

Escondido Charter High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

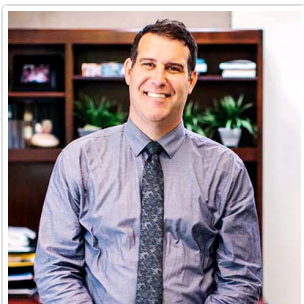
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians 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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.



Shawn Roner, Executive Director

Principal, Escondido Charter High

About Our School

Over the past twenty-two years, ECHS has stayed true to its original mission and vision and continues to provide a rigorous academic experience in a safe and structured learning environment. Over the years, we have created a vibrant academic community with a state-of-the-art science program, performing arts, fire and police programs, numerous curricular clubs, athletics, robotics and new engineering courses. Escondido Charter High School provides students with a comprehensive high school experience.

Our world-class teaching staff and dedicated support staff serve over 800 students in grades 9-12. ECHS offers different learning options for students based on their unique learning profile. The Traditional Learning option offers a comprehensive, full-time classroom experience where students attend a full school day five days a week. The Flex Learning option offers a more personalized experience where students have a modified learning schedule tailored to meet their academic goals. Both learning options are designed to prepare students to be competitive in college and to make a meaningful contribution to our community.

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.amhcs.org.

Shawn Roner, Executive Director

Contact

*Escondido Charter High
1868 East Valley Parkway
Escondido, CA 92027*

*Phone: 760-737-3154
E-mail: roner@echhs.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Escondido Union High
Phone Number	(760) 291-3200
Superintendent	Steve Boyle
E-mail Address	sboyle@euhsd.org
Web Site	www.euhsd.org

School Contact Information (School Year 2018—19)	
School Name	Escondido Charter High
Street	1868 East Valley Parkway
City, State, Zip	Escondido, Ca, 92027
Phone Number	760-737-3154
Principal	Shawn Roner, Executive Director
E-mail Address	roner@echhs.org
Web Site	www.echs.org
County-District-School (CDS) Code	37681063731023

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

Mission

The mission of Escondido Charter High School is to provide a high-quality, safe, and orderly learning environment that will help all students, in ninth grade through twelfth grade, to prepare for college and a successful career. The School strives to develop in students a solid base of foundational knowledge, critical thinking skills, and positive character traits including honesty, integrity, and personal responsibility. The School also seeks to instill in all students the traditional ideals of hard work, discipline, and service necessary to provide leadership in the community and enjoy a productive and meaningful life.

Vision

To fulfill the Mission of Escondido Charter High School, the faculty and staff: acknowledge the primary responsibility that parents have for their student's moral and intellectual development; challenge students with rigorous academic coursework using a variety of instructional methods, both traditional and innovative, that allow each student to realize his or her individual potential; believe that the study of Great Books and American history inspires our students to fulfill their responsibilities as citizens of their community, state, and nation; and encourage our students to develop leadership skills and provide service to the community.

Educational Philosophy

Our primary focus at Escondido Charter High School is to prepare students for success in college. We understand that not all students will seek careers that require a college degree, but we want to send them out into the world with all options open to them. We believe that a rigorous curriculum that emphasizes strong language skills, develops critical thinking capabilities, enhances problem-solving faculties, highlights American history and western thought, and challenges students with advanced math and science coursework is the key to preparing students for success in college.

In addition, we believe that students need to be well-rounded for success in life. To that end, our secondary focus is on character building with an emphasis on the traditional values of hard work, integrity, and personal responsibility. In our classrooms, on the field, and in our curricular clubs, we emphasize truth, honor, and compassion. Our students are regularly provided with opportunities to serve their community and build their leadership skills. These personal skills complement and enhance their academic achievements.

Instructional Innovation

By fusing a time-tested approach to fundamental education with innovative learning strategies that foster creativity and effective thinking skills, we are able to provide our students with the best of what is new without sacrificing the best of what is tried and true. This approach allows our teachers to spend more time working directly with their students and discussing the material in greater detail.

Our Learning Options

At Escondido Charter High School, we offer a full range of learning options to suit the varied learning styles of our students. Some students prefer traditional instruction with a teacher in a classroom, while others prefer a combination of classroom instruction and technology-based learning. Still others prefer to work one-on-one with a teacher who can guide them in their independent study. Our goal is to ensure a good fit for every student, and the learning options we offer allow us to do that.

