

Orange Glen High School

A California Distinguished School

Advanced Placement (AP) District Honor Roll by College Board

ESCONDIDO UNION HIGH SCHOOL DISTRICT

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

CDS Code: 37-68106-3735313

Stacey Adame, Principal

sadame@euhsd.org



2016-2017 School Accountability Report Card

Published in the 2017-2018 School Year



Escondido Union High School District

302 North Midway Drive
Escondido, CA 92027-2741
(760) 291-3200
(760) 480-3163 FAX
www.euhsd.org

Board of Education

Jon Petersen, President

Bill Durney, Vice President

Dane White, Clerk

Tina Pope, Member

Christi Knight, Member

District Administration

Steve Boyle
Superintendent
sboyle@euhsd.org

April Moore, Ed.D.
Assistant Superintendent of
Educational Services

Michael Simonson
Assistant Superintendent of
Business Services

Olga West, Ed.D.
Assistant Superintendent of
Human Resources

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

For the past 55 years, Orange Glen High School (OGHS) has taken great pride in the exemplary educational courses and support programs it offers our students and their families. OGHS provides an academically rigorous learning environment where all students are expected to reach their highest potential.

To achieve our school's mission, the administrators, teachers, and staff of OGHS strive to provide a high quality, standards based education focused on preparing all of our students for college course work, quality careers, and fulfilling lives. Every year, our students matriculate to the best colleges in the country including UCs, CSUs, and many of the best private institutions in the nation. Last year, many in our graduating class were accepted to and received scholarships to a multitude of outstanding universities, including many University of California Schools such as UCLA, UCSD, UC Merced, and UC Riverside.



The staff and administration at OGHS also work diligently to provide diverse extracurricular activities including sports, special interest clubs, after-school and Saturday tutoring programs, a robust after-school program, and community service opportunities. The school's ASSETS grant program provides a wide variety of clubs and classes which emphasize experiential learning in order to connect students to the school community. An average of 50 different after-school programs are offered, including classes in the martial arts, horsemanship, First Aid/CPR, criminal justice, firefighting, robotics, and student leadership. Additionally, the grant has made it possible to dramatically extend our library hours from 6:30 a.m. until 6:00 p.m. with teachers and professional tutors available during all hours of operation.

We are proud of the culture and expansive rigor available to OGHS students. We believe that all students can and will graduate from OGHS college and career ready, and every decision we make is predicated on this understanding. We look forward to building a continued legacy of Patriot Pride through these venues.

School Mission Statement

Our mission is to provide a supportive environment for students, parents, and staff by treating every individual with respect and dignity. To prepare students to live in and contribute to an ever-changing world, OGHS provides an innovative, rigorous curriculum that meets the academic, cultural, and social needs of all students. We face emerging challenges as a team, creating an environment where collaboration is encouraged and success is celebrated.

School Vision Statement

The Orange Glen community creates a productive, innovative and supportive environment which develops academic and personal excellence for all.

OGHS Collective Commitments

1. We will work together with our students to help them meet expected high academic standards and to become college ready while also encouraging and modeling participation in collaborative learning, independent thinking, and problem solving.
2. We will provide students with a respectful, safe, and supportive academic environment offering timely feedback and access to evolving technology.
3. We will develop and implement curriculum that meets the academic, cultural, and social needs of all students.
4. We will communicate consistently with parents and guardians utilizing all available mediums to convey information in a timely manner.
5. We will engage in meaningful staff development through active participation in PLCs to enhance our professional skills.
6. We will treat all members of the Orange Glen community with respect, dignity, and patience.

Community & School Profile (School Year 2017-18)

For over 120 years, Escondido Union High School District has inspired, guided, and supported students as they establish and reach their personal goals. Whether in the classroom, library, Learning Center, or on the field, each student deserves the chance to develop knowledge and skills to prepare for a successful future. On every campus, including Escondido, Orange Glen, San Pasqual, Valley or Del Lago Academy, you will find unique learning environments in which students can truly thrive. Opportunities are abundant with nationally recognized Advanced Placement courses, College & Career Technical Education, Independent Study, after school enrichment, career exploration, STEM pathways, and more.

