



ESCONDIDO CHARTER HIGH SCHOOL SCHOOL ACCOUNTABILITY REPORT CARD 2005-2006

1868 East Valley Parkway
Escondido, CA 92027 (760) 737-3154

Since the founding of Escondido Charter High School (ECHS) in the fall of 1996, the school's overall mission has been to "Improve Pupil Learning," and the school's motto has been "Education is Our Business." Everything we do—from hiring dedicated, qualified staff members, to purchasing textbooks and materials, to realizing the dream of building our own campus—is focused on the school's stated mission. ECHS students, their parents, and the community are our customers, and we strive every day to continue our "customer-friendly" reputation.

Escondido Charter High School is fully accredited by the Western Association of Schools and Colleges (WASC). Additionally, in 2005 and 2006 we earned a ranking of 10—the highest number given—on the California Similar Schools ranking list for academic performance.

ECHS provides a quality back-to-basics education to a wide variety of students. We invite you to visit our state-of-the-art campus and learn more about our academic programs, or visit us on the web at www.echs.org.

Dennis Snyder
Executive Director

Some of Escondido Charter High School's Accomplishments For the 2005-2006 School Year

- **Academic Performance Index (API)**—For the fourth consecutive year, ECHS exceeded its API growth target, earning a Similar Schools ranking of 10, the highest possible. ECHS's 2006 growth API was 775, up 20 points from its 2005 base of 755. The API goal for all schools is 800.
- **California High School Exit Exam (CAHSEE)**—The Class of 2008 performed extremely well on the March 2006 California High School Exit Exam. The class had a 98% pass rate for the English Language Arts portion of the exam and a 97% pass rate for the Mathematics portion of the exam.
- **Overall student performance on the California Standards Tests (CST)** continued to improve. In English Language Arts 86.9% of all 9th, 10th, and 11th grade students scored Proficient or higher, compared to 74.7% last year. In Mathematics, 77% of all students tested scored Proficient or higher, compared to 63% last year.
- **No Child Left Behind**—For the third consecutive year, ECHS fulfilled its Adequate Yearly Progress criteria in accordance with this federal law.
- **Post-High School Education**—In the Traditional Classroom Program, 96 percent of the graduating seniors moved on to post secondary education - 48% to a four-year university, 31% to a community college, and 17% to vocational training. Four percent joined the military.
- **Advanced Placement**—Twenty-three students passed AP exams in six subject areas.
- **Community Service**—Two Community Clean-up Days were held to clean up the East Valley Parkway business area. In addition, ECHS supported Home Front San Diego by providing necessities to the military and their families.
- **Football Debut**—Fall of 2006 brought the inaugural season of football for the ECHS White Tigers. The team completed a 10-game schedule posting a 7-2-1 record.

**Escondido Charter High School
School Accountability Report Card
Reported for School Year 2005-2006**
Published January 2007

I. General Information

Contact Information

School Information		District Information	
School Name	Escondido Charter High	District Name	Escondido Charter School District
Principal	Dennis Snyder	Superintendent	Dennis Snyder
Street	1868 E. Valley Pkwy.	Street	1868 E. Valley Pkwy.
City, State, Zip	Escondido, CA 92027	City, State, Zip	Escondido, CA 92027
Phone Number	760-737-3154	Phone Number	760-737-3154
Fax Number	760-738-8996	Fax Number	760-738-8996
Website	www.echs.org	Website	www.echs.org
E-mail	dsnyder@echs.org	E-mail	dsnyder@echs.org
CDS Code	37-68106-3731023	SARC Contact	Kathleen Low

School Description and Mission Statement

Escondido Charter High School is located 30 miles north of San Diego. It serves approximately 1,000 students in two distinct types of learning environments. The Traditional Classroom Program (TCP) provides classroom-based instruction with an average class size of 18 students. The classes are primarily at the College Preparatory, Honors, and Advanced Placement levels and are designed to prepare students to enter a four-year university upon graduation. During the 2005-2006 school year, there were 293 students in TCP, each of whom were chosen in a lottery.

The Individualized Learning Program (ILP) provides general and college preparatory programs on a flexible, college-style schedule in a format designed to meet a variety of student needs. ILP is a year-round program. The ILP population is comprised of a wide spectrum of students who choose this setting rather than a traditional comprehensive high school program. During the 2005-2006 school year there was an average of 613 students enrolled in the Individualized Learning Program.

Mission Statement: Escondido Charter High School is committed to providing a safe and orderly learning environment where teachers are responsible for implementing a curriculum based on the fundamental skills that form the foundation of learning: reading, writing, mathematics, and computer skills. Accomplishment in academic areas is stressed. In addition, Escondido Charter High School emphasizes the understanding and appreciation of American Civilization and United States History. Escondido Charter High School believes that parents and the school share a dual responsibility in developing the

education plan that will provide the individual student the opportunity to succeed both as a scholar and as a citizen.

