

Escondido High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Escondido High School
Street	1535 North Broadway
City, State, Zip	Escondido
Phone Number	7602914000
Principal	Adriana Lepe-Ramirez
Email Address	aleperamirez@euhsd.org
County-District-School (CDS) Code	37681063732062

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Escondido Union High School District
Phone Number	(760) 291-3200
Superintendent	Dr. Anne Staffieri
Email Address	astaffieri@euhsd.org
Website	https://www.euhsd.org/

School Description and Mission Statement (School Year 2020-2021)

For over 120 years, the Escondido Union High School District (EUHSD) has inspired, guided, and supported students as they establish and reach their personal goals. Whether in the classroom, library, Learning Center, or on the athletic field, each student deserves the chance to develop knowledge and skills to prepare for a successful future. On every campus, including Escondido, Orange Glen, San Pasqual, Valley or Del Lago Academy, you will find unique learning environments in which students can truly thrive. Opportunities are abundant with nationally recognized Advanced Placement courses, College & Career Technical Education, Independent Study, after school enrichment, career exploration, STEM and more. Proudly embracing the responsibility of public education for every child, EUHSD's current enrollment exceeds 7400 students.

Escondido High School (EHS), founded in 1894, is home of the Cougars and is the oldest school in the EUHSD. EHS is located approximately 30 miles northeast of San Diego and 18 miles inland in the city of Escondido, home to over 150,000 residents. With strong agricultural roots, this vibrant and diverse community's economic base is largely made up of small businesses, many of which are family-owned. Escondido offers the blend of a thriving urban environment coupled with gentle rolling hills and an abundance of avocado and citrus groves. In partnership with parents, community members and businesses, the Escondido Union High School District looks forward to preparing future generations for academic, personal and social success. As the second oldest high school in the County of San Diego, and the largest of the three comprehensive high schools in EUHSD, Escondido High School proudly serves more than 2,200 students.

Escondido High School is a supportive academic environment for students in grades 9-12 who have a variety of interests and college and career plans for their futures. Students and families routinely receive information about student academic progress and opportunities on campus and in the community. The current campus was built in 1954 and has had several upgrades and construction projects in recent years, including the addition of a Learning Center for Independent Study students and an auxiliary gymnasium. The sprawling EHS campus is home to a large farm and agriculture program, CTE labs for woodshop, graphic design, culinary arts, video production, automotive, and ag engineering. VAPA opportunities include photography, design mixed-media, dance, choir, guitar, band, pageantry, and art. The strong and growing Advanced Placement program includes more than 21 AP course offerings for students. Students have the opportunity to participate in more than 30 clubs and a wide-range of after-school enrichment and academic support programs. EHS is part of the San Diego Section of the California Interscholastic Federation (CIF) and students are encouraged to participate in three seasons of competitive athletic programs, including 30 different sports and novice, Junior Varsity, and Varsity teams in most sports. Students at EHS are also able to participate in our Dual Enrollment opportunities with Palomar Community College and our new Dual Language Immersion program.

The Escondido High School Vision Statement: Escondido High School is committed to improving student learning through quality programs that address the wide array of student needs and desires. All students are held to high expectations and are supported in their challenging and rigorous coursework by caring adults and inclusive programs.

The Escondido High School Mission Statement: Escondido High School is committed to student learning through a shared partnership with our school community. Our mission is to empower all students to become life-long learners and responsible, caring citizens.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	545
Grade 10	532
Grade 11	555
Grade 12	583
Total Enrollment	2,215

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.6
Asian	2.5
Filipino	2
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0.2
White	12.3
Two or More Races	0.4
Socioeconomically Disadvantaged	78.4
English Learners	20.9
Students with Disabilities	18.1
Foster Youth	0.3
Homeless	1.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	109	93	108	363
Without Full Credential	0	5	3	9
Teaching Outside Subject Area of Competence (with full credential)	6	5	2	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	3	2	2
Total Teacher Misassignments*	9	8	5
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Escondido Union High School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Escondido Union High School District held a Public Hearing on September 11, 2018, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and visual and performing arts, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a review cycle established by the district. Materials considered for adoption are reviewed by committees of teachers, administrators, and parents, and a recommendation is made to the School Board by the Instructional Program Review Committee.

All recommended materials are available for parent examination at the district office prior to adoption. The schools also utilize a variety of novels and other instructional materials throughout their curriculum.