Traditional Learning

Escondido Charter High School Traditional Learning offers a five-day-a-week, college-prep option where students are able to forge strong relationships with their teachers in small class settings. Traditional Learning develops critical thinking and problem solving skills, while encouraging students to embrace the traditional values of integrity, personal responsibility, and service to others.

Flex Learning

Flex learning encompasses a range of options, all aimed at personalizing the educational experience.

Flex 4-Day

Escondido Charter High School Flex Learning provides a four-day, on-campus, college-prep option where students combine the best of independent learning with traditional classroom instruction in a technology-rich environment. In this program, students are encouraged to attend college courses while still in high school.

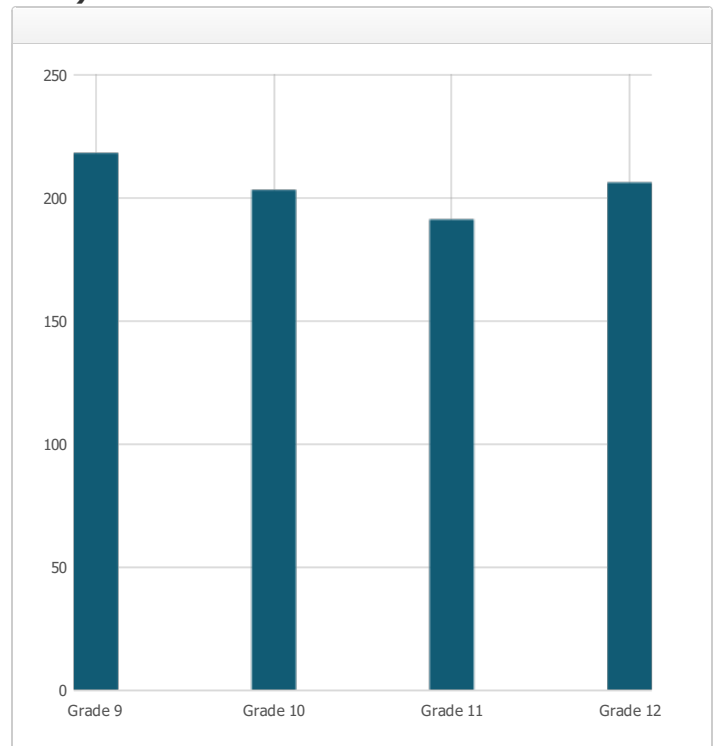
Flex One-to-One

Flex Learning students also have the choice of one-to-one instruction in an independent learning option where students meet with their teacher once a week and work independently between visits. In addition to the options outlined above, we also offer a Flex Blended Learning option which allows for a mix and match approach. If the Flex 4-Day option seems too restrictive and the Flex One-to-One option is too independent, we can create a mix of coursework that is tailored to your student's needs.

Last updated: 1/10/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	218
Grade 10	203
Grade 11	191
Grade 12	206
Total Enrollment	818



Last updated: 1/10/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.9 %
American Indian or Alaska Native	0.2 %
Asian	5.4 %
Filipino	3.2 %
Hispanic or Latino	41.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	42.1 %
Two or More Races	3.7 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	41.3 %
English Learners	1.0 %
Students with Disabilities	3.7 %
Foster Youth	0.1 %

A. Conditions of Learning

State Priority: Basic

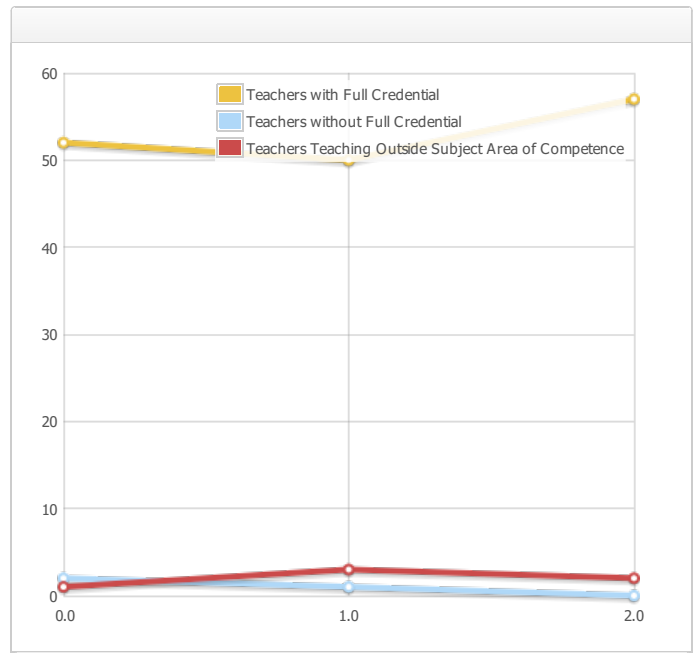
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Staff data from the sponsoring district is not available.

