

Echo Valley Elementary
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Echo Valley Elementary
Street	147 Echo Valley Rd
City, State, Zip	Salinas, CA 93907 - 8495
Phone Number	(831) 663-2308
Principal	Lizsette Jimenez
Email Address	lizsette_jimenez@nmcusd.org
School Website	https://www.nmcusd.org/echovalley
County-District-School (CDS) Code	27738256026405

2022-23 District Contact Information

District Name	North Monterey County Unified School District
Phone Number	(831) 633-3343
Superintendent	Kari Yeater
Email Address	kyeater@nmcusd.org
District Website Address	www.nmcusd.org

2022-23 School Overview

Echo Valley Elementary School is located in beautiful North Monterey County. We serve students in grades PreK- 6th grade. In addition to general education, we offer a bilingual pathway program, an inclusion classroom in grades K-2, and an SDC pre-school.

Our population consists of approximately 543 students. 66% are English Learners and 87% are eligible for the Free and Reduced breakfast and lunch program. There are approximately 100 students in the current K-3 bilingual pathway program and

2022-23 School Overview

we continue to add a grade level to the program each year.

A focus on rigorous learning is supported through peer coaching, weekly grade level professional learning communities and the use of Achievement Team Cycles. Teachers meet weekly to review data from formal and informal assessments, plan curriculum units, and ensure they are using effective teaching strategies that provide support and differentiation for all students. The curriculum used is state adopted curriculum, such as Benchmark and Go Math. We also incorporate Flocabulary to support with culturally relevant standards based Science and Social Studies lessons and Second Steps for daily social emotional learning lessons. In addition, both classroom and intervention and enrichment teachers use Lexia, Lexia English and Let's Go Learn to provide small group instruction, intervention, and review of content in student centers.

The Echo Valley Positive Behavioral and Interventions and Supports system is called "WAVES". Since Echo Valley is an arts integration school, our motto includes our values such as W for wonder, A for artist, V for value and respect, E for empathy and S for safety. Students are recognized for their positive behavior during recess and lunch by earning stickers when they display a characteristic of the WAVES motto. In addition, students are recognized in monthly assemblies that include character traits from the motto. Echo Valley also has a partnership with the Kennedy Center and the Youth Cinema Project, which provides students with the opportunity to learn and explore via script writing, song, dance, video production and art. We also have three STEAM and VAPA teachers that provide instruction twice a week for a total of 90 minutes in areas such as painting, coding, sculpture and theatre.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	66
Grade 2	59
Grade 3	59
Grade 4	80
Grade 5	67
Grade 6	71
Total Enrollment	488

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	0.0
Filipino	0.8
Hispanic or Latino	95.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.4
White	3.5
English Learners	67.0
Foster Youth	0.2
Homeless	8.6
Migrant	6.1
Socioeconomically Disadvantaged	83.4
Students with Disabilities	8.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	95.65	149.80	71.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	2.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	24.30	11.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	3.49	12115.80	4.41
Unknown	1.00	4.35	22.60	10.82	18854.30	6.86
Total Teaching Positions	23.00	100.00	209.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25		171			
Intern Credential Holders Properly Assigned	0		12			
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1		8			
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0		0			
Unknown	0		0			
Total Teaching Positions	26		191			

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	2
Misassignments	0.00	1
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	3

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	0.00	0
Total Out-of-Field Teachers	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Advanced K-6/ Adelante K-3 Spanish	Yes	0%
Mathematics	CA CCSS Math Expressions K-5 2014/ Gr. 6 Go Math!	Yes	0%
Science	K-6 Amplify Science	Yes	0%
History-Social Science	Harcourt-Reflections K-5 2007/Gr. 6 History Alive The Ancient World	Yes	0%
Foreign Language	No foreign language offered in grades 3-6		0%
Health	Teacher developed health units		0%
Visual and Performing Arts	Arts Integration units		0%
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Echo Valley Elementary School has completed the following work during the summer of 2022: 1) playground updates; 2) solar project work; 3) fencing; 4) paint and repairs to fixtures; 5) new landscaping; and 6) parking lot updates.

