Escondido Charter High

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	1868 East Valley Pkwy. Escondido, CA , 92027-2525	**Principal:**	Dr. Lesley Clifton
Phone:	(760) 737-3154	**Grade Span:**	9-12

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 and access to prior year reports, 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/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

About This School

Dr. Lesley Clifton

 Principal, Escondido Charter High

About Our School

Over the past twenty-seven years, ECHS has remained true to its original mission and vision and continues to provide a rigorous academic experience in a safe and structured learning environment. During this time, 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 900 students in grades 9-12. ECHS offers different learning options for students based on their unique learning profiles. The Traditional Learning option offers a comprehensive, full-time classroom experience where students attend school for a full day five days a week. The Flex Learning option offers a more personalized experience, with students having modified learning schedules tailored to meet their academic goals. Both learning options are designed to prepare students to be competitive in college and 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 amhcs.org/escondido-charter-high-school/.

Contact

Escondido Charter High
1868 East Valley Pkwy.
Escondido, CA 92027-2525

Phone: (760) 737-3154
Email: lclifton@amhcs.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Escondido Charter High School
Phone Number	(760) 737-3154
Superintendent	Roner, Shawn
Email Address	sroner@amhcs.org
Website	https://amhcs.org

School Contact Information (School Year 2023–24)

School Name	Escondido Charter High
Street	1868 East Valley Pkwy.
City, State, Zip	Escondido, CA , 92027-2525
Phone Number	(760) 737-3154
Principal	Dr. Lesley Clifton
Email Address	lclifton@amhcs.org
Website	https://amhcs.org/escondido-charter-high-school/
County-District-School (CDS) Code	37681063731023

Last updated: 1/25/24

School Description and Mission Statement (School Year 2023–24)

At Escondido Charter High School (ECHS), 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 favor a combination of classroom instruction and technology-based learning. Still, others prefer working 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 enable us to achieve that.

Traditional Learning
ECHS Traditional Learning offers a five-day-a-week, college-prep option, enabling students to build strong relationships with their teachers in small class settings. Traditional Learning fosters critical thinking and problem-solving skills while encouraging students to embrace traditional values such as integrity, personal responsibility, and service to others.

Flex Learning

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

Flex Classical Learning Pathway (CLP)

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 enroll in college courses while still in high school.

Flex Personalized Learning Pathway (PLP)

Flex Learning students also have the choice of one-to-one instruction in an independent learning option, meeting with their teacher once a week and working independently between visits. In addition to the options outlined above, we also offer a Flex Blended Learning option, allowing for a mix-and-match approach. If the four-day-per-week CLP option seems too restrictive and the PLP option is too independent, we can create a customized coursework plan tailored to your student's needs.

