

Escondido Charter High

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 1868 East Valley Pkwy.
Escondido, CA , 92027-2525

Principal: Shawn Roner, Executive Director

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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Shawn Roner, Executive Director

📍 Principal, Escondido Charter High

About Our School

Over the past twenty-nine 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/echs.

Contact

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

Phone: (760) 737-3154

Email: sroner@amhcs.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Escondido Union High
Phone Number	(760) 291-3200
Superintendent	Petersen, Jon
Email Address	jpetersen@euhsd.org
Website	www.euhsd.org

School Contact Information (School Year 2025–26)

School Name	Escondido Charter High
Street	1868 East Valley Pkwy.
City, State, Zip	Escondido, CA , 92027-2525
Phone Number	(760) 737-3154
Principal	Shawn Roner, Executive Director
Email Address	sroner@amhcs.org
Website	https://www.echs.org
Grade Span	9-12
County-District-School (CDS) Code	37681063731023

School Description and Mission Statement (School Year 2025–26)

At Escondido Charter High School (ECHS), we provide a diverse range of learning options tailored to meet the varied learning styles of our students. Some students thrive in a traditional classroom setting with teacher-led instruction, while others benefit from a blend of classroom and technology-based learning. For those who

prefer a more individualized approach, we also offer one-on-one sessions with teachers to support independent study. Our aim is to ensure an ideal learning experience for every student, and our range of options allows us to meet this goal.

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)

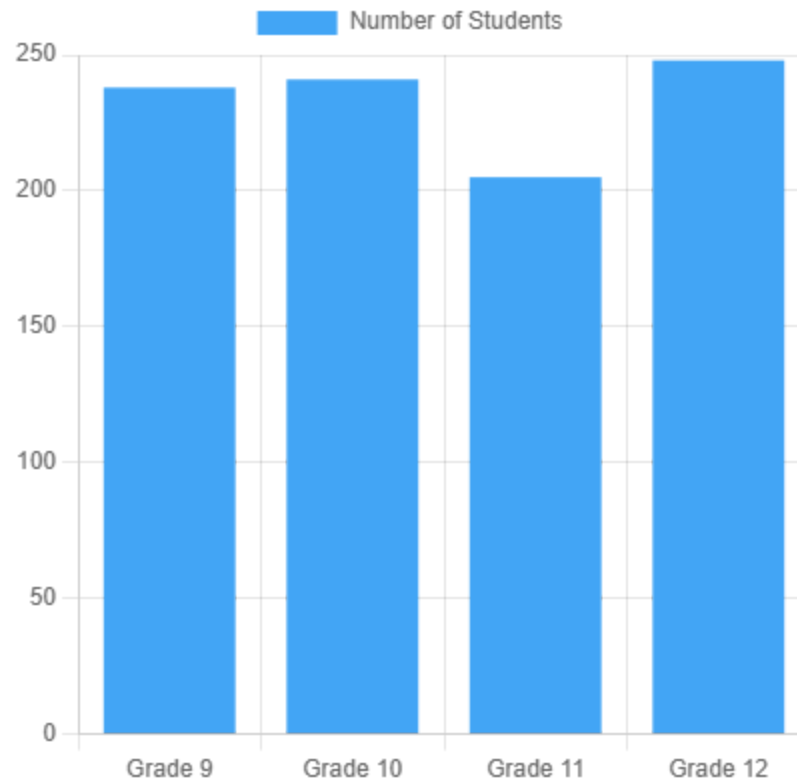
Flex Learning provides a four-day, on-campus, college-prep option where students combine the best of independent learning with traditional classroom instruction in a technology-rich environment. In this program, students are encouraged to enroll in college courses while still in high school.

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.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	238
Grade 10	241
Grade 11	205
Grade 12	248
Total Enrollment	932