Year and month of the most recent FIT report

5/26/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	12	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	10	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	288	274	95.14	4.86	11.72
Female	143	137	95.80	4.20	13.14
Male	145	137	94.48	5.52	10.29
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	276	263	95.29	4.71	10.31
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	175	168	96.00	4.00	2.40
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	7.69
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	247	239	96.76	3.24	11.30
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	31	29	93.55	6.45	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	288	276	95.83	4.17	9.45
Female	143	138	96.50	3.50	8.76
Male	145	138	95.17	4.83	10.14
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	276	265	96.01	3.99	8.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	175	167	95.43	4.57	2.41
Foster Youth	--	--	--	--	--
Homeless	26	24	92.31	7.69	4.17
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	247	240	97.17	2.83	8.79
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	31	30	96.77	3.23	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	5.88	NT	12.44	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	68	95.77	4.23	5.88
Female	32	31	96.88	3.12	9.68
Male	39	37	94.87	5.13	2.7
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	70	68	97.14	2.86	5.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	39	37	94.87	5.13	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100	0	6.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	99%	100%	99%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Three leadership organizations form the core of parental involvement at Echo Valley: the English Learner Advisory Committee, the School Site Council, and the Parent Teacher Group.

English Learner Advisory Committee (ELAC): Echo Valley's English Learner Advisory Committee meets state and federal requirements. Meetings are held monthly and issues of interest to parents are discussed, such as bilingual education, literacy, state English proficiency testing, parent/teacher conference expectations, standardized test results, attendance, and the school budget. The Echo Valley ELAC is represented at the District English Learner Advisory Committee meetings.

School Site Council (SSC): Site Council leadership is open to all adult members of the Echo Valley School community. The Echo Valley School Site Council is made up of parents, teachers, support 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/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, the safety plan, 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): An active group of parents organize 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 and enrichment activities. The PTG organizes the Fall Festival and several other fundraisers, such as Movie Nights, throughout the year. The PTG works on building school spirit and a sense of community among families.

Other opportunities for parent involvement include virtual Back to School and Open House, school band concerts, led by the band teacher, the annual talent show, annual Posada and Holiday Performance (COVID permitting) book fairs, kindergarten

2022-23 Opportunities for Parental Involvement

promotion, virtual Dolphin of the Month, and virtual parent education nights. The administrative team hosts an active Facebook page, school website and an open door policy. Black Board Connect and the district app is used for text and website notifications about all school events. All school notices, both written and oral, go out in both English and Spanish.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	535	265	49.5
Female	267	255	130	51.0
Male	284	280	135	48.2
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	0	0	0.0
Filipino	4	4	2	50.0
Hispanic or Latino	523	510	251	49.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	19	17	11	64.7
English Learners	362	357	161	45.1
Foster Youth	5	1	1	100.0
Homeless	47	46	23	50.0
Socioeconomically Disadvantaged	468	457	227	49.7
Students Receiving Migrant Education Services	31	31	13	41.9
Students with Disabilities	57	57	32	56.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.76	2.66	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.90	0.02	3.42	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.90	0.00
Female	2.25	0.00
Male	3.52	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.59	0.00
Foster Youth	0.00	0.00
Homeless	2.13	0.00
Socioeconomically Disadvantaged	3.21	0.00
Students Receiving Migrant Education Services	6.45	0.00
Students with Disabilities	7.02	0.00

2022-23 School Safety Plan

Echo Valley Elementary provides a safe and positive learning environment for all students. All Echo Valley staff have undergone Emergency Response training and an incident command team has been formed at the site. Monthly safety drills provide staff and students practice with emergency procedures and incident command routines.

Echo Valley also uses data from the California Healthy Kids Survey to ensure a positive school climate for all students. Spring 2022 data shows a need for social skills development and suicide awareness for students and families of 6th grade female students. As a result, our counselor reached out to families of identified students to invite them to parent workshops on suicide awareness and our psychologist has started self esteem and positive decision making social skills groups for these students. The school has school-wide discipline guidelines. Echo Valley practices Multi Tiered Systems and Supports (MTSS), a form of progressive discipline and interventions for all students. There is a Tier 2 team that consists of administration, the resource teacher, the school psychologist and district personnel that meet monthly to review behavior and academic data to determine next steps in interventions and supports for students. The Comprehensive School Safety plan has seen an increase in the importance of the MTSS System, as well as the SARB system. Student referrals to the site's MTSS team ensures that guide plans are developed for students. These plans, which support families and students, ensure that students are receiving all available supports and can access a high quality education.

Elements of the Safety Action Plan:

1. Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons.
2. Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students.
3. Further develop the school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement.
4. Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives.
5. Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess)
6. Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time.

