



ESCONDIDO CHARTER HIGH SCHOOL SCHOOL ACCOUNTABILITY REPORT CARD 2010-2011

**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. Our Academic Performance Index (API) has been over 800 since 2007.

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.

Dennis Snyder, President/Founder

Some of Escondido Charter High School's Accomplishments For the 2010-2011 School Year

- **Academic Performance Index (API)**—ECHS earned a 2011 growth API of 850, a 17-point increase from last year's API of 833. Our State Ranking is 9 which means that our performance is in the top 20% of all schools in California.
- **California High School Exit Exam (CAHSEE)**—During the 2010-2011 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.
- **2011 Adequate Yearly Progress (AYP)**- In English Language Arts, 84.6% of all students tested scored Proficient or higher. In math, 73.5% of all students tested scored Proficient or higher meeting the No Child Left Behind proficiency rate for both content areas.
- **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-six students passed 58 exams in five subject areas.

Escondido Charter High School 2010-2011 School Accountability Report Card (SARC)

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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 2010-2011 school year, there were 350 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 2010-2011 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.

Opportunities for Parental Involvement

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.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	183
Grade 10	231
Grade 11	221
Grade 12	221
Total Enrollment	856

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment
African American	2.7%
American Indian or Alaska Native	0.6%
Asian	2.0%
Filipino	2.2%
Hispanic or Latino	19.9%
Pacific Islander	0.5%
White (not Hispanic)	69%
Two or More Races	3.2%
Socioeconomically Disadvantaged	15.0%
English Learners	5.0%
Students with Disabilities	2.2%

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	2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
English	19.0	19	1		19.0	19	1	
Mathematics	18.0	26	5		18.0	26	5	
Science	17.8	17			18.0	17		
Social Science	20.4	12	1		20.0	12	1	

School Safety Plan (School Year 2010-11)

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	.01% (10)	.008% (7)	.007% (6)	14.6	17.3%	n/a
Expulsions	0	0	0	0.7	.009%	n/a

School Facility

We continue to maintain our beautiful school and campus through a regular maintenance schedule and in-house maintenance team. 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	2008-09	2009-10	2010-2011
	With Full Credential	41	45
Without Full Credential	2	0	0

*Includes four part-time certificated teachers

Teacher Misassignments and Vacant Teacher Positions

There were no misassignments or vacant teacher positions during the 2010-2011 school year.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

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 2010-11)

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	350
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 2011-12)

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 2009-10)

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	\$8093	\$53,168
Sponsoring District	n/a	\$64,435
Percent Difference – School Site and District	n/a	n/a
State	\$5,455	\$70,570
Percent Difference – School Site and State	+33%	-17%

Teacher and Administrative Salaries (Fiscal Year 2009-2010)

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	\$88,320	\$89,675
Average Principal Salary (High School)	\$80,000	\$127,050	\$128,348
Superintendent Salary	Not applicable	\$185,653	\$205,119
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 2009-2010)

The total cost of operating Escondido Charter High School for the 2009-2010 school year was \$7,121,717. Forty-nine percent (49%) 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.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	74%	68%	72%	46%	46%	48%	49%	52%	54%
Mathematics	46%	51%	55%	24%	26%	27%	46%	48%	50%
Science	57%	58%	62%	40%	39%	45%	50%	54%	57%
History-Social Science	60%	63%	68%	45%	47%	48%	41%	44%	48%

Standardized Testing and Reporting Results by Student Group (School Year 2010-11)

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
All Students in the LEA	48%	27%	45%	48%
All Students at the School	72%	55%	62%	68%
Male	66%	57%	66%	72%
Female	79%	54%	59%	62%
Black or African American	60%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	75%	0%	0%	0%
Filipino	100%	73%	0%	0%
Hispanic or Latino	65%	39%	49%	62%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	75%	59%	65%	70%
Two or More Races	65%	67%	0%	0%
Socioeconomically Disadvantaged	65%	41%	60%	65%
Students with Disabilities	46%	0%	0%	0%

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.

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 Grade 10 Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			Sponsoring District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	85%	83%	83%	53%	55%	60%	52%	54%	59%
Mathematics	76%	72%	71%	57%	55%	58%	53%	54%	56%

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.

**California High School Exit Examination Grade Ten Results by Student Group
– 2010-2011**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the Sponsoring District	40%	26%	35%	42%	38%	20%
All Students at ECHS	17%	23%	61%	29%	39%	32%
Male	18%	22%	60%	27%	34%	39%
Female	15%	23%	61%	32%	44%	23%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	18%	41%	41%	46%	43%	11%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	16%	20%	65%	24%	40%	36%
Socioeconomically Disadvantaged	26%	37%	37%	51%	31%	18%
Students with Disabilities	0%	0%	0%	0%	0%	0%

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.

