SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20

Echo Valley Elementary

Address: 147 Echo Valley Rd. Salinas, CA 93907-8495
Principal: Therese Phillips, Principal
Phone: (831) 663-2308
Email: therese_phillips@nmcusd.org
Web Site:
CDS Code: 27738256026405

North Monterey County Unified

Superintendent: Kari Yeater
Phone: (831) 633-3343
Email: kyeater@nmcusd.org
Web Site: www.nmcusd.org

SchoolCity.

I　DATA AND ACCESS

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

II　ABOUT THIS SCHOOL

District Contact Information
Most Recent Year

District Name:	North Monterey County Unified
Phone Number:	(831) 633-3343
Superintendent:	Kari Yeater
E-mail Address:	kyeater@nmcusd.org
Web Site:	www.nmcusd.org

School Contact Information
Most Recent Year

School Name:	Echo Valley Elementary
Street:	147 Echo Valley Rd.
City, State, Zip:	Salinas, CA 93907-8495
Phone Number:	(831) 663-2308
Principal:	Therese Phillips, Principal
E-mail Address:	therese_phillips@nmcusd.org
Web Site:	
County-District-School (CDS) Code:	27738256026405

School Description and Mission Statement (School Year 2019-20)

Echo Valley is a school where all children are given opportunities to grow both academically and socially every day. Our population consists of approximately 600 K-6 students. Sixty four percent are English Learners while 88 percent are eligible for the Free/Reduced Breakfast and Lunch Program. Approximately 75 students participate in the Bilingual program.

The Echo Valley staff provides a safe and nurturing environment that promotes high academic and social standards. The school uses standards based curriculum in the areas of language arts, mathematics, social studies, and science. An Instructional Leadership Team meets twice monthly to discuss and generate strategies to improve student engagement and achievement. Grade level teams collaborate in the analysis of assessment data, plan lessons, and discuss effective, research based methodologies in order to differentiate instruction for all students. Our goal at Echo Valley is to provide students with an engaging, collaborative education which will ensure a path to whatever they strive to become.   Echo Valley works to provide students with the best opportunities in 21st Century Learning. This year Echo Valley is proud to open our Media Center. A combination of technology and a traditional library in a state of the art location provides a central place for our school to meet.

A focus on rigorous learning is supported through the use of Achievement Team Cycles. Through this data and researched based look at teaching and the effect it has on students, grade levels work together to use strategies which support student learning.

Students at Echo Valley discover and develop their unique talents. They become life-long learners and citizens who value courtesy, honesty, appreciation, respect, action, commitment, teamwork, encouragement, and responsibility. Students are recognized for positive behavior and good attendance at a monthly, school-wide assembly, in addition to being praised within their classroom community. Arts Integration helps to provide students access to learning and engaging lessons. School is a community where our students are provided with opportunities in film making, dance, movement, song, and talents both collective and individually. A dedicated art room provides an area for students to explore different arts foundations. Movie nights, band concerts, Youth Cinema show cases, the talent show and the 6th grade dance are some of the ways that we make school a great place to be.

A notable distinction of this school is the exceptional community involvement. The Echo Valley Parent Teacher Group (PTG) works hard at fundraising activities each year to pay for school field trips, special classroom supplies, and assemblies. They also organize community building events for families such as Movie Night. The School Site Council and English Learner Advisory Committee are active parent and staff groups, meeting once each month to guide decisions concerning the school budget and educational programs. Echo Valley parents' attendance at school-wide events and parent-teacher conferences is always very high.

"NMCUSD District Mission: An innovative community school system, we equip preschool to adult students with the skills, knowledge and attitudes they will need to pursue their life goals responsibly and creatively in a radically changing society."

Programs on Campus:
- Bilingual Program (Spanish/English) K-2

- After School Education and Safety Program (ASES, 2-6 grades)

- Kid Zone (K-6)

- Youth Cinema Project (5/6 combination class)

- Arts integration Coaching in collaboration with the Sunset Cultural Center (100% teacher/student involvement)

- Fully Equipped Art Room

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	68
Grade 2	56
Grade 3	79
Grade 4	69
Grade 5	80
Grade 6	70
Total Enrollment	492

Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	0.2%
Filipino	1.2%
Hispanic or Latino	91.1%
Native Hawaiian/Pacific Islander	
White	6.5%
Two or More Races	0.6%
Socioeconomically Disadvantaged	88.2%
English Learners	66.3%
Students with Disabilities	7.7%
Foster Youth	
Homeless	37%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	19	22	187
Without Full Credential	3	2	2	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	Benchmark Advanced K-6/ Adelante K-2 Spanish	Yes 2018	0%
Mathematics	CA CCSS Math Expressions K-5 2014 Gr. 6 Go Math!	Yes-Grade 6	0%
Science	McGraw-Hill Science K-5 2007 Gr. 6 Amplify Science	Yes-Grade 6	0%
History-Social Science	Harcourt-Reflections K-5 2007 Gr. 6 History Alive The Ancient World	Yes-Grade 6	0%
Foreign Language	No foreign language offered in grades 3-6	No	0%
Health	Teacher developed health units	No	0%
Visual and Performing Arts	Arts Integration units	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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. For the 2014-15 school year both computer labs were upgraded to include 40 new computers each along with a projector. In addition, new equipment was added to our lower field playground. Steps and landing leading up to the library were rebuilt During the 2016-17 school year, a large shade structure was put up in the picnic table area for warm weather. A number of Chromebook carts were purchased, as a supplement to the labs, to increase technology access. In 2017 a fence was erected near the kindergarten play ground to assure that students were safe. In the summer of 2018 substantial work was completed at our school. Most notably a new fence and gates was built separating the driveway from the field so students were secure. The kindergarten black top was repaved. Shrubbery was removed from the upstairs retaining wall to give the school a clean look. In the fall of 2018 shrubbery was cleared from the office pathway.

