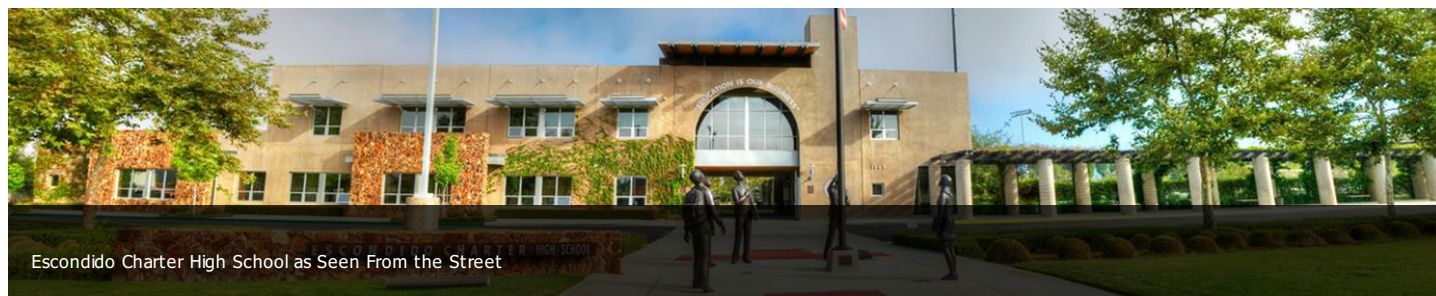


# Escondido Charter High



## Shawn Roner and Deron Galindo: Directors

Principal, Escondido Charter High

### About Our School

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. ECHS strives to have a school culture of teamwork, individual initiative, individual responsibility, hard work, and an appreciation of our country's traditional culture and values.

Escondido Charter High School is fully accredited by the Western Association of Schools and Colleges (WASC). Our Academic Performance Index (API) has been over 800 since 2007, reaching a high of 850 in 2013. Our State Ranking has been "9" since for the past six years, placing us in the top 20% of all California high schools. 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.escondidocharter.org](http://www.escondidocharter.org).

Shawn Roner, Director, Traditional Classroom Program

Deron Galindo, Director, Individualized Learning Program

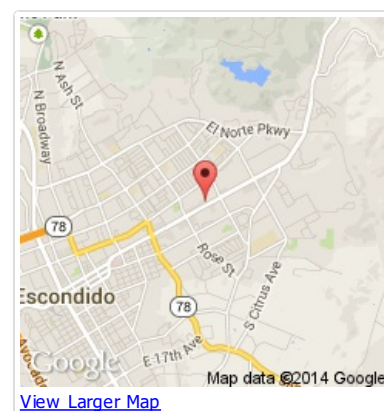
### ECHS Highlights 2012-13

- ECHS students scored higher in every section of the SAT when compared to the district and the state. In 2012 the Critical Reading average was 552 compared to the state average of 494.
- In the college-bound Traditional Classroom Program an average of 98% of seniors in the class of 2013 moved on to post-secondary education, 70% to a four-year university. In addition, 90% of that class completed A-G requirements with an average of "C" or better.
- In a 2013 survey 100% of staff reported that they feel safe on campus.
- Career pathway classes in technology, Criminal Justice, and Fire Technology are offered in the Individualized Learning Program. Other courses added include Spanish I and II modules, International Leadership, and Robotics.
- ECHS offers a full complement of CIF sports and a variety of extracurricular activities to meet the needs of all students.

### Contact

1868 East Valley Pkwy.  
Escondido, CA  
92027

Phone: 760-737-3154  
E-mail: [sroner@echhs.org](mailto:sroner@echhs.org)





## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Escondido Charter High
<b>Street</b>	1868 East Valley Pkwy.
<b>City, State, Zip</b>	Escondido, Ca, 92027
<b>Phone Number</b>	760-737-3154
<b>Principal</b>	Shawn Roner and Deron Galindo: Directors
<b>E-mail Address</b>	<a href="mailto:sroner@echhs.org">sroner@echhs.org</a>
<b>County-District-School (CDS) Code</b>	37681063731023

District	
<b>District Name</b>	Escondido Union High
<b>Phone Number</b>	(760) 291-3200
<b>Web Site</b>	<a href="http://www.euhds.k12.ca.us">http://www.euhds.k12.ca.us</a>
<b>Superintendent First Name</b>	Steve
<b>Superintendent Last Name</b>	Boyle
<b>E-mail Address</b>	<a href="mailto:sboyle@euhds.k12.ca.us">sboyle@euhds.k12.ca.us</a>

*Last updated: 1/29/2014*

### School Description and Mission Statement (School Year 2012-13)

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 2012-2013 school year, there were nearly 350 students in TCP, each of whom was 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 2012-2013 school year, there was an average of 550 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.