Opportunities for Parental Involvement

School Contact Person	Shawn Roner	Contact Person's phone number	737-3154
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Parents play an integral role in the success of ECHS. The Parent Advisory Board meets regularly, and parents serve on the ECHS Board of Directors. It is common to find parents chaperoning dances and volunteering during the school day. ECHS hosts a variety of events including an annual Back to School Night and Grad Night. Parent participation is important to the success of these events. In the Individualized Learning Program, parents are considered to be educational partners, and parent contact with the student's Teacher of Record is vital to student success.

II. Demographic Information

Student Enrollment – Grade Level

Grade Level	Enrollment
Grade 9	181
Grade 10	224
Grade 11	301
Grade 12	200
Total Enrollment	906

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.3	White (not Hispanic)	75.1
American Indian or Alaska Native	0.9	Multiple or No Response	2.6
Asian	1.9	Socioeconomically Disadvantaged	2.5
Filipino	1.8	English Learners	0.0
Hispanic or Latino	15.0	Students with Disabilities	2.0
Pacific Islander	0.4		

Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	14.8	16			15.1	17			17.8	17		
Mathematics	16.7	27	5		16.5	25		3	15.6	20		1
Science	15.6	15			14.7	16			17.9	16		
Social Science	13.6	12			15.8	13			19.2	12	1	

II. School Climate

School Safety Plan

Escondido Charter High School prides itself on maintaining a safe, clean, and orderly campus. Efforts are made by the entire staff to maintain a schoolwide plan that provides a safe and productive learning environment. ECHS is a “closed” campus, with a full-time security officer to assist in this effort. All visitors on campus check in at the Main Office and wear visitor badges. In addition, all staff members are trained to report any disturbances or unauthorized visitors, and administrators periodically tour the campus to ensure the well being of all students.

We consider student and staff safety a top priority, and we are prepared for major emergency situations. Simplified emergency procedures for various emergencies (e.g., fire, earthquake, etc.) have been promulgated to the staff, reviewed with the students, and are practiced on campus.

School Discipline Practices

All students enrolling at Escondido Charter High School and their parents must sign off on the school's Dress Code and campus rules and regulations. ECHS approaches school discipline with policies that are fair, firm, and consistent yet applied in a friendly, caring manner. Student expectations are clearly communicated through a student handbook that is disseminated to all students and reinforced in all classrooms and educational settings. Student due process is respected and practiced in all disciplinary proceedings.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school for the most recent three-year period.

Rate	School		
	2003-04	2004-05	2005-06
Suspensions	.002%	.0033%	.002%
Expulsions	0	0	0

ECHS had two suspensions during the 2005-2006 school year. There were no expulsions.

III. School Facilities

In June 2006, Escondido Charter School District, under the fiscal umbrella of the American Heritage Education Foundation, completed the sale of Qualified Institutional Bonds for approximately \$26 million. This sale was the culmination of a long process, which included receiving a Standard & Poor's rating of BBB-. The bond sale allowed us to pay off our original private bonds used to build our new campus, which we have occupied for the past three years. This also gave us an additional \$8 million to build our community theater, gymnasium, and warehouse, known as Phase II. Construction of Phase II is now underway with an anticipated fall 2007 completion date.

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			Sponsoring District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	48	46	47	362
Without Full Credential	3	2	1	14

There were no teachers teaching outside their subject area of competence, teacher misassignments, or vacant teacher positions. All core academic classes were taught by No Child Left Behind (NCLB) compliant teachers.

Substitute Teacher Availability

Qualified substitutes are used to cover classes for teachers who are out due to illness or school business.

Teacher Evaluation Process

The Program Directors and the Executive Director observe teachers at Escondido Charter High School a minimum of twice each year. Teachers receive both formative and summative evaluations and official counseling. Teachers who reach a certain level of excellence may receive a yearly bonus, depending upon the availability of funds. The evaluation process is based on the California Standards for the Teaching Profession and the principles found in *The First Days of School*, Harry Wong's book on effective teaching. In addition, a Mentor Teacher assigned to each program works with all evaluators and teachers to support the staff and to enrich teacher growth.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor Traditional Classroom Program	1.0	320
Academic Counselor Individualized Learning Program*	*	30
Library Media Services Staff (paraprofessional)	1.0	--
Psychologist	Provided by the Escondido Union High School District (Sponsoring District)	
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

*Teachers in the Individualized Learning Program carry a student load of 30. These teachers are considered to be their students' academic counselors.

