

Executive Summary School Accountability Report Card, 2010–11

Echo Center

Address: 3430 McManus Avenue Culver City, CA 90232 **Phone:** 310-838-2442
Director: Vicki Ishida **Grade Span:** PreK-6th Grade

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Echo Center is a private, non-profit, auditory-oral mainstream program certified by the Department of Education as a Non-Public School (NPS). It serves deaf and hard of hearing (DHH) students ages 4 ½ through 13 years of age both privately and through contracts with public school districts. Echo Center currently contracts with six different school districts from the surrounding area.

Echo Center is dedicated to developing listening, speech and language skills by involving DHH children in mainstream classes onsite at Echo Horizon School – a private, nonprofit elementary school, pre-kindergarten through sixth grade. Echo Center teachers, trained and credentialed in DHH education, provide services that include daily one-to-one tutorial in language, speech, auditory and academic skills as well as additional support for the students in the mainstream environment. Echo Center strives to optimize listening conditions through the use of FM and sound-field amplification equipment. The DHH teachers work collaboratively with mainstream teachers, support parents, and provide resource/referral services. Optional extended daycare services are available as well as a summer session.

Echo Center is certified by the California State Department of Education and is a member of *OPTIONschools*, an international council of independent auditory-oral schools. Echo Horizon School is accredited by the Western Association of Schools and Colleges (WASC) and by the California Association of Independent Schools (CAIS). It is a member of the National Association of Independent Schools (NAIS) and the Independent School Alliance for Minority Affairs. Echo Center and Echo Horizon School does not discriminate on the basis of age, color, creed, disability, gender, marital status, national or ethnic origin, race, religion or sexual orientation.

Student Enrollment

Group	Enrollment
Number of students	23
Black or African American	0%
American Indian or Alaska Native	0%
Asian	21.7%
Filipino	0%
Hispanic or Latino	21.7%
Native Hawaiian or Pacific Islander	0%
White	56.5%
Two or More Races	17.4%
Socioeconomically Disadvantaged	---%
English Learners	4%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	75%
Mathematics	66.6%
Science	100%
History-Social Science	N/A%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	N/A
Statewide Rank (from 2010 Base API Report)	N/A
Met All 2011 AYP Requirements	N/A
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	N/A
2011–12 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

No violations noted

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$42,000

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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

Contact Information (School Year 2011–12)

School		District	
School Name	Echo Center	District Name	N/A
Street	3430 McManus Ave.	Phone Number	N/A
City, State, Zip	Culver City, CA 90232	Web Site	www.echohorizon.org
Phone Number	310-838-2442	Superintendent	N/A
Director	Vicki Ishida	E-mail Address	N/A
E-mail Address	vishida@echohorizon.org	CDS Code	N/A

School Description and Mission Statement (School Year 2010–11)

Carol L. Proctor Echo Center, formerly known as Oral Education Center, was created by parents, educators and interested community leaders in 1970 with the goal of integrating deaf and hard of hearing (DHH) children into the hearing world by teaching them to listen and to speak. In 1983 Kent H. Landsberg Echo Horizon School, a mainstream environment in which DHH children can work and learn alongside hearing peers, was established. The Board of Trustees governs the educational, administrative and financial operation of the school, which is a California not for profit corporation.

Under the guidance of credentialed DHH teachers, DHH students, who comprise up to ten percent of our population, are integrated into Echo Horizon School classrooms. These students are given the support they need to grow and learn along with their hearing peers. All of our students benefit as they learn to participate productively and confidently with one another.

Echo Center is committed to the auditory-oral approach as the first option for DHH children. We are dedicated to developing listening, speech and language skills by involving DHH children in mainstream classes onsite at Echo Horizon School. At Echo Center, education specialists in hearing loss:

- Optimize speech, language, and listening skills
- Provide daily support via one-to-one pull out and in-class guidance
- Collaborate with mainstream teachers
- Provide support of hearing aides, cochlear implants and use of FM systems
- Support parents
- Provide resource/referral service

We are dedicated to listening, speech and language skills. We focus on communication as the primary need for DHH children. Echo Center provides numerous and varied experiences for each child to develop useful language and to listen, speak and interact with other children and adults. We collaborate with parents and classroom teachers to formulate and implement a program specifically for each individual child.

Based on their capabilities and needs, students participate in mainstream classes at Echo Horizon School. We monitor their progress carefully and provide assistance, as needed, to ensure success. The teachers and staff of Echo Center and Echo Horizon School strive to foster in each child a sense of personal worth and respect for others. Young DHH children entering our program have many opportunities for social interaction with hearing peers.

Expectations are high at Echo Center. Through a concerted effort, we encourage each deaf and hard of hearing child to increase understanding and use of new vocabulary, complex sentence structures and general knowledge. As children achieve verbal competence, reading and writing skills also flourish. In addition, we emphasize growth in creativity, independence and the ability to solve problems and make decisions.

