



ESCONDIDO CHARTER HIGH SCHOOL SCHOOL ACCOUNTABILITY REPORT CARD 2009-2010

**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 2009 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 2009-2010 School Year

- **Academic Performance Index (API)**—ECHS earned a 2010 growth API of 833, 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 2009-2010 school year, 98% of all ECHS sophomores, who took the exam, passed the English Language Arts portion; 91% of all sophomores, who took the exam, passed the Mathematics portion.
- **2010 California Standards Tests (CST)**—In English Language Arts, 68% 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 10 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**—Forty-two students passed 44 exams in seven subject areas.

Escondido Charter High School 2009-2010 School Accountability Report Card (SARC)

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Contact Information

School Name	Escondido Charter High School
Street	1868 East Valley Parkway
City, State, Zip	Escondido, CA 92027
School Phone Number	760-737-3154
Executive Director	Dennis Snyder
E-mail Address	dsnyder@echhs.org
Web Site	www.echhs.org
SARC Contact	Kathleen Low (klow@echhs.org)
CDS Code	37- 68106- 3731023

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 2009-2010 school year, there were 330 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 2009-2010 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 2009-10)

Grade Level	Number of Students
Grade 9	192
Grade 10	234
Grade 11	220
Grade 12	202
Total Enrollment	848

Student Enrollment by Group (School Year 2009-10)

Group	Percent of Total Enrollment
African American	4%
American Indian or Alaska Native	1%
Asian	2%
Filipino	2%
Hispanic or Latino	19%
Pacific Islander	0%
White (not Hispanic)	70%
Multiple or No Response	2%
Socioeconomically Disadvantaged	14%
English Learners	.5%
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	2007-08				2008-09				2009-10			
	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	17.4	23	3		19.0	19	1		19.0	19	1	
Mathematics	33.8	25	1	4	18.0	26	5		18.0	26	5	
Science	18.8	19			17.8	17			18.0	17		
Social Science	17.6	17	3		20.4	12	1		20.0	12	1	

School Safety Plan (School Year 2009-10)

Escondido Charter High School prides itself on providing a safe, orderly learning environment. A full-time security guard ensures student safety before, during, and after the school day. Fire drills are held at least twice each school year, and lock-down drills are held at least once each school year. ECHS has an Emergency Procedures manual that details protocols in emergency situations including building evacuation, lock-down, and building containment. All classrooms are equipped to receive intercom instructions from the main office in case of an emergency, and personnel have been trained on protocols and procedures to follow.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	.0035% (3)	.01% (10)	.008% (7)	14.2	14.6	n/a
Expulsions	0	0	0	0.5	0.7	n/a

School Facility

We continue to maintain our beautiful school and campus through a regular maintenance schedule. The American Spirit Theater, which opened in 2007, is fully booked and provides a state-of-the-art venue for both the school and the community.

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 on the CDE [DataQuest](#) Web page.

Teachers			
	2007-08	2008-09	2009-10
With Full Credential	45	41	45
Without Full Credential	1	2	0

Teacher Misassignments and Vacant Teacher Positions

There were no misassignments or vacant teacher positions during the 2009-2010 school year.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school and in all schools in the district.

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%
All Schools in Sponsoring District	n/a	n/a

Academic Counselors and Other Support Staff (School Year 2009-10)

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	330
Academic Counselor Individualized Learning Program	*	25
Library Media Services Staff	1	n/a
Social Worker	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 25. These teachers are considered to be their students' academic counselors.*

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

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 2008-09)

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 can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,318	\$49,377
Sponsoring District	n/a	\$63,506
Percent Difference – School Site and District	n/a	n/a
State	\$5,681	\$69,595
Percent Difference – School Site and State	+11%	-23%

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	School Amount	Sponsoring District Amount	State Average For Similar Districts
Beginning Teacher Salary	\$41,480	\$42,096	\$43,096
Mid-Range Teacher Salary	\$48,326	\$62,119	\$70,018
Highest Teacher Salary	\$58,326	\$89,320	\$89,675
Average Principal Salary	\$80,000	\$126,555	\$128,615
Superintendent Salary	n/a	\$174,296	\$204,469
Percent of Budget for Teacher Salaries	See below	35.80 %	37.50 %
Percent of Budget for Administrative Salaries	See below	5.50 %	5.10 %

Types of Services Funded (Fiscal 2008-2009)

