

# Columbus Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) 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., 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.

# About This School

## Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Marc Winger
<b>E-mail Address</b>	<a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Columbus Elementary
<b>Street</b>	425 West Milford St.
<b>City, State, Zip</b>	Glendale, Ca, 91203-1708
<b>Phone Number</b>	818-242-7722
<b>Principal</b>	Dr. Elena Heimerl, Principal
<b>E-mail Address</b>	<a href="mailto:eheimerl@gusd.net">eheimerl@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645686013635

*Last updated: 1/5/2016*

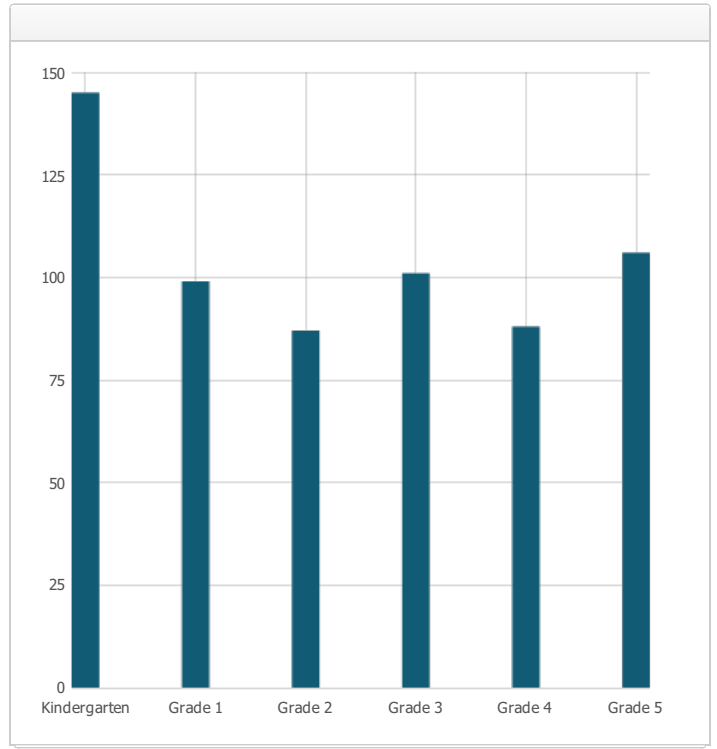
## School Description and Mission Statement - Most Recent Year

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.

*Last updated: 1/5/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

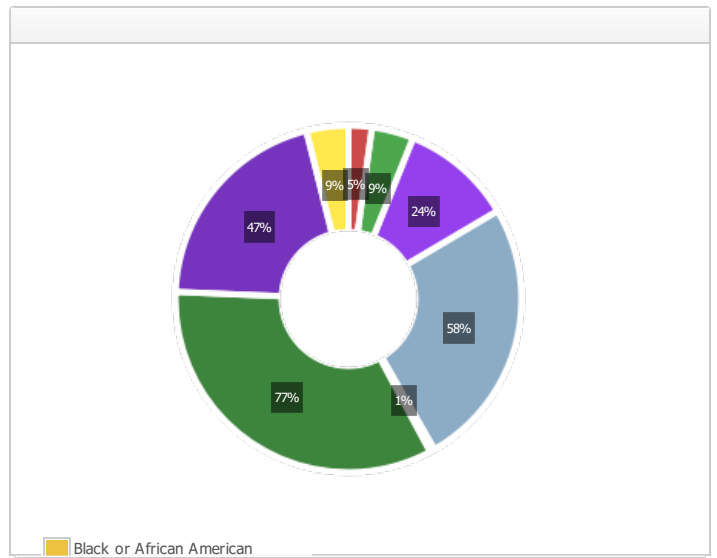
Grade Level	Number of Students
Kindergarten	145
Grade 1	99
Grade 2	87
Grade 3	101
Grade 4	88
Grade 5	106
<b>Total Enrollment</b>	<b>626</b>



Last updated: 1/5/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.3 %
Asian	5.6 %
Filipino	9.1 %
Hispanic or Latino	24.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	58.5 %
Two or More Races	1.6 %
Socioeconomically Disadvantaged	77.8 %
English Learners	47.1 %
Students with Disabilities	9.6 %
Foster Youth	0.3 %



