

**Echo Valley Elementary 2007-08
School Accountability Report Card**

Reported for School Year 2007-08

Published During 2008-09



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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Echo Valley is a Community of Caring school where all children are given opportunities to grow both academically and socially. The Echo Valley staff provides a safe and nurturing environment that promotes high academic and social standards. Students at Echo Valley discover and develop their unique talents by becoming life-long learners and citizens who value trust, responsibility, respect, caring, and family.

A notable distinction of this school community is the exceptional community support. The Echo Valley Parent Teacher Group (PTG) conducts fundraising activities each year to pay for school field trips, special classroom supplies, and assemblies. The School Site Council and English Learner Advisory Council are active parent and staff groups, meeting once each month to make advisory decisions concerning the school budget and educational programs.

Vision Statement:

- * Celebrate/Respect diversity
- * Compassion
- * Preparation for next level
- * Commitment and communication
- * Sharing responsibility between parents and teachers
- * High expectations of social and academic excellence for the school community
- * Promote understanding and social justice
- * Create and foster a bilingual/bi-literate community
- * Responsible participants in Democracy
- * Use of current technology as a learning tool
- * Increase confidence in student abilities/questions
- * Foster traditional and mutual respect
- * Develop trust and transparency in communication
- * Create better behavior patterns for students
- * Provide an academically challenging learning environment for all children

Mission Statement

Echo Valley Elementary is a Community of Caring School where diverse learners, teachers, families, and community members share responsibility for achieving academic and social excellence, while maintaining a commitment to the values of caring, respect, responsibility, trust, and family.

Opportunities for Parental Involvement (School Year 2007-08)

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This section provides information about opportunities for parents to become involved with school activities.

PARENT PARTICIPATION & INVOLVEMENT

Three leadership organizations form the core of parental involvement at Echo Valley: the English Learner Advisory Council, the School Site Council, and the Parent Teacher Group. The parents who participate in these organizations are an integral part of shaping the educational program at Echo Valley.

English Learner Advisory Council (ELAC): Echo Valley School's English Learner Advisory Council meets state and federal requirements. ELAC parents annually elect a president, vice-president, and secretary. Meetings are held a minimum of six times per year and issues of interest to Spanish-speaking parents are discussed, such as bilingual education, cultural celebrations, literacy, CELDT testing, parent/teacher conference expectations, standardized test results, and the school budget. The ELAC participates in the school Back to School Night and the Halloween carnival. The ELAC hosts a school-wide Mexican winter festival, La Posada, in December. The Echo Valley ELAC is represented at District English Learner Advisory Committee meetings.

School Site Council (SSC): Site Council leadership is open to all parents and guardians, teachers, and staff in the Echo Valley School community. The Echo Valley School Site Council includes ten members: 5 parents, 3 teachers, 1 representative of other staff, and the principal. Representatives and officers serve a two-year term, except for the principal who is a permanent member of the council. When a vacancy occurs, all members of the constituency are asked to nominate and elect a representative to the council. A written notice is sent home with all students in Spanish and English when an election of a parent representative takes place. Parents/guardians of all students, including Special Education, Title I, and English learners, as well as interested community members, are encouraged to participate.

The School Site Council is responsible for approving all budgets, school plans, and the supplemental educational program at Echo Valley to improve student achievement. Meetings are open to the public, and the agenda is posted at least 72 hours prior to the meeting.

Parent Teacher Group (PTG): The PTG is an active group of parents that organizes student-centered fundraising activities. PTG participation is open to the entire school community. Officers are elected annually. Money generated by PTG activities funds classroom field trips. The PTG also organizes classroom room parents and parent volunteers. The PTG organizes The Halloween Fun Night and several fundraisers throughout the year.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	67
Grade 1	67
Grade 2	78
Grade 3	67
Grade 4	92
Grade 5	81
Grade 6	76
Total Enrollment	528

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Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.76 %	White (not Hispanic)	19.89 %
American Indian or Alaska Native	0.57 %	Multiple or No Response	
Asian	1.52 %	Socioeconomically Disadvantaged	60.00 %
Filipino	0.76 %	English Learners	55.00 %
Hispanic or Latino	75.57 %	Students with Disabilities	9.00 %
Pacific Islander	0.95 %	N/A	N/A

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	3			19.0	3			21.0	1	2	
1	20.0	2			20.0	4			20.0	2		
2	20.0	3	1		21.0	2	1		20.0	3		
3	19.0	4			22.0		4		20.0	3		
4	30.0		2		30.0		2		29.0		2	
5	31.0		3		31.0		2		31.0		2	
6	29.0		3		31.0		3		31.0		1	1
K-3	20.0	2							19.0	3		
3-4	21.0	1	1									
4-8					20.0	1	1		22.0	2	1	

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Echo Valley Elementary provides a safe and positive learning environment for all students. The school has discipline guidelines for every environment outside of the classroom, and every teacher implements a progressive discipline plan during class. A copy of each teacher's discipline plan is on file in the principal's office. A safe school plan has been developed by the staff to promote a positive environment for students to learn, for staff to work, and for the greater Echo Valley community to enjoy.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Suspensions	72	84	34	408	576	576
Rate of Suspensions	0.12	0.15	0.06	0.08	0.11	0.11
Number of Expulsions	1	0	2	11	11	11
Rate of Expulsions	0.002	0	0.004	0.002	0.002	0.002

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Echo Valley Elementary was constructed in 1963. Building improvements and new construction have been made to improve the campus. In addition, modernization projects have upgraded facilities to meet the changing needs of the school. Echo Valley School provides all of our students the proper classroom space and facilities necessary for an effective and safe learning environment. The school also provides children adequate playground equipment and playing fields for safe recreational activities. The school is cleaned and maintained daily by a full-time custodial staff.

