

Orange Glen High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Orange Glen High School
Street	2200 Glenridge Rd.
City, State, Zip	Escondido, CA 92027
Phone Number	(760) 291-5000
Principal	Pilar Vargas
Email Address	pvargas@euhsd.org
County-District-School (CDS) Code	37681063735313

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Escondido Union High School District
Phone Number	(760) 291-3200
Superintendent	Dr. Anne Staffieri
Email Address	astaffieri@euhsd.org
Website	https://www.euhsd.org

School Description and Mission Statement (School Year 2020-2021)

Orange Glen High School is one of four comprehensive high schools in the Escondido Union High School District. The school is located in the eastern end of Escondido, California, approximately 40 miles northeast of metropolitan San Diego. The local economy of Escondido is broad-based, including retail trade, service industry, light manufacturing, and agriculture. Orange Glen High School opened in 1962 and is located on 48.5 acres of land that includes classrooms, a media center, a performing arts center, two gymnasiums, a football stadium, multiple sports fields, and an administrative wing. The school also has a high-quality weight room and an upgraded drama facility. The facilities have been modernized to incorporate an online Learning Center, commercial kitchen, ceramics art center, print shop, and computer lab. The campus is nicely landscaped and well maintained, giving the school a park-like atmosphere.

Vision: At Orange Glen High School every student is EMPOWERED

To Embrace Learning

To Achieve their Personal Best

To Build their Social, Emotional, and Physical Well-being

Mission

Our Mission is to empower the OGHS community by creating safe spaces that inspire confidence, collaboration, and risk-taking to create a rich community of educators, parents, and future leaders.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	485
Grade 10	447
Grade 11	416
Grade 12	441
Total Enrollment	1,789

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	1.3
Hispanic or Latino	87.4
Native Hawaiian or Pacific Islander	0.2
White	6.8
Two or More Races	0.1
Socioeconomically Disadvantaged	90
English Learners	21.9
Students with Disabilities	15.1
Foster Youth	0.4
Homeless	1.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	88	83	90	363
Without Full Credential	1	2	3	9
Teaching Outside Subject Area of Competence (with full credential)	3	2	4	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	2	3	1
Total Teacher Misassignments*	5	5	5
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

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 11, 2018, 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 December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • AP English Language and Composition-Bedford/St.Martin, Language of Composition: Reading, Writing and Rhetoric-2015 • English Language Arts-McDougal Littell, Language of Literature-2008 • English Language Development - National Geographic, Hampton-Brown Edge Fundamentals and Inside the USA-2010 • English Language Development - National Geographic, Hampton-Brown Edge Level A and B-2010 	Yes	0
Mathematics	<ul style="list-style-type: none"> • AP Calculus-Cengage Learning, Calculus for AP-2017 • AP Statistics- Bedford, Freeman & Worth, Practice of Statistics for the AP Exam- 2017 	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> Mathematics-McGraw-Hill, Core Plus Mathematics 1-4 -2015 		
Science	<ul style="list-style-type: none"> Biology -McDougal Littell, Biology-2008 Chemistry -Holt, Rinehart & Winston, Chemistry by Holt-2008 Human Anatomy & Physiology-Learning Plus Assoc., Fundamentals of Anatomy & Physiology-2018 Physics -Glencoe, Physics -2008 	Yes	0
History-Social Science	<ul style="list-style-type: none"> American Government -Glencoe, US Government: Democracy in Action- 2007 Economics -McDougal Littell, Economics, Concepts, & Choices - 2010 United States History- Prentice Hall, US History: Modern America -2007 World History- Prentice Hall, World History: The Modern World -2007 	Yes	0
Foreign Language	<ul style="list-style-type: none"> French 1-3 -Glencoe, Bon Voyage! French 1-3 -2003 Spanish 1-3 -Glencoe, Asi se Dice Levels 1-3 -2014 Spanish for Spanish Speakers-Glencoe, El Espanol Para Nosotros 1-2 -2013 	Yes	0
Health	-Health Glencoe Health 2003	Yes	0
Visual and Performing Arts	<ul style="list-style-type: none"> AP Art History - Prentice Hall, Volume I and II-2005 Art- Prentice Hall, Art History-2002 Art-McGraw Hill, Art Talk-2004 Drama- National Textbook Company, Theatre Arts in Action - 2001 	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> Video Production I-Glencoe, Video Production, Disciplines and Techniques-2001 		
Science Laboratory Equipment (grades 9-12)	-All science laboratory classrooms have access to Vernier Science Probeware and Experiments-2017	Yes	0

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

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 09/02/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Currently working on replacing some HVAC units
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Currently working on remodeling some of the restrooms
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	54	N/A	59	N/A	50	N/A
Mathematics (grades 3-8 and 11)	16	N/A	27	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	17	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education Programs (School Year 2020-21)

In alignment with California Department of Education, Escondido Union High School District defines career paths as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The CTE department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, may be defined as a sequence within themselves.

