

# Orange Glen High School

## ESCONDIDO UNION HIGH SCHOOL DISTRICT

2200 Glenridge Road, Escondido, CA 92027  
(760) 291-5000

Tom Allison, Principal



### 2010-2011 School Accountability Report Card

Published in the 2011-2012 School Year



#### Escondido Union High School District

302 North Midway Drive  
Escondido, CA 92027-2741  
(760) 291-3200  
(760) 480-3163 FAX  
[www.euhdsd.k12.ca.us/](http://www.euhdsd.k12.ca.us/)

#### Board of Education

George McClure, *President*

Tina Pope, *Vice President*

Randy Garcia, *Clerk*

Dr. Kurt Marler, *Member*

Jon Petersen, *Member*

#### District Administration

Edward J. Nelson  
*Superintendent*

Karen Rizzi  
*Assistant Superintendent of  
Educational Services*

Michael Simonson  
*Assistant Superintendent of  
Business Services*

Steve Boyle  
*Assistant Superintendent of  
Human Resources*

### Principal's Message

Great things are happening at Orange Glen High School all the time. The 2010-2011 school year was no exception. Accomplishments for the 2010-2011 school year include:

- CAHSEE 10th ELA census proficiency scores up in all significant population groups
- Over 150 students performed in 3 dance productions this year, with audiences of over 900.
- Orange Glen Dance Company was recognized for their excellence in performance & workshop participation with Disney Performing Arts.
- Dancers performed in The Annual Southwest Dance, Movement & Acro-Sports workshop in Palm Springs.
- Dancers collaborated with the Drama department to produce the Spring Musical "The Wiz".
- OGHs students started a varsity improv team
- Drama program performed The Crucible to a sold out crowd.
- AVID produced 89 senior graduates, all of whom met a-g requirements
- 92 of AVID graduates accepted to 4 year universities including: UCSD, UCSC, UCR, UCSB, UC Davis, UC Merced, USC, University of Redlands, Cal Poly Pomona, CSU East Bay, Chico State, San Jose State, CSUSM, Fullerton State, SDSU, CSU Northridge, CSU Long Beach, CSULA, Fresno State, University of N. Colorado, CA Baptist University, Azuza Pacific University.
- ABC after school program provided a safe place for students to engage in academic and enrichment activities before and after school. The recurring attendance for 2010-11 was an incredible 43,653.
- County selected Orange Glen as the showcase school for the "Lights On" event. Media and dignitaries toured programs and attended the celebration rally.
- Culinary Arts 1 and 2, Advanced Culinary Arts, and Fashion and Clothing Construction continued articulation agreements with the local college. Students can earn 3 units of college credit for each of these classes.
- Fashion students were showcased at the North County mall with their design projects made from recycled products.

### Vision Statement

We demonstrate P.R.I.D.E. (**P**ersonal **R**esponsibility **I**n **D**eveloping **E**xcellence) by equipping all students with the academic and social skills necessary to lead successful, compassionate, and fulfilling lives.



### Community & School Profile

Nestled in a long valley in the coastal mountains of Southern California, Escondido provides a thriving urban environment in the midst of gentle rolling hills surrounded by avocado and citrus groves. Located approximately 30 miles northeast of San Diego and 18 miles inland, Escondido is home to over 143,000 residents. This vibrant and diverse community's economic base is made up largely of successful small businesses, many of which are family-owned. The city of Escondido is quickly emerging as a regional economic leader in the forefront of job development and new industries.

For over 110 years, the Escondido community has relied on the Escondido Union High School District to provide quality educational opportunities for all students. Currently, over 8,000 students attend classes at one of the four campuses supported by EUHSD. All three comprehensive high schools (Escondido, Orange Glen, and San Pasqual) have achieved the designation as California Distinguished Schools. Together, with the alternative high school (Valley), a wide range of college preparatory, vocational, and special education courses are offered. In addition, over 10,000 individuals participate each year in a variety of educational and enrichment courses through Adult Education and the Regional Occupational Programs (ROP). The Escondido Union High School District, in partnership with parents, community members and businesses, takes great pride in preparing today's students to attend universities, community colleges, or to be prepared to enter the workforce after graduation.