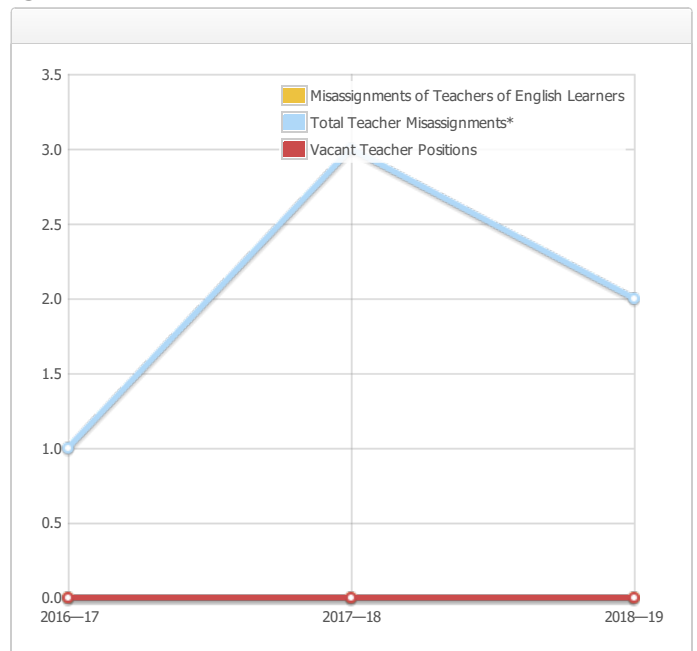
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	52	50	57	
Without Full Credential	2	1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	3	2	



Last updated: 1/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	3	2
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: 1/16/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Escondido Charter High School sets a high priority to ensure that there are sufficient textbooks and supplementary materials to support the instructional program. Textbooks and other instructional materials meet State Standards and/or Common Core State Standards and are approved by the Board of Directors.

