



# ESCONDIDO CHARTER HIGH SCHOOL SCHOOL ACCOUNTABILITY REPORT CARD 2006-2007

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](http://www.echs.org).*

**Dennis Snyder**  
**Executive Director**

## Some of Escondido Charter High School's Accomplishments For the 2006-2007 School Year

- **Accreditation**—In February 2007, a committee from the Western Association of Schools and Colleges (WASC) visited the ECHS campus. The school was awarded a six-year term of accreditation, through June 2013.
- **Academic Performance Index (API)**—ECHS earned a 2007 growth API is 815, surpassing the state's goal for all schools, which is 800. Both our Similar Schools ranking and State Ranking is 10, the highest possible.
- **California High School Exit Exam (CAHSEE)**—During the 2006-2007 school year 97% of ECHS students who took the exam passed the English Language Arts portion, 94% of all students tested passed the Mathematics portion of the exam.
- **Student performance on the 2007 California Standards Tests (CST)**—In English Language Arts 84.3% of all students tested scored Proficient or higher. The state average is 45.5%. In Mathematics 80.4% of all students tested scored Proficient or higher, a 3 point increase from last year. The state average is 48.5%.
- **No Child Left Behind**—For the fourth consecutive year, ECHS fulfilled its Adequate Yearly Progress criteria in accordance with this federal law.
- **Post-High School Education**—In the Traditional Classroom Program, 97% of the graduating seniors moved on to post secondary education - 65% to a four-year university, 30% to a community college, and 2% to vocational training.
- **Advanced Placement**—Thirty-five students passed AP exams in three subject areas.
- **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

## 2006-07 School Accountability Report Card (SARC)

Published January 2008

### 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 East Valley Parkway	Street	1868 East Valley Parkway
City, State, Zip	Escondido , CA 92027	City, State, Zip	Escondido , CA 92027
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### 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 2006-2007 school year, there were 325 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 2006-2007 school year there was an average of 600 students enrolled in this 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

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.

## Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	181
Grade 10	220
Grade 11	244
Grade 12	260
Total Enrollment	905

## 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	2.43 %	White (not Hispanic)	72.93 %
American Indian or Alaska Native	1.44 %	Multiple or No Response	2.87 %
Asian	1.99 %	Socioeconomically Disadvantaged	15 %
Filipino	1.44 %	English Learners	1 %
Hispanic or Latino	16.69 %	Students with Disabilities	1 %
Pacific Islander	0.22 %		

## Average Class Size and Class Size Distribution (Secondary)

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	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	15.1	17	0		17.7	18	0		17.7	19	0	
Mathematics	17.5	26		4	18.8	21		2	35.2	21	1	4
Science	14.7	16			17.9	16			19.8	16		1
Social Science	15.8	13			19.2	12	1		19.7	13	1	

## 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 Facility

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 five years. It also gave us an additional \$8 million to build more facilities. In October 2007, we opened our 400-seat American Spirit community theater, a gymnasium, and a weight room, which marked the completion of Phase II of our building project.

## 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			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	46	47	48	378
Without Full Credential	2	1	1	9

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.3	2.7
High-Poverty Schools in District	95.8	4.2
Low-Poverty Schools in District	95.9	4.1

## 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	2.0	905
Academic Counselor Individualized Learning Program	*	30
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	Provided by the Escondido Union High School District (Sponsoring District)	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
* Teachers in the Individualized Learning Program carry a student load of 30. These teachers are considered to be their students' academic counselors.		

## Quality, Currency, and Availability of Textbooks 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.

## Expenditures Per Pupil and Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher 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 (Basic)	Average Teacher Salary
School Site	\$6522	\$42000
Sponsoring District	N/A	\$59991
Percent Difference – School Site and District	N/A	-30%
State	\$4943	\$62833
Percent Difference – School Site and State	+25%	-44%

## 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.

## Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	School Amount	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36640	\$39847	\$39456
Mid-Range Teacher Salary	\$41822	\$58800	\$66091
Highest Teacher Salary	\$44125	\$81487	\$82529
Average Administrator Salary	\$58600	\$116861	\$116464
Superintendent Salary	\$106427	\$150000	\$171138
Percent of Budget for Teacher Salaries	34%	35.9 %	37.4 %
Percent of Budget for Administrative Salaries	6%	5.4 %	5.2 %