*For the Annual Report for North Monterey County Unified School District click on the following link:
<http://www.nmcusd.org/pdfs/SARCs/Williams%20PD1.pdf>

School Facility Good Repair Status. (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	—	✓	—	
Mechanical Systems	—	✓	—	
Windows/Doors/Gates (interior and exterior)	—	✓	—	
Interior Surfaces(walls, floors and ceilings)	—	✓	—	
Hazardous Materials (interior and exterior)	—	✓	—	
Structural Damage	—	✓	—	
Fire Safety	—	✓	—	
Electrical (interior and exterior)	—	✓	—	
Pest/Vermin Infestation	—	✓	—	
Drinking Fountains (inside and outside)	—	—	✓	Water sytem is being upgraded with new piping at this time. expected completion 2-3-09
Restrooms	—	—	✓	inadacuate Inadequate pressure . Piping being upgraded at this time . expected completion 2-3-09
Sewer	—	✓	—	
Playground/School Grounds	—	✓	—	
Roofs	—	✓	—	
Overall Cleanliness	✓	—	—	

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

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Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	—	—	✓	—

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	27	25	25	220
Without Full Credential	1	1	2	14
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	3	1	0
Total Teacher Misassignments	3	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.3	8.7
All Schools in District	93.5	6.5
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.57	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.71	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Open Court English language arts instruction textbooks are published by McGraw-Hill. Lectura Spanish language arts instruction textbooks are published by Houghton-Mifflin.	0
Mathematics	Mathematics textbooks are published by Houghton-Mifflin.	0
Science	Science textbooks are published by McGraw-Hill.	0
History-Social Science	Reflections social science textbooks are published by Harcourt.	0
Foreign Language	No foreign language is taught.	0
Health	There is no district-adopted health curriculum.	0
Science Laboratory Equipment (grades 9-12)	n/a	0
Visual and Performing Arts	There is no district-adopted visual and performing arts curriculum.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,523	\$3,492.00	\$5,031	\$58,984
District	N/A	N/A	\$5,247	\$0
Percent Difference – School Site and District	N/A	N/A	4 %	0 %
State	N/A	N/A	\$5,300	\$59,271
Percent Difference – School Site and State	N/A	N/A	5 %	0 %

Types of Services Funded (fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

All categorical funds are dedicated to improving the student achievement of under-performing students and increasing the proficiency levels of all students. Supplemental Support Services provided at Echo Valley include:

Personnel

Bilingual Assistant Principal

Convene site ELAC, maintain Title I student database; conduct State and district assessments, including CELDT; assist principal with discipline, supervision, teacher evaluation, and oversight of curriculum implementation

Intervention Coordinator

After School Program implementation/Lectura Spanish language arts intervention support

Title I Resource Teachers

Provide Title I push-in and pull-out support to identified students

High Point English Language Arts Intervention Teachers

Teach High Point to 4th-6th grade stud

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,026	\$37,916
Mid-Range Teacher Salary	\$49,733	\$58,151
Highest Teacher Salary	\$81,848	\$75,396
Average Principal Salary (Elementary)	\$91,628	\$91,086
Average Principal Salary (Middle)	\$91,628	\$95,220
Average Principal Salary (High)	\$109,304	\$101,661
Superintendent Salary	\$147,000	\$136,091
Percent of Budget for Teacher Salaries	36.7 %	38.5 %
Percent of Budget for Administrative Salaries	5.8 %	5.8 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student

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privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	29	24	25	32	32	32	42	43	46
Mathematics	39	31	28	26	28	25	40	40	43
Science	22	9	19	24	28	32	35	38	46
History-Social Science				24	21	25	33	33	36

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	19	23	13	
Pacific Islander	*	*		
White (not Hispanic)	42	34	31	
Male	20	27	21	
Female	28	29	18	
Economically Disadvantaged	13	17	10	
English Learners	8	18	13	
Students with Disabilities	0	9	*	
Students Receiving Migrant Education Services	10	28	14	

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	7.9
7	0
9	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	4	3	1
Similar Schools	2	2	1

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note, "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-7	-27	7	670
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-9	-10	16	642
Pacific Islander				
White (not Hispanic)	19	-30	-27	734
Socioeconomically Disadvantaged	4	-22	11	614
English Learners	N/A	1	20	605
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2003-2004	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus for staff development in North County is to improve grade level curriculum to meet State standards. Three annual staff development days focus on developing classroom strategies for teachers to improve student learning. Teachers are provided additional opportunities to attend workshops that enhance student achievement. Each Friday is a minimum day for students at Echo Valley Elementary School. This time is set aside for teacher articulation, planning, and training.