Orange Glen High School is proud of its academic achievements. The school recently earned the prestigious California Distinguished School Award, and continues to focus on improving the academic achievements of all its students. In the 2010-11 school year, Orange Glen High School served 2,343 students. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American/Black	2.8%
American Indian	0.2%
Asian	2.3%
Filipino	2.0%
Hispanic or Latino	76.3%
Pacific Islander	0.7%
White	15.3%
Two or More	0.2%
None Reported	0.2%

## Discipline & Climate for Learning

Students at Orange Glen High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Orange Glen High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through student handbooks and reinforced at assemblies throughout the year.

The school has also taken a proactive approach to teach students how to resolve conflicts in a nonviolent manner. Students who become Peer Mediators, School Ambassadors, or participate in the Student Senate are all taught to recognize dangerous situations and to work with their peers to diffuse situations before they escalate into violence.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	402	390	400	1344	1437	1377
Suspension Rate	17.3%	16.6%	17.1%	14.5%	15.5%	14.8%
Expulsions	20	42	30	64	81	87
Expulsion Rate	0.9%	1.8%	1.3%	0.7%	0.9%	0.9%

## Dropout & Graduation Rates

Regular attendance at Orange Glen High School is a necessary part of the learning process and is critical to academic success. Three attendance clerks monitor absences daily. Attendance, tardy, and truancy policies are clearly stated, and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Students late for class are assigned to mandatory detention for each class tardy.

Orange Glen High School works to decrease the number of dropouts each year. Intervention programs that promote attendance and reduce dropout rates include: Meetings with the Alternative Placement Committee, Student Study Teams, and referral to the SART/SARB Teams.

The chart displays dropout and graduation rates for the most recent three-year period. *Data from the 2009-10 school year was the most recent available at the time of publication.*

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	1.0%	1.0%	0.9%
Graduation Rate	96.6%	90.3%	95.2%

## Class Size

The Class Size Distribution table illustrates the average class size by subject area. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11			
By Subject Area												
English	28	27	28	20	27	31	40	30	16	29	34	39
Math	28	28	29	17	17	15	32	33	26	26	29	37
Science	33	31	33	-	6	4	19	18	4	21	28	28
Social Science	32	28	31	1	13	8	24	30	8	23	21	33

## Teacher Assignment

Escondido Union High School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Orange Glen High School had 89 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	89	102	89	339
Without Full Credentials	2	0	0	0
Working Outside Subject	2	2	0	8

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	2	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.7%	0.3%
District	99.9%	0.1%
High-Poverty Schools in District	99.9%	0.1%
Low-Poverty Schools in District	N/A	N/A

## Staff Development

All training and curriculum development at Escondido Union High School District revolves around the California State Content Standards and Frameworks. Staff development days are used for a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In the 2008-09 and 2009-10 school years, the school offered three districtwide staff development days. No districtwide staff development days were provided in the 2010-11 school year.

## Counseling & Support Staff

It is the goal of Orange Glen High School to assist students in their academic, social, and personal development. We provide special attention to students who experience academic or behavioral difficulty. The academic counselor-to-pupil ratio is 1:391.

Counseling & Support Services Staff		
2010-11		
	Number of Staff	Full Time Equivalent
Academic Counselor	5	5.0
Adaptive PE Specialist	1	As Needed
Career Technician	1	1.0
Health Clerk	1	0.5
Media Clerk	1	0.75
Nurse	1	As Needed
Palomar Family Counselor	1	As Needed
Psychologist	1	0.8
Speech/Language Specialist	1	0.5

The chart displays support staff available to students. *Note: the nurse is a full-time district employee who is utilized at all campuses. The Palomar Family Counselor is an outside resource who visits the schools on an as-needed basis.*

The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. GATE students at Orange Glen High School may enroll in Advanced Placement and Honors courses.

The Advancement Via Individual Determination (AVID) program targets students with grade point averages ranging from 2.5 to 3.5, and who may be the first of their family members to attend college. The program works to prepare those students for post-secondary education, and focuses on perseverance, hard work, high expectations, and encouragement. Communication skills, writing in particular, are an instructional emphasis in AVID. Teachers with AVID students use WICR (Writing to Learn, Inquiry, Collaboration, and Reading to Comprehend) strategies to improve student performance. Students are trained in additional organization, study, and note-taking skills. Interested students may request an application at the school office.

