year term.

Termination of Membership: A member shall no longer hold membership should he/she cease to meet the membership requirements under which he/she was selected. Membership may automatically terminate for any member who is absent from regular meetings for a period of (3) consecutive months without being excused. The Council, by affirmative vote of two-thirds of all of the members, may suspend or expel a member.

Transfer of Membership: Membership in the School Site Council is not transferable or assignable.

Resignation: Any member may resign through submission of a written letter of resignation to the School Site Council via the School Site Council chairperson.

Vacancies: Any vacancy will be first filled by their respective alternate. The replacement member will serve the remainder of the term.

## Section 3: Voting Rights

Each member shall be entitled to one (1) vote and may cast that vote on each matter submitted to a vote of the Council. There must be six (6) council members voting or a simple majority (50% plus 1). An alternate may vote in place of an absent member. Absentee ballots will not be permitted. Absences should be reported to the School Site Council Chairperson prior to the meeting. In the event of a tie, the principal will vote. The appointed AP is a non-voting member.

A minimum of six (6) members of the Site Council must be present in order to establish a quorum. A majority vote of members present is necessary to approve a motion.

## Section 4: Duties of the Chairperson

One must be a returning member of Site Council to be elected the chairperson. The chairperson is elected by the Council members

The chairperson shall preside at all meetings of the School Site Council. The chairperson shall prepare agenda during his/her absence, and the vice-chairperson shall perform such other duties as may be assigned by the chairperson or by the School Site Council.

## Section 5: Duties of Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to preside during his/her absence, and the vice-chairperson shall perform such other duties as may be assigned by the chairperson or by the School Site Council.

**Article V**  
MEETINGS OF THE SCHOOL SITE COUNCIL

Meeting Dates and times: Meeting times will be determined by the committee each year and meetings will be held at least monthly, with additional meetings as deemed necessary by the chairperson.

Meeting Minutes and Correspondence: The original shall remain on permanent file in the office of the principal of Orange Glen High School. The principal's secretary shall send notices of meetings and agendas, attend to correspondence, and send out publicity as directed. Principal's secretary will take minutes of the meeting. In case of an absence, the School Site Council will appoint someone to take minutes for the meeting.

Notice of Meetings: Public notice shall be given of regular meetings at least seventy-two (72) hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings must be publicized. Each member shall be notified not less than twenty-four (24) hours prior to the date of such meeting.

**Article VI**  
SUB-COMMITTEES

Sub-committees of School Site Council shall be chaired by a member of the Council.

Each member of the Orange Glen High School Site Council is to chair or actively participate in a sub-committee.

Sub-committees will be determined by Site Council as needed.

**Article VII**  
NON DISCRIMINATION STATEMENT

Orange Glen High School and the Governing Board of the Escondido Union High School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on sex, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. Orange Glen High School shall promote programs, which ensure that discriminatory practices are eliminated in all school activities. (Adapted from BPO 410)

**Article VIII**  
AMENDMENTS

A two-thirds vote of approval by the entire membership of the Site Council may amend any portion of these by-laws.

**Article IX**  
**MEETINGS**

- A. All regular and special meetings of the School Site Council shall be open to the public at all times.
- B. The meetings will be governed by the By-Laws, and any procedural dispute will be settled by Robert's Rules of Order.

**Article X**  
**RATIFICATION**

These By-laws were ratified by the vote of the School Site Council on: December 11, 2008

## Acronyms and Abbreviations

504 PLAN	Program of Instructional Services to assist students with special needs who are in a regular education setting
APC	Alternative Placement Committee
API	Academic Performance Index
ASAM	Alternative Schools Accountability Model
ASVAB	Armed Services Vocational Aptitude Battery
AYP	Adequate Yearly Progress
CAHSEE	California High School Exit Exam
CAL-SAFE	California School Age Families Education Program
CAT6	California Achievement Tests
CCHS	Center City High School
CELDT	California English Language Development Test
CLAD	Cultural language & Academic Development
COIN3	Career/College Exploration Software
CONNECT ED	Computer-Based Automated Calling System
CST	California Standards Tests
CUE	Computer-Using Educators
ELA	English Language Assessment
ELD	English Language Development
ELL	English Language Learner
ESLRs	Expected School-Wide Learning Results
EDUSOFT	Computer Software to Access Student Data

EUHSD	Escondido Union High School District
IEP	Individual Education Program
II/USP	Immediate Intervention / Underperforming Schools Program
ISTE	International Society for Technology in Education
LEA	Local Education Authority
LEP	Limited English Proficient
NCLB	No Child Left Behind
NECC	National Educational Computer Conference
PLATO	Software Learning Program for Students
ROP	Regional Occupational Program
SAC	Subject Area Council
SAT	Scholastic Aptitude Test
SDAIE	Specially Designed Academic-Instruction in English
SED	Socio-economically Disadvantaged
SPSA	Single Plan for School Achievement
SSC	School Site Council
STAR	Standard Testing and Reporting
TIC	Technology Integration Cadre
TIP	Tutorial Intervention Program
WEE	Work Experience Education