*Last updated: 1/14/2014*

### Opportunities for Parental Involvement (School Year 2012-13)

Parents play an integral role in the success of ECHS. The Parent Volunteer Organization 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.

*Last updated: 1/14/2014*

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

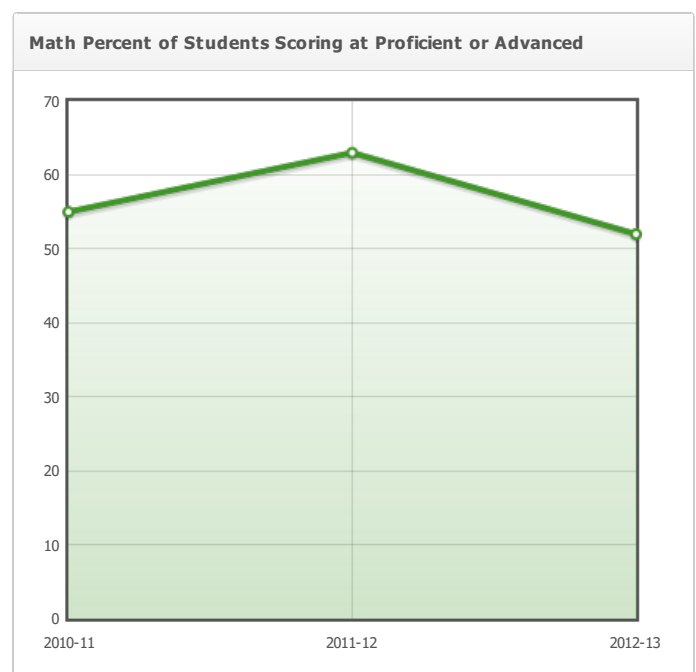
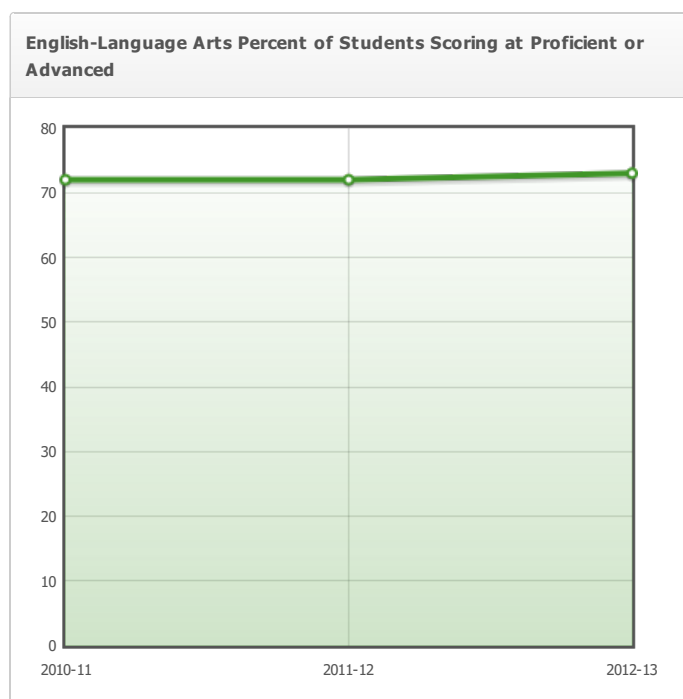
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

