

Orange Glen High School

ESCONDIDO UNION HIGH SCHOOL DISTRICT

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Tom Allison, Principal



2008-2009 School Accountability Report Card

Published in the 2009-2010 School Year



Escondido Union High School District

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Principal's Message

Orange Glen High School values open communication with members of our community. This report serves as an executive summary of Orange Glen's progress toward achieving District, site, and community goals.

Orange Glen High School's Accomplishments for the 2008-09 school year include:

- OGHS seniors from the class of 2009 received numerous college scholarships and grants
- Maintained a mandatory tutorial period within the regular day's schedule Monday through Thursday
- School wide Sustained Silent Reading each Friday during tutorial
- AP Parent Night held as an introduction to advanced course work for interested parents and students.
- Offered math after-school tutoring and regularly scheduled classes to support English, mathematics, and CAHSEE
- Provided Advanced Placement (AP) courses in English, mathematics, social studies, science, foreign language, and art history
- Participated in the SONY Star Class program, a motivation program sponsored by SONY Corporation of America to encourage students to finish high school and go on to higher education. Students vie for two \$10,000 college scholarships based on interviews and their completed portfolios
- Maintained an NJROTC program on campus, with a partnership with the USS Bonhomme Richard
- NJROTC was named 2008-09 National Honor Unit
- NJROTC performed over 50 color guards in the local community.
- Two NJROTC cadets received military scholarships totaling \$400,000.00 to the University of Arizona and Azusa Pacific University

Vision Statement

We demonstrate P.R.I.D.E. 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 133,000 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 8000 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 2008-09 school year, Orange Glen High School served 2,329 students. The chart displays the school enrollment broken down by ethnicity.

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



Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	2.8%
American Indian	0.7%
Asian	2.0%
Caucasian	17.4%
Filipino	1.6%
Hispanic or Latino	74.4%
Pacific Islander	0.3%
Multiple or No Response	0.8%

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 school implemented a policy prohibiting all electronic devices on campus, with the exception of cell phones. This policy has proven to be very successful in reducing the volume of distractions on campus.

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.

Dropout & Graduation Rates

Regular attendance at Orange Glen High School is a necessary part of the

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	591	575	402	1547	1354	1344
Suspension Rate	25.2%	24.9%	17.3%	16.8%	14.6%	14.5%
Expulsions	14	22	20	60	62	64
Expulsion Rate	0.6%	1.0%	0.9%	0.7%	0.7%	0.7%

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 following chart displays the most recent graduation and dropout data available at the time of publication.

Staff Development

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	1.10%	2.60%	1.00%
Graduation Rate	98.00%	89.70%	96.60%

All training and curriculum development at Escondido Union High School District revolves around the California State Content Standards and Frameworks. The District offers three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Teacher Assignment

Escondido Union High recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Orange Glen High had 89 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	89	91	89	383
Without Full Credentials	1	1	2	12
Working Outside Subject	4	4	2	20

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			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	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	98.8%	1.2%
District	99.1%	0.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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		
	07	08	09	07	08	09	07	08	09	07	08	09
English	26	27	28	43	40	22	17	15	42	34	40	31
Math	28	27	28	36	35	17	12	25	34	30	25	27
Science	33	32	32	-	-	-	11	15	21	30	22	21
Social Science	35	35	31	1	1	4	8	13	31	42	40	24

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 1:388. The table lists the support service personnel available at Orange Glen High School. **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.**

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	6	6.0
Adaptive PE Specialist	1	As Needed
Health Clerk	1	0.5
Nurse	1	As Needed
Palomar Family Counselor	1	As Needed
Psychologist	1	0.8
Speech/Language Specialist	1	0.5

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 joined the school in the fall of 2009. Working with him are Assistant Principals Ron Duke, 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 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 OGHHS 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.

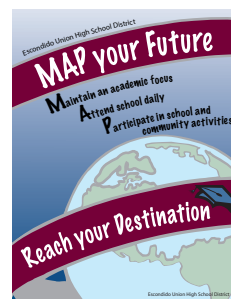
Instructional Materials

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 15, 2009, 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. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. 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.

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

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.



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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	No
Participation Rate	Yes	Yes	Yes	No
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

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	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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.

This table displays the school's statewide and similar schools API ranks. These 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.

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 students in the ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. In the 2008-09 school year, 51.2% of ninth graders at Orange Glen High School met or exceeded all six fitness standards. Detailed information regarding this test, and comparisons of a school's test results to the District and State levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

	API School Results			
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	4	4	4	
Similar Schools Rank	5	7	6	
All Students				
Actual Growth	10	11	-1	687
Socioeconomically Disadvantaged				
Actual Growth	10	29	-5	665
Hispanic or Latino				
Actual Growth	14	22	-3	666
Caucasian				
Actual Growth	15	-9	15	766
Students with Disabilities				
Actual Growth	33	30	23	507
English Learners				
Actual Growth	12	22	-3	658