Last updated: 1/25/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	208
Grade 10	245
Grade 11	225
Grade 12	249
Total Enrollment	927
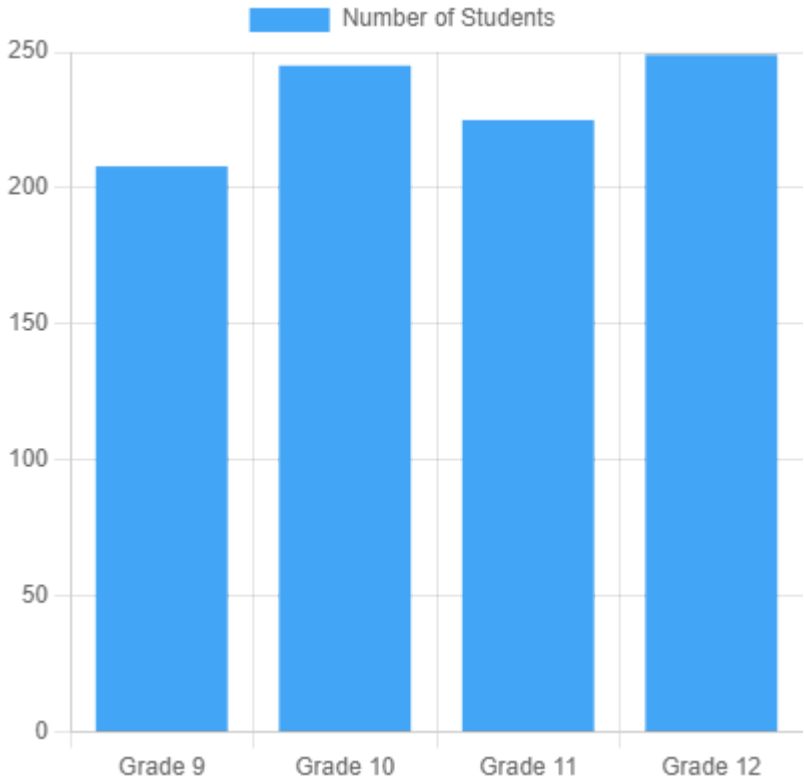
Last updated: 1/25/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.20%
Male	49.80%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.40%
Foster Youth	0.00%
Homeless	0.10%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.00%
Asian	5.40%
Black or African American	1.70%
Filipino	3.30%
Hispanic or Latino	48.40%
Native Hawaiian or Pacific Islander	0.50%
Two or More Races	1.60%
White	35.90%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disavantaged	47.60%
Students with Disabilities	6.10%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	47.04%	306.90	71.52%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	6.80	1.60%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	4.47%	10.20	2.40%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8.90	16.64%	54.50	12.71%	12115.80	4.41%
Unknown/Incomplete/NA	17.00	31.82%	50.50	11.77%	18854.30	6.86%
Total Teaching Positions	53.40	100.00%	429.10	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/25/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.60	73.03%	361.50	78.04%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	1.80%	3.90	0.85%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	11.90	2.59%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.00	10.81%	40.40	8.73%	11953.10	4.28%
Unknown/Incomplete/NA	7.90	14.34%	45.30	9.79%	15831.90	5.67%
Total Teaching Positions	55.50	100.00%	463.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/25/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	2.30	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.30	0.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	8.90	6.00
Total Out-of-Field Teachers	8.90	6.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.30%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30%	4.8%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Literature - Orange Level - McDougal, Littell	Yes	0
	Reading Literature - Blue Level - McDougal, Littell		
	Reading Literature: American Literature - Yellow Level - McDougal, Littell		
	Reading Literature - Purple Level - McDougal, Littell		
	Literature - Gold Level - Prentice Hall		
	Literature Platinum Level - Prentice Hall		
	Literature - The American Experience - Prentice Hall		
	Literature - The British Tradition - Prentice Hall		
	Brothers Karamazov- Fyodor Dostoevsky, 1990, Richard Pevear and Larissa Volokhonsky translation.		
	Poisonwood Bible- Barbara Kingsolver, 1998		
	The Divine Comedy- Dante Alighieri, 2008, C.H. Sisson Translation		
	The Odyssey- Homer, 2007, Richard Lattimore Translation		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	The Iliad- Homer, 2011, Richard Lattimore Translation		
	The Invisible Man- Ralph Ellison, 1995, Second Vintage International Edition		
	Hamlet- William Shakespeare, 1998, Signet Classic Edition9 (No longer used for AP Literature; Will be used at Flex)		
	The Adventures of Huckleberry Finn- Mark Twain, 1994, Dover Thrift Edition		
	Moby-Dick- Herman Melville, 2002, A Norton Critical Edition		
	The Aeneid of Virgil- Virgil, 1971, Allen Mandelbaum Translation		
	Four Great Tragedies- William Shakespeare, 1998, Newly Revised Edition		
	Paradise Lost- John Milton, 2005, Norton Critical Editions		
	The Great Gatsby- F. Scott Fitzgerald, 1992, Scribner Student Edition		
	The Scarlet Letter- Nathaniel Hawthorne		
	The Plague - Albert Camus		
	Sir Gawan and the Green Knight-Simon Armitage, 2007, First American Edition		