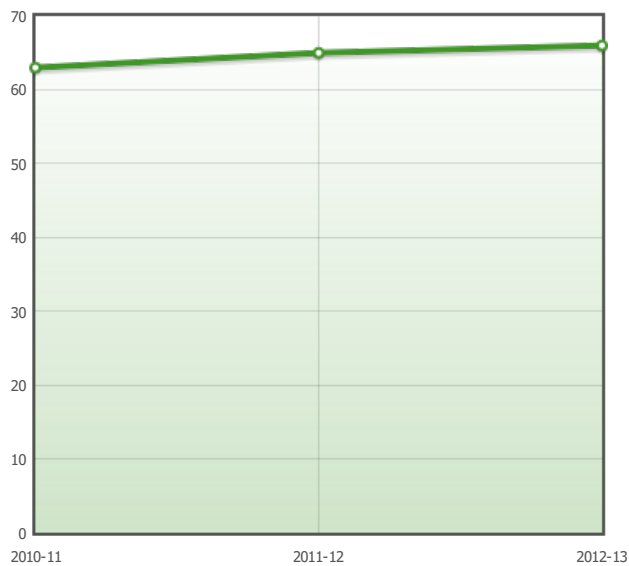
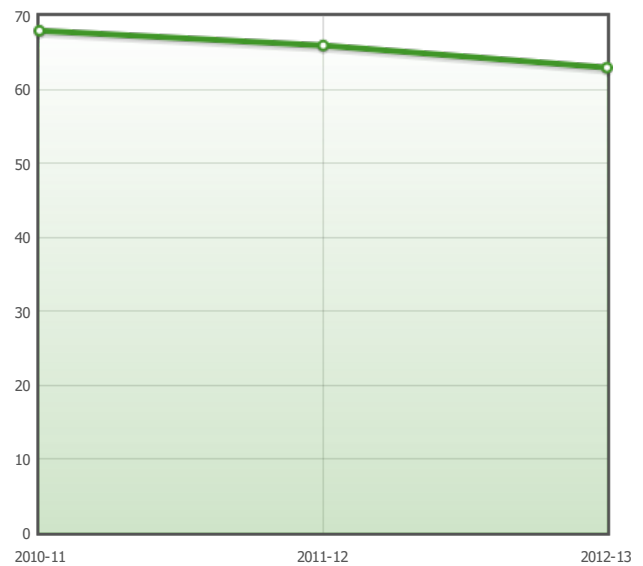
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	72%	72%	73%	48%	51%	53%	54%	56%	55%
Mathematics	55%	63%	52%	27%	29%	26%	49%	50%	50%
Science	63%	65%	66%	45%	49%	51%	57%	60%	59%
History-Social Science	68%	66%	63%	48%	51%	50%	48%	49%	49%

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.



**Science Percent of Students Scoring at Proficient or Advanced****History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/14/2014

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	53%	26%	51%	50%
All Students at the School	73%	52%	66%	63%
Male	68%	51%	71%	72%
Female	77%	53%	63%	57%
Black or African American	72%	59%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	67%	47%	54%	51%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	77%	55%	74%	69%
Two or More Races	65%	41%	N/A	63%
Socioeconomically Disadvantaged	62%	57%	46%	52%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	40%	27%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/9/2014

