



ESCONDIDO CHARTER HIGH SCHOOL SCHOOL ACCOUNTABILITY REPORT CARD 2007-2008

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 and 2007, we earned a ranking of 10—the highest number given—on the California Similar Schools ranking list for academic performance. Detailed academic performance data is available at greatschools.net.

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 2007-2008 School Year

- **Academic Performance Index (API)**—ECHS earned a 2008 growth API of 827, surpassing the state's goal for all schools, which is 800. Our Similar Schools Ranking is 10, the highest given, and our State Ranking is 9.
- **California High School Exit Exam (CAHSEE)**—During the 2007-2008 school year, 99% of ECHS 10th grade students who took the exam passed the English Language Arts portion; 97% of 10th grade students who took the test passed the Mathematics portion.
- **2008 California Standards Tests (CST)**—In English Language Arts, 70% of all students tested scored Proficient or higher. The state average is 46%. In addition, ECHS students scored significantly higher than state and district averages in science and history.
- **No Child Left Behind**—For the fifth consecutive year, ECHS fulfilled its Adequate Yearly Progress criteria in accordance with this federal law.
- **Post-High School Education**—In the Traditional Classroom Program, 90% of the graduating seniors moved on to post secondary education - 60% to a four-year university, 30% to a community college, and 10% to vocational training, work, or the military.
- **Advanced Placement**—Students passed 68 Advanced Placement exams in eight subject areas, which is more than double last year's number.
- **Theater and Gymnasium Opening**—In October 2007, our 400-seat, state-of-the-art American Spirit Theater opened, along with a gymnasium for student and community use.
- **New Writing Course**—An academic writing course was implemented in the Traditional Classroom Program to help students prepare for the rigor of college writing.

Escondido Charter High School

2007-2008 School Accountability Report Card Report (SARC)

Published January 2009

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 92927	City, State, Zip	Escondido, CA 92927
Website	www.echs.org	E-mail Address	dsnyder@echs.org
CDS Code	37-68106-3731023	SARC Contact	Kathleen Low (klow@echs.org)

School Description and Mission Statement (School Year 2007-08)

Escondido Charter High School is located 30 miles north of San Diego. It serves approximately 900 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 2007-2008 school year, there were 333 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 2007-2008 school year, there was an average of 518 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 (School Year 2007-08)

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 (School Year 2007-08)

Grade Level	Number of Students
Grade 9	184
Grade 10	196
Grade 11	238
Grade 12	233
Total Enrollment	851

Student Enrollment by Group (School Year 2007-08)

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
African American	3.17 %
American Indian or Alaska Native	2 %
Asian	1.88 %
Filipino	1.41 %
Hispanic or Latino	17.86 %
Pacific Islander	0.35 %
White (not Hispanic)	70.51 %
Multiple or No Response	2.82 %
Socioeconomically Disadvantaged	15 %
English Learners	1 %
Students with Disabilities	2 %

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	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.7	18	0		17.7	19	0		17.4	23	3	
Mathematics	18.8	21		2	35.2	21	1	4	33.8	25	1	4
Science	17.9	16			19.8	16		1	18.8	19		
Social Science	19.2	12	1		19.7	13	1		17.6	17	3	

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			Sponsoring District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	.002%	.0044% (4)	.0035% (3)	13.1	14.3	14.2
Expulsions	0	0	0	0.3	0.4	0.5

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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	47	48	45	386
Without Full Credential	1	1	1	10

Teacher Misassignments and Vacant Teacher Positions

There were no misassignments or vacant teacher positions during the 2007-2008 school year.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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 [NCLB Web site](#).

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 Escondido Union High School District (EUHSD)	98.7	1.3
High-Poverty Schools in EUHSD	100.0	0.0
Low-Poverty Schools in EUHSD	97.3	2.7

Academic Counselors and Other Support Staff (School Year 2007-08)

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	333
Academic Counselor Individualized Learning Program	*	25
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	1	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 25. These teachers are considered to be their students' academic counselors.*

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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 School Site Teacher Salaries (Fiscal Year 2006-07)

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. More information can be found at the [Current Expense of Education](#) Web page. Teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6972	\$42,170
Sponsoring District	N/A	\$62,510
Percent Difference – School Site and District	N/A	-33%
State	\$5300	\$65574
Percent Difference – School Site and State	+24%	-36%

Types of Services Funded (Fiscal Year 2007-08)