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading Literature - Orange Level - McDougal, Littell</p> <p>Reading Literature - Blue Level - McDougal, Littell</p> <p>Reading Literature: American Literature - Yellow Level - McDougal, Littell</p> <p>Reading Literature - Purple Level - McDougal, Littell</p> <p>Literature - Gold Level - Prentice Hall</p> <p>Literature Platinum Level - Prentice Hall</p> <p>Literature - The American Experience - Prentice Hall</p> <p>Literature - The British Tradition - Prentice Hall</p> <p>Brothers Karamazov- Fyodor Dostoevsky, 1990, Richard Pevear and Larissa Volokhonsky translation.</p> <p>Poinsonwood Bible- Barbara Kingsolver, 1998</p> <p>The Divine Comedy- Dante Alighieri, 2008, C.H. Sisson Translation</p> <p>The Odyssey- Homer, 2007, Richard Lattimore Translation</p> <p>The Iliad- Homer, 2011, Richard Lattimore Translation</p> <p>The Invisible Man- Ralph Ellison, 1995, Second Vintage International Edition</p> <p>Hamlet- William Shakespeare, 1998, Signet Classic Edition</p> <p>Othello- William Shakespeare</p> <p>The Adventures of Huckleberry Finn- Mark Twain, 1994, Dover Thrift Edition</p> <p>Moby-Dick- Herman Melville, 2002, A Norton Critical Edition</p> <p>Frankenstein- Mary Shelley , 2000, Signet Classic Edition</p> <p>Outliers- Malcolm Gladwell, 2011, 1st Back Bay Paperback Edition</p> <p>Oedipus Tyrannos- Sophocles</p> <p>The Aeneid of Virgil- Virgil, 1971, Allen Mandelbaum Translation</p> <p>The Republic of Plato- Plato, 1968, Allan Bloom Translation, 2nd Edition</p> <p>Five Dialogues- Plato, 2002, G.M.A. Grube Translation</p> <p>Four Great Tragedies- William Shakespeare, 1998, Newly Revised Edition</p> <p>Paradise Lost- John Milton, 2005, Norton Critical Editions</p> <p>The Great Gatsby- F. Scott Fitzgerald, 1992, Scribner Student Edition</p> <p>The Crucible- Arthur Miller, 1952, 2003 Edition</p> <p>The Scarlet Letter- Nathaniel Hawthorne</p> <p>Rosencrantz and Guildenstern Are Dead- Tom Stoddard, 1967</p>	Yes	0.0 %
Mathematics	<p>Calculus with Trigonometry and Analytic Geometry. Saxon Jr, Wang, 2002, 2nd Edition, Student Edition</p> <p>Algebra 1 Common Core. Charles, Hall, Kennedy, Bellman, Bragg, Handlin, Murphy, Wiggins, 2012, Student Edition</p> <p>California Algebra 2. Kennedy, Charles, Hall, 2008, Student Edition</p> <p>McDougal Littell Geometry. Larson, Boswell, Stiff, 2001, Student Edition</p> <p>Algebra 1/2. Saxon, 2004 3rd Edition, Student Edition</p> <p>Geometry (Pearson Prentice Hall), 2001</p> <p>Advanced Math (Saxon), 2nd ed., 2003</p> <p>Pre-Algebra - Acellus Server-based - www.science.edu/acellus</p> <p>Algebra - Acellus Server-based - www.science.edu/acellus</p> <p>Algebra 2 - Acellus Server-based - www.science.edu/acellus</p> <p>Geometry - Acellus Server-based - www.science.edu/acellus</p> <p>Pre-Calculus - Acellus Server-based - www.science.edu/acellus</p> <p>Calculus - Acellus Server-based - www.science.edu/acellus</p>	Yes	0.0 %
Science	<p>Hole's Essentials of Human Anatomy and Physiology. Shier, Butler, Lewis, 2000, 7th Edition</p> <p>Prentice-Hall Biology. Miller, Levine, 2006, Student Edition</p> <p>Chemistry, Chang. 2007, 9th Edition</p> <p>Glencoe Chemistry: Matter and Change. Dingrando, Tallman, Haimen, Wistrom, 2007, California Student Edition, 1st Edition</p> <p>Marine Biology. Peter Castro, Michael E. Huber, 2007, 6th Edition</p> <p>Study Guide for Giancoli's Physics: Principles With Application. Giancoli, 1998, 5th Edition</p> <p>Physics: Principles With Application. Giancoli, 1998, 5th Edition</p> <p>Physics: Principles and Problems (Lab Manual). Glencoe, 2002, Student Edition</p> <p>Physics: Principles and Problems. Zitzewitz, 2002, 1st Edition</p> <p>Physical Science - Glencoe/McGraw-Hill</p> <p>Earth Science - Glencoe/McGraw-Hill</p> <p>Chemistry California Edition (McGraw Hill)</p>	Yes	0.0 %
History-Social Science	<p>Government in America, People, Politics, and Policy. Edwards, George C., Wattenberg, Martin</p>	Yes	0.0 %

P., 2016, 16th edition, AP edition, 2014 elections and updates edition
 Macgruder's American Government. McClenaghan, 2006, Student Edition
 The Western Heritage: Since 1300. Kagan, Ozment, Turner, Frank, 2014, 11th Edition, AP
 Edition
 The American Pageant: A History of the American People. Kennedy, Cohen, 2010, 14th
 Edition
 America: Pathways to the Present. Cayton, Perry, Reed, Winkler, 2007, Student Edition
 Economics: Principles and Practices, Clayton, 2005, Student Edition
 Modern World History: Patterns of Interaction. Beck, Black, Krieger, Naylor, Shabaka, 1999,
 Student Edition
 Economics - Globe Fearon, Inc.
 World History: Preparing for the Advanced Placement Exam (AMSCO), 2017
<https://www.edgenuity.com/Syllabi/social/Modern-World-History-2014-SS3316-IC-SYLLABUS.pdf>
<https://www.edgenuity.com/Syllabi/mi/ss/USHistory-Syllabus.pdf>
<https://www.edgenuity.com/Syllabi/social/Syllabus-US-Government-SS3315.pdf>

Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/22/2019

School Facility Conditions and Planned Improvements

In 1996, Escondido Charter High School opened its doors in a couple of storefront offices in a business park with just 60 students. In 2003, when Escondido Charter High School had grown to the point where it occupied the entire business park, it purchased property across the street and built a new campus featuring classrooms, state-of-the-art science laboratories, computer labs, and a library. The construction was made possible through a private bond sale. In 2007, the school added a 400-seat theater, gym, and synthetic athletic field. In 2016, ECHS acquired a building adjacent to the existing campus where it now houses ECHS Flex Learning, which includes the innovative Flex Lab, additional science lab space, classrooms, a digital design lab, and a robotics shop.

The main campus of Escondido Charter High School is located at 1868 East Valley Parkway in Escondido, CA. The Flex Learning campus is located adjacent to the main campus at 463 N. Midway Drive in Escondido, CA.

The campus is cleaned nightly and maintained on a regular basis. Every summer, the school is deep cleaned, all painted surfaces are repainted or touched up, and all carpets are cleaned. Teachers have direct access to the maintenance director to report issues in their classrooms, and all maintenance issues are dealt with promptly. The school has maintenance contracts with pest control and landscaping companies. Currently, the theater is being evaluated for a technology upgrade. Over the summer, electronic security gates were added that are closed during the day, but will always open to exit.

Last updated: 1/22/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Several HVAC units were replaced over the summer.
Interior: Interior Surfaces	Good	All of the classrooms and offices were repainted over the summer, and the carpets were cleaned.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The schools exterior metal surfaces were repainted last summer. The school has a contract with a pest control company to ensure that there is no pest problem.
Electrical: Electrical	Good	The Midway building was renovated in 2016, and all electrical items are up to current code.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Some faucets were replaced. All fountains are in good working order.
Safety: Fire Safety, Hazardous Materials	Good	All of the fire extinguishers were serviced over the summer. The school passed its annual fire inspection.
Structural: Structural Damage, Roofs	Good	The roofs are in good repair. There is no structural damage.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	All exterior doors and gates are in good working order. Electronic security gates were added to close off the parking lots to outside traffic.

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Exemplary
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Last updated: 1/22/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	82.0%	73.0%	60.0%	60.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	43.0%	42.0%	29.0%	29.0%	37.0%	38.0%

Note: Percentages are not calculated 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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	200	191	95.50%	73.30%
Male	94	92	97.87%	72.83%
Female	106	99	93.40%	73.74%
Black or African American	12	12	100.00%	66.67%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	80	75	93.75%	53.33%
Native Hawaiian or Pacific Islander	--	--	--	
White	76	73	96.05%	90.41%
Two or More Races	12	12	100.00%	66.67%
Socioeconomically Disadvantaged	71	66	92.96%	53.03%
English Learners	--	--	--	
Students with Disabilities	11	11	100.00%	27.27%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	200	191	95.50%	41.88%
Male	94	92	97.87%	36.96%
Female	106	99	93.40%	46.46%
Black or African American	12	12	100.00%	41.67%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	80	76	95.00%	19.74%
Native Hawaiian or Pacific Islander	--	--	--	
White	76	73	96.05%	61.64%
Two or More Races	12	11	91.67%	36.36%
Socioeconomically Disadvantaged	71	67	94.37%	26.87%
English Learners	--	--	--	
Students with Disabilities	11	11	100.00%	9.09%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/22/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/22/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Although it is a small school, ECHS offers career pathway classes in Technology, Criminal Justice, and Fire Technology, though they are not official CTE courses. 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, ViaSat, 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: 1/22/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/22/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

Students enrolled in independent study often follow a general level curriculum in order to enroll in community college after graduation. All students in classroom programs follow the A-G curriculum, and approximately 95% of those students satisfy university requirements upon graduation.