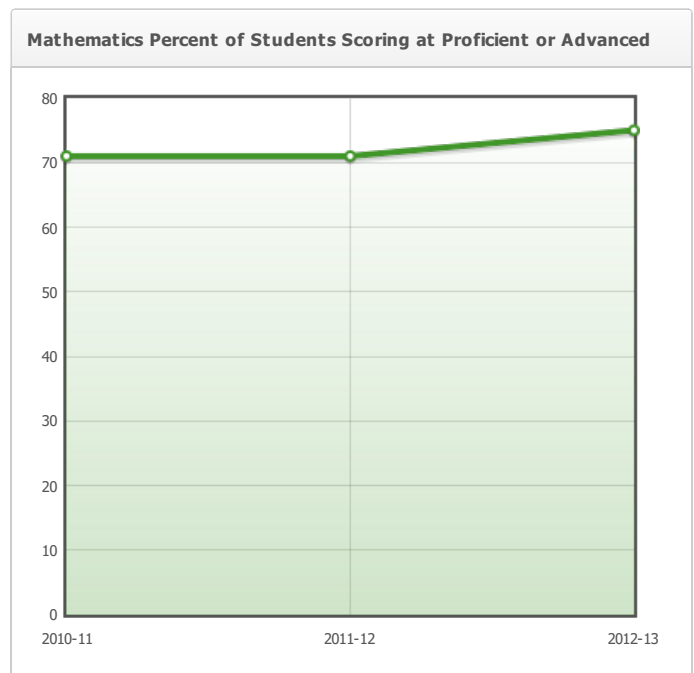
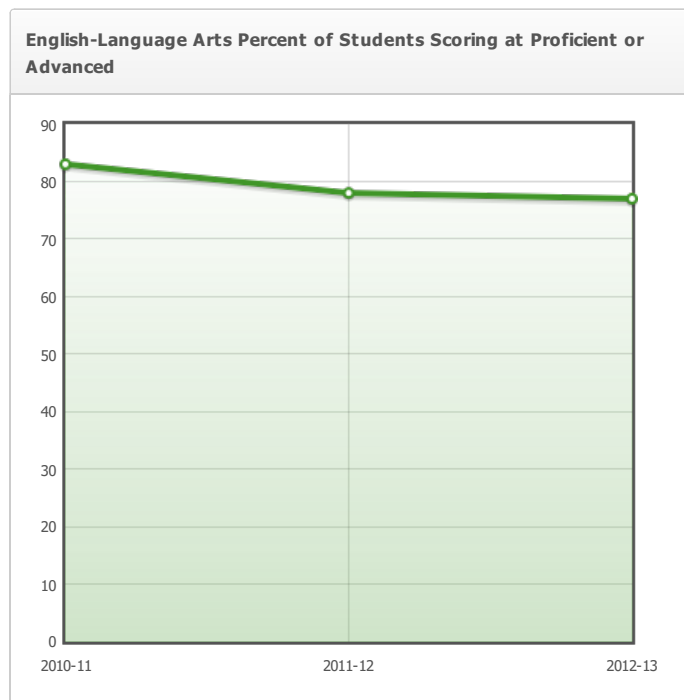
# California High School Exit Examination Results for All Grade Ten Students –

## Three-Year Comparison

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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	83%	78%	77%	60%	55%	61%	59%	56%	57%
Mathematics	71%	71%	75%	58%	56%	61%	56%	58%	60%

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.



Last updated: 1/9/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	39%	24%	37%	39%	36%	25%
All Students at the School	23%	22%	55%	25%	37%	37%
Male	22%	26%	53%	20%	30%	51%
Female	24%	19%	56%	29%	43%	27%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	27%	25%	47%	38%	31%	31%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	20%	20%	59%	19%	37%	44%
Two or More Races	18%	27%	55%	27%	55%	18%
Socioeconomically Disadvantaged	33%	28%	38%	38%	35%	27%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

*Last updated: 1/9/2014*



## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.1%	16.5%	63.3%

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.

*Last updated: 1/9/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	6	9	3

*Last updated: 1/9/2014*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	17	-13	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	42	-23	22
Native Hawaiian or Pacific Islander			
White	13	-9	-1
Two or More Races			
Socioeconomically Disadvantaged	-10	-9	23
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 1/9/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	531	850	5,352	745	4,655,989	790
Black or African American	18	825	132	723	296,463	708
American Indian or Alaska Native	2		17	845	30,394	743
Asian	11	844	135	855	406,527	906
Filipino	10		121	850	121,054	867
Hispanic or Latino	143	836	3,559	707	2,438,951	744
Native Hawaiian or Pacific Islander	3		24	740	25,351	774
White	315	859	1,334	828	1,200,127	853
Two or More Races	29	829	20	770	125,025	824
Socioeconomically Disadvantaged	115	841	3,559	710	2,774,640	743
English Learners	8		2,936	701	1,482,316	721
Students with Disabilities	12	779	477	554	527,476	615