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> AP English Language and Composition-Bedford/St.Martin, Language of Composition: Reading, Writing and Rhetoric-2015 English Language Arts-McDougal Littell, Language of Literature-2008 English Language Development - National Geographic, Hampton-Brown Edge Fundamentals and Inside the USA-2010 English Language Development - National Geographic, Hampton-Brown Edge Level A and B-2010 	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<ul style="list-style-type: none"> • AP Calculus-Cengage Learning, Calculus for AP-2017 • AP Statistics- Bedford, Freeman & Worth, Practice of Statistics for the AP <p>Exam- 2017</p> <ul style="list-style-type: none"> • Mathematics-McGraw-Hill, Core Plus Mathematics 1-4 -2015 	Yes	0
Science	<ul style="list-style-type: none"> • Biology -McDougal Littell, Biology-2008 • Chemistry -Holt, Rinehart & Winston, Chemistry by Holt-2008 • Human Anatomy & Physiology- Learning Plus Assoc., Fundamentals of Anatomy & Physiology-2018 <ul style="list-style-type: none"> • Physics -Glencoe, Physics -2008 	Yes	0
History-Social Science	<ul style="list-style-type: none"> • American Government -Glencoe, US Government: Democracy in Action- 2007 • Economics -McDougal Littell, Economics, Concepts, & Choices -2010 • United States History- Prentice Hall, US History: Modern America -2007 • World History- Prentice Hall, World History: The Modern World -2007 	Yes	0
Foreign Language	<ul style="list-style-type: none"> • French 1-3 -Glencoe, Bon Voyage! French 1-3 -2003 • Spanish 1-3 -Glencoe, Asi se Dice Levels 1-3 -2014 • Spanish for Spanish Speakers- Glencoe, El Espanol Para Nosotros 1-2 -2013 	Yes	0
Health	-Health Glencoe Health 2003	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<ul style="list-style-type: none"> AP Art History - Prentice Hall, Volume I and II-2005 Art- Prentice Hall, Art History-2002 Art-McGraw Hill, Art Talk-2004 Drama- National Textbook Company, Theatre Arts in Action - 2001 Video Production I-Glencoe, Video Production, Disciplines and Techniques-2001 	Yes	0
Science Laboratory Equipment (grades 9-12)	-All science laboratory classrooms have access to Vernier Science Probeware and Experiments-2017	Yes	0

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

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Using the **most recently collected** 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: 08/27/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Some HVAC units are older and will require replacement
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Some restrooms need remodeling
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	60	N/A	59	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	27	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	23	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education Programs (School Year 2020-21)

In alignment with California Department of Education, Escondido Union High School District defines career paths as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The CTE department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, may be defined as a sequence within themselves.

CTE courses are found throughout our schools. A CTE concentrator is identified locally and is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course. Capstone courses are defined as completer based on length of course, sequence, and skill development. The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

EHS offers the following CTE pathways and courses:

Career Pathway-Concentration Class-Capstone Class

Agriculture Mechanics-Agriculture Engineering 1-Agriculture Engineering 2

Animal Science-Animal Science-Veterinary Science

Ornamental Horticulture-Art and History Floral-Advance Floral

AgriScience-Biology-Chemistry

Design, Visual and Media Arts-Graphic Design-Advanced Graphic Design

Production and Managerial Arts-Intro Video-Intermediate Video

Cabinetry, Millwork, & Woodworking-Wood 1-Wood 2

Food Service and Hospitality-Culinary Arts & Food Science-Advanced Culinary Arts & Restaurant Management Systems, Diagnostics, Service, and Repair-Auto Technology 1-Auto Technology 2

Students who engage in the pathways find relevance in their studies, are provided an opportunity to apply their academic and industry skills to everyday problems, are taught to think critically, and are required to act professionally. Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems. The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, and completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	931
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	32.7

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	93.95
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	47.81

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Escondido High School provides a supportive environment to our families and to our students in order to better facilitate high student achievement. Families routinely receive information about academic content standards and their children's progress towards meeting those standards in several ways, including 4 progress reports and 2 report cards each school year. Families are encouraged to monitor student progress in our ParentVUE phone app. School information is communicated via text, email, and phone message in both Spanish and English. The ehscougars.com website is able to be translated into 100 different languages and features a section for family information. Our largest parent organization, ELAC, regularly hosts monthly meetings with parents, counselors, and administrators to inform parents about such topics as standards and assessment, and social and emotional development issues and offer a forum for parents to ask questions. The on-site Bilingual Parent Liaison communicates with families via monthly newsletters, Coffee with Administration meetings, Lunch and Learn events, and workshops for families with topics such as how to monitor student learning in Canvas or ParentVUE, community resources, and topics related to raising teenage children. In addition, parents of EHS Cougar students organize athletic and music booster organizations. EUHSD communicates with families regularly, in their home language, via mail, email, phone, and text, to keep families up-to-date on district news. Each year, EHS hosts a Back to School Night for families to come to campus and meet teachers, learn about programs, sports, and clubs, and attend workshops led by School Counselors. EHS hosts a STEM night event for students and families each year. EHS has an active School Site Council with parent and student representation. Alumni groups include the Cougar Athletic Club and the 50+ annual alumni reunion held at a local park.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.4	4.3	4.6	4.7	5.8	5.5	9.1	9.6	9
Graduation Rate	91.4	85.8	88.4	87.6	84.3	85.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.0	2.6	3.4	2.8	3.5	3.5
Expulsions	0.3	0.1	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.1	3.4	2.1
Expulsions	0.09	0.07	0.06

