Echo Valley Elementary
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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

2021-22 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 kindergarten and first grade and an SDC pre-school.

Our population consists of approximately 497 students. 66% are English Learners and 87% are eligible for the Free and Reduced breakfast and lunch program. There are approximately 92 students in the current K-3 bilingual pathway program and 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 STEM 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	67
Grade 2	68
Grade 3	77
Grade 4	66
Grade 5	74
Grade 6	72
Total Enrollment	511

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.2
Filipino	0.8
Hispanic or Latino	94.3
Two or More Races	0.2
White	4.5
English Learners	58.5
Foster Youth	0.6
Homeless	32.7
Socioeconomically Disadvantaged	85.9
Students with Disabilities	7

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22
Intern Credential Holders Properly Assigned	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	24

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2%
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%

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021

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	McGraw-Hill Science K-5 2007 Gr. 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%

School Facility Conditions and Planned Improvements

Echo Valley Elementary was constructed in 1963. Building improvements and modernization projects have upgraded facilities to meet the changing needs of the school. Over the years, technology has been upgraded, playground equipment replaced, shade structure installed, shrubbery removed for better aesthetics, and security fences/gates installed to increase student safety. An inclusive, ADA kindergarten and preschool play structure will be completed by summer 2021.

During the summer of 2019 the former library was moved to room 15, a more central and accessible location. It is now a hybrid media center built with new shelving, paint, seating and a bank of computers for student use. The modern building enhances our goal of a student centered school where students have spaces to work, learn, and collaborate.

During the summer of 2020 all areas of the school including offices, multi purpose room, media center and classroom were inspected. These inspections were to make the site compliant with COVID protocols and best practices for safety. Removal of furniture and personal items was initiated to prepare classrooms for social distancing guidelines upon students returning to on site instruction.

Echo Valley School provides all students the proper classroom space and facilities necessary for an effective and safe learning environment. The school is cleaned and maintained daily by a day custodian, mid shift custodian and evening custodian. . Teachers and students are often reminded of their role, as well, in keeping the facility safe and clean. Students at Echo Valley work hard on maintaining a campus which is clean; they can often be found picking litter up along the way as they walk. We also have a student safety patrol. These students ensure that their classmates are cleaning up after themselves as well as playing safely.

Year and month of the most recent FIT report	5/26/2021

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			

School Facility Conditions and Planned Improvements

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		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	NT	NT	NT	NT
Female	147	NT	NT	NT	NT
Male	146	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	274	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	174	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	164	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	254	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	24	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	NT	NT	NT	NT
Female	147	NT	NT	NT	NT
Male	146	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	274	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	174	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	164	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	254	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	24	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Let's Go Learn ELA Student Groups	Let's Go Learn ELA Total Enrollment	Let's Go Learn ELA Number Tested	Let's Go Learn ELA Percent Tested	Let's Go Learn ELA Percent Not Tested	Let's Go Learn ELA Percent At or Above Grade Level
All Students	294	284	96.60%	3.40%	52.04%
Female	147	143	97.28%	2.72%	55.78%
Male	147	141	95.92%	4.08%	48.30%
Asian	1	1	100.00%	0.00%	100.00%

Filipino	1	1	100.00%	0.00%	100.00%
Hispanic or Latino	275	267	97.09%	2.91%	51.64%
Two or More Races	2	1	50.00%	50.00%	50.00%
White	15	14	93.33%	6.67%	53.33%
English Learners	176	168	95.45%	4.55%	35.80%
Foster Youth	2	2	100.00%	0.00%	100.00%
Homeless	82	79	96.34%	3.66%	46.34%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	253	246	97.23%	2.77%	50.20%
Students Receiving Migrant Education Services	16	13	81.25%	18.75%	62.50%
Students with Disabilities	28	27	96.43%	3.57%	14.29%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Let's Go Learn ELA Student Groups	Let's Go Learn ELA Total Enrollment	Let's Go Learn ELA Number Tested	Let's Go Learn ELA Percent Tested	Let's Go Learn ELA Percent Not Tested	Let's Go Learn ELA Percent At or Above Grade Level
All Students	294	281	95.58%	4.42%	26.19%
Female	147	142	96.60%	3.40%	31.29%
Male	147	139	94.56%	5.44%	21.09%
Asian	1	1	100.00%	0.00%	0.00%
Filipino	1	1	100.00%	0.00%	0.00%
Hispanic or Latino	275	265	96.36%	3.64%	26.55%
Two or More Races	2	1	50.00%	50.00%	0.00%
White	15	13	86.67%	13.33%	26.67%
English Learners	176	166	94.32%	5.68%	21.02%
Foster Youth	2	2	100.00%	0.00%	0.00%
Homeless	82	79	96.34%	3.66%	20.73%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	253	244	96.44%	3.56%	24.11%
Students Receiving Migrant Education Services	16	16	87.50%	12.50%	37.50%
Students with Disabilities	28	26	92.86%	7.14%	10.71%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	NT	NT	NT	NT
Female	35	NT	NT		
Male	39	NT	NT		
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	--	NT	NT	NT	NT
Hispanic or Latino	66	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	11	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

2021-22 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. The parents who participate in these organizations are an integral part of shaping the educational program at Echo Valley. We always encourage parents to become more involved.