Last updated: 1/9/2014

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

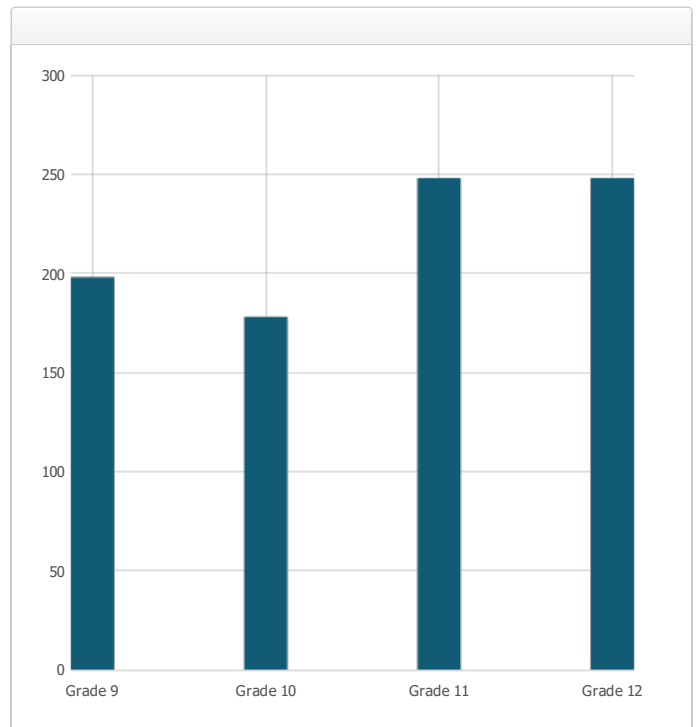
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	No
Met Graduation Rate	Yes	Yes

Last updated: 1/9/2014

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

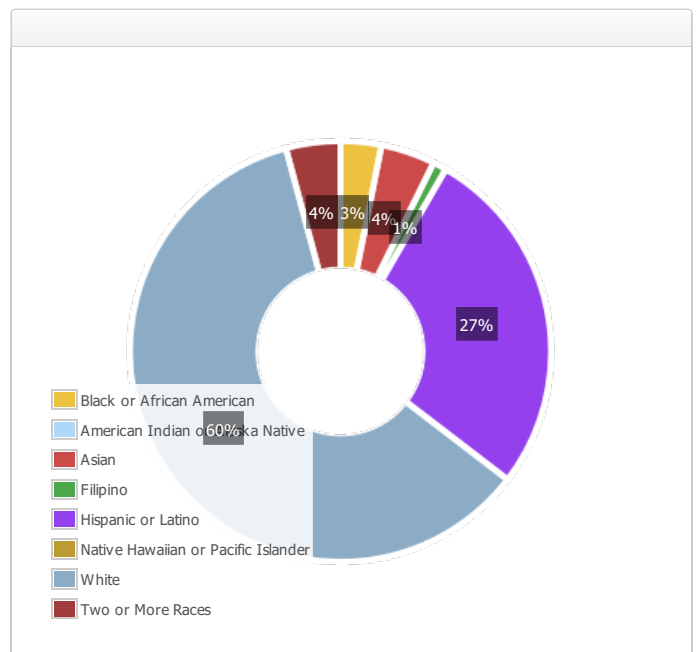
Grade Level	Number of Students
Grade 9	198
Grade 10	178
Grade 11	248
Grade 12	248
<b>Total Enrollment</b>	<b>872</b>



Last updated: 1/17/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	0.5
Asian	4.6
Filipino	1.8
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	0.5
White	58.9
Two or More Races	4.2
Socioeconomically Disadvantaged	22.8
English Learners	4.5
Students with Disabilities	2.2



Last updated: 1/17/2014

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

2010-11	2011-12	2012-13
Number of Classes *	Number of Classes *	Number of Classes *

Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	21.5	22	0	4	17.6	20	2	0	18.0	20	2	0
Mathematics	18.9	16	3	2	18.0	13	2	0	18.0	13	2	0
Science	18.0	21	0	2	22.1	9	3	2	22.1	10	3	2
Social Science	19.8	16	3	3	19.6	10	3	1	19.6	2	3	1