	Rosencrantz and Guildenstern Are Dead- Tom Stoddard, 1967 (No longer used for AP Literature)		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Edmentum Courseware for English 9 (P) and (G)		
	Edmentum Courseware for English 10 (P) and (G)		
	Edmentum Courseware for English 11 (P) and (G)		
	Edmentum Courseware for English 12 (P) and (G)		
Mathematics	Calculus with Trigonometry and Analytic Geometry. Saxon Jr, Wang, 2002, 2nd Edition, Student Edition	Yes	0
	Algebra 1 Common Core. Charles, Hall, Kennedy, Bellman, Bragg, Handlin, Murphy, Wiggins, 2012, Student Edition		
	California Algebra 2. Kennedy, Charles, Hall, 2008, Student Edition		
	McDougal Littell Geometry. Larson, Boswell, Stiff, 2001, Student Edition		
	Algebra 1/2. Saxon, 2004 3rd Edition, Student Edition		
	Geometry (Pearson Prentice Hall), 2001		
	Into Geometry-Burger, Dixon, Kanold, Kaplinsky, M. Larson, Leinwand		
	Advanced Math (Saxon), 2nd ed., 2003		
	Saxon Math Course 3 2007/2012		
	Pre-Algebra - Acellus Server-based -		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	www.science.edu/acellus		
	Algebra - Acellus Server-based - www.science.edu/acellus		
	Algebra 2 - Acellus Server-based - www.science.edu/acellus		
	Geometry - Acellus Server-based - www.science.edu/acellus		
	Pre-Calculus - Acellus Server-based - www.science.edu/acellus		
	Calculus - Acellus Server-based - www.science.edu/acellus		
	Edmentum Courseware PreAlgebra		
	Edmentum Courseware Algebra I (P)		
	Edmentum Courseware Geometry (P)		
	Edmentum Courseware Algebra 2 (P)		
	Edmentum Courseware PreCalculus (P)		
Science	Hole's Essentials of Human Anatomy and Physiology. Shier, Butler, Lewis, 2000, 7th Edition	Yes	0
	Biology, Pearson Miller & Levine		
	Chemistry A Molecular Approach AP Edition Pearson		
	Glencoe Chemistry: Matter and Change. Dingrando, Tallman, Haimen, Wistrom, 2007,		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	California Student Edition, 1st Edition		
	Marine Biology. Peter Castro, Michael E. Huber, 2007, 6th Edition (every other year)		
	Physics: Principles With Application. Giancoli, 1998, 5th Edition		
	Physics: Principles and Problems. Zitzewitz, 2002, 1st Edition		
	Physical Science - Glencoe/McGraw-Hill		
	Earth Science - Glencoe/McGraw-Hill		
	Chemistry California Edition (McGraw Hill)		
	Edmentum Courseware Biology (P) and (G)		
	Edmentum Courseware Chemistry (P) and (G)		
	Edmentum Courseware Physics (P)		
	Edmentum Courseware Intro the Physical Science (G)		
History-Social Science	Government in America, People, Politics, and Policy. Edwards, George C., Wattenberg, Martin P., 2016, 16th edition, AP edition, 2014 elections and updates edition	Yes	0
	Macgruder's American Government. McClenaghan, 2006, Student Edition		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
	United States History-American Guidance Service, King, Napp 2005		
	United States Government-American Guidance Service-Smith, Sullivan 2005		
	Edmentum Courseware World History (P) and (G)		
	Edmentum Courseware US History (P) and (G)		
	Edmentum Courseware Government (P) and (G)		
	Edmentum Courseware Economics (P) and (G)		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	French: T'es branche? 1-4 - EMC World Languages Spanish: Senderos 1-4 - Vista Higher Learning Latin: Cambridge Latin Course 5th Edition 1-4	Yes	0
Health	?Personal Fitness- Williams, Harageones, Johnson, Smith, 1986 3rd Edition?	Yes	0
Visual and Performing Arts	The Stage and the School - Glencoe/McGraw Hill Music! - Glencoe/McGraw Hill	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/25/24