Proudly embracing the responsibility of public education for every child, EUHSD's current enrollment exceeds 7400 students. All EUHSD campuses are committed to supporting students as they build necessary critical thinking and problem solving skills. We are dedicated to ensuring upon graduation, EUHSD students are ready for college, ready for work, and ready for life.

An integral part of the District, Escondido Adult School has served the community for more than 40 years. Here, students may complete a high school diploma, learn a new skill or trade, as well as develop hidden talents and passions. Each year, over 5000 students participate in a wide array of academic, vocational and enrichment opportunities to strengthen their role as members of the local and global community.

Located approximately 30 miles northeast of San Diego and 18 miles inland, Escondido is home to over 148,000 residents. With strong agricultural roots, this vibrant and diverse community's economic base is made up of largely successful small businesses, many of which are family-owned. Escondido offers the blend of a thriving urban environment coupled with gentle rolling hills and an abundance of avocado and citrus groves.

In partnership with parents, community members and businesses, the Escondido Union High School District looks forward to preparing future generations for academic, personal, and social success.

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.

School Enrollment (School Year 2016-17)

In the 2016-17 school year, Orange Glen High School served 1,919 students in grades nine through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
9th	561	509	462
10th	550	543	502
11th	488	518	478
12th	522	459	475

Enrollment by Student Group

2016-17

	Percentage
Black or African American	2.4%
American Indian or Alaska Native	0.2%
Asian	1.8%
Filipino	1.5%
Hispanic or Latino	85.8%
Native Hawaiian or Pacific Islander	0.5%
White	7.5%
Two or More Races	0.4%
EL Students	21.5%
Socioeconomically Disadvantaged	88.9%
Students with Disabilities	12.6%
Foster Youth	0.2%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Teacher Credential Status

	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	93	82	91	358
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	2

Teacher Misassignments & Vacancies

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

Misassignments/Vacancies			
	15-16	16-17	17-18
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	1

School Facilities (School Year 2017-18)

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 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. In the spring of 2012, classrooms designated for dramatic arts, band, and choir were opened for student use. Additionally, a state-of-the-art professional kitchen and culinary arts classroom were opened to support our outstanding culinary arts program.

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. Facilities data was collected in October 2017.

School Facility Conditions				
Date of Last Inspection: 09/19/2017				
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			Admin: Due to normal wear and tear, floor coverings need R/R. Contractor task.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Bldg. 300: Boys Restroom needs 5 urinals R/R. WO generated.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Bldg. 300: Down spout and gutters need sealing. WO has been generated.
External (Grounds, Windows, Doors, Gates, Fences)		X		Playground: Moat due for cleaning due to overgrown weed growth. Contractor task. Bldg. 700: Perimeter swale by #700 Bldg. is full of dirt/leaves. WO has been generated. Bldg. 900 & Gym: Stadium seating to be upgraded to accommodate more handicapped spectators. Contractor to complete.

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. Several deferred maintenance projects including campus wide installation of new HVAC units took place during the summer of 2015. Upgrades in the Performing Arts Center are underway as well.

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.

Instructional Materials (School Year 2017-18)

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 5, 2017, 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 review cycle established by the district. Materials considered for adoption are reviewed by committees of teachers, administrators, and parents, and a recommendation is made to the School Board by the Instructional Program Review Committee. All recommended materials are available for parent examination at the district office prior to adoption. The schools also utilize a variety of novels and other instructional materials throughout their curriculum.

