

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For Echo Center NPS

Address: 3430 McManus Ave, Culver City, CA 90232 **Phone:** (310) 838-2442
Principal: Renee Lucero **Grade Span:** PreK-6

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	N/A
Phone Number	N/A
Superintendent	N/A
Email Address	N/A
Website	N/A

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Echo Center
Street	3430 McManus Ave
City, State, Zip	Culver City, CA 90232
Phone Number	(310) 838-2442
Principal	Renee Lucero
Email Address	rlucero@echohorizon.org
Website	www.echohorizon.org
County-District-School (CDS) Code	19-64444-6994966

Table 3: School Description and Mission Statement (School Year 2021–2022)

Echo Center was founded in 1970 as Oral Education Center by parents, educators, and interested community leaders with the goal of integrating deaf and hard of hearing children into the hearing world by teaching them to listen and to speak.

In 1983 Echo Horizon School, a mainstream environment in which students with hearing loss can work and learn alongside hearing peers was established. The Echo Foundation Board of Trustees governs the financial, administrative, and educational operation of the school. It is a California not-for-profit corporation.

The mission of both Echo Horizon School and Echo Center NPS is to educate children in a collaborative environment that is academically challenging and developmentally appropriate. We actively promote mutual respect, individual responsibility and ethical action. The Echo Center graduate is an inquisitive and critical thinker who brings creativity, kindness and self-reliance to the lifelong journey of learning.

Echo Center NPS is committed to the listening and spoken language approach as the communication option for children with hearing loss. The program is designed to develop listening, speech and language skills by involving children with hearing loss in inclusion classes onsite at Echo Horizon School. Echo Center NPS operates within Echo Horizon Private School. Echo Center NPS/Echo Horizon offers a complete academic program, pre-kindergarten through sixth grade, to hearing, deaf, and hard of hearing students ages four through thirteen years of age in a full inclusion model. Through Echo Center, all students with hearing loss are fully included into their classrooms with their typically hearing peers as well as peers with hearing loss who have also chosen spoken language as their Mode of Communication (MOC). Echo Center students participate in all areas of academic study including art, music, dance/theatre, and physical education. Each Echo Center teacher has a master degree from an accredited training program and/or holds a credential in their field. Speech, language, and auditory skills are promoted on a daily basis through a unique co-teaching model where a DHH and General Education teacher form a teaching team and collaborate to serve each grade level. Each Echo Center teacher has responsibilities including but not limited to:

- Optimize speech, language, and listening skills
- Monitor acoustic environment across all settings
- Provide daily support via a collaborative teaching model
- Provide support of hearing aids, cochlear implants, and use of Roger DM systems

- Support the development of the students with hearing loss in their self-advocacy skills
- Support parents of students with hearing loss
- Provide resource/referral service

Since our founding, we have developed a balanced and dynamic approach to education by fostering a warm, nurturing environment, providing a rigorous academic foundation, and emphasizing our core values of mutual respect, inclusiveness, self-reliance, and best educational practices. To promote inquiry and innovation, we provide the necessary opportunities for students to explore, discover, and create. We place a strong emphasis on ethical behavior and appreciation for diversity, creating a warm, heterogeneous community that fosters open-minded thinking and tolerance. Our students learn to be independent as they take advantage of opportunities to make choices and decisions. The fact that 15% of our children are deaf or hard of hearing has a profound and positive impact on all Echo Horizon School students when it comes to acceptance and appreciation of differences in others. Finally, we believe in the importance of giving all children an opportunity to be truly outstanding, whether that's in the classroom, in the arts, or on the playground. The result is an environment where students respect and admire one another for individual strengths.

Echo Center NPS is certified as a Non-Public School by the California State Department of Education and is a member of OPTION Schools Network, 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.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Ungraded Elementary (PreK)	3
Kindergarten	5
Grade 1	5
Grade 2	5
Grade 3	1
Grade 4	3
Grade 5	2
Grade 6	4
Total Enrollment	28

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	35
Male	65
Non-Binary	0
American Indian or Alaska Native	0
Asian	36
Black or African American	>1
Filipino	0
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	0
Two or More Races	1
White	32
English Learners	1
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	N/A
Students with Disabilities	100

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

Table 6: Teacher Preparation and Placement (School Year 2020–2021)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	N/A	N/A	N/A	N/A	N/A
Intern Credentialed Holders Properly Assigned	1	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	N/A	N/A	N/A	N/A	N/A
Unknown	0	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	5					

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.