The total cost of operating Escondido Charter High School for the 2008-2009 school year was \$6,442,093. Fifty-five percent (55%) of the total budget was spent directly in classrooms for teachers, teacher aides, books, supplies, and equipment. Nineteen percent (19%) 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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	70	74	68	45	46	46	46	50	52
Mathematics	41	46	51	23	24	26	43	46	48
Science	53	57	58	37	40	39	46	50	54
History-Social Science	60	60	63	39	45	47	36	41	44

Standardized Testing and Reporting Results by Student Group

(School Year 2009-10)

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	68	56	*	62
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	92	55	*	*
Hispanic or Latino	50	29	35	45
Pacific Islander	*	*	*	*
White (not Hispanic)	73	55	66	67
Male	66	52	63	68
Female	71	49	51	57
Economically Disadvantaged	60	36	46	55
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 Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. 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 Results for All Students Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			Sponsoring District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	84.5	84.5	83.2	54.0	54.0	52.8	52.9	52.9	54
Mathematics	79.9	79.9	73.1	52.9	52.9	54.3	51.3	51.3	53.4

California High School Exit Examination 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	16.8	32.3	50.9	26.9	43.1	29.9
Male	19.8	34.1	46.2	22.6	43	34.4
Female	12.9	30	57.1	32.4	43.2	24.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	27.6	37.9	34.5	50	33.3	16.7
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	12.5	32.1	55.4	18.8	46.2	35
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	25.8	38.7	35.5	33.3	48.5	18.2
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 2009-10*)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

*This data was not available at the time of publication due to delays at the California Department of Education.

Academic Performance Index (API) 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. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9	9	9
Similar Schools	10	10	10

Academic Performance Index Growth 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.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	12	5	1	833
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	16	-9	2	773
Pacific Islander				
White (not Hispanic)	17	3	6	843
Socioeconomically Disadvantaged		15	13	803
English Learners				
Students with Disabilities				

Note: A blank space indicates that this group was not statistically significant and/or had 10 students or less. 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.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	Sponsoring 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	No
API	Yes	Yes
Graduation Rate	Yes	Pending

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 [General Admissions Information](#) Web page (Outside Source).

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 for 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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate*

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are 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 CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	3.2	3.2	3.2*	3.8	2.8	n/a	4.4	3.9	n/a
Graduation Rate	92.3	92.2	92*	82.9	85.8	n/a	80.6	80.2	n/a

*Exact data in this table are not available due to CDE delays in receiving CBEDS information. These rates have been estimated.

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. During the 2009-2010 school year, 99.7% of all students in grade twelve at Escondido Charter High School completed all state and local graduation requirements.

Courses for University of California and/or California State University Admission (School Year 2008-09)

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 and completion of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

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

*The data in this table are not available to the CDE due to delays in receiving CBEDS information. However, approximately 84% of students graduating from the Traditional Classroom Program, which is our college preparatory program, completed all courses required for admission to a four-year California university during the 2009-2010 school year.

Advanced Placement Courses (School Year 2009-10)

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 on the CDE [DataQuest](#) Web page.

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	*

**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 study for, and ultimately pass, AP exams in various areas, as shown in the table below:*

AP Exam offered 2009/2010	Students attempting AP Exam 2009-2010	Students passing AP Exam	Percent of students passing AP exam
Calculus	7	4	57%
English Language	23	17	74%
English Literature	16	13	81%
Government	3	3	100%
U.S. History	9	5	55%
World History	1	1	100%
Spanish Language	1	1	100%

Professional Development

ECHS provides at least three full days for professional development each year. New classroom teachers are assigned to a Professional Growth Advisor, an experienced mentor who guides them in the early years of teaching. Teachers are provided opportunities to complete a variety of professional growth activities including on-line professional development courses and attending professional conferences and instructional seminars. Teachers may complete a professional development research program that includes group and individual professional reading and preparation of academic papers and reports.

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 2009-2010 school year:

- Approximately 256 students participated on 16 CIF sports teams.
- Fall Sports: Cross Country, Football, Girls Volleyball, Cheerleading, Girls Golf
- 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, Boys Volleyball
- The Girls Volleyball Team and the Girls Basketball Team both won a League Championship.
- Football, Girls Volleyball, Girls Basketball, Girls Soccer, and Girls Softball all competed in CIF playoffs.