



# ESCONDIDO CHARTER HIGH SCHOOL SCHOOL ACCOUNTABILITY REPORT CARD 2008-2009

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, from 2005 through 2008 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](http://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](http://www.echs.org).*

**Dennis Snyder**  
Executive Director

## Some of Escondido Charter High School's Accomplishments For the 2008-2009 School Year

- **Academic Performance Index (API)**—ECHS earned a 2009 growth API of 832, 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 2008-2009 school year, 98% of all ECHS students who took the exam passed the English Language Arts portion; 88% of all students who took the exam passed the Mathematics portion.
- **2009 California Standards Tests (CST)**—In English Language Arts, 74% of all students tested scored Proficient or higher. In addition, ECHS students scored significantly higher than state and district averages in science and history.
- **No Child Left Behind**—ECHS fulfilled all ten criteria needed to make Adequate Yearly Progress 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 55 Advanced Placement exams in eight subject areas.

# Escondido Charter High School

## 2008-2009 School Accountability Report Card Report (SARC)

Published January 2010

### 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
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

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 2008-2009 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 2008-2009 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

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 2008-09)

Grade Level	Number of Students
Grade 9	173
Grade 10	174
Grade 11	223
Grade 12	278
Total Enrollment	848

### Student Enrollment by Group (School Year 2008-09)

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	3.89 %
American Indian or Alaska Native	1.06 %
Asian	2.24 %
Filipino	1.65 %
Hispanic or Latino	18.75 %
Pacific Islander	0.47 %
White (not Hispanic)	69.69 %
Multiple or No Response	2.24 %
Socioeconomically Disadvantaged	13.00 %
English Learners	1.00 %
Students with Disabilities	2.00 %

### 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	2006-07				2007-08				2008-09			
	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	19	0		17.4	23	3		19.0	19	1	
Mathematics	35.2	21	1	4	33.8	25	1	4	18.0	26	5	
Science	19.8	16		1	18.8	19			17.8	17		
Social Science	19.7	13	1		17.6	17	3		20.4	12	1	

## 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	.0044% (4)	.0035% (3)	.01% (10)	14.3	14.2	14.6
Expulsions	0	0	0	0.4	0.5	0.7

## 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 ECHS to pay off original private bonds used to build the new campus, which we have occupied for the past six years. It also provided an additional \$8 million to build more facilities. In October 2007, ECHS opened its 400-seat American Spirit community theater, a gymnasium, and a weight room, which marked the completion of our building project. The theater is fully booked with both community and school events.

## 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			Sponsoring District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	48	45	41	383
Without Full Credential	1	1	2	12

## Teacher Misassignments and Vacant Teacher Positions

There were no misassignments or vacant teacher positions during the 2008-2009 school year.

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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)	99.1	0.9

## Academic Counselors and Other Support Staff (School Year 2008-09)

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 2009-10)

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 2007-08)

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	\$7743	\$55,383
Sponsoring District	N/A	\$63,842
Percent Difference – School Site and District	N/A	-14%
State	\$5512	\$68,332
Percent Difference – School Site and State	+29%	-19%

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

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	\$41,000	\$42,096	\$42,810
Mid-Range Teacher Salary	\$50,000	\$62,119	\$69,375
Highest Teacher Salary	\$59,846	\$88,320	\$89,104
Average Principal Salary	\$80,000	\$121,972	\$126,901
Superintendent Salary	N/A	\$168,500	\$185,780
Percent of Budget for Teacher Salaries	See below	35.90%	37.30%
Percent of Budget for Administrative Salaries	See below	5.70%	5.2 %

## 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.

## 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			Sponsoring District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	70	70	74	44	45	46	43	46	50
Mathematics	45	41	46	23	23	24	40	43	46
Science	51	53	57	33	37	40	38	46	50
History-Social Science	60	60	60	39	39	45	33	36	41

## 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	81	33	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	53	31	26	40
Pacific Islander	*	*		
White (not Hispanic)	78	50	65	63
Male	72	48	72	73
Female	75	44	46	48
Economically Disadvantaged	64	42	46	63
English Learners	*	*	*	*
Students with Disabilities	33	*	*	*

*\*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			Sponsoring District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English	84.3	84.5	98.00	47.0	54.0	64.00	48.6	52.9	61.00
Mathematics	80.4	79.9	88.00	50.3	52.9	65.00	49.9	51.3	61.00

## 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 2008-09)

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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.6	33.8	53.0



## 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	2006	2007	2008
Statewide	10	9	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
	2006-07	2007-08	2008-09	2009
All Students at the School	-2	12	5	832
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		16	-9	772
Pacific Islander				
White (not Hispanic)	-1	17	3	844
Socioeconomically Disadvantaged			15	803
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 2008-09)

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

## 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2008-09	2004-05	2005-06	2006-07
Dropout Rate (1-year)	1.1	3.2	3.2	2.3	3.8	2.7	3.1	3.5	4.4
Graduation Rate	97.3	96.6	96.1	86.6	81.2	86.8	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	73.7
Graduates Who Completed All Courses Required for UC/CSU Admission*	37.1

*\*Eighty-four percent (84%) of students graduating from the Traditional Classroom Program completed all courses required for admission to a four-year California University during the 2008-2009 school year.*

## Advanced Placement Courses\* (School Year 2008-09)

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	2.6

*\*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 2008/2009	Students attempting AP Exam 2008-2009	Students passing AP Exam	Percent of students passing AP exam
Calculus	11	10	91%
English Language	18	18	100%
English Literature	15	11	73%
Government	3	2	67%
U.S. History	13	10	77%
World History	4	2	50%
Spanish Language	1	1	100%
Chemistry	1	1	100%

## Professional Development

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

## **Sports**

Academics is the top priority at ECHS; however, ECHS offers many extra-curricular activities because we believe students learn valuable time management skills and the benefit of teamwork and competition from participating in these activities.

During the 2008-2009 school year:

- Nearly 250 students participated on 11 CIF sports teams.
- Fall Sports: Cross Country, Football, Girls Volleyball, Cheerleading
- Winter Sports: Boys and Girls Basketball; Boys and Girls Soccer; co-ed Wrestling
- Spring Sports: Boys Golf, Girls Softball, Boys Baseball, Boys and Girls Track
- The Girls Volleyball Team won a league championship.
- The Football Team competed in the playoffs.