Opportunities for Parental Involvement (School Year 2010–11)

Every parent at Echo Center/Echo Horizon School is automatically a member of the Parent Association. In concert with the administration and faculty, Echo Horizon's Parent Association seeks to engage parents in the life of the school in ways that correlate with their abilities and interests. With over twenty standing committees, there are seemingly endless volunteer possibilities at EC/EHS. These include assisting with community service projects, planning grade level gatherings, coordinating school events and participating in various fundraising programs. Along with these activities, EHSPA strives to foster goodwill, communication and inclusion among its members. Great schools are made up of partnerships among parents, students, and teachers, and volunteerism is at the heart of the Echo Horizon experience. A few of the committees are as follows: Annual Spring Event, Community Service Committee, Book Fair, Hospitality – School Events/Informal Mornings, Halloween Carnival, Open House, Grandparents & Special Friends Day, Working Parent Volunteer Database, Teacher-Staff Luncheon, Alumni Outreach, Host Family, General Assistance, Hot Lunch. Additional parent activities include monthly morning coffees, Parent Association meetings/presentations, room parents, field trip and in-class volunteering.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	4	Grade 8	N/A
Grade 1	2	Ungraded Elementary	0
Grade 2	5	Grade 9	N/A
Grade 3	4	Grade 10	N/A
Grade 4	1	Grade 11	N/A
Grade 5	4	Grade 12	N/A
Grade 6	3	Ungraded Secondary	N/A
Grade 7	N/A	Total Enrollment	23

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0%
Asian	21.7%
Filipino	0%
Hispanic or Latino	21.7%
Native Hawaiian or Pacific Islander	0%
White	43.5%
Two or More Races	13%
Socioeconomically Disadvantaged	Not collected
English Learners	4%
Students with Disabilities	100%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	2:18	2			2:16	2			2:18	2		
1	2:18	2			2:19	2			1:14	2		
2	1:19	2			2:20	2			2:20	2		
3	2:18	2			2:20	2			2:19	2		
4	2:18	2			2:15	2			1:20	2		
5	1:19	2			2:20	2			2:15	2		
6	1:19	2			2:18	2			2:18	2		
Other	2:8	1			2:9	1			0:5	1		

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

III. School Climate

School Safety Plan (School Year 2010–11)

Safety and health of our students and employees is of prime importance to Echo Center. Inspections are conducted at least once a year by the local Culver City fire department. Age appropriate lessons and curriculum regarding health and safety at home, school and the community are presented. A safe school plan is presented to the employees and families in the event of a major emergency. Phone contact for each family has been arranged through an automated phone system.

All employees are trained in CPR and first aid. Fire and emergency drills are conducted on a regular basis and diagrams for exit plans are posted in each room. First aid kits are provided to each aide for use on the schoolyard as well as for field trips. Emergency supplies that include food, medical and other necessary needs, are stored in a safe and accessible area and are updated yearly. All medication is handled by front office personnel.

All guidelines regarding fingerprinting and health clearances for employees, volunteers and interns are carefully followed. All visitors must sign in and be identified by the front office. Visitors, other than parents, must wear a visitor's badge. All tours and visitors are escorted by school staff.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0	0	N/A	N/A	N/A
Expulsions	0	0	0	N/A	N/A	N/A

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The school building maintains a long-term lease with Culver City USD. The building is maintained by Echo Center/Echo Horizon School. Health and safety are monitored by Echo Center/Echo Horizon. The school went through a major renovation fifteen years ago, with additional renovations five years ago. The playgrounds were also upgraded at that time. The needs of the students, technology and educational advances drive the renovations and improvements of the building. Maintenance regarding external/internal cosmetics (painting, carpeting, flooring, etc.) is monitored yearly.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: 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 Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	6	6	6	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	N/A	N/A
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Counselor (Social/Behavioral or Career Development)	N/A	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	1	
Psychologist	N/A	
Social Worker	N/A	
Nurse	N/A	
Speech/Language/Hearing Specialist	N/A	
Resource Specialist (non-teaching)	N/A	
Other		

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent students lacking own assigned copy
Reading/Language Arts	Good	0
Mathematics	Good	0
Science	Good	0
History-Social Science	Good	0
Foreign Language	n/a	n/a
Health	Good	0
Visual and Performing Arts	n/a	n/a
Science Laboratory Equipment (grades 9-12)	n/a	n/a

VIII. School Finances

Types of Services Funded (Fiscal Year 2010–11)

In addition to an academic program, Echo Center provides daily services that include speech, language, auditory skills, academic pre/post work resource support for classroom teachers, daily device checks and troubleshooting. Echo Center also provides additional speech/language therapy as needed. These sessions are conducted one-to-one by qualified DHH teachers. Contact is maintained with outside hearing health professionals to ensure the students receive maximum benefit from their amplification devices.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Echo Center has only a few students (10 or less) in grade 2nd–6th. Only those funded by a school district are administered the California State tests as directed by the LEA for each student according to district timelines and as directed by in the IEP. Tests are administered by trained, credentialed staff members. Accommodations are provided as stipulated by each student's IEP. These may include clarification/repetition of directions and extra time. Parents may request a waiver of these tests in writing directed to their own school district. Tests are returned to each school district office and are scored by each district. Scores may or may not be reported to Echo Center. Because of the low number of students tested, confidentiality concerns prevent reporting of test scores.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

California High School Exit Examination

Not applicable to Echo Center: student population's age 4 ½ - 13 years.

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

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	N/A	N/A	N/A
Similar Schools	M/A	N/A	N/A

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met API Criteria	N/A	N/A
Met Graduation Rate	N/A	N/A

XI. School Completion and Postsecondary Preparation

Not applicable to Echo Center: student population's age 4 ½ - 13 years.

XII. Instructional Planning and Scheduling

Professional Development

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

Weekly staff meetings provide a venue to discuss curriculum and development in the field of deaf and hard of hearing and general education. Two full days are designated as faculty development days. This time is spent attending local conferences, remaining in-house with invited professional speakers, developing curriculum as part of in-house committees. In addition, all faculty are encouraged to attend meetings, conferences, seminars, and presentations outside of school both during the school year and during the summer months. Teachers then report back during staff meetings on information gained. We also disseminate information and take advantage of training offered by local education agencies that share in-service opportunities with the school.