During the summer of 2019 the former library was moved to room 15 which was a computer lab. A hybrid media center was built with new shelving, paint, seating and a bank of computers for student use. This modern building enhances our goal of a student centered school where students have spaces to work and learn and collaborate. The swing set on the kindergarten playground was removed in order to provide a new playground, which should be complete by summer of 2020. This change supports our vision that students at Echo Valley deserve a school which is safe, clean, and modern. This is turn supports learning and attendance improvement

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 custodial staff of 2.5. 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. This year we have developed a student safety patrol. These students ensure that their classmates are cleaning up after themselves as well as playing safely.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The Overall Rating

Year and month of the most recent FIT report: June 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	-	✓	-	Ceiling tiles replaced
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 Facility Rate

Year and month of the most recent FIT report: June 2019

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- **Statewide Assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	19%	25%	31%	34%	50%	50%
Mathematics (grades 3-8 and 11)	15%	17%	19%	20%	38%	39%

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	290	99.32%	0.68%	25.26%
Male	148	146	98.65%	1.35%	28.28%
Female	144	144	100.00%	0.00%	22.22%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	263	262	99.62%	0.38%	23.75%
Native Hawaiian or Pacific Islander					
White	22	21	95.45%	4.55%	38.10%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	260	258	99.23%	0.77%	22.96%
English Learners	222	221	99.55%	0.45%	21.82%
Students with Disabilities	32	32	100.00%	0.00%	6.45%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	99	98	98.99%	1.01%	20.62%

NOTE: 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.

NOTE: 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.

NOTE: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	290	99.32%	0.68%	16.61%
Male	148	146	98.65%	1.35%	20.00%
Female	144	144	100.00%	0.00%	13.19%
Black or African American					
American Indian or Alaska Native					
Asian	–	–	–	–	–
Filipino	–	–	–	–	–
Hispanic or Latino	263	262	99.62%	0.38%	14.56%
Native Hawaiian or Pacific Islander					
White	22	21	95.45%	4.55%	33.33%
Two or More Races	–	–	–	–	–
Socioeconomically Disadvantaged	260	258	99.23%	0.77%	14.01%
English Learners	222	221	99.55%	0.45%	13.57%
Students with Disabilities	32	32	100.00%	0.00%	6.25%
Students Receiving Migrant Education Services	–	–	–	–	–
Foster Youth					
Homeless	99	98	98.99%	1.01%	7.22%

NOTE: 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.

NOTE: 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.

NOTE: 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 Test Results in Science for All Students
Grades Five, Eight, and High School

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
| | School | | District | | State | |
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.10%	30.80%	17.90%
7			
9			

NOTE: 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.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2019-20)

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.

Other opportunities for parent involvement include Back to School and Open House, Two band concerts, the talent show and our annual Posada and Holiday Performance, two book fairs, kindergarten graduation, dolphin of the month, and parent education nights. Parents are welcomed to join for special classroom events. The administrative team hosts an active Facebook page and open door policy. Black Board Connect is used for text and website notifications about events. There is also a monthly newsletter from the office sent home and posted on the website.   Parents can contact the office for more information.

Echo Valley parents' attendance at school-wide events and parent-teacher conferencing is always very high. There is a sense of community that is most evident in these celebratory opportunities. A positive school climate ensures that parents of all students are welcome and willing to be par of our community and often is the entry point for parent participation among our geographically diverse community.

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

Rate*	School			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	3.1	3.1	0.9	4.0	4.3	4.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Echo Valley Elementary provides a safe and positive learning environment for all students. The school has site 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 Illuminate behavior data and determine next steps of 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. The site determined there was a need for an anti bullying matrix and an anti bullying curriculum. Staff was trained on how to implement the Second Steps Social Emotional Learning curriculum and anti-bullying assemblies for students were held for all grade levels. The assemblies were student led, with student performers spreading the message of kindness and empathy. Student feedback was collected after the assembly and there was 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 give everyone practice with emergency procedures and incident command routines. In addition, Echo Valley has a school pyschologist and a mental health counselor available to assist students as needed.

D.   OTHER SARC INFORMATION

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	19	2	2	
1	25		3	
2	24		3	
3	23		3	
4	32		2	
5	29		4	
6	21	1	3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

* * "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	17	4	1	
1	21	2	1	
2	25		3	
3	23		3	
4	24		3	
5	30		2	
6	29		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

* * "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	23		3	
1	23		3	
2	22		2	
3	23		4	
4	29		2	
5	26		3	
6	28		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

* * "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.71
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	.14
Nurse	.14
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.2
Other	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,279	$2,312	$5,967	$59,535
District	N/A	N/A	$6,472	$73512
Percent Difference – School Site and District	N/A	N/A	8.12%	21.01%
State	N/A	N/A	$7506.64	$72949
Percent Difference – School Site and State	N/A	N/A	22.85%	20.25%

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

Types of Services Funded (Fiscal Year 2018-19)

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

Student Study Team (SST): 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 an 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.

The Instructional Leadership Team also spends the majority of their time working on the progress of Achievement Teams. They spend meetings guiding teams of teachers in the 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 inititaives 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 lower-performing 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.

Professional development days listed below are a combination of full and partial days available for the school year.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46245	$46208
Mid-Range Teacher Salary	$68183	$72218
Highest Teacher Salary	$96988	$92742
Average Principal Salary (Elementary)	$121761	$134864
Average Principal Salary (Middle)	$118391	$118220
Average Principal Salary (High)	$133499	$127356
Superintendent Salary	$187292	$186823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	37	48	38