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.20%
Male	51.80%
Non-Binary	0.00%
American Indian or Alaska Native	1.30%
Asian	6.30%
Black or African American	1.60%
Filipino	3.40%
Hispanic or Latino	44.50%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	2.60%
White	37.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.50%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	36.40%
Students with Disabilities	6.20%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	44.60	79.60%	356.30	78.77%	231142.40	83.24%
Intern Credential Holders Properly Assigned	2.70	4.81%	6.70	1.48%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	4.29%	27.10	5.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.60	8.27%	26.20	5.80%	11746.90	4.23%
Unknown/Incomplete/NA	1.60	3.01%	35.90	7.95%	14303.80	5.15%
Total Teaching Positions	56.10	100.00%	452.30	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	43.80	81.39%	365.90	80.83%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.50	4.64%	7.50	1.66%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	2.79%	26.00	5.76%	16855.00	6.04%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	2.90	5.39%	34.60	7.66%	12112.80	4.34%
Unknown/Incomplete/NA	3.10	5.76%	18.50	4.09%	13705.80	4.91%
Total Teaching Positions	53.80	100.00%	452.70	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	2.4	1.50
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.4	1.50

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	6.00	4.6	2.90
Total Out-of-Field Teachers	6.00	4.6	2.90

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	18.9%	18.30%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.8%	1.9%	11.10%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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>Reading Literature - McDougal, Littell Orange,Blue, Yellow, Purple Level</p> <p>Poisonwood Bible- Barbara Kingsolver, 1998</p> <p>The Invisible Man- Ralph Ellison, 1995, Second Vintage International Edition</p> <p>Moby-Dick- Herman Melville, 2018 3rd edition. A Norton Critical Edition</p> <p>The Scarlet Letter-Dover Thrift Edition</p> <p>Adventures of Huckleberry Finn (Dover Thrift Editions: Classic Novels) 2012</p> <p>The Great Gatsby- F. Scott Fitzgerald, 1992, Scribner Edition 2018</p> <p>Brothers Karamazov- Fyodor Dostoevsky, 1990, Richard Pevear and Larissa Volokhonsky translation.</p> <p>Frankenstein:the 1818 text (penguin classics)</p> <p>The Divine Comedy- Oxford World Classics</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Four Great Tragedies- William Shakespeare, 1998, Newly Revised Edition</p> <p>Paradise Lost- John Milton, 2005, Norton Critical Editions</p> <p>The Essential Homer (Hackett classics) 2000</p> <p>Sir Gawain and the Green Knight-Simon Armitage, 2007, First American Edition</p> <p>Consolation of Philosophy (Penguin Classics) 2000 by Ancius Boethius and Victor Watts</p> <p>The Three Theban Plays by Sophocles 2000</p> <p>The Essential Aeneid, Virgil (Hackett classics)</p> <p>Confessions by Augustine and Thomas Williams, 2019</p> <p>Dante The Divine Comedy Volume I Inferno 2002</p> <p>A Raisin in the Sun</p> <p>American History: A very short introduction by Payl S. Boyer</p> <p>Crime and Punishment</p> <p>BeoWulf</p> <p>Plato, Five Dialogs</p> <p>The Merchant of Venice</p> <p>World War One British Poets</p> <p>Nineteen Eighty Four George Orwell</p> <p>Till we Have Faces</p> <p>The Lawgivers: The Parallel lives of, 2019</p> <p>The Essential Homer, 2000, Translate by Lombardo</p> <p>Hamlet- William Shakespeare, 1998, Signet Classic Edition</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>World War One British Poets: Brooke, Owen, Sassoon, Rosenberg and Others (Unabridged) Paperback – Unabridged, April 22, 1997</p> <p>Romeo and Juliet, Dover Thrift</p> <p>Descartes' Meditations on First Philosophy Third Edition</p> <p>Go Tell it on the Mountain, James Baldwin</p> <p>Edmentum Courseware for English 9 (P) and (G)</p> <p>Edmentum Courseware for English 10 (P) and (G)</p> <p>Edmentum Courseware for English 11 (P) and (G)</p> <p>Edmentum Courseware for English 12 (P) and (G)</p>	
Mathematics	<p>Calculus with Trigonometry and Analytic Geometry. Saxon Jr, Wang, 2002, 2nd Edition, Student Edition</p> <p>Saxon Math Course 3. Hake, 2012 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>Into Geometry-Burger, Dixon, Kanold, Kaplinsky, M. Larson, Leinwand</p> <p>Advanced Math (Saxon), 2nd ed., 2003</p> <p>Algebra, AGS</p> <p>PreAlgebra AGS</p> <p>Consumer Mathematics AGS</p> <p>Pre-Algebra - Acellus Server-based - www.science.edu/acellus</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	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 Experience Chemistry, 2021 California Student Edition hardcover (Earth Science) Chemistry A molecular approach AP edition, Nivaldo Tro Chemistry: National Geographic World of Chemistry Biology-The Living Earth-Miller & Levine 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	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Biology AGS</p> <p>Edmentum Courseware Biology (P) and (G)</p> <p>Edmentum Courseware Chemistry (P) and (G)</p> <p>Edmentum Courseware Physics (P)</p> <p>Edmentum Courseware Intro the Physical Science (G)</p>	
History-Social Science	<p>Government in America, People, Politics, and Policy. Edwards, George C., Wattenberg, Martin P., 2016, 16th edition, AP edition, 2014 elections and updates edition</p> <p>Macgruder's American Government. McClenaghan, 2006, Student Edition</p> <p>The Western Heritage: Since 1300. Kagan, Ozment, Turner, Frank, 2014, 11th Edition, AP Edition</p> <p>The American Pageant: A History of the American People. Kennedy, Cohen, 2010, 16th Edition Updated AP edition</p> <p>America: Pathways to the Present. Cayton, Perry, Reed, Winkler, 2007, Student Edition</p> <p>Economics: Principles and Practices, Clayton, 2005, Student Edition</p> <p>Modern World History: Patterns of Interaction. Beck, Black, Krieger, Naylor, Shabaka, 1999, Student Edition</p> <p>The History of the Ancient World "From the earliest accounts to Rome" Bauer</p> <p>World History Pearson AGS Globe 2008</p> <p>Economics - Globe Fearon, Inc.</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>World History: Preparing for the Advanced Placement Exam (AMSCO), 2017</p> <p>Western Civilization 11th edition, Jackson Spielvogel 2021</p> <p>Western Civilization 10 th edition, Jackson Spielvogel 2020</p> <p>World Geography Prentice Hall</p> <p>United States History-American Guidance Service, King, Napp 2005</p> <p>United States Government- American Guidance Service- Smith, Sullivan 2005</p> <p>Edmentum Courseware World History (P) and (G)</p> <p>Edmentum Courseware US History (P) and (G)</p> <p>Edmentum Courseware Government (P) and (G)</p> <p>Edmentum Courseware Economics (P) and (G)</p>	
Foreign Language	<p>French: T'es branche? 1-4 - EMC World Languages</p> <p>Pauvre Anne</p> <p>Fama va en Californie</p> <p>Presque Mort</p> <p>Le Petit Nicolas</p> <p>Le Secret de la Licorne</p> <p>Le Tresor de Rackham le Rouge</p> <p>Le Crabe aux Princes d'Or</p> <p>Spanish: Senderos 1-4 - Vista Higher Learning</p> <p>Latin: Cambridge Latin Course 5th Edition 1-4</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Health	Personal Fitness- Williams, Harageones, Johnson, Smith, 1986 3rd Edition The World of Food- Prentice Hall, 1990 Glencoe Health	0
Visual and Performing Arts	The Stage and the School - Glencoe/McGraw Hill Music! - Glencoe/McGraw Hill Music An Appreciation Roger, Kamien Alfreds Essentials of Music Theory	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