VI. Curriculum and Instructional Materials

Escondido Charter High School continues to set a high priority to ensure there are sufficient textbooks and supplementary materials to support the instructional program. Textbooks and other instructional materials meet state standards and are approved by the Board of Directors. Curriculum adoptions align with the state Frameworks and California Content Standards. The ratio of textbooks per pupil exceeds one per student in each subject area.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the sponsoring district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the sponsoring district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil 04-05 (Basic)	Average Teacher Salary 04-05
School Site	\$5410	\$40,862
Sponsoring District	N/A	\$56,179
Percent Difference - School Site and Sponsoring District	N/A	-37%
State	\$4,743	\$60,037
Percent Difference - School Site and State	14%	-47%

Escondido Charter High School spends approximately 14% more than the state in expenditure per pupil. Average teacher salaries are lower than the average for both the state and the sponsoring district, in part, because the school is only 10 years old and salary maximums have not been reached.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	School Amount	Sponsoring District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,640	\$37,946	\$37,671
Mid-Range Teacher Salary	\$41,822	\$58,136	\$63,121
Highest Teacher Salary	\$44,125	\$77,599	\$78,630
Average Administrator Salary	\$45,977	\$114,511	\$111,909
Superintendent Salary	\$103,922	\$185,300	\$163,061
Percent of Budget for Teacher Salaries	38%	35.8%	37.8%
Percent of Budget for Administrative Salaries	3.8%	5.6%	5.2%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 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 proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students – Three-Year Comparison

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

Subject	School			Sponsoring District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	56	63	66	39	41	40	36	40	42
Mathematics	36	38	43	17	20	22	34	38	40
Science	58	54	49	31	31	31	25	27	35
History-Social Science	43	48	50	36	38	38	29	32	33

CST Results by Student Group – Most Recent Year

This 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	76	38	*	*
American Indian or Alaska Native	*	*	*	*
Asian	87	67	*	*
Filipino	*	*	*	*
Hispanic or Latino	48	38	31	33
Pacific Islander	*	*	*	*
White (Not Hispanic)	68	43	51	52
Male	65	46	47	53
Female	67	41	51	47
Economically Disadvantaged	43	27	*	21
English Learners	*	*	*	*
Students with Disabilities	38	*	*	*

Norm-Referenced Test (NRT)

Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Therefore, the NRT section has been removed from this report.

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. 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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards
9	26.6

IX. Accountability

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. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

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

API Rank	2003-04	2004-05	2005-06
Statewide	8	8	8
Similar Schools	8	10	10

API Changes by Student Group – Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: A blank space means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	33	31	20	775
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	29	27	13	785
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal No Child Left Behind (NCLB) act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School
Overall	Yes
Participation Rate - English-Language Arts	Yes
Participation Rate - Mathematics	Yes
Percent Proficient - English-Language Arts	Yes
Percent Proficient - Mathematics	Yes
API	Yes
Graduation Rate	Yes

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			Sponsoring District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	5.3	4.9	1.9	3.3	3.2	2.4	3.2	3.3	3.1
Graduation Rate	83.7	78.6	87.6	89.7	85.9	87.2	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma.

At Escondido Charter High School, 100% of the graduating seniors in the class of 2006 passed the CAHSEE. Sponsoring district and state comparisons were not available.

Workforce Preparation Programs

Escondido Charter High School offers a dynamic technology program, which provides the groundwork for students desiring a career in computer sciences. All Special Education students at ECHS are invited to participate in the Sponsoring District's Workability program, which links students to job opportunities and provides job training such as resume writing and interviewing skills. In addition, all students at ECHS participate in career assessment inventories.

Courses for University of California and/or California State University Admission*

For the most recent year, this table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission*	47.5
Graduates Who Completed All Courses Required for UC/CSU Admission**	24.1

*At first glance, the chart above shows a low percentage of students completing UC/CSU requirements. However 87% of students graduating from the Traditional Classroom Program, our college preparatory program, completed all courses required for admission to a four-year California University during the 2005-2006 school year.

**The Individualized Learning Program (ILP) is primarily a general level program, and constitutes approximately 65% of our school population. Some students enrolling in ILP initially select a college prep diploma plan, but subsequently switch to a general level plan when they discover the rigor of our college preparatory program. This accounts for the discrepancy between those enrolled in a college prep curriculum and those completing it.

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science		---
Social Science		---
All courses	2	0.8

*Due to small numbers in the Traditional Classroom Program, it is fiscally prohibitive to offer a wide variety of AP courses. However, some students in Honors classes successfully study for and ultimately pass the AP exams in various subject areas, as shown in the chart below.