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). 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.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	36	35	33	44	45	46	43	46	50
Mathematics	9	11	11	23	23	24	40	43	46
Science	23	26	30	33	37	40	38	46	50
History/Social Science	38	31	42	39	39	45	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/Social Science
African American	38	12	37	44
American Indian	27	18	*	*
Asian	57	34	*	50
Filipino	44	19	*	40
Hispanic or Latino	28	9	24	38
Caucasian	53	16	51	58
Males	29	12	34	46
Females	37	10	24	37
Socioeconomically Disadvantaged	27	10	23	37
English Learners	4	5	2	8
Students with Disabilities	11	10	9	13
Migrant Education	21	6	18	33

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	42.7	47.0	48.6	50.2	54.0	52.9	49.1	51.0	52.0
Mathematics	45.4	50.3	49.9	46.3	52.9	51.3	55.7	56.3	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50.9	26.6	22.5	44.5	40.1	15.4
Males	52.8	24.9	22.3	43.3	39.2	17.5
Females	48.7	28.6	22.7	45.8	41.2	13.0
African American	41.2	41.2	17.6	62.5	18.8	18.8
Hispanic or Latino	57.3	25.5	17.2	47.9	39.1	13.0
Caucasian	27.8	28.9	43.3	30.0	46.7	23.3
English Learners	60.4	26.5	13.1	50.1	39.1	10.7
Socioeconomically Disadvantaged	57.9	25.4	16.8	48.3	39.6	12.1
Receiving Migrant Education Services	72.7	18.2	9.1	54.5	36.4	9.1
Students with Disabilities	88.2	8.8	2.9	85.3	14.7	0.0

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 2008-09 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	73.0%	76.0%	*
Socioeconomically Disadvantaged	70.0%	66.0%	*
African American	86.0%	74.0%	*
Asian	83.0%	95.0%	*
Filipino	80.0%	82.0%	*
Hispanic or Latino	68.0%	67.0%	*
Pacific Islander	100.0%	83.0%	*
Caucasian	85.0%	89.0%	*
English Learners	33.0%	34.0%	*
Students with Disabilities	46.0%	40.0%	*

* Data was not available at the time of publication.

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 30 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
 - B: Four years of English
 - C: Three years of college preparatory mathematics (Four recommended for UC)
 - D: Two years of laboratory science (Three recommended for UC)
 - E: Two years of a single language other than English (Three recommended for UC)
 - F: One year of visual/performing arts
 - G: One year of a college preparatory elective in one of the above subjects
- All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

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
% of Student Enrollment in Courses Required for UC/CSU Admission	70.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	43.8%

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

Advanced Placement Classes

Orange Glen High School offers 10 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	Enrollment
Science	2	55
Social Science	4	188
English	2	149
Foreign Language	2	154
Mathematics	2	90
Totals	12	636
Percent of Students in AP Courses		5.1%

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?	634
What percent of the school's pupils complete a CTE program and earn a high school diploma?	87.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	79.0

School Facilities

Orange Glen High School was built in 1963 and renovated in 2002. 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, and athletic facilities. A new Learning Center opened in the fall of 2009. The school will begin a year-long construction project in the winter of 2009 to build a new printshop, computer lab, ceramics facility, and four new classrooms. The facility strongly supports teaching and learning through its ample classroom and recreational space. Facility information was current as of September 15, 2009.

School Facility Conditions				
Date of Last Inspection: 09/15/2009				
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			
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. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

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.

Deferred Maintenance Budget & Projects

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$329,714 for the deferred maintenance program. This represents less than 1.0% of the District's general fund budget.

Deferred maintenance projects scheduled for this school for the 2009-10 school year include refinishing the gym floor. The District's complete deferred maintenance plan is available at the District office.

Safe School Plan

Orange Glen High School is a closed campus. All visitors are required to sign in and 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 on October 29, 2009. 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.

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 2007-08 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	\$5,614
From Restricted Sources	\$897
From Unrestricted Sources	\$4,717
District	
From Unrestricted Sources	\$4,991
Percentage of Variation between School & District	5.49%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	14.42%

District Revenue Sources

For the 2007-08 school year, the District received approximately \$1,293 per student in Federal and State aid for categorical, special education, and other support programs including: Ag Vocational Education, Arts & Music Block Grant, CAHSEE Intensive, CAL-SAFE, Career Technical Education Equipment & Supplies, Class Size Reduction, Drug/Alcohol/Tobacco Education Funds, 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 Improvement Block Grant, School Safety, Special Education, Supplemental School Counseling, Teacher Credentialing Block Grant, Title I, Title II, Title III, and Title V/VI.

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		
2007-08		
	District	State
Beginning Teachers	\$42,096	\$42,810
Mid-Range Teachers	\$62,119	\$69,375
Highest Teachers	\$88,320	\$89,104
High School Principals	\$121,972	\$126,901
Superintendent	\$168,500	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.9%	37.3%
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	\$62,482
District	\$63,842
Percentage of Variation	2.14%
School & State	
All High School Districts	\$68,332
Percentage of Variation	8.57%

Data Sources

Data within the SARC was provided by Escondido Union High School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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.