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	88.6%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	55.5%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	22.3%	20.2%	49.7%

Note: Percentages are not calculated 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: 1/22/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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 Flex Program, parents are considered to be educational partners, and parent contact with the student's Teacher of Record is vital to student success.

State Priority: Pupil Engagement

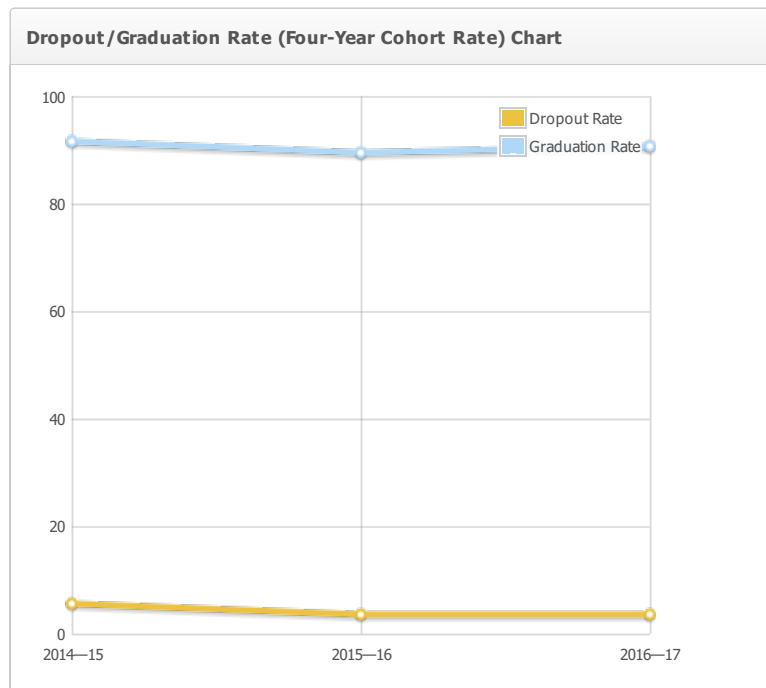
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	5.6%	3.6%	7.2%	5.3%	10.7%	9.7%
Graduation Rate	91.6%	89.5%	85.5%	88.4%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	3.6%	4.7%	9.1%
Graduation Rate	90.7%	87.6%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/10/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	93.8%	86.9%	88.7%
Black or African American	75.0%	82.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	86.7%	90.7%	94.9%
Filipino	100.0%	91.1%	93.5%
Hispanic or Latino	88.8%	82.6%	86.5%
Native Hawaiian or Pacific Islander	0.0%	75.0%	88.6%
White	98.0%	95.1%	92.1%
Two or More Races	100.0%	97.6%	91.2%
Socioeconomically Disadvantaged	97.8%	85.7%	88.6%
English Learners	33.3%	40.8%	56.7%
Students with Disabilities	100.0%	67.3%	67.1%
Foster Youth	100.0%	57.1%	74.1%