The table displays information collected in October 2017 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	Title	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/Language Arts	Language of Literature	McDougal Littell	2000	Yes	0.0%
9th-12th	Applied Medical English	Philosophy Book I	Center for Learning	2014	Yes	0.0%
9th-12th	AP English Language & Composition	Language of Composition: Reading, Writing & Rhetoric	Bedford/St. Martin's	2015	Yes	0.0%
9th-12th	Math I-4	Core Plus Mathematics 1	McGraw Hill	2015	Yes	0.0%
9th-12th	Math I-4	Core Plus Mathematics 2-4	McGraw Hill	2016	Yes	0.0%
9th-12th	Algebra II	Holt Algebra II California Edition	Holt McDougal	2009	Yes	0.0%
9th-12th	Geometry	Holt Geometry California Edition	Holt McDougal	2009	Yes	0.0%
9th-12th	Informal Geometry	Geometry Concepts & Skills	McDougal Littell	2009	Yes	0.0%
9th-12th	Pre-Calculus	Pre-Calculus	Pearson/Addison	2009	Yes	0.0%
9th-12th	Transition to College Math	Transition to College Mathematics & Statistics	McGraw Hill	2015	Yes	0.0%
9th-12th	AP Calculus	Calculus AP Edition	Cengage Learning	2017	Yes	0.0%
9th-12th	US History	US History: Modern America	Prentice Hall	2007	Yes	0.0%
9th-12th	World History	World History: The Modern World	Prentice Hall	2007	Yes	0.0%
9th-12th	American Government	US Government: Democracy in Action	Glencoe	2007	Yes	0.0%
9th-12th	Economics	Economics, Concepts, & Choices	McDougal Littell	2007	Yes	0.0%
9th-12th	Biology	Biology	McDougal Littell	2008	Yes	0.0%
9th-12th	Chemistry	Chemistry by Holt	Holt, Rinehart, & Winston	2008	Yes	0.0%
9th-12th	Biochemistry I & II	Biotechnology Science for the Millennium	EMC Publishing	2013	Yes	0.0%
9th-12th	Earth Science	Earth Science	Prentice Hall	2005	Yes	0.0%
9th-11th	Human Anatomy & Physiology	Principals of Anatomy & Physiology	John Wiley & Sons	2006	Yes	0.0%
9th-12th	Physics & The Human Body	Physics of the Human Body	John Hopkins University	2015	Yes	0.0%
9th-12th	Physics & The Human Body	Manual for Structural Kinesiology	McGraw Hill	2015	Yes	0.0%
9th-12th	Physics & The Human Body	Dancing Wu Li Masters: An Overview of the New Physics	Harper Collins	2015	Yes	0.0%
9th-12th	Health	Health	Glencoe	2003	Yes	0.0%
9th-12th	French 1-3	Bon Voyage! French 1-3	Glencoe	2002	Yes	0.0%
9th-12th	Spanish 1-3	Asi se Dice Levels 1-3	Glencoe	2014	Yes	0.0%
9th-12th	Spanish for Spanish Speakers	El Espanol Para Nosotros 1-2	Glencoe	2013	Yes	0.0%

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. **Because this was a pilot year, no Science scores will be disclosed.**

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	59	50	--	64	60	--	48	48
Mathematics (Grades 3-8 and 11)	--	22	17	--	32	29	--	36	37
Science (Grades 5, 8, and 10)	40	38	--	44	49	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	456	441	96.71	49.89	439	96.06	17.31
Male	224	216	96.43	40.28	215	95.56	14.42
Female	232	225	96.98	59.11	224	96.55	20.09
Hispanic or Latino	395	382	96.71	47.38	380	95.96	16.05
White	32	30	93.75	73.33	30	93.75	26.67
Socioeconomically Disadvantaged	414	399	96.38	47.37	397	95.66	16.88
English Learners	184	174	94.57	18.97	173	93.51	5.2
Students with Disabilities	47	43	91.49	4.65	43	89.58	0

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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. The OGHs Counseling Department is an integral part of this process, offering a comprehensive school counseling program that is aligned with the ASCA National Model. Counselors aim to advocate, lead, collaborate, and act as change agents for student success. The counseling team assists students with academic, career, personal, and social needs by delivering counseling services in classrooms, small groups, and individual settings. The team aims to meet the needs of all students and parents. The counseling team has been striving to increase academic success and our college acceptance rates by implementing academic enrichment and intervention programs.

Escondido Union High School District sponsors College Nights where representatives from a variety of colleges speak and present information regarding their respective colleges. Students and parents may also attend Financial Aid nights 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.

In collaboration with the Palomar College and the US Department of Education, OGHs offers its students access to Gear Up activities and support for all 10th and 11th graders. Gear Up provides college awareness, improved academic performance, and increased high school graduation rates.