In 1996, Escondido Charter High School (ECHS) opened its doors in a pair of storefront offices in a business park with just 60 students. By 2003, the school had expanded to occupy the entire business park. That same year, ECHS purchased property across the street and constructed a new campus featuring classrooms, state-of-the-art science laboratories, computer labs, and a library. This expansion was made possible through a private bond sale. In 2007, the school added a 400-seat theater, a gymnasium, and a synthetic athletic field.

In 2016, ECHS acquired a building adjacent to the existing campus, which now houses ECHS Flex Learning. This facility 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, Escondido, CA. The Flex Learning campus is adjacent to the main campus at 463 N. Midway Drive, Escondido, CA.

In the fall of 2022, the main campus, including the gymnasium and theater, was outfitted with an advanced security system. Progressive Technology installed and now provides monthly monitoring for the alarm system. Both the main and Flex Learning campuses were also equipped with a "panic button" security system. This system, when triggered in an emergency, immediately alerts first responders and restricts campus access.

In 2024, new field turf and drainage systems were installed to enhance the athletic facilities. These upgrades not only improved the usability and performance of the field but also enhanced player safety by providing a more consistent and shock-absorbent playing surface. Additionally, the upgraded drainage systems significantly extended the lifespan of the foundations of adjacent buildings by preventing water accumulation and ensuring proper runoff management. This investment reflects the school's commitment to maintaining high-quality facilities that prioritize both student safety and long-term infrastructure sustainability.