California Physical Fitness Test Results (School Year 2010-2011)

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* at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	26.30%	16.20%	54.50%

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.

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* at <http://www.cde.ca.gov/ta/ac/ap/>.

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	2008	2009	2010
Statewide	9	9	9
Similar Schools	10	10	6

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	5	1	17
Hispanic or Latino	-9	2	42
White	3	6	13
Socioeconomically Disadvantaged	15	13	-10

Note: This chart includes only statistically significant groups.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, in the Sponsoring District, and at the state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	Sponsoring District	Number of Students	State
All Students at the School	516	850	5,655	738	4,683,676	778
Black or African American	13	807	149	736	317,856	696
American Indian or Alaska Native	2		27	652	33,774	733
Asian	11	900	178	846	398,869	898
Filipino	13	928	142	828	123,245	859
Hispanic or Latino	97	816	3,576	690	2,406,749	729
Native Hawaiian or Pacific Islander	3		27	771	26,953	764
White	357	861	1,518	835	1,258,831	845
Two or More Races	20	772	6		76,766	836
Socioeconomically Disadvantaged	90	806	3,424	688	2,731,843	726
English Learners	19	785	2,899	676	1,521,844	707
Students with Disabilities	11	709	531	532	521,815	595

Adequate Yearly Progress

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	Sponsoring District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met 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 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 at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

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* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			Sponsoring District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	3.2	2.5	1.9	2.8	3.5	1.9	4.9	5.7	4.6
Graduation Rate	92.16	91.67	93.67	85.78	83.42	91.68	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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 2010-2011 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
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	65.4% *
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	37.6% **

*Approximately two thirds of our school's population is enrolled in independent study. Most of these students plan to go from high school to community college and therefore they follow a general level credit plan. On the other hand, all students in the Traditional Classroom Program are enrolled in courses that meet the UC/CSU admission requirements, and approximately 87% of these students each year complete those courses. **Many students in independent study initially enroll in a college preparatory curriculum but switch to a general level curriculum at some point in their high school career. This accounts for the discrepancy between the percentage of students enrolled in UC/CSU required courses and the percentage of students who complete those courses.

Advanced Placement Courses (School Year 2011-12)

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
Computer Science	
English	2
Fine and Performing Arts	
Foreign Language	
Mathematics	1
Science	
Social Science	1
All courses	4

**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 2010/2011	Students attempting AP Exam 2010-2011	Students passing AP Exam	Percent of students passing AP exam
Calculus	13	9	69%
English Language	22	20	91%
English Literature	12	8	67%
U.S. History	9	7	78%
Spanish Language	2	2	100%

Professional Development

ECHS provides at least three full days for professional development each year. New classroom teachers are assigned to a 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 and Clubs

While academics remain the top priority at Escondido Charter High School, students are learning time management skills as well as the benefits of competition by participating in our supportive and expanded extra-curricular environment. ECHS has a full complement of CIF sports, including football that runs all year long. Sports teams are comprised of students from both programs. With a tight budget, many staff members and community members coach at no charge. Here are the current sports and organizations and the average number of students involved:

Sports:

- Cheerleading – 12
- Cross Country – Girls and boys combined – 9
- Girl's Golf – 6
- Football – 56
- Girl's Tennis – 16
- Volleyball – 35
- Boy's Basketball – 25
- Boy's Soccer - 22
- Girl's Soccer – 30
- Baseball – 24
- Boy's Golf – 9
- Boy's Volleyball – 23
- Swim Team – Girls and Boys combined – 29
- Softball – 15

Organizations other than sports:

- Academic League – 20 students
- Civil Air Patrol – 20 students
- Key Club – 100 students
- National Ocean Science Bowl – 20 students
- Marine Science Club – 20 students
- Journalism Club – 10 students
- Robotics – five students
- ASB – 18 students
- California Scholarship Federation – 104 students
- National Honor Society – 75 students
- Yearbook – 30 students in two classes

In addition to clubs and sports, students in the Traditional Classroom Program have the opportunity to belong to "houses" designed to build a sense of community. There are four houses: Halcyon, Sideris, Conor, and Excelsior. The houses combined have approximately 275 members. The students wear different colored scarfs, have "house chants," and participate in competitions.