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, part of science camp, and classroom supplies. 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. During COVID-19, the PTG established virtual BINGO nights as a method of fundraising and also held a Turkey Trot for students on site. Meetings are held virtually per COVID-19 protocols.

Other opportunities for parent involvement include virtual Back to School and Open House, two virtual band concerts, the

2021-22 Opportunities for Parental Involvement

annual talent show, annual Posada and Holiday Performance (COVID permitting) book fairs, kindergarten 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	527	188	35.7
Female	255	249	86	34.5
Male	285	278	102	36.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	507	494	184	37.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	27	27	4	14.8
English Learners	333	325	125	38.5
Foster Youth	4	4	3	75.0
Homeless	176	174	66	37.9
Socioeconomically Disadvantaged	462	454	177	39.0
Students Receiving Migrant Education Services	34	34	13	38.2
Students with Disabilities	47	45	17	37.8

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.93	0.00	4.08	0.02	3.47	0.20
Expulsions	0.00	0.00	0.06	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Echo Valley Elementary provides a safe and positive learning environment for all students. Due to distance learning, the 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. Attendance monitoring through the Illuminate grade book ensures that all families are participating in synchronous and asynchronous learning.

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.

Echo Valley also uses data from the California Healthy Kids Survey to ensure a positive school climate for all students. It was determined there was a need for an anti-bullying matrix and curriculum. Therefore, staff has been trained on how to implement the Second Steps Social Emotional Learning curriculum; also in use during distance learning. Anti-bullying assemblies, held for all grade levels, are student led, with student performers spreading the message of kindness and empathy. Student feedback collected after each assembly demonstrated an interest in establishing a student safety patrol at the site. Students created interview questions and assisted in creating a job description.

All Echo Valley staff have undergone Emergency Response training and an incident command team has been formed at the site. Monthly safety drills provide everyone practice with emergency procedures and incident command routines. In addition, Echo Valley has a school psychologist and a mental health counselor available to assist students as needed.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23		3	
1	23		3	
2	22		2	
3	23		4	
4	29		2	
5	26		3	
6	28		3	

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	

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$8,696	$1,155	$7,541	$90,613
District	N/A	N/A	$3,412	$76,984
Percent Difference - School Site and District	N/A	N/A	75.4	16.3
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-11.3	16.2

2020-21 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 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. The SST meets monthly and on an as-needed basis. If it is determined that a closer look is warranted, there is a referral to the Special Ed team. The SST team is supported through the use of substitute teachers who relieve teachers so they can attend the meetings.

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. Throughout Distance Learning Echo Valley has offered substantial training in technology uses and applications. These trainings have taken place in district wide, school wide, and individual basis as needed.

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.

Tier 1 Team: The Tier 1 team is comprised of teachers, administration, classified employees, behavior support professionals, and mental health professionals. The team looks at school wide behavior data and supports through the analysis of trends. Among the initiatives they've begun are High fives at recess and lunch and 4th grade support through a male mentorship program. High fives are given out for exceptional behavior. Male mentors from our staff including support staff, teachers, and custodians support boys in need of positive role models.

After-school Supplemental Support (ASES): Based on various assessments, students are identified for after school support. Intervention services are provided to struggling students in the form of small group instruction provided by credentialed teachers. We are currently in the process of adding additional intervention support personnel and working with teachers to provide a strong Tier I program.

Bilingual Instructional Aide and English Learner Instructional Specialist: 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$48,119
Mid-Range Teacher Salary	$75,136	$74,665
Highest Teacher Salary	$103,541	$98,160
Average Principal Salary (Elementary)	$129,564	$118,542
Average Principal Salary (Middle)	$129,599	$125,068
Average Principal Salary (High)	$146,137	$133,516
Superintendent Salary	$194,859	$194,199
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

There are many means of support for the staff of Echo Valley Elementary in terms of Professional Development. Distance Learning has bought us to new frontiers and focuses to enhance learning for our students. Our technology and arts specialist has become even more vital in working with staff around technology education and pedagogy. Support is provided by means of weekly Professional Development as well as one-on-one or grade level support. Echo Valley still maintains focused on the arts. Our staff and administrators have worked on plans of support both school-wide and individually with our specialist and consultants.

There have been trainings around Lexia and Let's Go Learn, tools to support assessments and interventions. Working together with our staff and personnel from the mentioned companies, we have begun individualized plans for our students designed to minimize learning loss.

Echo Valley is still actively involved with training around Achievement Teams, and connecting these strategies to support the MTSS system and interventions provided. Work with Steve Ventura, consultant, has been vital in this pursuit. Echo Valley maintains resources exclusive to our staff which is updated as needed.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	38	37	37

North Monterey County Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview	On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).
	Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.
	Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.
	The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.
	For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2490	NT	NT	NT	NT
Female	1212	NT	NT	NT	NT
Male	1278	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2227	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	215	NT	NT	NT	NT
English Learners	1005	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1330	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2103	NT	NT	NT	NT
Students Receiving Migrant Education Services	118	NT	NT	NT	NT
Students with Disabilities	287	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2490	NT	NT	NT	NT
Female	1212	NT	NT	NT	NT
Male	1278	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2227	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	215	NT	NT		NT
English Learners	1005	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1330	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2103	NT	NT	NT	NT
Students Receiving Migrant Education Services	118	NT	NT	NT	NT
Students with Disabilities	287	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.