11/29/22: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan

1/12/23: SSC reviewed data and provided recommendations for School Safety Plan

1/17/23: SSC Safety Plan Review and Approval

2/23/23: Board Approval

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	22	1	2	
2	24		3	
3	21		3	
4	33		1	
5	27		2	
6	29		3	
Other	32		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	1	2	1
1	22	1	2	
2	23		3	
3	25		3	
4	29		2	
5	30		1	
6	30		2	
Other	33		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	2	
1	22		3	
2	20	2	1	
3	20	3		
4	27		3	
5	22	1	2	
6	24	1	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,338	\$1,606	\$6,732	\$72,808
District	N/A	N/A	\$9,164	\$77,638
Percent Difference - School Site and District	N/A	N/A	-30.6	-6.4
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	2.1	-8.4

2021-22 Types of Services Funded

Echo Valley Elementary School has implemented the following measures in order to ensure that students receive effective instruction:

Multi Tiered Systems of Support (MTSS) : Students who fail to meet grade-level benchmarks and/or demonstrate social, emotional or behavioral needs are referred to a grade level team meeting, where with the help of administration and available school resources plans for student support are initiated. When all Tier 1 and Tier 2 supports have been exhausted, and the teacher has conducted 4-6 weeks of daily classroom interventions (supported by Lets Go Learn, Lexia or guided reading data) the student is referred to the school Student Support Team (SST) where a more intensive action plan is developed. The SST is comprised of the principal, classroom teacher, resource team personnel, and parents. If it is determined that a closer look is warranted, due to the student not making academic growth despite interventions, there is a referral to the Special Education team. This team is comprised of the school resource teacher, the school psychologist, the speech teacher and the occupational therapy teacher.

Echo Valley funds additional opportunities to support our teachers and our students include coaching for arts integration and training for Benchmark Advance. The Instructional Leadership Team (ILT) is given opportunities to spend time observing and coaching each other. These activities are intended to support 21st century learning and engagement in the classroom.

The Instructional Leadership Team (ILT) also spends the majority of their time working on the progress of Achievement Teams. The ILT spends time guiding teams of teachers in the Achievement Teams system for which they are trained. They also look at data for the school in areas of academics, attendance, and behavior.

After-school Supplemental Support (ASES/NEST): Students receive targeted instruction in math and English via the following programs- Lexia, Lets Go Learn and I-READY.

Bilingual Instructional Aide and Student Intervention Program Assistant support staff work with small groups of students with lower English proficiency and literacy levels each week. Modeling of lessons, help with grouping, and support with materials is also provided.

Additional Staff and Supports include:

- Increased funding for the Expanded Learning Program to increase enrollment and open it to students at all grade levels and provide academic intervention and enrichment outside of school hours
- An English Learner Specialist support students directly, as well as provide instructional support and training to teachers
- An Intervention Specialist provides instructional support and training to teachers and supports students directly.
- Extra hours pay for teachers to attend professional development outside of their contracted work hours
- Stipends for site Educational Technology and Instructional Lead Teachers to guide pertinent work related to effective classroom instruction
- Addition of STEM and VAPA teachers

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$49,370	\$48,503
Mid-Range Teacher Salary	\$75,136	\$74,912
Highest Teacher Salary	\$103,541	\$100,321
Average Principal Salary (Elementary)	\$130,826	\$122,160
Average Principal Salary (Middle)	\$132,191	\$127,632
Average Principal Salary (High)	\$149,060	\$137,578
Superintendent Salary	\$204,023	\$198,665
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional Development for staff is a priority at Echo Valley Elementary School. Professional Development and training provided is selected by an analysis of student data and teacher needs with curriculum, program implementation, or with technology use for effective implementation of strategies or school-wide initiatives. This year's professional development has District professional development days and school-site training or grade level meetings. Staff has the opportunity to participate in professional development and training which has included topics such as using Google Classroom effectively, Lexia-Core 5, Let's Go Learn, Freckle Math, Arts Integration, effective student engagement strategies for all students, MTSS system, social emotional learning, Achievement Teams, and the use of technology to implement district adopted curriculum, ELD and EL support.

Professional Development and trainings are being delivered by District Support Staff or Specialists, site administrators and program consultants or other providers that are working with the site and district on implementation of programs or systems. There are different opportunities given to staff on how they can receive support during the implementation of the different trainings, such as 1:1 coaching with a specialist or site administrator, modeling of strategies by specialists or site administrator, attend follow-up sessions offered on specific topics, and grade level team meeting follow-ups. Staff is encouraged to participate in professional development offered and also support systems for implementation. As part of our professional development focus for the 22-23 school year, all staff have participated in professional development led by Dr. Victor Rios focused on supporting At-Promise students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37