

Echo Valley Elementary 2008-09
School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



North Monterey County Unified

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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 on 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 on the CDE DataQuest Web page 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 2008-09)

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 2008-09)

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

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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, Las Posadas, 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 Halloween Fun Night and several fundraisers throughout the year.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	79
Grade 1	74
Grade 2	80
Grade 3	82
Grade 4	72
Grade 5	100
Grade 6	72
Total Enrollment	559

Student Enrollment by Group (School Year 2008-09)

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	0.54 %	White (not Hispanic)	17.35 %
American Indian or Alaska Native	1.79 %	Multiple or No Response	0.00 %
Asian	1.61 %	Socioeconomically Disadvantaged	72.00 %
Filipino	0.36 %	English Learners	48.00 %
Hispanic or Latino	77.64 %	Students with Disabilities	6.00 %
Pacific Islander	0.72 %	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	2006-07			2007-08			2008-09					
	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	19.3	3			20.7	1	2		20.7	1	2	
1	19.8	4			19.5	2			22.3		3	
2	21.3	2	1		20.0	3			21.3	1	2	
3	22.3		4		20.0	3			20.5	2	2	
4	29.5		2		29.0		2		35.5			2
5	31.0		2		31.0		2		30.0		3	
6	31.3		3		31.0		1	1	33.5			2
K-3					19.3	3			16.5	2		
3-4												
4-8	20.0	1	1		22.0	2	1		15.0	1		
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	15.4	6.4	11.1	12.2	15.1	10.8
Expulsions	0.0	0.4	0.4	0.2	0.2	0.6

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

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 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. **ECHO VALLEY ELEMENTARY SCHOOL FACILITY RECEIVED A WILLIAMS/VALENZUELA SCHOOL VISITATION ON AUGUST 20, 2009.**

Inspected On:	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	—	✓	—	
Interior: Interior Surfaces	—	—	✓	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	—	✓	—	
Electrical: Electrical	—	—	✓	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	—	✓	—	
Safety: Fire Safety, Hazardous Materials	—	—	✓	—	
Structural: Structural Damage, Roofs	—	—	—	✓	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	—	✓	—	
Overall Rating	—	—	✓	—	

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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	25	25	24	210
Without Full Credential	1	2	2	17
Teaching Outside Subject Area of Competence	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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	0	
Total Teacher Misassignments	1	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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	88.4	11.6
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

**Quality, Currency, and Availability of Textbooks and Instructional Materials
 (School Year 2009-10)**

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/or 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 2007-08)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,453.00	\$1,772.00	\$3,681.00	\$56,760.00
District	N/A	N/A	\$5,419.00	
Percent Difference – School Site and District	N/A	N/A	-32.07 %	
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	-33.22 %	-6.94 %

Types of Services Funded (Fiscal Year 2008-09)

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 Resource Teacher

Convene site ELAC, maintain Title I student database; conduct State and district assessments, including CELDT; provide intervention support to students new to the California school system; assist principal with discipline, and supervision.

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

Intervention Teachers

Provide remediation and intervention for 1st through 6th grade students

Kindergarten Instructional Aide

Push-in for English language development support in Kindergarten classrooms

After school Instructors

Provide enrichment classes during the after school program

Assessment Support

Provide assistance with testing students and conducting SRT meetings

TITLE 1 READING PROGRAM SERVICES

Title I services are available to support all learners struggling to reach grade level benchmarks, including English learners, students qualifying for special services per IEP, and socio-economically challenged students. The Title I Targeted Assistance program provides services which may include after school program services, push-in or pull-out supplemental reading and math instruction and/or materials for these students. Eligible students are those identified as failing, or at risk of failing, to meet the standards on the basis of multiple, educationally-related objective criteria per grade level. At the third-sixth grade levels, the primary focus is on students scoring far below and below basic in language arts on the California Standards Test (CST). From the kindergarten-second grade levels, students are identified by teacher and district assessments. This funding can also provide coaching for teachers. Title I services continue for students until their diagnosed need has been remediated, as determined by assessments and meeting trimester report card benchmarks.