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The EHS School Safety plan was reviewed in August 2020. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff throughout the school year during various safety training opportunities and emergency and evacuation drills. We review and modify our plan in conjunction with the local police department. An emergency plan was developed, with support from EUHSD district staff, with responses to a number of situations which may occur.

Our goal is to ensure a safe and orderly learning environment for all students and staff on campus. EHS is a closed campus and all visitors are required to sign in and wear visitor badges during their stay. The campus, including parking lots, cafeteria, and athletic facilities, are supervised and monitored by the campus security team and administration. EHS employs 5 full-time campus supervisors and 2 part-time campus supervisors. In addition, schools in the city of Escondido are supported by 4 full-time School Resource Officers through the Escondido Police Department.

In response to the Covid-19 outbreak, EUHSD and EHS have developed a comprehensive set of plans for ensuring the health of students, staff, and visitors while on campus. The expectations and logistical plans have been implemented and communicated to families and staff, including screening and check in protocols for accessing campus. A committee of EUHSD representatives has developed a Return to Campus Guide that includes timelines and details for Health and Safety, School Cohorts, and guidelines for Covid-19 Screening, Exposure and Notification.

In case of disaster, please listen to the radio or television for instructions and visit our website at ehscougars.com for updates. Parents are advised to keep in mind: Students may be safer at school than at home in a serious emergency because school buildings are earthquake safe, there is fire-fighting equipment on campus, and the school has plans and specific procedures for dealing with all types of serious emergencies. The safety and welfare of students is their primary concern in the event of an emergency. In the event of an emergency, a student should be prepared to follow the directions of teachers or staff at the school site, or the bus driver if he or she is on the way to or from school. Parent cooperation is requested in the following areas: 1. Do not telephone the school. Telephone lines and cell phone capacity will be needed for emergency responders. 2. Do not drive to school. Streets need to be as open as possible for emergency vehicles. 3. Do turn the radio to KKLQ 600 or KCBQ 1170 on the AM dial and monitor the ehscougars.com website and EHS official social media. Information and directions will be given over the radio. 4. The family reunion area is located at the Escondido High School Stadium. In conjunction with the Escondido Union High School District Disaster Preparedness Plan, they urge every family to make home emergency plans and preparations.

The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime, child abuse reporting procedures, disaster and emergency procedures, policies related to suspension and expulsion, school rules and procedures.

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)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	25	32	21	44	28	21	25	37	31	24	18	39
Mathematics	28	18	11	44	22	39	21	26	26	29	16	34
Science	27	17	10	27	27	15	10	22	34	6	8	30
Social Science	23	34	15	32	28	18	11	32	33	6	17	32

*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 2019-2020)

Title	Ratio
Academic Counselors*	369.2

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,812	\$2,145	\$7,667	\$80,479
District	N/A	N/A	\$10,695	\$81,232
Percent Difference - School Site and District	N/A	N/A	-33.0	-0.9
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-1.1	-11.5

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

Types of Services Funded (Fiscal Year 2019-2020)

Escondido High School offers a variety of courses and programs which allow students to enrich their learning. These include Honors classes in English and opt-in Honors credit in Math courses. Advanced Placement classes are offered in a range of departments for all students in all grade levels. EHS also offers online classes for advancement or remediation as well as a full-time online Independent Study program offered through the on-campus Learning Center.

Intervention Providers

EHS has several staff members who provide different types of interventions, including a school social worker, a school psychiatrist, a bilingual family liaison, six school counselors. EUHSD works with community resources to provide access to these intervention teams: Family Intervention Team (FIT), the Prevention and Diversion (PAD) program, and Safety Outreach for Students (SOS) program.

EHS Grade 9 and 10 Academies

EHS currently has 6 teachers with 1 period of their work schedule dedicated to coordinating supports and interventions for students in grades 9 and 10. These Teachers on Special Assignment work with teachers, counselors, and administrators to support student academic, behavior, and social-emotional well-being.