AP Exam offered	Number of students who passed
Biology 1	1
Calculus	4
English Language	10
English Literature	2
Government	2
U.S. History	3

College Admission Test Preparation Course Program

Escondido Charter High School offers SAT preparation courses at strategic times throughout the school year. This preparation program has been in place for the past six years.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking Test	20.7	27.7	37.0
Average Verbal Score	558	564	556
Average Math Score	532	556	539
Average Writing Score	---	---	539

X. Instructional Planning and Scheduling

Quality of Instruction

Escondido Charter High School's mission is to "improve pupil learning." To fulfill that mission, students may choose from a variety of classes and instructional programs to optimize learning opportunities. For example, in the Individualized Learning Program students may choose from college preparatory or general classes. They may earn math credits in a lab setting, module class (a small group class), or at a community college. In the Traditional Classroom Program, students are challenged in Advanced Placement classes, where they can qualify to receive college credit. ECHS offers Biology I and II, Chemistry I and II, and Physics. Advanced technology classes provide students with the opportunity to participate in a wide range of activities including digital photography, web page design, and digital video editing.

Curriculum Improvement

Standardized testing data is used to prioritize areas targeted for curricular improvement. At the beginning of each school year, data is analyzed and priorities are set to target areas of weakness and enhance areas of strength.

Professional Development

Three full days of professional development are provided each year. In addition, members of the ECHS teaching staff have had opportunities to participate in programs offered through California State University (CSU) and other institutions including the ILAST technology program, CSU literacy-training program, and the San Marcos Reading Project. Both the Traditional Classroom Program and the Individualized Learning Program hold regular in-service meetings where teaching challenges are discussed or a curricular focus is explored.

During the 2005-2006 school year, ECHS began the implementation of a formal Professional Development Program with the appointment of a Professional Development Coordinator for each program (TCP and ILP). The coordinators and the directors of those programs created a plan with two primary goals: 1.) Assist teachers in the continued improvement of their academic and pedagogical skills and 2.) Help teachers accrue professional development hours toward the renewal of their teaching credentials.

The activities were linked to the Teacher Performance Characteristics outlined in the Teacher Appraisal Program. Teachers were asked to develop and maintain Professional Growth Portfolios documenting professional growth activities.

During the 2005-2006 school year, professional growth activities for ECHS teachers included:

- Five teachers completed college courses on tape to improve content knowledge
- Eight teachers took on-line courses related to pedagogy
- Two teachers attended a four-day science conference
- Four new teachers received six hours of Professional Development based on Harry Wong's *First Days of School* books and videos.
- One teacher attended a World History institute sponsored by UC Irvine
- Two teachers read and reviewed content knowledge books in literature and history
- Two teachers attended a conference sponsored by the California Association of Teachers of English (CATE)

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	66,180	64,800
10	66,180	64,800
11	66,180	64,800
12	66,180	64,800

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Students in the Traditional Classroom Program attend school on a shortened day schedule for seven days. Six of those days were for semester final exams (three days per semester), and one day for final awards.

Types of Services Funded

The total cost of operating Escondido Charter High School for the 2005-2006 school year was \$6,923,649. Forty-one percent (41%) of the total budget was spent directly in classrooms for teachers, teacher aides, books, supplies, and equipment. Eighteen percent (18%) of the total budget was spent at the school site for certificated and classified support services such as library personnel, counselors, technology support, and school administrators.

XI. Extra-Curricular Activities

Sports

While academics remains the top priority at Escondido Charter High School, students are learning time management skills as well as the benefits of competition by participating in our supportive, extra-curricular environment.

Fall of 2006 brought the inaugural season of football for the ECHS White Tigers. The team fulfilled its first-year goal by completing a 10-game schedule against a variety of junior varsity and varsity teams of both eight and 11 men. In order to minimize startup costs, many staff members and community members volunteered to coach at no charge.

With football starting up cheerleading soon followed. More than 20 students tried out for 15 cheerleading spots in late July.

During the 2005-2006 school year:

- Nearly 108 students participated on nine CIF sports teams
- Fall Sports: Cross Country
- Winter Sports: Boy's and Girl's Basketball; Boy's and Girl's Soccer; co-ed Wrestling
- Spring Sports: Boy's Golf, Girl's Softball, Boy's Baseball
- The Boy's Basketball team made CIF Division IV playoffs
- The Girl's Softball team made CIF Division III playoffs
- Three teams formed booster organizations

Clubs and Other Organizations

All students at ECHS are invited to participate in sports and other co-curricular and extra-curricular activities. During the 2005-2006 school year, participation was as follows:

- Academic League – 20 students
- Performing Arts Club – 48 students
- ASB – 12 students
- Saxon Film Club – 12 students
- California Scholarship Federation – 70 students
- National Honor Society – 65 students
- Yearbook – 12 students
- Chess Club – 6 students