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 main campus, including the gym and theater, were all armed and secured in the fall of 2022. Progressive Technology installed the alarm system, as well as providing monthly monitoring service. In addition, both the ECHS Flex and main campus were equipped with a "panic button" security system. In the event of an emergency, when triggered, this system alerts first responders and restricts campus access.

The campus is cleaned nightly and maintained on a regular basis. Every summer, the school is deep cleaned, this includes cleaning and replacing all vents, lights, and damaged ceiling tiles. All painted surfaces are repainted or touched up and all carpets are cleaned. In addition, all hard floors are stripped and re-waxed each year. 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, drain and landscaping companies. The school operates as a closed campus, featuring electronic security gates that restrict entrance during the day but open for exit. In 2022, the theater underwent a significant technology upgrade. Aging HVAC units are replaced throughout the year as needed.

In response to Covid-19, Escondido Charter High School (ECHS) continues to follow all health and safety guidelines established by the California Department of Public Health and the County of San Diego Health and Human Services Agency to lower the risk of exposure to COVID-19 for staff, students, and visitors.

Last updated: 1/25/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanical/HVAC and sewer systems are kept in good working order through a regular maintenance schedule. No gas leaks detected. Any needed repairs are made in a timely fashion. HVAC maintenance contract renewed for district in January 2024.
Interior: Interior Surfaces	Good	Interior surfaces are in good condition. Cleaning and painting are done annually and as needed throughout the year to maintain appearance and cleanliness.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	A local pest control company is contracted to do bi-weekly inspections/treatments to help prevent pest/vermin infestation. The pest control company is also called as needed to address any activity.
Electrical: Electrical	Good	Electrical systems are in good working order. An annual inspection is conducted by the local Fire Marshall to help ensure that the electrical systems meet pertinent codes.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms, sinks, and fountains are kept clean and in good working order. Deep cleaning is regularly conducted.
Safety: Fire Safety, Hazardous Materials	Good	All fire safety elements have been certified/updated for the current year and are in good working order. The local Fire Marshal conducts an annual inspection to ensure compliance with relevant fire and hazardous material codes, including fire sprinklers, extinguishers, hazardous materials, and elevators.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Structures and roofs are in good condition and any needed repairs are made in a timely fashion.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	External elements (e.g., athletic facilities, school grounds, windows, doors, gates, fences, etc.) are in good condition and undergo regular maintenance. In addition to the in-depth annual inspection conducted during the summer, athletic facilities also undergo monthly visual inspections to ensure student safety. Any necessary repairs are promptly addressed.

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Exemplary

Last updated: 1/25/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
    1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	71%	54%	50%	55%	47%	46%
Mathematics (grades 3-8 and 11)	46%	35%	22%	22%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/25/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	223	99.55%	0.45%	54.26%
Female	105	105	100.00%	0.00%	64.76%
Male	118	117	99.15%	0.85%	44.44%
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00%	0.00%	90.91%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	130	130	100.00%	0.00%	50.77%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	67	66	98.51%	1.49%	50.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	78	98.73%	1.27%	47.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	46.67%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/25/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	223	99.55%	0.45%	34.53%
Female	105	105	100.00%	0.00%	32.38%
Male	118	117	99.15%	0.85%	35.90%
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00%	0.00%	72.73%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	130	130	100.00%	0.00%	30.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	67	66	98.51%	1.49%	36.36%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	78	98.73%	1.27%	28.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	13.33%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/25/24

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	35.36%	40.44%	19.75%	20.35%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/25/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	459	455	99.13%	0.87%	40.44%
Female	222	220	99.10%	0.90%	39.55%
Male	236	234	99.15%	0.85%	41.03%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00%	0.00%	73.91%
Black or African American	--	--	--	--	--
Filipino	15	15	100.00%	0.00%	60.00%
Hispanic or Latino	233	233	100.00%	0.00%	29.61%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00%	0.00%	50.00%
White	160	156	97.50%	2.50%	50.64%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	164	161	98.17%	1.83%	30.43%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	24.14%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2022–23)

Despite its size, ECHS offers a range of Career Technical Education (CTE) courses, available both online and in the classroom, across various disciplines. Currently, ECHS is defining CTE Pathways for the following courses: Technology, Criminal Justice, Culinary Arts, Health Science, Cosmetology, Hospitality & Tourism, and Fire Technology. Below is a list of CTE courses, some of which are part of a two-year sequence.