CTE courses are found throughout our schools. A CTE concentrator is identified locally and is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course. Capstone courses are defined as completer based on length of course, sequence, and skill development. The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

OGHS offers the following CTE pathways and courses:

Career Pathway-Concentration Class-Capstone Class

Design, Visual and Media Arts-Digital Photo-Advanced Digital Photo

Production and Managerial Arts-Intro Video-Intermediate Video

Food Service and Hospitality-Culinary Arts & Food Science-Advanced Culinary Arts & Restaurant Management

Food Service and Hospitality-Culinary Arts & Food Science-Intl Cuisine

Food Service and Hospitality-Culinary Arts & Food Science-Advanced Baking

Graphic Production Technologies-Print and Graphic-Page Layout and Design

Graphic Production Technologies-Print and Graphic-Screen Print

Systems, Diagnostics, Service, and Repair-Auto Technology 1-Auto Technology 2

Students who engage in the pathways find relevance in their studies, are provided an opportunity to apply their academic and industry skills to everyday problems, are taught to think critically, and are required to act professionally. Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems. The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, and completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	812
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.4

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.09
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	42.21

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Orange Glen High School is proud of its close relationship with parents through a variety of school and community-based organizations. The school's Parent Education Program and English Language Advisory Committee (ELAC) holds several parent education series each semester, usually 16 sessions per year, with attendance ranging from 10 to 100 parents. The school's Parent Education Program provides classes, specialized assistance, and a place for parents to consult with school staff. Various booster organizations, including music boosters and athletic boosters provide support to school programs. The Family Liaison helps link parents to school resources and organizes the weekly events for our English-speaking and Spanish speaking families (usually hosted Wednesday from 6-8 pm, with some days in the mornings 9-11 am) as well as interpreters during the School Site Council to encourage our Spanish-speaking parents to participate and understand the process in their native language. The OGHS Family Engagement Center, located in Room 100, is also a place where parents can work together, utilize computers to check their students' grades and attendance, and attend workshops. Our school's social worker is also available to help parents find local resources from health and mental care to affordable housing and other legal assistance available in the area that they otherwise would not be able to reach on their own.

The school considers parent education levels as key components of our educational mission. A majority of our parents identify that they were unable to complete high school and some state that they only attended a few years of elementary school. The school realizes that many parents do not have adequate experience with school and school structures to be able to guide their students effectively through the system. Orange Glen understands that this is an opportunity to make a significant change in the lives of students and families. The school has run an extensive parent education program for the past seven years with the specific goal of providing parents with tools to help their child navigate the school and cultural system of the United States. Our commitment to family and community involvement is a critical component of our intervention and student support.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.6	4.8	5.8	4.7	5.8	5.5	9.1	9.6	9
Graduation Rate	87.6	83.3	84.9	87.6	84.3	85.5	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.9	5.4	3.4	2.8	3.5	3.5
Expulsions	0.4	0.1	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.7	3.4	2.1
Expulsions	0.16	0.07	0.06

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

We employ a full-time school resource officer through the Escondido Police Department as well as one campus safety officer and five full-time campus supervision assistants. Our administrators and staff assist with supervising school grounds. We provide security and supervision at all school events. We maintain a closed campus and require all visitors to register with the office. We review and modify our school safety plan and provide staff training in conjunction with the police department. Our school plan is reviewed annually.

The School Safety plan was reviewed in August 2020. An emergency plan was developed number of situations that may occur. Each staff member is issued a disaster plan book and is given training in its implementation. Each year the entire school practices the Evacuation procedure many times in conjunction with local and regional emergency response agencies. Fire drills are also practiced throughout the year. In case of disaster, please listen to the radio or TV for instructions. Parents are advised to keep in mind: Students may be safer at school than at home in a serious emergency because school buildings are earthquake safe, there is fire-fighting equipment on campus, and the school has plans and specific procedures for dealing with all types of serious emergencies. The safety and welfare of the students is their primary concern in the event of an emergency. In the event of an emergency, a student should be prepared to follow the directions of teachers or staff at the school site, or the bus driver if he or she is on the way to or from school. If a student is traveling by other means when an emergency occurs, they should proceed to school, as this will be the safest place for them to be. Parent cooperation is requested in the following areas: 1. Do not telephone the school. Telephone lines and cell phone capacity will be needed for emergency responders. 2. Do not drive to school. Streets need to be as open as possible for emergency vehicles. 3. Do turn the radio to KKLQ 600 or KCBQ 1170 on the AM dial. Information and directions will be given over the radio. 4. The family reunion area is located at the Orange Glen High School Stadium. In conjunction with the Escondido Union High School District Disaster Preparedness Plan, they urge every family to make home emergency plans and preparations.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	20	52	17	30	25	28	17	31	27	27	11	34
Mathematics	28	13	13	30	22	27	19	23	29	18	8	35
Science	25	19	6	21	25	19	5	21	29	7	16	25
Social Science	24	28	8	30	22	31	13	20	31	8	13	21