The campus is cleaned nightly and maintained regularly. Each summer, the school undergoes a comprehensive deep-cleaning process, which includes cleaning and replacing vents, lights, and damaged ceiling tiles. All painted surfaces are either repainted or touched up, carpets are cleaned, and hard floors are stripped and re-waxed. Teachers have direct access to the maintenance director to report issues, ensuring prompt resolution. The school also has maintenance contracts with pest control, drain, and landscaping companies.

ECHS operates as a closed campus, featuring electronic security gates that restrict entry during the school day but open automatically for exit. In 2022, the theater received a significant technology upgrade. Aging HVAC units are replaced throughout the year as necessary to maintain a comfortable environment.

In response to COVID-19, Escondido Charter High School continues to adhere to health and safety guidelines established by the California Department of Public Health and the County of San Diego Health and Human Services Agency. These measures are in place to reduce the risk of exposure for staff, students, and visitors.

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 2025

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.
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.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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.
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 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	76%	74%	60%	60%	47%	48%
Mathematics (grades 3-8 and 11)	54%	50%	27%	27%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	205	202	98.54%	1.46%	73.76%
Female	103	101	98.06%	1.94%	77.23%
Male	102	101	99.02%	0.98%	70.30%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97%	1.03%	66.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	10	90.91%	9.09%	--
White	76	75	98.68%	1.32%	78.67%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65%	1.35%	64.38%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	36.36%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	205	202	98.54%	1.46%	50.00%
Female	103	101	98.06%	1.94%	50.50%
Male	102	101	99.02%	0.98%	49.50%
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97%	1.03%	35.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	10	90.91%	9.09%	--
White	76	75	98.68%	1.32%	61.33%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65%	1.35%	30.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	9.09%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	54.04%	52.73%	21.09%	22.41%	30.73%	32.33%

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 in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	449	440	98.00%	2.00%	52.73%
Female	223	218	97.76%	2.24%	49.54%
Male	226	222	98.23%	1.77%	55.86%
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00%	0.00%	80.77%
Black or African American	--	--	--	--	--
Filipino	15	15	100.00%	0.00%	86.67%
Hispanic or Latino	207	206	99.52%	0.48%	39.32%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	21	91.30%	8.70%	61.90%
White	166	161	96.99%	3.01%	60.25%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	171	169	98.83%	1.17%	43.20%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	22	95.65%	4.35%	22.73%

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 2024–25)

Despite its size, ECHS offers a robust Career Technical Education (CTE) program with a range of courses available both online and in the classroom. These courses span various disciplines, providing students with diverse career exploration opportunities. ECHS has initiated the establishment of CTE Pathways in the following areas: Technology, Criminal Justice, Culinary Arts, Health Science, Hospitality & Tourism, and Fire Technology. Some of these courses are part of a two-year sequence, allowing students to gain in-depth knowledge and skills.

ECHS actively partners with local businesses and organizations that are eager to recruit students for entry-level jobs, internships, and community service activities. These partnerships provide valuable real-world experience and connections. Some of the organizations offering internships include Palomar Hospital, Northrop Grumman, ViaSat, and the Escondido Police and Fire Departments.

Furthermore, ECHS has a long-standing and strong relationship with Palomar Community College. This collaboration allows ECHS students to attend Palomar classes tuition-free. Many students, particularly those in the Flex Learning Program, take concurrent courses at Palomar to earn career-oriented certificates.

Current CTE Courses:

- **Athletic Training (2 years)**
- **Audio/Video Production (3 years)**
- Business & Finance
- Culinary Arts
- Digital & Interactive Media
- **Electrical Technology (2 years)**
- Graphic Design
- **Health Science (2 years)**
- Hospitality & Tourism
- **HVAC Technology (2 years)**
- Information & Communication Technologies (cybersecurity, networking, & programming)
- Nutrition & Wellness Certification
- **Photography (2 years)**
- **Plumbing Technology (2 years)**

Current CTE Committee Members:

- Jason Mancino
- Matt Jones

- Steve Throop

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	294
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	26.1%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	96.14%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	71.15%

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 2024–25)

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	90.8%	90.8%	90.4%	90.4%	90.8%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

At Escondido Charter High School, we believe that parents are the primary educators of their children, and we strive to create a strong partnership with them. This includes providing quality teachers, materials, and resources to support parents in their role and help their students thrive academically and personally. We are committed to strengthening these partnerships and ensuring families have the information and support they need to choose the best learning options for their students.