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/17/2014*

## School Safety Plan (School Year 2012-13)

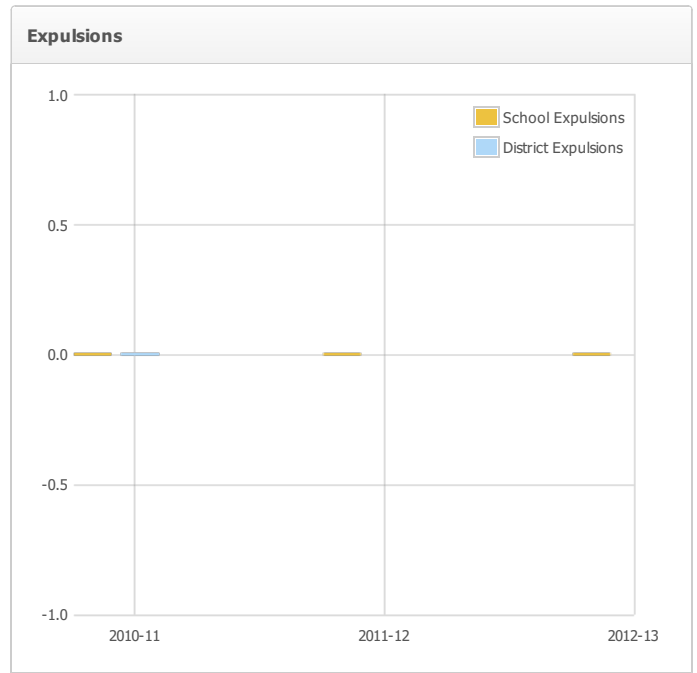
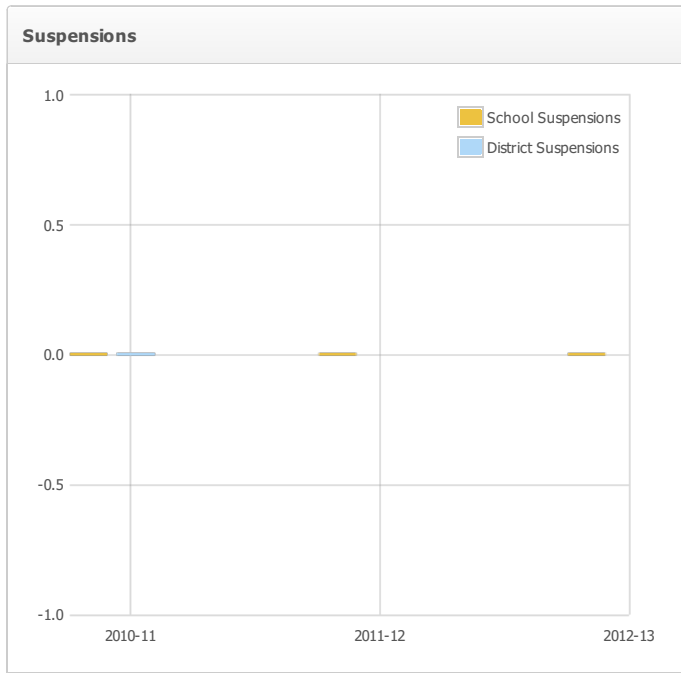
Escondido Charter High School prides itself on providing a safe, orderly learning environment. A full-time security guard ensures student safety before, during, and after the school day. Fire drills are held at least twice each school year, and lock-down drills are held at least once each school year. 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.

*Last updated: 1/17/2014*

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.01	0.00	0.02			
Expulsions	0.00	0.00	0.00			

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/17/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

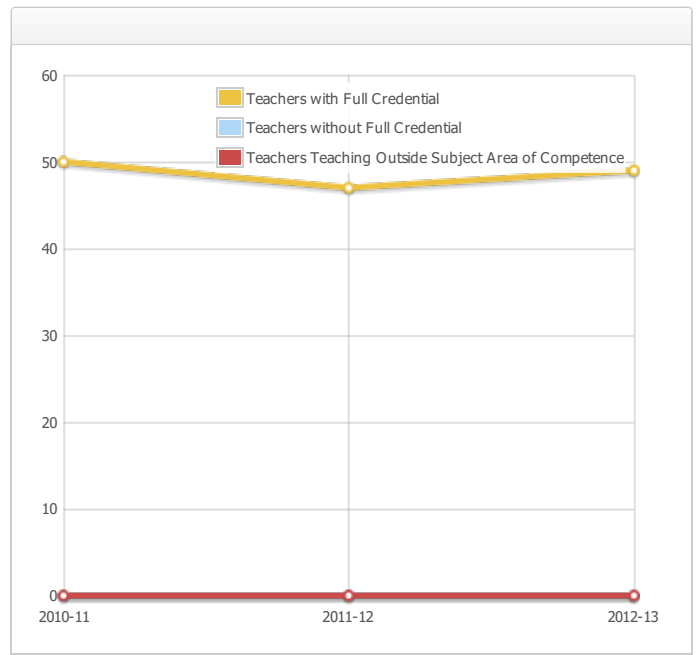
We continue to maintain our beautiful school and campus through a regular maintenance schedule and in-house maintenance team. The American Spirit Theater is fully booked and provides a state-of-the-art venue for both the school and the community.