## California Standards Tests

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## 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			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	63	66	70	41	40	44	40	42	43
Mathematics	38	43	45	20	22	23	38	40	40
Science	54	49	51	31	31	33	27	35	38
History-Social Science	48	50	60	38	38	39	32	33	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	64	29	64	*
American Indian or Alaska Native	67	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	60	46	36	52
Pacific Islander	*	*	*	*
White (not Hispanic)	72	44	51	61
Male	69	49	52	69
Female	70	40	50	50
Economically Disadvantaged	38	*	33	*
English Learners	*	*		*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

## CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	74.7	50.5	49	86.9	50.7	51.1	84.3	47	48.6
Mathematics	63	44.4	45.2	77	49.2	46.8	80.4	50.3	49.9

## CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	15.7	26.4	57.9	19.6	44.3	36.1
Male	14	29.1	57	15.5	39.3	45.2
Female	17.8	23.3	58.9	24.3	50	25.7
African American	20	20	60	20	60	20
American Indian or Alaska Native						
Asian	0	20	80	20	20	60
Filipino	0	66.7	33.3	0	33.3	66.7
Hispanic or Latino	34.5	31	34.5	37.9	31	31
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	12	25.9	62	15.9	47.7	36.4
English Learners	50	25	25	25	50	25
Socioeconomically Disadvantaged	25	50	25	50	25	25
Students with Disabilities				0	100	0

## 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.

Grade Level	Percent of Students Meeting Fitness Standards
9	32.70

## 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. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	8	8	10
Similar Schools	10	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: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	31	20	-2	815
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				765
Pacific Islander				
White (not Hispanic)	27	13	-1	824
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

### Adequate Yearly Progress

The federal 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	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

## 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 which data is available. 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			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	4.9	1.9	1.1	3.2	2.4	3.6	3.2	3.1	3.5
Graduation Rate	78.6	87.6	86.3	85.9	87.2	84.7	85.3	85.0	83.0

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. At Escondido Charter High School, 100% all non-adult students in the class of 2007 passed the CAHSEE. Adult students who did not pass the CAHSEE have been given opportunities for remediation and testing, in accordance with state law.

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Information about student enrollment in 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	57.8
Graduates Who Completed All Courses Required for UC/CSU Admission*	35.2

Eighty-eight percent (88%) 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 2006-2007 school year.

## 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		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	3	1.7

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

AP Exam Offered	Number of Students Who Passed
Biology I	1
Calculus	4
English Language	10
English Literature	2
Government	2
U.S. History	3
All courses	23

## School Instruction and Leadership

Escondido Charter High School offers 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 2006-2007 school year, there were 325 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.

Each educational program is managed by an experienced, credentialed director. Other members of the Leadership Team include the Business Manager, Student Services Manager, District Coordinator and Athletic Director. The Executive Director (i.e. superintendent) has ultimate responsibility for the school's operations and programs.

## Professional Development

ECHS provides three full days for professional staff development each year.

## Sports

Academics is the top priority at ECHS, but students are learning time management skills and the benefits of competition by participating in our supportive, extra-curricular environment. Fall 2006 brought the inaugural season of football for the White Tigers. The team fulfilled its first year goal by completing a 10-game schedule against a variety of junior varsity and varsity teams. With football starting up, cheerleading soon followed. More than 20 students tried out for 15 cheerleading spots in late July.

During the 2006-2007 school year:

- The ECHS Football team posted a 7-2-1 record for its first year.
- Nearly 130 students participated on 11 CIF sports teams
- Fall Sports: Cross Country, Football, Girl's Volleyball, Cheerleading
- 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, Boy's and Girl's Track
- Two students were league champions in Wrestling

## Clubs and Other Organizations

During the 2006-2007 school year the following clubs and organizations were offered to all ECHS students:

- Academic League
- ASB
- California Scholarship Federation
- Chess Club
- Choral Arts Society
- Fellowship of Christian Athletes
- Junior State of America
- National Honor Society
- Performing Arts Club
- Saxon Film Club
- Yearbook