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 Flex Learning Program may take concurrent courses at Palomar to obtain career-oriented certificates.

Electrical Technology IA
Electrical Technology IB
Electrical Technology IIA
Electrical Technology IIB

HVAC Technology IA
HVAC Technology IB
HVAC Technology IIA
HVAC Technology IIB

Plumbing Technology IA
Plumbing Technology IB
Plumbing Technology IIA
Plumbing Technology IIB

California Health Science 1, Semester A
California Health Science 1, Semester B
California Health Science 2, Semester A
California Health Science 2, Semester B

California Principles of Hospitality and Tourism, Semester A
California Principles of Hospitality and Tourism, Semester B
Hospitality and Tourism 2a: Hotel and Restaurant Management v2.0
Hospitality and Tourism 2b: Hotel and Restaurant Management v2.0

Culinary Arts 1a: Introduction v2.0
Culinary Arts 1b: Finding Your Palate

California Entrepreneurship, Semester A
California Entrepreneurship, Semester B
(Option 1) California Principles of Business, Marketing, and Finance, Semester A
(Option 1) California Principles of Business, Marketing, and Finance, Semester B
(Option 2) International Business: Global Commerce in the 21st Century v3.0

Careers in Criminal Justice 1a: Introduction v2.0*
Careers in Criminal Justice 1b: Finding Your Specialty*

Intro to Engineering A/B*
Civil Engineering A/B*

Photography 1 A/B*
Photography 2 A/B*

Digital Media 1 A/B*
Digital Media 2 A/B*

Note: *All CTE course offerings listed below are conducted on-campus.*

* Denotes sequenced courses with capstone

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	239
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/25/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

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
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	93.31%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	67.94%

Last updated: 1/25/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	91%	94%	93%	93%	94%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/25/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

At Escondido Charter High School, we believe that parents are the primary educators of their children, and we partner with them to provide quality teachers, materials, and resources, so they can feel confident helping their students learn and grow in heart and mind. The school is always looking for ways to strengthen partnerships with families and to help them match their students with the ideal learning option for them. Examples of these efforts include the Parent Volunteer Organization, the routine solicitation of parent input via surveys, and the practice of including parents as members of 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, History Night, Grad Night, and Arts Festival. Parent participation is important to the success of these events.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	2.7%	1.9%	4.3%	6%	6.6%	7.0%	9.4%	7.8%	8.2%
Graduation Rate	90.1%	95.1%	95.3%	86.9%	87.2%	88.0%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
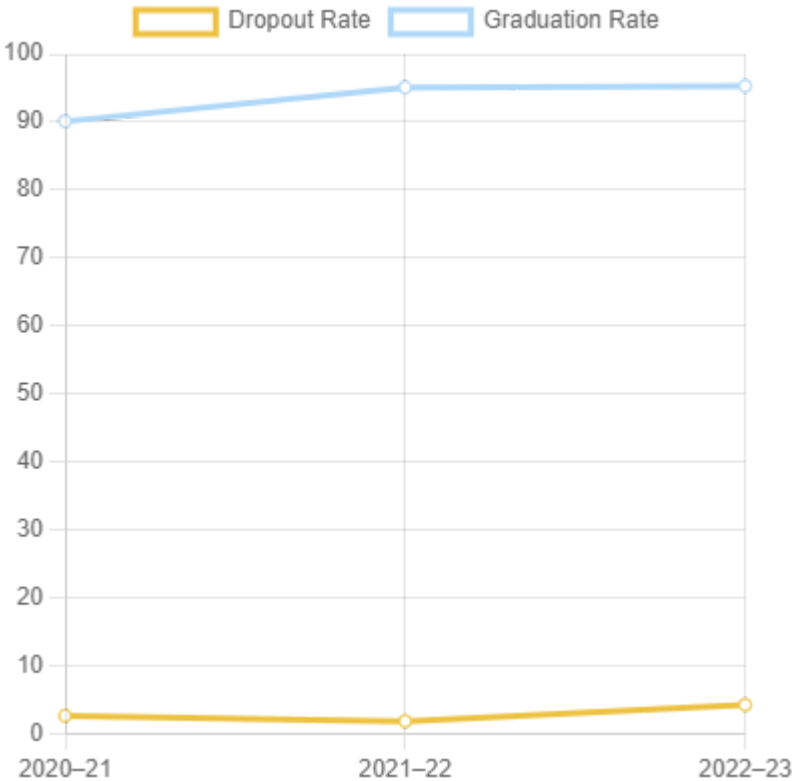
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Some fields with values below the state defined levels for privacy have been set to zero to comply with this form's validation rules.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	254	242	95.3%
Female	130	122	93.8%
Male	124	120	96.8%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	13	13	100.0%
Black or African American	--	--	--
Filipino	12	12	100.0%
Hispanic or Latino	112	106	94.6%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	98	93	94.9%
English Learners	14	11	78.6%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	149	140	94.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	18	15	83.3%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	956	942	33	3.5%
Female	478	471	16	3.4%
Male	477	470	17	3.6%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	9	9	0	0.0%
Asian	51	50	1	2.0%
Black or African American	19	18	0	0.0%
Filipino	31	31	3	9.7%
Hispanic or Latino	464	455	16	3.5%
Native Hawaiian or Pacific Islander	5	5	0	0.0%
Two or More Races	15	15	3	20.0%
White	342	339	9	2.7%
English Learners	23	23	2	8.7%
Foster Youth	0	0	0	0.0%
Homeless	2	2	1	50.0%
Socioeconomically Disadvantaged	462	456	20	4.4%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	59	58	2	3.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/25/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.41%	4.50%	1.99%	0.21%	3.97%	4.89%	0.20%	3.17%	3.60%
Expulsions	0.10%	0.10%	0.10%	0.01%	0.07%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/25/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.99%	0.10%
Female	0.63%	0.00%
Male	3.35%	0.21%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.96%	0.00%
Black or African American	0.00%	0.00%
Filipino	3.23%	3.23%
Hispanic or Latino	2.37%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.46%	0.00%
English Learners	4.35%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.38%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.08%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/25/24