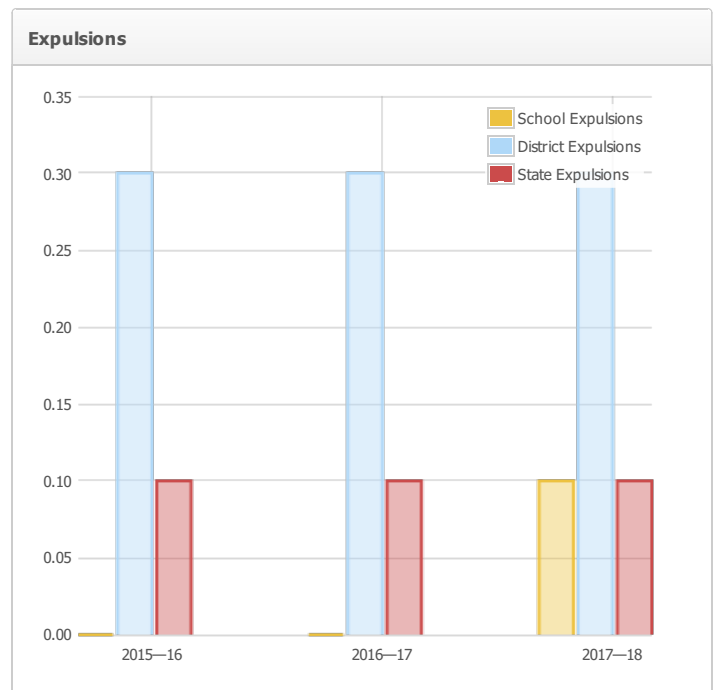
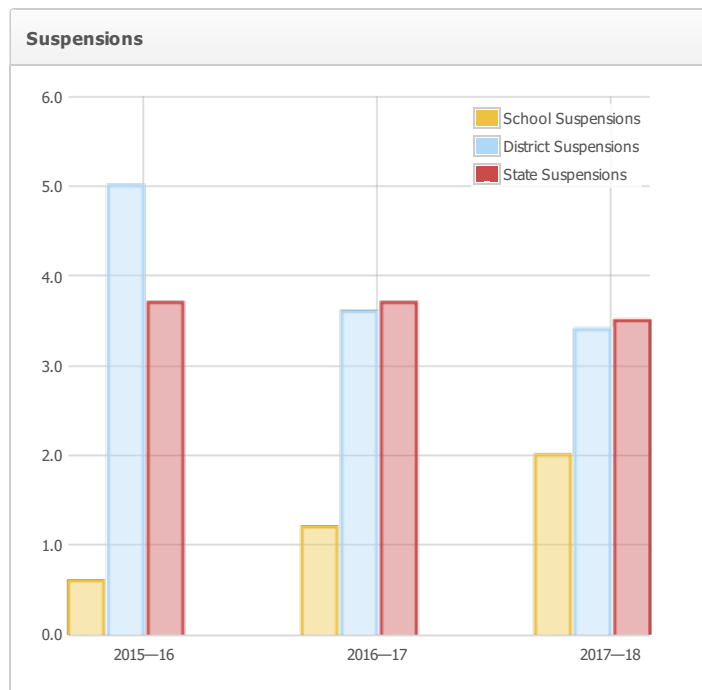
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.6%	1.2%	2.0%	5.0%	3.6%	3.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.1%	0.3%	0.3%	0.3%	0.1%	0.1%	0.1%



Last updated: 1/10/2019

School Safety Plan (School Year 2018—19)

Escondido Charter High School prides itself on providing a safe, orderly learning environment. A full-time, armed, 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. In 2016 the school implemented an increased use of walkie-talkies to communicate between administrators and support staff. In the summer of 2018, ECHS added electronic security gates for the parking lots. ECHS has developed a Board approved Comprehensive School Safety Plan as required by state law.

Last updated: 1/22/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/10/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Class sizes reported in this section reflect classroom programs only. Independent study programs are not included.

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	9.0	68	8	
Mathematics	16.0	33	9	6
Science	11.0	39	6	1
Social Science	6.0	67	2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	123	8	
Mathematics	11.0	75	13	2
Science	11.0	44	9	1
Social Science	4.0	119	4	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	7.0	100	6	
Mathematics	12.0	71	9	
Science	12.0	46	11	
Social Science	6.0	90	6	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: 1/10/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Teachers in the Flex Learning One-to-One option carry a student load of 25. These teachers also function as their students' academic counselors. Teachers in the Flex Four-Day Learning option, who teach the four core courses (math, science, English, and Spanish), also serve as Teachers of Record for a small number of freshmen. These teachers function as academic counselors for their students. There are two designated Academic Counselors in the Traditional Learning option. Specialized personnel including psychologist, speech therapist, resource specialist etc. are assigned by the sponsoring district as needed.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	409.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells 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: 1/22/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$843.0	--	--
District	N/A	N/A	--	\$77991.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/22/2019

Types of Services Funded (Fiscal Year 2017—18)

The total cost of operating Escondido Charter High School for the 2017-2018 school year was \$9,881,643. Fifty-three percent (53%) of the total budget was spent directly in classrooms for teachers, teacher aides, books, supplies, and equipment. Twenty-eight percent (28%) 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.