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 a "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
Students Enrolled in Courses Required for UC/CSU Admission (2016-17)	97.7%
Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16)	37.5%

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

Career Technical Education (CTE) Programs (School Year 2016-17)

Orange Glen High School offers Career Technical Education (CTE) programs of study that involve a multi-year sequence of courses that integrate core academic skills with technical and occupational knowledge. These courses provide students with a pathway to postsecondary education and careers. OGHs has the highest percentage of students enrolled in CTE classes of any school in the district. Our CTE programs teach students how their academic experiences apply to a wide variety of career paths. To ensure work-readiness skills, OGHs offers the following career preparation courses:

- Advanced Culinary Arts
- Advanced Auto
- Auto I, II, & III
- Certified Nurse Assistant (off-campus)
- Computer Repair and A+ Certification (off-campus)
- Culinary Arts I & II
- Health Care Fundamentals I & II
- Photography I & II
- 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. 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 additional information on career preparation or CTE courses throughout the Escondido Union High School District, please contact Sharon von Maier, Director of College and Career Readiness, at (760) 737-8001.

Career Technical Education Participation (School Year 2016-17)

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 participated in CTE programs?	585
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	12.5%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	61.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

In the spring of each year, the school is required by the state to administer a physical fitness test to all students in ninth grade. 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 website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone

2016-17

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.2%	23.4%	12.6%

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2017-18)

Orange Glen has a highly active parent education and involvement program which works in partnership with families to improve their children's academic performance. At the core of the program are the parent education meetings which are held weekly throughout the year to assist parents who are interested in becoming more involved with school governance, learning about the American school system, and preparing their student for college. Each night a different class has been offered with the intent of making parents and family members better able to assist their children in the learning process and with completing college applications and financial aid paperwork. Parent events are well attended by a representative cross section of parents and translation and child care are offered.

Parents are encouraged to increase their involvement with Orange Glen through regular parent education classes and trainings. Parents are invited to visit campus and often volunteer in classrooms, extracurricular 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, the 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, partnerships with the Simon Family Foundation and 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 Stacey Adame at (760) 291-5002.

State Priority: Pupil Engagement

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

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

Dropout & Graduation Rates (Four-Year Cohort Rate)

Regular attendance at Orange Glen High School is a vital 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.

Orange Glen High School works to decrease the number of dropouts each year. Incentive and intervention programs that promote attendance and reduce dropout rates include: Monthly recognition of perfect attenders, 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 2015-16 school year was the most recent available at the time of publication.

Note: The National Center for Education Statistics graduation rate is provided in the table.

Graduation & Dropout Rates

	Dropout			Graduation		
	13-14	14-15	15-16	13-14	14-15	15-16
School	4.2%	5.1%	3.3%	88.1%	88.1%	90.9%
District	8.7%	7.2%	5.3%	83.7%	85.5%	88.4%
State	11.5%	10.7%	9.7%	81.0%	82.3%	83.8%

Completion of High School Graduation Requirements

This table displays, by student group, the percentage of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion. Data from the 2015-16 school year was the most recent available at the time of publication.

Completion of High School Graduation Requirements			
	School	District	State
All Students	87.8%	88.7%	87.1%
African American/Black	100.0%	93.0%	79.2%
Asian	100.0%	95.2%	94.4%
Filipino	88.9%	95.9%	93.8%
Hispanic or Latino	85.5%	84.2%	84.6%
Native Hawaiian or Pacific Islander	100.0%	83.3%	86.6%
White	100.0%	96.6%	91.0%
Two or More Races	100.0%	95.7%	90.6%
English Learners	34.4%	42.0%	55.4%
Socioeconomically Disadvantaged	86.5%	85.2%	85.5%
Students with Disabilities	60.8%	68.2%	63.9%

State Priority: School Climate

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

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

Discipline & Climate for Learning

Orange Glen High School currently adheres to a progressive disciplinary program that strives to improve the safety and climate of our learning community. Most minor infractions of the student code of conduct are addressed with a conference that involves the assistant principal, the parent, and the student. Minor classroom issues are often handled with a restorative practices model to help redirect students in a positive way. The ultimate goal of Orange Glen's disciplinary interventions is to build positive relationships with at-risk students and demonstrate that these students belong in school not excluded from school.