School Safety Plan (School Year 2023–24)

ECHS prides itself on providing a safe, orderly learning environment and has developed a Board approved Comprehensive School Safety Plan as required by state law that is updated annually, most recently in the fall of 2023. ECHS provides a secure campus to ensure 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. To facilitate rapid communication, the school continues to emphasize the use of walkie-talkies between administrators and support staff. Access to student and staff parking lots is controlled via electronic security gates. Both the ECHS Flex and main campus are equipped with emergency "panic buttons" that when activated alerts first responders and restricts campus access.

Recently, the entire ECHS staff participated in two, in-person school intruder trainings hosted by Safe Schools Inc. During the training, law enforcement experts shared the potential signs of school violence that school staff should look for when working with students. They also covered the most recent science behind school safety as well as the appropriate responses to potential threats of school violence. The curriculum they presented is called the H.E.R.O. Program. The acronym stands for Hide! Escape! Run! Overcome!

Starting in January 2023, all ECHS students participate annually in a week-long safety training called H.E.R.O. week. The program was designed to take approximately a week but allowed for flexibility in how each school delivered the curriculum. During the training, students learned important safe-thinking skills associated with the protective responses of hide, escape, run, and overcome. Each day of H.E.R.O. training involved a thirty-minute daily lesson where students learned safe-thinking skills and personal empowerment strategies through age-appropriate activities, stories, and classroom discussions. Once the students were prepared in this non-threatening manner, the school participated in school-wide safety drills that surpassed the safety standards required by state and local officials.

Last updated: 1/25/24

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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	141	14	
Mathematics	14.00	69	11	7
Science	11.00	55	5	
Social Science	6.00	102	6	

* 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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	71	13	1
Mathematics	16.00	59	8	3
Science	15.00	50	5	
Social Science	14.00	50	8	

* 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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	110	1	0
Mathematics	15.00	58	2	2
Science	14.00	51	3	0
Social Science	11.00	57	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.