The total cost of operating Escondido Charter High School for the 2007-2008 school year was \$6,643,354. Forty-eight percent (48%) of the total budget was spent directly in classrooms for teachers, teacher aides, books, supplies, and equipment. Seventeen percent (17%) of the total budget was spent at the school site for certificated and classified support services such as office personnel, library personnel, counselors, technology support, and school administrators.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	School Amount	Sponsoring District Amount	State Average For Similar Districts
Beginning Teacher Salary	\$39,321	\$41,218	\$41,367
Mid-Range Teacher Salary	\$42,543	\$60,823	\$66,967
Highest Teacher Salary	\$44,647	\$86,478	\$85,877
Average Principal Salary	\$64,102	\$121,972	\$123,438
Superintendent Salary	N/A	\$168,500	\$185,780
Percent of Budget for Teacher Salaries	35%	35.8 %	37.1 %
Percent of Budget for Administrative Salaries	16%	5.4 %	5.1 %

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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	66	70	70	40	44	45	42	43	46
Mathematics	43	45	41	22	23	23	40	40	43
Science	49	51	53	31	33	37	35	38	46
History-Social Science	50	60	60	38	39	39	33	33	36

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	74	64	*	54
American Indian or Alaska Native	*	*	*	*
Asian	81	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	57	35	34	55
Pacific Islander	*	*	*	*
White (not Hispanic)	73	39	59	62
Male	66	43	54	70
Female	74	38	51	50
Economically Disadvantaged	56	37	41	
English Learners	*	*		*
Students with Disabilities	*	*	*	

**Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	86.9	84.3	84.5	50.7	47.0	54.0	51.1	48.6	52.9
Mathematics	77.0	80.4	79.9	49.2	50.3	52.9	46.8	49.9	51.3

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	15.5	59.6	24.8	20.1	48.2	31.7
Male	21.6	58.0	20.5	16.9	51.7	31.5
Female	8.2	61.6	30.1	24.0	44.0	32.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	25.8	67.7	6.5	41.9	35.5	22.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	13.0	57.4	29.6	12.7	51.7	35.6
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	21.7	47.8	30.4	29.2	37.5	33.3
Students with Disabilities	*	*	*	*	*	*

**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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California Physical Fitness Test Results (School Year 2007-08)

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 the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test may be found on the [Physical Fitness Testing Web page](#).

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	60.7

Academic Performance Index and API Ranks

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. The table below displays the school's statewide and similar schools API ranks. Detailed information about the API can be found at the [API Web page](#).

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. 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. 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	2005	2006	2007
Statewide	8	10	9
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: A blank space means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	20	-2	12	827
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			16	781
Pacific Islander				
White (not Hispanic)	13	-1	17	841
Socioeconomically Disadvantaged				788
English Learners				
Students with Disabilities				

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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

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

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

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 on the [DataQuest](#) Web site.

Indicator	School			Sponsoring District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	1.9	1.1	3.2	2.2	2.3	3.8	3.1	3.5	4.4
Graduation Rate	87.6	86.3	92.3	87.2	86.6	81.2	85.0	83.0	79.5

Courses for University of California and/or California State University Admission (School Year 2007-08)

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. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	71.3
Graduates Who Completed All Courses Required for UC/CSU Admission*	35.7

**Ninety-two (92%) 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 2007-2008 school year.*

Advanced Placement Courses* (School Year 2007-08)

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 [DataQuest](#) Web site.

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	1.8

**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 at ECHS	Number of Students Who Passed
Calculus AB	9
Calculus BC	1
Computer Science	1
English Language	18
English Literature	21
US Government	3
US History	8
World History	7

Professional Development

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

Sports

Academics is the top priority at ECHS, but students learn time management skills and the benefits of competition by participating in our supportive, extra-curricular environment.

During the 2007-2008 school year:

- Nearly 250 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
- The Girl's Basketball team won a league championship.
- The Boy's Track and Field team won a league championship.

Clubs and Other Organizations

During the 2007-2008 school year, the following clubs and organizations were offered to all ECHS students:

1. Academic League
2. Anime Club
3. Associated Student Body
4. Civil Air Patrol
5. California Scholarship Federation
6. Invisible Children
7. House Clubs
8. Key Club
9. National Honor Society
10. Performing Arts
11. Prom Committee
12. Recycling Club
13. Saxon Math Club
14. Yearbook
15. Zoway Club