*Last updated: 1/14/2014*

# Teachers

## Teacher Credentials

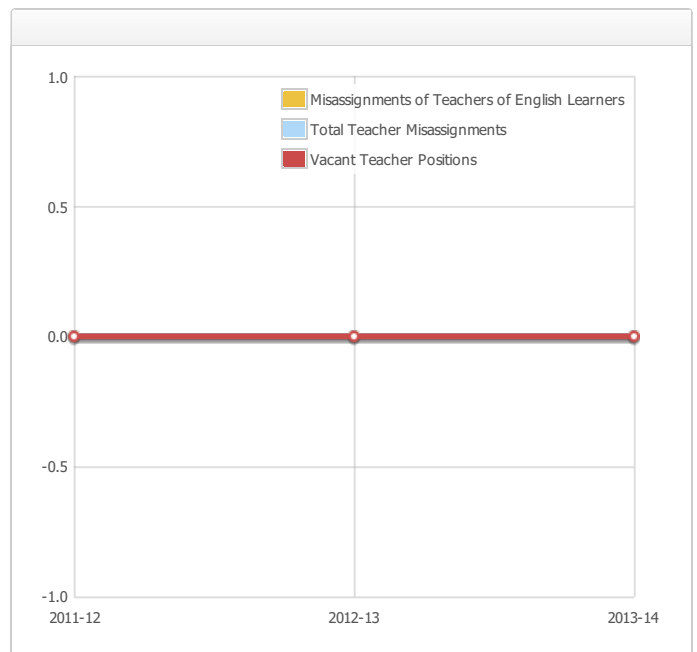
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	50	47	49	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2014



## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	99	1
All Schools in District	99	1
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99	1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/14/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	350.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

*Last updated: 1/14/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
Reading/Language Arts	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.		0.0
Mathematics	The ratio of textbooks per pupil exceeds one per student in this subject area.		0.0
Science	The ratio of textbooks per pupil exceeds one per student in this subject area.		0.0
History-Social Science	The ratio of textbooks per pupil exceeds one per student in this subject area.		0.0
Foreign Language	The ratio of textbooks per pupil exceeds one per student in this subject area.		0.0
Health	The ratio of textbooks per pupil exceeds one per student in this subject area.		0.0
Visual and Performing Arts	The ratio of textbooks per pupil exceeds one per student in this subject area.		0.0
Science Laboratory Equipment (grades 9-12)	The ratio of textbooks per pupil exceeds one per student in this subject area.		0.0

*Last updated: 1/17/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,971	\$559	\$7,412	\$57,781
District	N/A	N/A	N/A	\$65,692
Percent Difference – School Site and District	N/A	N/A	N/A	11.00%
State	N/A	N/A	\$5,537	\$71,584
Percent Difference – School Site and State	N/A	N/A	26.00%	20.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 1/23/2014*

### Types of Services Funded (Fiscal Year 2012-13)

The total cost of operating Escondido Charter High School for the 2012-2013 school year was \$6,334,076. Forty-nine percent (49%) 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, counselors, technology support, and school administrators.

*Last updated: 1/23/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California's 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 course 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 [UC Admissions Information Web page](#).