Last updated: 1/26/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	371

* 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: 1/25/24

Student Support Services Staff (School Year 2022–23)

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
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	1.00

* 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: 1/25/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15393.69	$0.00	$15393.69	$62527.16
District	N/A	N/A	$15393.69	$62527.16
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$97850.00
Percent Difference – School Site and State	N/A	N/A	67.71%	-36.11%

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

Last updated: 1/25/24

Types of Services Funded (Fiscal Year 2022–23)
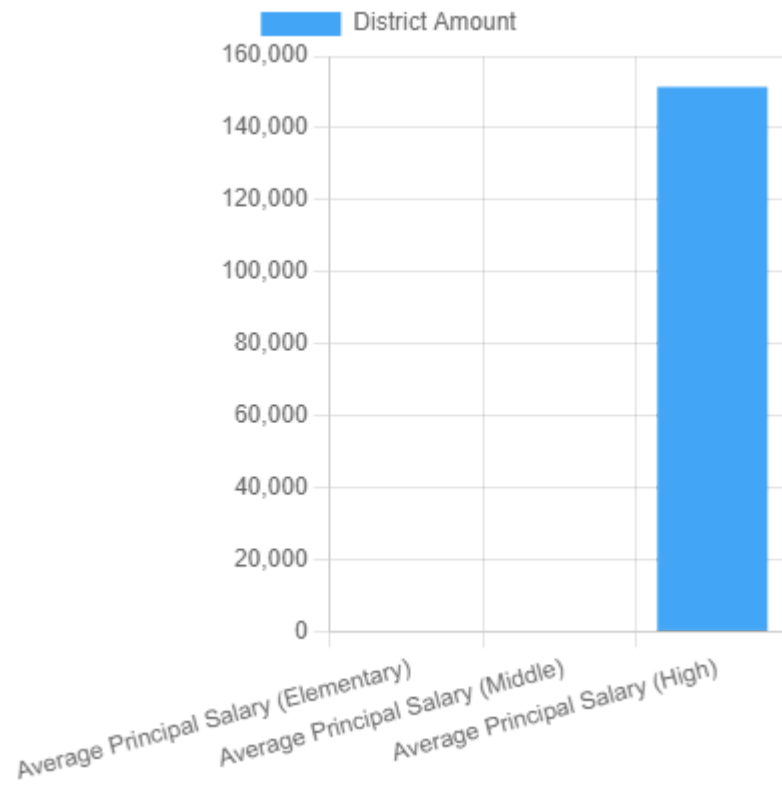
The total cost of operating Escondido Charter High School for the 2022-23 school year was $12,415,533. Fifty-one percent (51%) of the total budget was spent directly in classrooms for teachers, teacher aides, books, supplies, and equipment. Forty-nine percent (49%) of the total budget was spent at the school site for certificated and classified support services such as office personnel, counselors, technology support, and school administrators.

Last updated: 1/25/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53117.00	$57234.44
Mid-Range Teacher Salary	$80682.00	$95466.60
Highest Teacher Salary	$114003.00	$122669.10
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$153476.29
Average Principal Salary (High)	$151410.00	$173197.59
Superintendent Salary	$272275.00	$277571.94
Percent of Budget for Teacher Salaries	26.92%	31.17%
Percent of Budget for Administrative Salaries	5.84%	4.46%

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

Chart 1: District Amount by teacher salary category (Beginning Teacher Salary ~53,000; Mid-Range Teacher Salary ~81,000; Highest Teacher Salary ~114,000)

Chart 2: District Amount by principal salary category (Average Principal Salary (Elementary); Average Principal Salary (Middle); Average Principal Salary (High) ~151,000)

Last updated: 1/25/24

Advanced Placement (AP) Courses (School Year 2022–23)

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 (35%) of students in the Traditional Classroom Program are enrolled in one or more AP courses.

Percent of Students in AP Courses 15.1 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	3
Total AP Courses Offered*	10

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

Last updated: 1/25/24

Professional Development

Note: *Revised accounting to report as full eight hour days rather than days with professional development components.*

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	4

Last updated: 1/25/24