A student failing to meet district benchmarks in at least three of the following categories would qualify for Title I services:

Kindergarten through second grade

- * BPST (Basic Phonics Skills Test) - 1st and 2nd grades
- * California Reading and Literacy Project (CRLP) Assessment (phonemic awareness and letter names/sounds test) - kindergarten
- * Writing assessment score of "2" or below on a five-point rubric
- * District reading fluency assessment
- * Teacher recommendation
- * CELDT score that has not improved at least one level annually

Third grade through fifth grade

- * Reading comprehension test average of 60 or below
- * Math average of 60 or below
- * Writing assessment score of "2" or below on a five-point rubric
- * Below Basic or Far Below Basic on the California Standardized Test (CST) in language arts
- * CELDT score that has not improved at least one level annually

Parents receive written notification of their children's participation in the Title I program and are provided an explanation of the program requirements. Parents of Title I students are provided with timely information, school performance profiles, and their child's individual assessment results. An explanation of the curriculum, the assessment forms used to measure progress, and the proficiency levels that students are expected to meet are discussed at an annual parent information night or during parent conferences at the end of the first trimester.

STUDENT STUDY TEAM MEETINGS: (SST) These meetings are conducted to consider referrals from teachers, the principal, or parents concerning students with special academic, health-related, and/or emotional needs. This team includes the resource specialist, principal, bilingual resource teacher, classroom teachers(s), students' parents or guardians, district psychologist, and speech & language teacher when appropriate. The SST goal is to ensure that each student is given adequate support to progress toward his/her highest learning potential. This team meets to create an action plan toward this end. All students, including English learners, are eligible to receive special services if referred by the SST and if they qualify as a result of the assessment process.

STUDENT REVIEW TEAM: (SRT) which is comprised of the principal, bilingual resource teacher, Title 1 teacher, intervention coordinator, and classroom teacher meets three times per year to review the results of multiple assessments to determine specific types of interventions struggling students might need.

SERVICES FOR ENGLISH LEARNERS

Two program options are offered at Echo Valley School for English learners (ELs): Structured English Immersion and an Alternative Bilingual Program. All programs include grade level curriculum designed to ensure that students meet state grade level standards in all curricular areas and leveled English Language Development instruction. Both programs are designed to provide access to grade level core curriculum through primary language instruction (in the alternative program), and SDAIE strategies, such as front-loading, in the two programs in which English is the language of instruction. All students who are not demonstrating adequate progress, regardless of language proficiency, are offered supplemental services such as Title I, intensive small group instruction, after school program participation, or Individualized Education Plans for students who qualify. All services are available to all students, regardless of their language proficiency, when appropriate.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & 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		\$38,941
Mid-Range Teacher Salary		\$59,686
Highest Teacher Salary		\$77,828
Average Principal Salary (Elementary)		\$94,258
Average Principal Salary (Middle)		\$98,271
Average Principal Salary (High)		\$104,869
Superintendent Salary		\$142,247
Percent of Budget for Teacher Salaries	35.40 %	38.20 %
Percent of Budget for Administrative Salaries	6.10 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to

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assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	24	25	35	32	32	34	43	46	50
Mathematics	31	28	41	28	25	28	40	43	46
Science	9	19	25	28	32	36	38	46	50
History-Social Science	0	0	0	21	25	34	33	36	41

Standardized Testing and Reporting 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	30	37	17	
Pacific Islander	*	*	*	
White (not Hispanic)	52	52	38	
Male	34	42	19	
Female	37	41	32	
Economically Disadvantaged	30	35	19	
English Learners	16	29	5	
Students with Disabilities	20	10	*	
Students Receiving Migrant Education Services	24	34	11	

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE 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 ten 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.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.9	27.5	22.0
7	0.0	0.0	0.0
9	0.0	0.0	0.0

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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2006	2007	2008
Statewide	3	1	1
Similar Schools	2	1	1

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	-27	7	39	703
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-10	16	37	674
Pacific Islander				
White (not Hispanic)	-30	-27	49	775
Socioeconomically Disadvantaged	-22	11	63	672
English Learners	1	20	38	638
Students with Disabilities				

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2009-2010
Year in Program Improvement	Year 5	Year 1
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.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30 %	18 %	5 %
Reading 2007, Grade 8	251	261	41 %	20 %	2 %
Mathematics 2009, Grade 4	232	239	41 %	25 %	5 %
Mathematics 2009, Grade 8	270	282	36 %	18 %	5 %

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92