Orange Glen High School offers support for students whose test results indicate they need additional assistance to achieve grade level proficiency. These students may receive differentiated instruction in their regular classroom or after-school tutoring in core classes. Tutoring is available Monday through Thursday. The school also offers CAHSEE Preparation classes during the school day and after school. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

Students are identified as English Learners through the California English Language Development Test (CELDT). English Language Learners (ELL) are grouped together by their level of proficiency and receive sheltered instruction by an appropriately credentialed teacher. After-school tutoring is also available Monday through Thursday for supplemental assistance.

Students with special needs receive additional assistance through placement in one of six Special Day Classes or with a Resource Specialist or RSP Aide, who may work with the student in their regular classroom, or in a pull-out program.

## Data Sources

Data within the SARC was provided by Escondido Union High School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.



## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	33	37	35	46	46	48	50	52	54
Mathematics	11	12	13	24	26	27	46	48	50
Science	29	29	30	40	39	45	50	53	56
History/Social Science	42	47	46	45	47	48	41	44	48

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	48	27	45	48
School	35	13	30	46
African American/ Black	39	12	*	50
Asian	62	32	47	62
Filipino	63	20	31	75
Hispanic or Latino	30	11	28	41
Pacific Islander	55	27	*	*
White	51	18	43	64
Males	32	14	33	51
Females	37	11	27	42
Socioeconomically Disadvantaged	32	12	30	43
English Learners	6	3	6	13
Students with Disabilities	12	8	15	12
Migrant Education	6	*	*	38

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California Modified Assessment (CMA)

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

## California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	4	4	3
Similar Schools	6	5	5
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-1	12	-4
Hispanic or Latino			
Actual API Change	-3	15	-1
White			
Actual API Change	16	-17	14
Socioeconomically Disadvantaged			
Actual API Change	-5	20	-1
English Learners			
Actual API Change	-3	20	-2
Students with Disabilities			
Actual API Change	22	-42	-1

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,698	695	5,655	738	4,683,676	778
Black or African American	40	650	149	736	317,856	696
Asian	42	818	178	846	398,869	898
Filipino	37	794	142	828	123,245	859
Hispanic or Latino	1,298	679	3,576	690	2,406,749	729
Native Hawaiian/Pacific Islander	11	756	27	771	26,953	764
White	236	763	1,518	835	1,258,831	845
Socioeconomically Disadvantaged	1,343	684	3,424	688	2,731,843	726
English Learners	1,122	675	2,899	676	1,521,844	707
Students with Disabilities	180	445	531	532	521,815	595

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2010-2011
Year in PI (2011-12)	Year 2	Year 2
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	33.33%

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	No	No
Percent Proficient	No	No	No	No
API School Results	No		Yes	
Graduation Rate	Yes		Yes	

## Physical Fitness

In the spring of each year, Orange Glen High School is required by the state to administer a physical fitness test to all ninth grade students. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone 2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.1%	26.4%	29.7%

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	85.0%	80.0%	*
Socioeconomically Disadvantaged	91.0%	83.0%	*
African American/Black	76.0%	68.0%	*
American Indian	100.0%	55.0%	*
Asian	43.0%	46.0%	*
Filipino	100.0%	100.0%	*
Hispanic or Latino	86.0%	76.0%	*
Pacific Islander	50.0%	64.0%	*
White	87.0%	89.0%	*
English Learners	51.0%	48.0%	*
Students with Disabilities	65.0%	58.0%	*