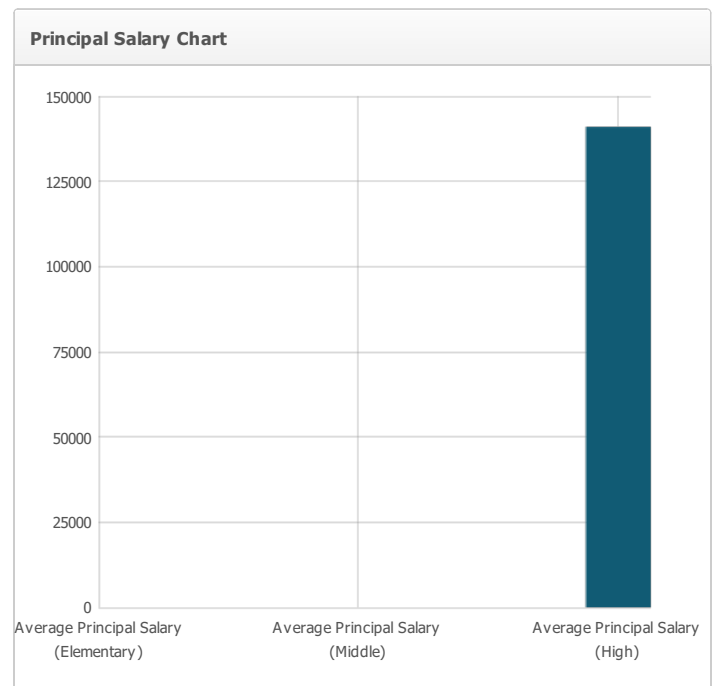
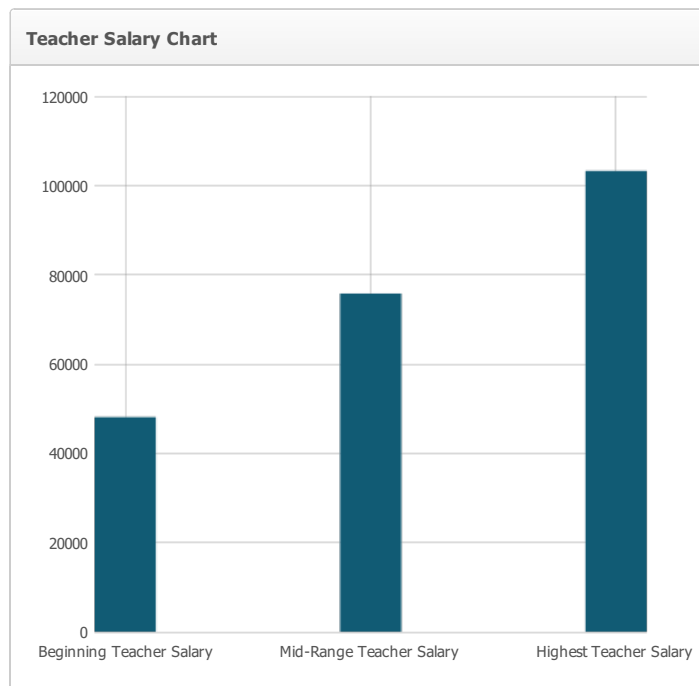
Last updated: 1/22/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Salary information shown below is for the sponsoring district and the state and not Escondido Charter High School.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,107	\$50,747
Mid-Range Teacher Salary	\$75,777	\$86,127
Highest Teacher Salary	\$103,250	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$140,979	\$150,286
Superintendent Salary	\$230,661	\$238,058
Percent of Budget for Teacher Salaries	30.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/22/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Due to small numbers in the Traditional Classroom Program it is fiscally prohibitive to offer a wide variety of AP courses. However many students enrolled in Honors classes take and ultimately pass AP exams in various subject areas. Thirty-five percent of students in the Traditional Classroom Program are enrolled in one or more AP courses.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	9	19.8%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/22/2019

Professional Development

Professional development at ECHS is based on research and student learning needs. The school effectively supports professional development with time, personnel, material and fiscal resources. Time is allocated for professional development activities at least monthly.

In the Traditional Learning option, 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 Flex Learning option, 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. Teachers have the opportunity to clear their credentials through a two-year induction program sponsored by American Heritage Charter Schools in cooperation with the San Diego County Office of Education. The induction program pairs new teachers with a trained Support Provider to work through an action research cycle to help new teachers learn the school's policies and procedures in the classroom.

Last updated: 1/22/2019