To achieve this, we utilize a variety of avenues for parent input and engagement:

- **Parent Volunteer Organization:** This active organization provides opportunities for parents to contribute their time and talents to support school activities and events.
- **Surveys:** We routinely solicit feedback from parents through surveys to gauge their satisfaction and identify areas for improvement.
- **ECHS Board of Directors:** Parent representation on the Board of Directors ensures that parent perspectives are considered in school governance and decision-making.
- **LCAP (Local Control and Accountability Plan):** Parents have the opportunity to contribute to the development and review of the LCAP, which guides school goals and spending priorities.
- **Parent Focus Groups:** We conduct regular focus groups with parents to gather in-depth feedback on specific topics and initiatives.

It's common to see parents actively involved in school life, chaperoning dances, volunteering during the school day, and participating in events like Back to School Night, History Night, Grad Night, and the Arts Festival. This strong parent participation is vital to the success of our school and the well-being of our students.

State Priority: Pupil Engagement

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

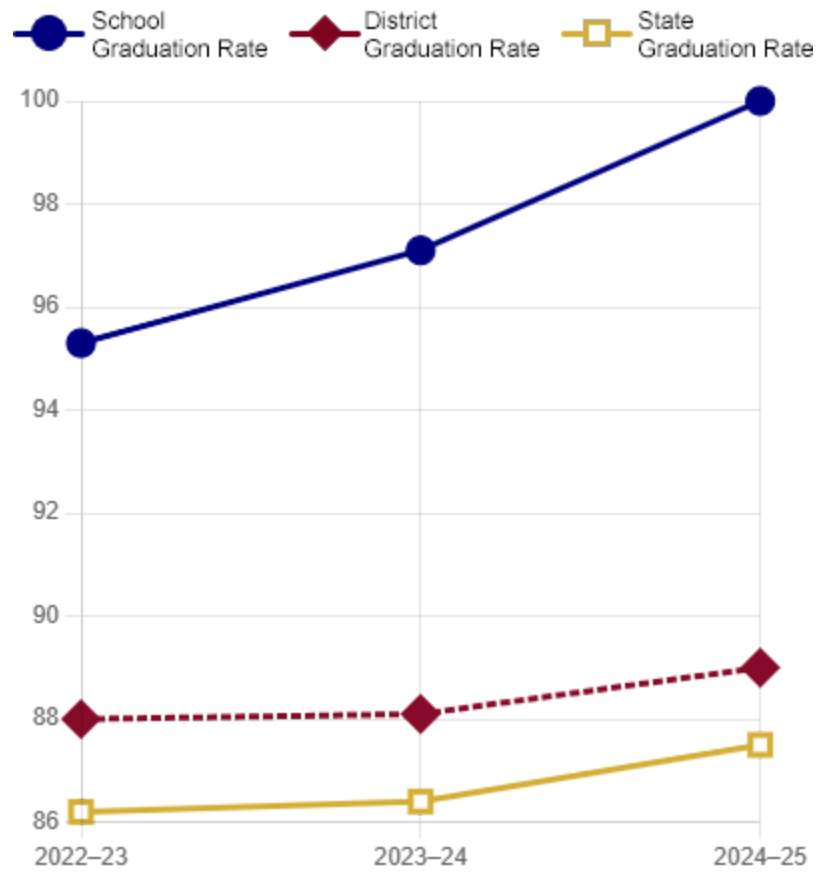
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