The Suspensions and Expulsions table displays the total number and percentage of students suspended and expelled at the school, in the District, and throughout the state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	10.01%	5.38%	6.23%	0.39%	0.40%	1.24%
District	5.21%	5.01%	3.61%	0.50%	0.26%	0.27%
State	3.79%	3.65%	3.65%	0.09%	0.09%	0.09%

Safe School Plan (School Year 2017-18)

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, establishing a safe and orderly school environment, and the school rules and procedures.

The School Safety Plan was last reviewed and updated in November 2017 and approved by the EUHSD School Board in November 2017. All revisions were communicated to the both the classified and certificated staff. 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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017-18 school year. LEAs and schools that received Title I, Part A funds for the 2016-17 school year and were "In PI" in the 2016-17 school year will retain their same PI status and placement year for 2017-18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017-18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funds for the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2010-2011
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	3
% of Title I Schools Currently In PI	-	0.0%

School Leadership

Leadership at Orange Glen High School is a responsibility shared by district and school administration, instructional staff, students, and parents. Principal Stacey Adame assumed the role of principal in the fall of 2016. She works closely with Assistant Principals Nate Reinking, Jamie Lee, and Dave Mussatti to ensure that a supportive environment for students, parents, and staff is cultivated and maintained.

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, NJROTC Parent Advisory Club, 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, assess the academic program, and make recommendations regarding allocation of categorical funding.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	15	16	17	15	16	17	15	16	17			
By Subject Area												
English	20	19	17	62	59	72	22	22	28	34	33	26
Mathematics	26	24	22	24	29	33	21	18	15	34	31	29
Science	25	25	23	17	16	23	8	11	10	27	24	20
Social Science	21	19	18	35	49	48	9	7	15	34	34	28

Advanced Placement Classes (School Year 2016-17)

Orange Glen High 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	3
Social Science	4
Totals	13
Percent of Students in AP Courses	22.1%

Counseling & Support Services (School Year 2016-17)

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 1:317. The school also hired a site social worker to provide therapeutic services for students as needed.

The chart displays support staff available to students. One Full-Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	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 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 also 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 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.

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.

Staff Development

All training and curriculum development at Escondido Union High School District revolves around the California Content Standards. Staff development days are used for a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies that support English Learners. In addition, the district provides an induction program for first and second year teachers to help them develop as professional educators.

In the 2014-15 and 2015-16 school years, the district offered no districtwide staff development days. In the 2016-17 school year, there were two districtwide staff development days.

District Expenditures (Fiscal Year 2015-16)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2015-16 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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,442
From Supplemental/Restricted Sources	\$1,298
From Basic/Unrestricted Sources	\$6,114
District	
From Basic/Unrestricted Sources	\$8,794
Percentage of Variation between School & District	-30.5%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-7.0%

District Revenue Sources (Fiscal Year 2016-17)

For the 2016-17 school year, the district received federal and state aid for categorical, special education, and other support programs including:

- 21st Century Community Learning
- Adult Education
- Ag Vocational Education
- California Clean Energy Jobs
- Carl D. Perkins Career and Tech Education
- Educator Effectiveness Funds
- Lottery
- Routine Restricted Maintenance
- Special Education
- Special Education Idea
- Special Education Mental Health Services
- Special Education Workability
- Title I
- Title II
- Title III

School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$71,646
District	\$74,196
Percentage of Variation	-3.4%
School & State	
All High School Districts	\$82,770
Percentage of Variation	-13.4%

Teacher & Administrative Salaries (School Year 2015-16)

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		
2015-16		
	District	State
Beginning Teachers	\$46,491	\$50,221
Mid-Range Teachers	\$71,226	\$83,072
Highest Teachers	\$97,540	\$104,882
High School Principals	\$146,735	\$146,114
Superintendent	\$210,618	\$226,121
Salaries as a Percentage of Total Budget		
Teacher Salaries	30.0%	34.0%
Administrative Salaries	6.0%	5.0%

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).