### California State University

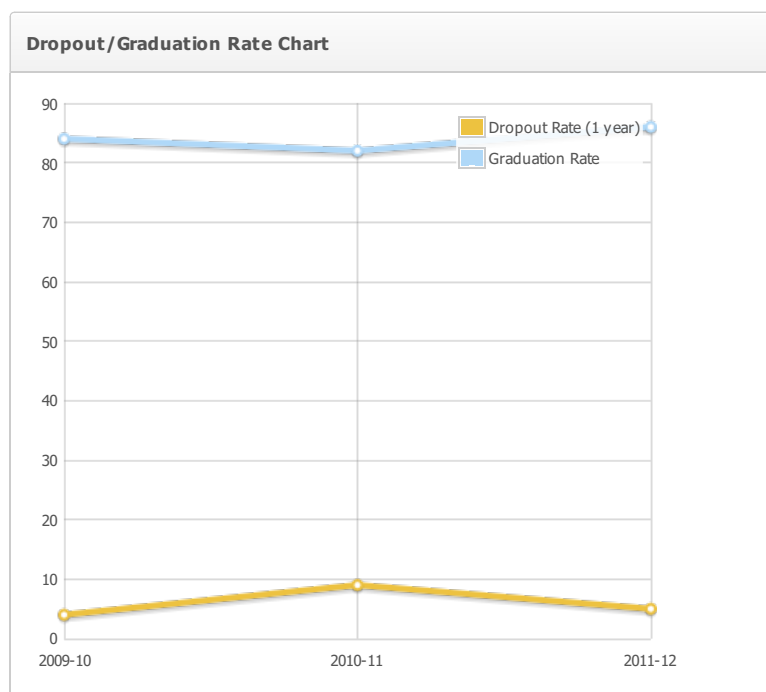
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the [CSU Web page](#).

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	4.8	9.0	5.8	7.2	9.5	9.2	16.6	14.7	13.1
Graduation Rate	84.03	82.46	86.10	83.64	83.14	84.34	74.72	77.14	78.73



Last updated: 1/23/2014

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	277	1,993	418,598
Black or African American	10	53	28,078
American Indian or Alaska Native	2	12	3,123
Asian	3	64	41,700
Filipino	7	62	12,745
Hispanic or Latino	60	1,050	193,516
Native Hawaiian or Pacific Islander	1	6	2,585
White	190	738	127,801
Two or More Races	4	6	6,790
Socioeconomically Disadvantaged	8	130	217,915
English Learners	9	813	93,297
Students with Disabilities	48	1,096	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

*Last updated: 1/23/2014*

## Career Technical Education Programs (School Year 2012-13)

Although it is a small school, ECHS offers career pathway classes in technology, Criminal Justice, and Fire Technology. Local businesses and organizations actively recruit ECHS students for entry-level jobs and community service activities. Several local organizations offer internships including Palomar Hospital, Northrop Grumman, and the Escondido police and fire departments.

ECHS has a long and well-developed relationship with Palomar Community College. ECHS students attend Palomar classes tuition-free. Many students, especially in the Individualized Learning Program, may take concurrent courses at Palomar to obtain career-oriented certificates.

*Last updated: 1/23/2014*

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	58.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	35.4

*Last updated: 1/23/2014*

## Advanced Placement Courses (School Year 2012-13)

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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	2	N/A
Science		N/A
Social Science		N/A
All Courses	4	1.5

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/23/2014*

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development based on research and student learning needs is an area that has been expanded and formalized over the last five years. The school effectively supports professional development with time, personnel, material and fiscal resources. Time is allocated for professional development activities at least monthly.

ECHS works closely with outside agencies such as UCSD Extension and the San Diego County Office of Education to provide induction activities to assist teachers who are in the process of clearing their credentials. Since 2010, ECHS has partnered with the county's consortium to train in-house mentors to guide teachers through the credential clearing process.

In the Traditional Classroom Program, teachers develop a professional growth plan and record using criteria from the California Commission on Teacher Credentialing. Teachers have three modified Wednesdays per month for professional development time or to work on professional development activities. Additionally, teachers meet with the director and/or mentor teacher to set individual professional goals. Examples of goals include: maximizing instructional time, classroom management, and subject matter knowledge.

In the Individualized Learning Program, professional development is individualized to each teacher's needs. Since independent study teachers teach core subjects, teachers often mentor each other based on their skill level in each subject. Other professional development activities include attending conferences, monthly professional development meetings that often feature outside speakers, and completing online courses in specific subject areas.

*Last updated: 1/17/2014*