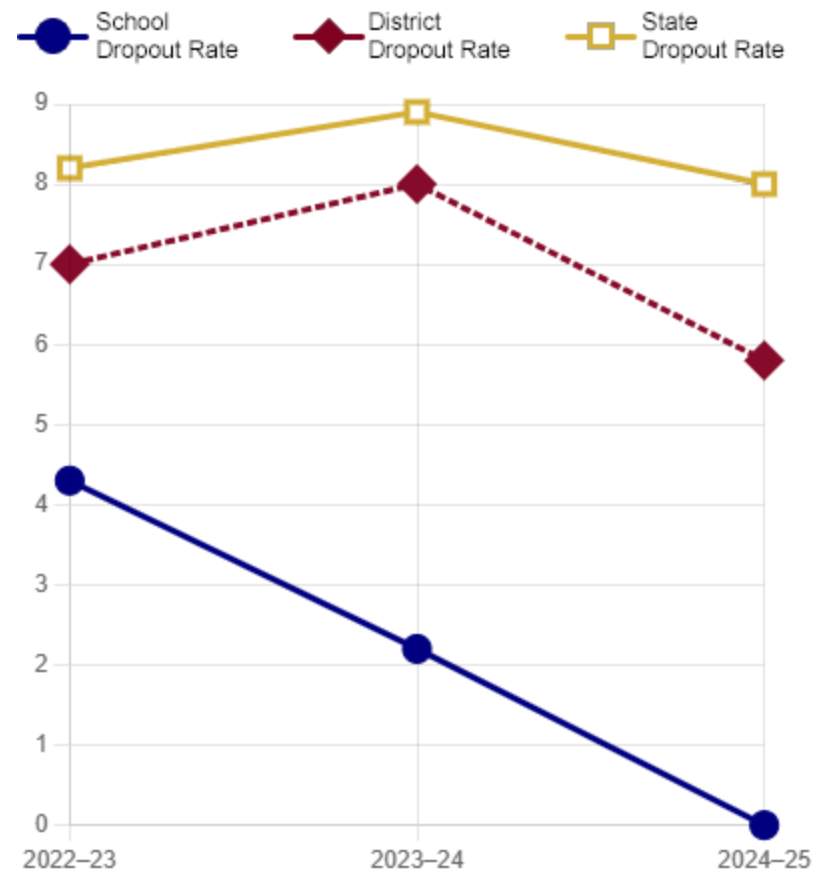
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	95.3%	97.1%	100.0%	88.0%	88.1%	89.0%	86.2%	86.4%	87.5%
Dropout Rate	4.3%	2.2%	0.0%	7.0%	8.0%	5.8%	8.2%	8.9%	8.0%

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 Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	251	251	100.0%
Female	123	123	100.0%
Male	127	127	100.0%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	15	15	100.0%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	114	114	100.0%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	94	94	100.0%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	146	146	100.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	14	14	100.0%

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	947	941	48	5.1%
Female	459	456	26	5.7%
Male	487	484	22	4.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	0	0.0%
Asian	57	57	3	5.3%
Black or African American	16	16	2	12.5%
Filipino	32	32	0	0.0%
Hispanic or Latino	421	420	28	6.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	1	3.7%
White	354	349	13	3.7%
English Learners	21	21	5	23.8%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	356	355	22	6.2%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	62	61	7	11.5%

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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	1.99%	1.05%	0.84%	4.89%	3.33%	3.56%	3.60%	3.28%	2.94%
Expulsions	0.10%	0.00%	0.00%	0.05%	0.02%	0.11%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84%	0.00%
Female	0.44%	0.00%
Male	1.23%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.75%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.19%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.56%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.84%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	3.23%	0.00%

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.

School Safety Plan (School Year 2025–26)

ECHS is committed to providing a safe and orderly learning environment. The school has developed a Board-approved Comprehensive School Safety Plan, as required by state law, which is updated annually, most recently in the fall of 2025. ECHS ensures a secure campus to prioritize student safety before, during, and after the school day. Fire drills are conducted at least twice each school year, and lockdown drills are held at least once annually. Additionally, ECHS maintains an Emergency Procedures Manual detailing protocols for various emergency situations, including building evacuation, lockdown, and building containment.

All classrooms are equipped to receive intercom instructions from the main office during emergencies, and personnel are trained on the appropriate protocols and procedures. To facilitate rapid communication, the school emphasizes the use of walkie-talkies among administrators and support staff. Furthermore, both the ECHS Flex and main campuses are equipped with emergency "panic buttons" that, when activated, alert first responders and restrict campus access to enhance security.

Beginning in January 2023, all ECHS students began participating in an annual week-long safety training known as H.E.R.O. Week. This program is designed to prepare staff and students with appropriate responses to potential threats—Hide, Escape, Run, and Overcome. While the program is intended to be completed within a week, it allows flexibility in how each school delivers the curriculum to best meet the needs of their students.