Comprehensive School Counseling Program

The Escondido High School Counseling Department is a comprehensive school counseling program that is aligned with the ASCA National Model. Counselors aim to advocate, lead, collaborate, and act as system change agents for student success. The counseling team assists students with academic, career, and personal/social needs by delivering counseling services in classrooms, small groups, and individual settings. The team aims to meet the needs of all students and parents. The counseling team has been actively aiming to increase academic success by implementing academic enrichment and intervention programs. Counselors meet with students individually every year to review their academic progress and post-secondary goals to guide placement. Counselors meet with seniors four times during the year to ensure they have a post-secondary plan.

English Learners

English Learners receive core instruction in all content areas, including English Language Development (ELD). Students are supported in their academic progress, where appropriate, with teachers trained in specially designed academic instruction in English, bilingual instructional aides, and small class size.

Special Education

Students with IEPs are supported in ways appropriate to individual student needs; appropriate supports may include: DHH interpreters, trained aides, special day class placement, case managers, collaborative teacher placement, and sensory room access. A full-time Special Education Program Specialist administrator is on-site to coordinate services and staffing for students with special needs.

AVID

EHS offers Advancement via Individual Determination (AVID) courses on campus during the school day to prepare students for college eligibility and success. Trained tutors support students in the AVID program.

Student Support Team

The Student Support Team (SST) process is used to identify, monitor, and provide appropriate interventions for students at risk. Team members include the family of student, student, assistant principal, counselor, teachers, and other support staff as appropriate.

Other funded positions to support and assist students include: College and Career Technician, Library/Media Technician, Student Health Office staffed by a full-time and part-time Student Health Care Specialist, and an Athletic Director to coordinate and support student access to on-campus sports teams.

Current grant funded supports include the ASSETS grant for after-school supports and enrichment activities, the NMSI grant to support students in Advanced Placement English, Math, Science, and Computer Science, the CARPE grant for college application and financial aid application access and support, and the BARR grant for staff training in student monitoring and support. Ag Incentive Grant for offerings and development of the agriculture program on campus.

EHS is designated a Title 1 school and receives supplemental federal funding to support students.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,889	\$52,670
Mid-Range Teacher Salary	\$75,780	\$89,660
Highest Teacher Salary	\$107,076	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$150,009	\$158,074
Superintendent Salary	\$247,184	\$250,285
Percent of Budget for Teacher Salaries	28.0	32.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	8	N/A
Fine and Performing Arts	3	N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	6	N/A
Social Science	16	N/A
All courses	42	29.6

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Escondido High School and the Escondido Union High School District are committed to ongoing professional development for staff. Trainings may include site workshops, staff meeting activities, district-led opportunities, conference attendance, and individual mentoring or working with a Teacher on Special Assignment. Professional development offerings are designed with student and staff need and teacher feedback in mind based on current needs. Implementation is supported and monitored in PLC teams, Department meetings, Department Chair meetings, PLC Lead Teacher meetings, all-staff meetings, and via review of surveys and student data in small groups.

Professional Learning Communities

Escondido High School teachers work collaboratively in ongoing processes of collective inquiry and action research in order to enhance student learning. Staff meets weekly in Professional Learning Communities (PLCs) comprised of content area or course-alike teams to focus on the Four Essential Questions:

- What do we expect students to learn? (essential standards)
- How will we know they are learning? (common assignments and assessments)
- How will we respond if they do not learn? (systematic interventions)
- How we will extend the learning for students who have demonstrated proficiency? (enrichment)

Teams regularly examine student work samples and data to ensure that students are mastering skills and standards. Team focus is on short-term cycle of inquiry where teachers collaborate to select an area of instructional challenge to address, collect and analyze evidence, develop a change idea, implement and test a change idea, and analyze and discuss change idea impact.

Restorative Practices and PBIS

At professional development days and staff meetings, teachers have learned about restorative practices and techniques and strategies for Positive Behavioral Interventions and Supports (PBIS). Specific topics have included creating a positive classroom culture, establishing classroom and campus expectations, developing restorative responses to classroom behavior, and encouraging school and family communication.

Effective Online Instruction

Teachers have worked with district trainers and our on-site experts around effective instruction in the online environment, including: Canvas Learning Management System, Microsoft Teams, Zoom, Padlet, Peardeck, and student engagement for learning.

Cultural Proficiency

In partnership with a grant from San Diego County Office of Education, EHS staff have participated in several on-campus trainings through an Equity Grant designed to support and accelerate academic learning for students who are English Learners and African American students.

Academic Rigor

EHS staff has worked with SDCOE for training in developing rigorous tasks for students and examining levels of questions in existing and newly developed assignments and assessments.

Job Specific Professional Development

EUHSD School Counselors engage in professional development appropriate to their job description. Special Education, Security, and Administrative staff receive Proact training appropriate to job requirements. Teachers of mathematics have participated in integrated mathematics training. Teachers of science have received training and support with implementation of Next Generation Science Standards. English Language Arts teachers are trained in current Springboard materials and ERWC.