\* Data was not available at the time of publication.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	47.0	53.0	52.0	46.0	55.0	54.0	49.0	60.0	59.0
Mathematics	55.0	57.0	53.0	49.0	55.0	54.0	48.0	58.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	47.5	24.5	28.0	46.1	34.0	19.9
All Students School	53.9	24.0	22.1	50.4	34.4	15.2
Male	58.1	25.0	16.9	49.8	32.8	17.3
Female	49.6	22.9	27.5	49.8	32.8	17.3
Asian	33.3	13.3	53.3	20.0	33.3	46.7
Filipino	23.1	30.8	46.2	23.1	30.8	46.2
Hispanic or Latino	60.1	23.4	16.5	55.4	32.4	12.1
White	35.7	23.8	40.5	35.7	45.2	19.0
English Learners	61.0	22.6	16.4	55.0	31.4	13.6
Socioeconomically Disadvantaged	59.3	22.8	17.9	54.2	33.0	12.8
Receiving Migrant Education Services	66.7	16.7	16.7	41.7	50.0	8.3
Students with Disabilities	93.8	6.2	-	89.4	8.5	2.1

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## College Preparation

Orange Glen High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school. Counselors meet with each student individually to discuss their long-term goals. Students revise these plans each year as their goals and outlooks change.

Escondido Union High School District sponsors a College Night where representatives from various colleges speak and present information regarding their respective colleges. Students and parents may also attend a Financial Aid night to receive additional information on finding ways to pay for college. The school has partnerships with Mira Costa College, Palomar College, and California State University San Marcos via the district-wide MAP program.

Students at Orange Glen High School are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than "C" each semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	66.3%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	30.9%

\* Duplicated Count (one student can be enrolled in several courses).

## Advanced Placement Classes

Orange Glen High School offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
English	2
Foreign Language	2
Mathematics	2
Science	2
Social Science	4
Totals	12
Percent of Students in AP Courses	5.3%

## Workforce Preparation

It is the goal of Orange Glen High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Career preparation courses offered at Orange Glen High School include:

- Advanced Culinary Arts
- Agricultural Science I & II
- Auto I, II, & III
- Certified Nurse Assistant (off-campus)
- Child Development A
- Computer Repair and A+ Certification (off-campus)
- Culinary Arts I & II
- Fashion and Clothing A & B
- Health Care Fundamentals I & II
- ROP Advanced Auto
- ROP Printing & Graphics
- Video Production I & II

All course offerings incorporate CTE model curriculum standards, satisfy the District's graduation requirements, and/or the A-G entrance requirements for the UC/CSU systems. Courses are evaluated through formal and informal teacher assessment, and for Agricultural Science, through student participation in Future Farmers of America.

Career guidance provides assistance to all students in developing their future career goals. Career Centers on all campuses offer a variety of services to assist students in identifying and selecting post-secondary education and training to advance their knowledge and skills. Students may also participate in the Career Opportunity Day to explore various career options.

The Escondido Union High School District participates in the Escondido Education COMPACT, a consortium that provides partnerships throughout the area to enhance vocational education. Speakers from the community, job shadowing, work experiences, use of technology, career-related research projects, the Career Center, and community service projects are made available for the students to heighten awareness of options for education, training, and employment beyond high school. For more information on CTE and ROP courses, please contact Dominick Gagliardi at (760) 739-7307.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	1,081
What percent of the school's pupils complete a CTE program and earn a high school diploma?	3.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	38.0

## Additional Internet Access/Public Libraries

The Main Branch and East Valley Branch of the Escondido Public Library provide free internet access to all community members, including the students of the Escondido Union High School District. The Escondido YMCA offers use of their computers for all students carrying a Teen Center Card. Cards are free to students. The Escondido Boys and Girls Club Baker Branch and Mitchell Branch also have technology centers that are available to members. Annual membership fee is \$60.

## Instructional Materials

Escondido Union High School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Escondido Union High School District held a Public Hearing on September 20, 2011, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and visual and performing arts, for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	McDougal Littell	1999	Yes	0.0%
9th-12th	Foreign Language	Glencoe (MacMillan/ McGraw Hill)	2002	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2002	Yes	0.0%
9th-12th	Health	Glencoe (MacMillan/ McGraw Hill)	2003	Yes	0.0%
12th	History/Social Science	Glencoe	2007	Yes	0.0%
12th	History/Social Science	McDougal Littell	2007	Yes	0.0%
10th-11th	History/Social Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	Holt	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2003	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2009	Yes	0.0%
10th-12th	Science	Glencoe	2008	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Science	McDougal Littell	2008	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%

## Safe School Plan

Orange Glen High School is a closed campus. All visitors are required to sign in and to wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, security staff and administrators supervise students and monitor the campus, including the cafeteria and athletic facilities, to ensure a safe and orderly environment.

The comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency, policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

The school evaluates the plan annually and updates it as needed. The plan was last updated and reviewed with school staff in October 2011. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff throughout the school year during various safety training opportunities and emergency drills.

## School Facilities

Orange Glen High School opened in the fall of 1962 and has had several renovations since. School facilities are situated on 46 acres and encompass 188,193 square feet. They consist of 66 permanent classrooms, 15 relocatable classrooms, a multipurpose room, a library, gymnasium, computer lab, performing arts center, staff rooms, administrative offices, restrooms, athletic facilities, and a learning center.

A state-of-the-art synthetic turf football field and all-weather track opened in the fall of 2010. In the spring of 2011 a new printshop, computer lab, ceramics facility, and four new classrooms were open for student use.

The facility strongly supports teaching and learning through its ample classroom and recreational space. The chart displays the results of the most recent facilities inspection.

School Facility Conditions				
Date of Last Inspection: 09/23/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)		X		200 Wing, 300 Wing, 500 Wing, 600 Wing - Rain gutters rusting. Work orders in progress.
External (Grounds, Windows, Doors, Gates, Fences)	X			

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

## School Leadership

Leadership at Orange Glen High School is a responsibility shared among District administration, school administration, instructional staff, students, and parents. Principal Tom Allison has led the school for three years. Working with him are Assistant Principals Julius Lockett, Penny Parker, and Allen Williams.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. Committees and organizations include the School Site Council, Curriculum Council, Parent Teacher Student Organization, Agriculture/Future Farmers of America Parent Advisory Club, NJROTC Parent Advisory Club, Athletic and Music Boosters, Associated Student Body, and English Learners Advisory Committee (ELAC). The School Site Council meets once a month to discuss the educational needs of the students.

## Parent & Community Involvement

Orange Glen High School actively involves parents and community members in school planning and operation. Several parent and community based organizations work with teachers, students and the administration to improve the school's educational programs through advocacy, education and active support. Through these organizations, parents are given a voice in all levels of school decision making. Parent organizations are well attended by a representative cross section of parents, and generally offer translation services and child care.

Parents are encouraged to increase their involvement through regular parent education classes and trainings. Parents are invited to visit campus and often volunteer in classrooms, different programs and at school events. The school communicates all opportunities for involvement and education through a wide variety of media, including automated phone calls, fliers, parent newsletters, e-mails, the school website, marquee and classroom advertising.

The Escondido community supports OGHS in several ways. Many local businesses sponsor Orange Glen High School programs, events and athletic teams. For example, a partnership with the Sony Corporation had provided the school with extensive technology resources, while providing ongoing mentoring and scholarships for Orange Glen High School students. Community members regularly volunteer at the school and provide input on various school committees.

## Contact Information

Parents who wish to participate in Orange Glen High School's school committees, school activities, or become volunteers may contact Principal Tom Allison at (760) 291-5002.

## District Revenue Sources

For the 2009-10 school year, the district received federal and state aid for categorical, special education, and other support programs including:

- Ag Vocational Education
- Arts & Music Block Grant
- CAHSEE Intensive
- CAL-SAFE
- Class Size Reduction
- Economic Impact Aid
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials
- Library Materials & Ed Tech
- Maintenance and Operations
- Peer Assistance and Review
- Professional Development Block Grant
- Pupil Retention
- ROP
- School Safety
- Special Education
- Supplemental School Counseling
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III

## District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2009-10 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,656
From Restricted Sources	\$1,251
From Unrestricted Sources	\$4,405
District	
From Unrestricted Sources	\$4,350
Percentage of Variation between School & District	1.26%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	23.84%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$42,096	\$42,954
Mid-Range Teachers	\$62,119	\$69,905
Highest Teachers	\$88,320	\$89,464
High School Principals	\$127,050	\$128,348
Superintendent	\$185,653	\$205,119
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.1%	38.3%
Administrative Salaries	5.7%	5.2%

## School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$64,212
District	\$64,435
Percentage of Variation	0.35%
School & State	
All High School Districts	\$70,570
Percentage of Variation	9.01%