During H.E.R.O. Week, students develop essential safety and critical thinking skills associated with the four protective actions. Each day includes a 30-minute lesson featuring age-appropriate activities, engaging stories, and meaningful classroom discussions. This approach ensures that students are prepared in a non-threatening, supportive, and empowering environment. Once the lessons are completed, the school conducts schoolwide safety drills that exceed the safety standards required by state and local regulations.

In addition to the H.E.R.O. Week training, the entire ECHS staff participates in periodic in-person and virtual safety trainings. For example, in the 2023–24 school year, staff participated in intruder safety training hosted by Safe Schools Inc. During these sessions, law enforcement experts shared the latest science behind school safety, discussed the potential signs of school violence, and reviewed the appropriate responses to potential threats. This training, which also uses the H.E.R.O. framework, underscores ECHS's commitment to ensuring the safety of its students and staff.

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 2022–23)

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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1	1.00	2		
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 2024–25)

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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 (Secondary) (School Year 2022–23)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	78	10	
Mathematics	16.00	38	17	2
Science	14.00	39	17	
Social Science	9.00	75	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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	13.00	62	9	
Mathematics	16.00	41	14	2
Science	15.00	37	14	
Social Science	12.00	44	7	

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	311

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14601.00	\$1429.00	\$13172.00	\$68009.00
District	N/A	N/A	--	\$100681.00
Percent Difference – School Site and District	N/A	N/A	--	38.70%
State	N/A	N/A	\$11146.18	\$113595.00
Percent Difference – School Site and State	N/A	N/A	16.70%	50.20%

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

Types of Services Funded (Fiscal Year 2024–25)

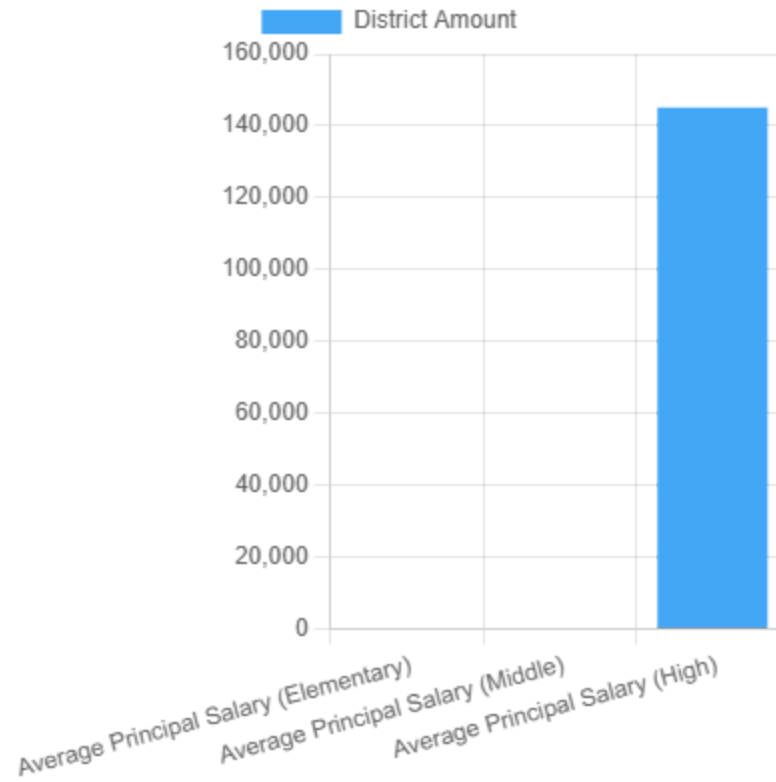
The total cost of operating Escondido Charter High School for the 2024-25 school year was \$13,991,902.64. Fifty-two percent (52%) of the total budget was spent directly in classrooms for teachers, teacher aides, books, supplies, and equipment. forty-eight percent (48%) of the total budget was spent at the school site for certificated and classified support services such as office personnel, counselors, technology support, and school administrators.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59193.00	\$67237.98
Mid-Range Teacher Salary	\$75204.00	\$106841.05
Highest Teacher Salary	\$92539.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$145095.00	\$193950.22
Superintendent Salary	\$230000.00	\$314303.88
Percent of Budget for Teacher Salaries	31.70%	29.51%
Percent of Budget for Administrative Salaries	9.60%	4.87%

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





Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses** 15.6 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	3
Science	2
Social Science	3
Total AP Courses Offered*	11

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	6