COLUMBUS ELEMENTARY SCHOOL
School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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 2012–13)

School		District	
School Name	Columbus Elementary	**District Name**	Glendale Unified
Street	425 West Milford St.	**Phone Number**	(818) 241-3111
City, State, Zip	Glendale, CA, 91203-1708	**Web Site**	www.gusd.net
Phone Number	(818) 242-7722	**Superintendent**	Dr. Richard Sheehan
Principal	Beatriz Bautista, Principal	**E-mail Address**	dsheehan@gusd.net
E-mail Address	bbautista@gusd.net	**CDS Code**	19645686013635

School Description and Mission Statement (School Year 2011–12)

The mission of Columbus Elementary School is to foster life-long learners who create a variety of individual and collaborative products which reflect originality, organization, quality and the use of technology.

Opportunities for Parental Involvement (School Year 2011–12)

At Columbus Elementary, we always welcome parent participation. We have an extensive parent volunteer program where parents provide assistance by chaperoning field trips, assisting teachers and student in the classrooms for reading comprehension time, helping out in the library or computer lab, providing support in the office, helping to supervise students at recess or lunch and even serving as volunteers during the annual Columbus Fair. Parents are also involved in school activities such as flag ceremonies and award ceremonies once per month, help our choir program and serve as room parents to all primary and upper teachers who request help. In the classroom, parents provide support by helping with special projects teachers might request as well as working with individual students or groups of students during guided reading time or center time.

Some parents are involved in the School Site council (SSC), as well as the English Language Advisory Committee (ELAC), and the District Language Advisory Committee (DLAC). We have begun a Parent Teacher Organization (PTO) which meets every other month in an effort to further involve parents at Columbus. Our PT organization helps to sponsor classes with classroom wish lists as well as additional volunteer time. The PT organization raises fund through its membership fees and other fundraising projects to help with scholarships to field trips and any additional materials the teachers or school may need or want.

In addition, we hold monthly Coffee with the Principal meetings where parents are welcomed to have a conversation with the principal and address any questions they have about our school's academic program and the daily operations in the classroom.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	93	Grade 8	0
Grade 1	86	Ungraded Elementary	0
Grade 2	105	Grade 9	0
Grade 3	97	Grade 10	0
Grade 4	93	Grade 11	0
Grade 5	86	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	560

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.2%
Asian	2.5%
Filipino	10.9%
Hispanic or Latino	25.5%
Native Hawaiian or Pacific Islander	0.0%
White	57.0%
Two or More Races	3.0%

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Socioeconomically Disadvantaged	75.4%
English Learners	63.2%
Students with Disabilities	7.1%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	5	0	0	24.0	0	3	0	19.8	2	3	0
1	20	4	1	0	24.0	0	4	0	20.3	2	2	0
2	19	5	0	0	24.0	0	4	0	23.3	1	3	0
3	21	2	2	0	20.8	1	4	0	24.3	0	4	0
4	32	0	4	0	28.7	0	3	0	35.7	0	0	3
5	33	0	0	3	33.8	0	0	4	36.0	0	0	2
6												
Other												

* 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 2011–12)

Columbus School is an extremely safe campus. All campus gates, except the front office doors, are locked at all times. We ask all visitors to sign the visitor's log, stating their arrival time and destination, as well as their departure time when they leave campus.

Our school grounds are supervised by the custodian and the administrator on a regular basis, and by district personnel once a year. We have a Safety Committee composed of administrators and teachers that work on the Columbus Safety Plan. It is revised every year in September. We conduct fire, lock-down, and earthquake drills on a monthly basis, and disaster drills annually. Parents are asked to participate during disaster drills or safety drills. The disaster and emergency plans are shared with parents at Coffee with the Principal meetings, as well as PTO meetings and School Site Council Meetings.

Students and staff follow playground and school rules to ensure the safety of all students at all times. We have supervision before school starting at 7:30 a.m., during recess and lunch, and after school, including supervision of the traffic lane and the walker's gate.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	6	4	2	24	6	6
Expulsions	0	0	0	0	0	0

* 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 2012–13)

Thanks to Measure K funds, Columbus inaugurated two new two-story classroom buildings the 2008-2009 school year. In August of 2009, the office, library and computer lab building as well as the staff parking lot were completed. The final details of the construction project were completed during the 2010 school year. Our school grounds are well taken care of. Our team of custodians clean the school during the day and into the evening. Our restrooms are cleaned in the evening and checked after recess and lunch for further cleaning during the day. We hold all our facilities to the highest sanitary and safety standards.