Last updated: 1/5/2016

## A. Conditions of Learning

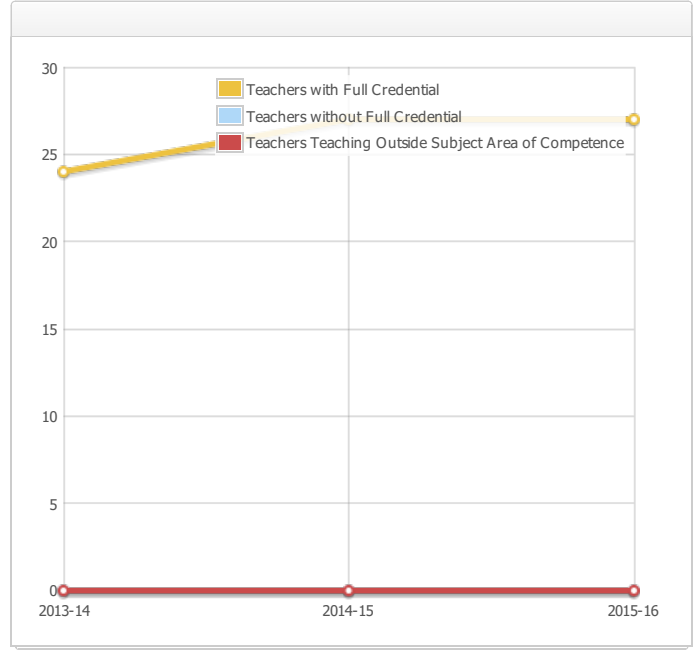
### State Priority: Basic

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

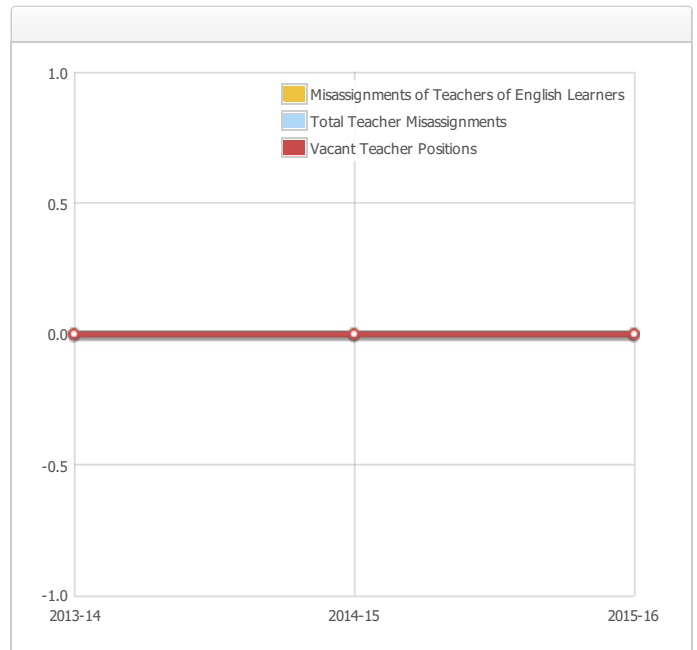
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	27	27	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/5/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 1/5/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt- HSP California Excursions/2010	Yes	0.0 %
Mathematics	Sy Swun – SWUN Math/2010	Yes	0.0 %
Science	MacMillian McGraw-Hill - CaliforniaScience/2007	Yes	0.0 %
History-Social Science	MacMillian McGraw-Hill-California Vistas/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

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.

*Last updated: 1/5/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	stained ceiling tiles hole in office wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	balasts out in the hallways
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	sick gets clogged in SDC Pre-School re-grout toilet in workroom, fix flush valve
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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*Last updated: 1/15/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	39.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/5/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	92	90	97.8%	40.0%	32.0%	16.0%	12.0%
Male	92	48	52.2%	46.0%	33.0%	8.0%	13.0%
Female	92	42	45.7%	33.0%	31.0%	24.0%	12.0%
Black or African American	92	2	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	92	4	4.3%	--	--	--	--
Filipino	92	6	6.5%	--	--	--	--
Hispanic or Latino	92	27	29.3%	52.0%	30.0%	15.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	92	50	54.3%	32.0%	36.0%	16.0%	16.0%
Two or More Races	92	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	92	74	80.4%	42.0%	30.0%	16.0%	12.0%
English Learners	92	49	53.3%	47.0%	41.0%	6.0%	6.0%
Students with Disabilities	92	10	10.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016



## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	89	89	100.0%	21.0%	29.0%	28.0%	21.0%
Male	89	41	46.1%	27.0%	37.0%	22.0%	15.0%
Female	89	48	53.9%	17.0%	23.0%	33.0%	27.0%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	89	2	2.2%	--	--	--	--
Filipino	89	16	18.0%	19.0%	13.0%	38.0%	31.0%
Hispanic or Latino	89	17	19.1%	24.0%	24.0%	35.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	89	51	57.3%	18.0%	35.0%	25.0%	22.0%
Two or More Races	89	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	89	69	77.5%	19.0%	32.0%	30.0%	19.0%
English Learners	89	15	16.9%	53.0%	40.0%	7.0%	0.0%
Students with Disabilities	89	4	4.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	108	108	100.0%	28.0%	19.0%	36.0%	17.0%
Male	108	50	46.3%	42.0%	10.0%	36.0%	12.0%
Female	108	58	53.7%	16.0%	28.0%	36.0%	21.0%
Black or African American	108	1	0.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	108	5	4.6%	--	--	--	--
Filipino	108	8	7.4%	--	--	--	--
Hispanic or Latino	108	24	22.2%	46.0%	17.0%	29.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	108	64	59.3%	23.0%	19.0%	42.0%	16.0%
Two or More Races	108	6	5.6%	--	--	--	--
Socioeconomically Disadvantaged	108	87	80.6%	31.0%	17.0%	34.0%	17.0%
English Learners	108	31	28.7%	58.0%	19.0%	19.0%	3.0%
Students with Disabilities	108	4	3.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	92	90	97.8%	38.0%	22.0%	31.0%	9.0%
Male	92	48	52.2%	35.0%	19.0%	31.0%	15.0%
Female	92	42	45.7%	40.0%	26.0%	31.0%	2.0%
Black or African American	92	2	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	92	4	4.3%	--	--	--	--
Filipino	92	6	6.5%	--	--	--	--
Hispanic or Latino	92	27	29.3%	59.0%	19.0%	15.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	92	50	54.3%	26.0%	28.0%	36.0%	10.0%
Two or More Races	92	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	92	74	80.4%	38.0%	22.0%	32.0%	8.0%
English Learners	92	49	53.3%	45.0%	22.0%	29.0%	4.0%
Students with Disabilities	92	10	10.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	89	88	98.9%	20.0%	31.0%	33.0%	16.0%
Male	89	41	46.1%	22.0%	34.0%	29.0%	15.0%
Female	89	47	52.8%	19.0%	28.0%	36.0%	17.0%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	89	2	2.2%	--	--	--	--
Filipino	89	16	18.0%	13.0%	31.0%	25.0%	31.0%
Hispanic or Latino	89	16	18.0%	25.0%	25.0%	50.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	89	51	57.3%	18.0%	33.0%	31.0%	18.0%
Two or More Races	89	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	89	68	76.4%	18.0%	34.0%	31.0%	18.0%
English Learners	89	15	16.9%	53.0%	27.0%	13.0%	7.0%
Students with Disabilities	89	4	4.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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*Last updated: 1/5/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	108	108	100.0%	38.0%	32.0%	19.0%	11.0%
Male	108	50	46.3%	42.0%	30.0%	18.0%	10.0%
Female	108	58	53.7%	34.0%	34.0%	19.0%	12.0%
Black or African American	108	1	0.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	108	5	4.6%	--	--	--	--
Filipino	108	8	7.4%	--	--	--	--
Hispanic or Latino	108	24	22.2%	58.0%	33.0%	8.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	108	64	59.3%	33.0%	33.0%	25.0%	9.0%
Two or More Races	108	6	5.6%	--	--	--	--
Socioeconomically Disadvantaged	108	87	80.6%	41.0%	29.0%	17.0%	13.0%
English Learners	108	31	28.7%	65.0%	23.0%	13.0%	0.0%
Students with Disabilities	108	4	3.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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*Last updated: 1/5/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	55.0%	59.0%	48.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	48.0%
Male	48.0%
Female	48.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	37.0%
Native Hawaiian or Pacific Islander	--
White	48.0%
Two or More Races	--
Socioeconomically Disadvantaged	45.0%
English Learners	22.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