**Table 7: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2020–2021)**

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020–2021)**

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

Table 9: Class Assignments (School Year 2020–2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
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

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

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: February 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas&Pinnell	Yes	0
Mathematics	Singapore Math	Yes	0
Science	Foss Kits	Yes	0
History-Social Science	Social Studies Alive	Yes	0
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 11: School Facility Conditions and Planned Improvements

[Narrative provided by the LEA]

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 School. The school went through a major renovation twenty-one years ago, with additional renovations eleven years ago. The playgrounds were also upgraded at that time with recent upgrades in July 2015 and July 2016. We made acoustic accommodations to the auditorium fall 2017. 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. The facility is considered to be good repair in terms of safety, cleanliness, and adequacy of space. There are no current plans or need for changes to the facility. It currently meets the needs of the school/program.

Table 12: School Facility Good Repair Status

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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**Table 13: Overall Rating**

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

Echo Center has only a few students in grade 3rd – 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 in the IEP's. Tests are administered by trained, credentialed staff members. Accommodations are provided as stipulated in each student's IEP. These may include clarification/repetition of directions and extended time. 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.

Priority: Other Pupil Outcomes

Echo Center has only a few students in grade 3rd – 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 in the IEP's. Tests are administered by trained, credentialed staff members. Accommodations are provided as stipulated in each student's IEP. These may include clarification/repetition of directions and extended time. 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Echo Center has only a few students in grade 3rd – 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 in the IEP's. Tests are administered by trained, credentialed staff members. Accommodations are provided as stipulated in each student's IEP. These may include clarification/repetition of directions and extended time. 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.

State Priority: Parental Involvement

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

Every parent at Echo Center, NPS and 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. In 2019, the position of VP-Echo Center was created to ensure that there is always at least one Echo Center parent who serves on the board of the Parent Association. In 2018, Echo Center NPS established an Echo Center Parent Liaison Committee. The purpose of this committee is to continue to improve the communication and opportunities for the Echo Center parents to connect directly with the Echo Center Leadership Team and the Echo Horizon leadership. 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 events. 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 Center/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.

State Priority: School Climate

Table 32: School Safety Plan (School Year 2021–2022)

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 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 was reviewed in August 2020 and presented to the employees prior to the start of the 2020-2021 school year as well as to the 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 personnel for use on the schoolyard as well as for field trips. Emergency supplies that include food, medical, audiological, and other necessary needs, are stored in a safe and accessible area and are updated yearly. All medication is handled by front office personnel and the school nurse.

D. Other SARC Information

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12	2	0	0
1	22	0	1	0
2	22	0	1	0
3	24	0	1	0
4	19	1	0	0
5	15	2	0	0
6	12	2	0	0
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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12	2	0	0
1	21	0	1	0
2	22	0	1	0
3	18	1	0	0
4	14	2	0	0
5	18	1	0	0
6	15	2	0	0
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.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14	2	0	0
1	11	2	0	0
2	11	2	0	0
3	11	2	0	0
4	9	2	0	0
5	14	2	0	0
6	9	2	0	0
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.

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	N/A

*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.

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	8
Resource Specialist (non-teaching)	0
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.

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

Inclusive of the District funded listening and spoken language academic program at the NPS, Echo Center provides daily services that include aural habilitation/listening and spoken language development, auditory skills development, academic pre/post teaching, resource support for classroom teachers, daily listening checks, daily device checks and troubleshooting, and low incidence equipment (Roger DM systems). These services are provided by qualified DHH teachers specially trained in listening and spoken language Deaf Education in order to work with students with hearing loss who have chosen spoken language as their MOC. Contact is maintained with each student's clinical audiologist and other outside hearing health professionals to ensure the students receive maximum benefit from their amplification devices. The Echo Center maintains constant communication and collaboration with the private company who provides our low incidence equipment in order to ensure that the Echo Center students have access to the most appropriate hearing assistive technology (HAT S).

Echo Center also contracts with a Certified Listening and Spoken Language Specialist/Auditory Verbal Therapist (LSLS Cert. AVT) and educational audiologist who provide related services to Echo Center/DHH students.

Professional Development

Weekly staff meetings provide a venue to discuss curriculum and development in the field of deaf and hard of hearing as well as general education. One week as well as two full days are designated as faculty development days. This time is spent attending local conferences, remaining in-house with invited professional speakers, and 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. Attendance is determined by core curricular needs and range from technology and academic areas to responsive classroom skills. Teachers are expected to report back during to the rest of the Echo Center and Echo Horizon staff 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. Faculty are encouraged to share their expertise at conferences and have done so nationally and internationally.