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	298.2

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,007	\$1,828	\$8,179	\$80,915
District	N/A	N/A	\$10,695	\$81,232
Percent Difference - School Site and District	N/A	N/A	-26.7	-0.4
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	5.4	-10.9

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

Types of Services Funded (Fiscal Year 2019-2020)

Orange Glen High School offers a variety of courses and programs which allow students to enrich their learning. These include Honors classes and Advanced Placement classes, as well as additional online classes offered through the Learning Center. Beginning in 2019 Orange Glen now offers dual enrollment courses in conjunction with Palomar College. Students can take Palomar College classes with college professors during the school day.

Juniors and seniors can choose to take dual enrollment classes such as Chicano Studies. In August of 2020, Orange Glen launched a new school within a school for dual enrollment, Middle College at Orange Glen. Middle College at Orange Glen students take at least one Palomar College class each semester starting in 9th grade. The school's ideal is that all enriched courses will offer open enrollment. Some students are actively recruited by teachers and counselors based on their academic skills, past performance, and potential. Counselors meet with students individually every year to review their academic progress and post-secondary goals to guide placement. Counselors meet with seniors four times per year to ensure they have a post-secondary plan.

Intervention Providers

In order to provide students the necessary supports to ensure academic success, Orange Glen High School has a robust system of intervention services. In the last two years, the school has added an administration-level Academic Dean focusing on academic intervention, a school social worker, a family liaison, and an additional school counselor. These support providers join an intervention team that includes the Family Intervention Team (FIT), the Prevention and Diversion (PAD) program, and Safety Outreach for Students (SOS) program.

Comprehensive Counseling Program

The Orange Glen High School Counseling Department is a comprehensive school counseling program that is aligned with the ASCA National Model. Counselors aim to advocate, lead, collaborate, and act as system change agents for student success. The counseling team assists students with academic, career, and personal/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 actively aiming to increase academic success by implementing academic enrichment and intervention programs. Intervention activities are explained in further detail late in the report.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,889	\$52,670
Mid-Range Teacher Salary	\$75,780	\$89,660
Highest Teacher Salary	\$107,076	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$150,009	\$158,074
Superintendent Salary	\$247,184	\$250,285
Percent of Budget for Teacher Salaries	28.0	32.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	8	N/A
All courses	27	24.9

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Orange Glen High School teachers work collaboratively in ongoing processes of collective inquiry and action research in order to enhance student learning. PLCs meet at least twice a month. Professional Learning Communities (PLC's) are comprised of content area teams as well as cross-content teams who work together to focus on these three "Big Ideas":

- Ensuring that students will learn.
- Continuing a culture of collaboration
- Focusing on results

The expectation is that PLC team time is to be used to move thinking around curriculum and instruction, teaching, and learning. In order to ensure that time is maximized during PLC time, the following is to be in place:

- Each team has a facilitator to ensure that agreed-upon objectives and agendas are produced for the team.
- Each person has a recorder of minutes to document happenings, outcomes and next steps of each meeting. Teams may add roles as needed. Team members can switch responsibilities "if they choose" in order that all members of the team grow in their ability to lead team efforts.
- All PLC Minutes are to be documented and emailed to department members and administration within 24 hours of the meeting.
- PLC's will participate in an ongoing process of identifying the current level of student achievement through the review of formative and summative data, establishing goals to improve, monitoring student progress, and working together to achieve these goals.

Since teachers believe all students can learn, teachers begin by asking these four critical questions of learning:

- What is it PLCs expect them to learn?
- How will teachers know when they have learned it?
- How will teachers respond when they do not learn?
- How will teachers respond when they already know it?

In PLC's, these questions guide the conversations of the entire staff, the collaborative teams, and the day-to-day work of teachers in every classroom. PLC members are encouraged to reflect on how they answer these questions for each lesson plan. PLC norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify how they will work together to achieve their shared goals.