School Facility Good Repair Status (School Year 2012–13) as of : 1/25/13

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	29	25	28	1,110
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	44

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	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 2011–12)

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	100.00%	0.00%
All Schools in District	99.45%	0.55%
High-Poverty Schools in District	99.77%	0.23%
Low-Poverty Schools in District	98.69%	1.31%

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 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker		
Nurse	1	
Speech/Language/Hearing Specialist	2.5	

Resource Specialist (non-teaching)	1	
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 2012–13)

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.

Year and month in which data were collected: December 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt McGrawHill-Reading-California/2011	Yes	0%
Mathematics	Sy Swun – SWUN Math/2010	Yes	0%
Science	MacMillian McGraw-Hill-California Science/2007 Prentice Hall – California Earth Science/2007	Yes	0%
History-Social Science	Harcourt –Reflections:California Series/2006 MacMillian Mcgraw-Hill-California Vistas/2006 McDougall Littell-World History:Ancient Civilizations/2006	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$5,915	$1,974	$3,941	$71,278
District			$4,101	$70,145
Percent Difference – School Site and District			-4%	2%
State			$5,455	$68,835
Percent Difference – School Site and State			-28%	4%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. *Basic/unrestricted* expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong parent-teacher organization support is evident at Columbus. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

We focus our additional funding on school groups such as the Gifted and Talented after school program, the reading interventions before and after school as well as a math intervention during extended day times. Some of the money is also used to support the instructional program with extensively trained education assistants to work directly with students during our reading time (or UA time) as well as center time in the primary classrooms. Furthermore, we support the instructional focus of Reading Comprehension by purchasing classroom-library books for our teachers yearly.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,451	$41,455
Mid-Range Teacher Salary	$65,170	$66,043
Highest Teacher Salary	$88,157	$85,397
Average Principal Salary (Elementary)	$106,154	$106,714
Average Principal Salary (Middle)	$118,692	$111,101
Average Principal Salary (High)	$128,189	$121,754
Superintendent Salary	$259,000	$223,357
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	65%	68%	71%	66%	68%	71%	52%	54%	56%
Mathematics	67%	71%	82%	63%	64%	67%	48%	50%	51%
Science	58%	61%	60%	68%	72%	73%	54%	57%	60%
History-Social Science	0%	0%	0%	60%	63%	61%	44%	48%	49%

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.

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	71%	67%	73%	61%
All Students at the School	71%	82%	60%	0%
Male	69%	81%	67%	0%
Female	75%	82%	50%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	75%	83%	0%	0%
Filipino	87%	89%	69%	0%
Hispanic or Latino	59%	67%	54%	0%
Native Hawaiian or Pacific Islander				

White	71%	85%	60%	0%
Two or More Races	92%	92%	0%	0%
Socioeconomically Disadvantaged	71%	82%	56%	0%
English Learners	57%	77%	33%	0%
Students with Disabilities	51%	69%	0%	0%

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 2011–12)

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/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	24.10%	27.60%	29.90%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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	2009	2010	2011
Statewide	7	8	8
Similar Schools	10	10	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	26	6	24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	11	33
Native Hawaiian or Pacific Islander			
White	41	6	29
Two or More Races			
Socioeconomically Disadvantaged	35	8	39
English Learners	34	-4	34
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	363	884	19,456	858	4,664,264	788
Black or African American	3		238	836	313,201	710
American Indian or Alaska Native	0		41	840	31,606	742
Asian	10		2,376	946	404,670	905
Filipino	39	917	1,308	895	124,824	869
Hispanic or Latino	82	848	4,395	790	2,425,230	740
Native Hawaiian or Pacific Islander	0		21	888	26,563	775
White	217	887	10,834	862	1,221,860	853
Two or More Races	12	964	204	921	88,428	849
Socioeconomically Disadvantaged	275	882	9,348	808	2,779,680	737

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English Learners	244	871	7,710	783	1,530,297	716
Students with Disabilities	33	762	1,684	658	530,935	607

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 2011–12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		37.5%

Note: Cells shaded in black do not require data.

XI. 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.

3 school days are dedicated for staff development.