# State Priority: Other Pupil Outcomes

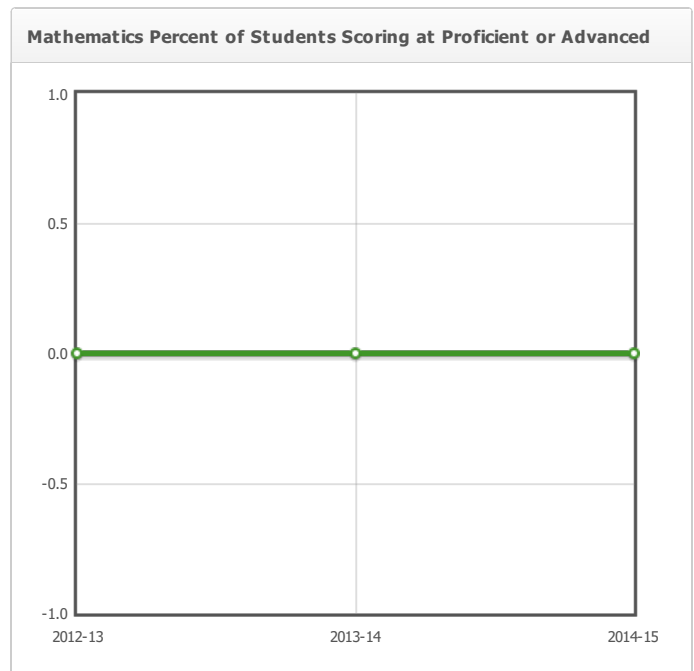
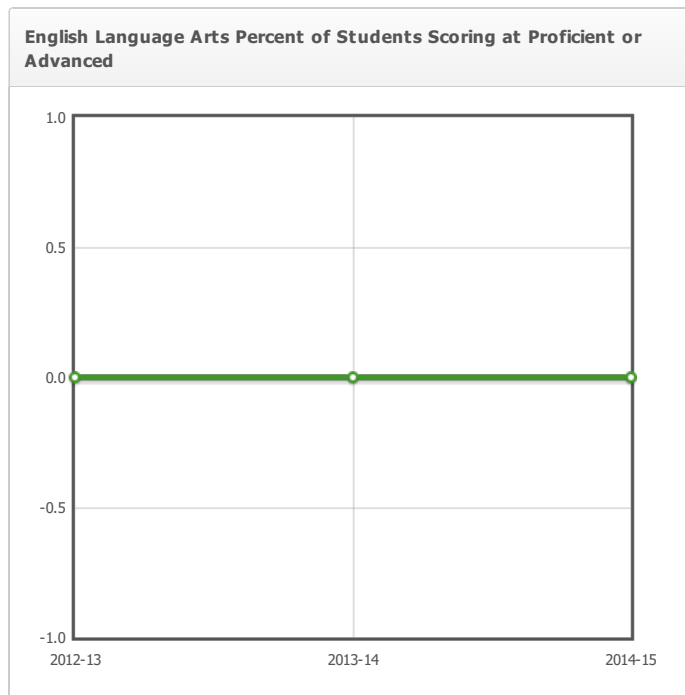
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/5/2016

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.9%	17.6%	57.4%

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.

Last updated: 1/5/2016

## 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 schoolsite

### Opportunities for Parental Involvement - Most Recent Year

At Columbus Elementary, we always welcome parent participation. Our parent volunteer program invites parents to participate in the educational program by chaperoning field trips, assisting teachers and students 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 Boutique. 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 Association (PTA) which meets every other month in an effort to further involve parents at Columbus. Our PTA helps to sponsor classes with classroom wish lists as well as additional volunteer time. The PTA 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.

# State Priority: Pupil Engagement

Last updated: 1/5/2016

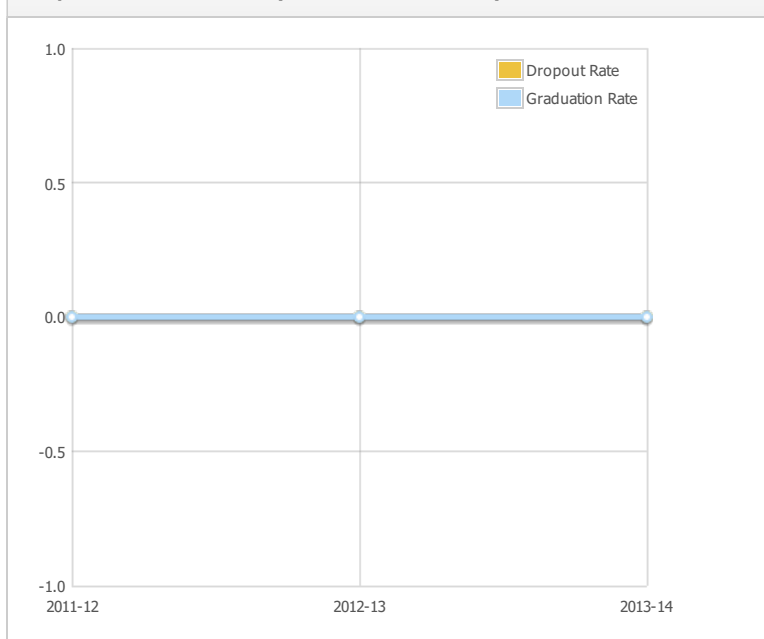
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart







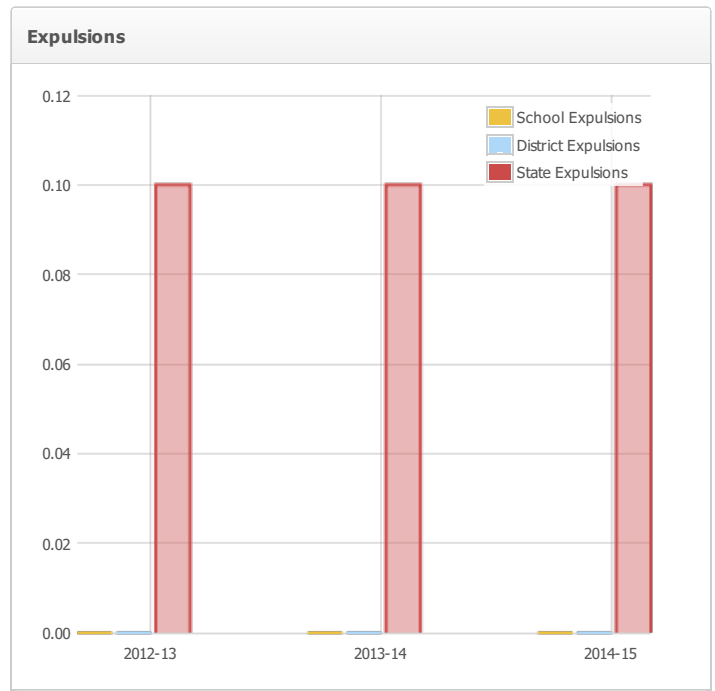
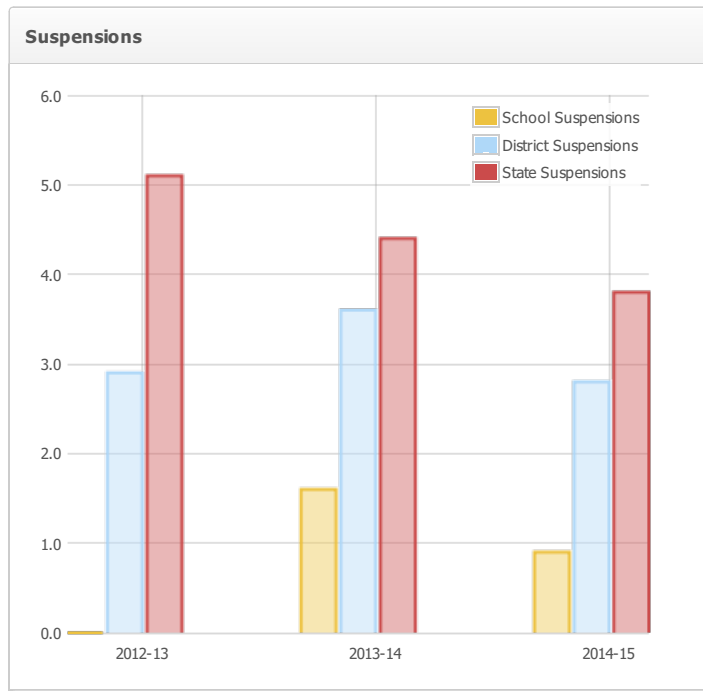
# State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	1.6	0.9	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/5/2016

## School Safety Plan - Most Recent Year

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 and other volunteers on campus participate in any and all drills that we execute. The disaster and emergency plans are shared with parents at Coffee with the Principal meetings, as well as PTA 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.

Last updated: 1/5/2016

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

Last updated: 1/5/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	1	3		32.0	2	2		29.0		3	2
1	24.0		3		26.0		2		25.0			3
2	23.0		3		25.0		3		25.0			4
3	21.0	1	5		23.0	1	4		22.0	1		3
4	34.0			3	35.0			3	33.0		1	2
5	31.0		3		35.0			3	35.0			3
6												
Other	11.0	1			10.0	1			13.0	1		

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

Last updated: 1/5/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	2.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values 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.

*Last updated: 1/15/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5972.0	\$1711.0	\$4261.0	\$73606.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	-0.1%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/5/2016*

## Types of Services Funded (Fiscal Year 2014-15)

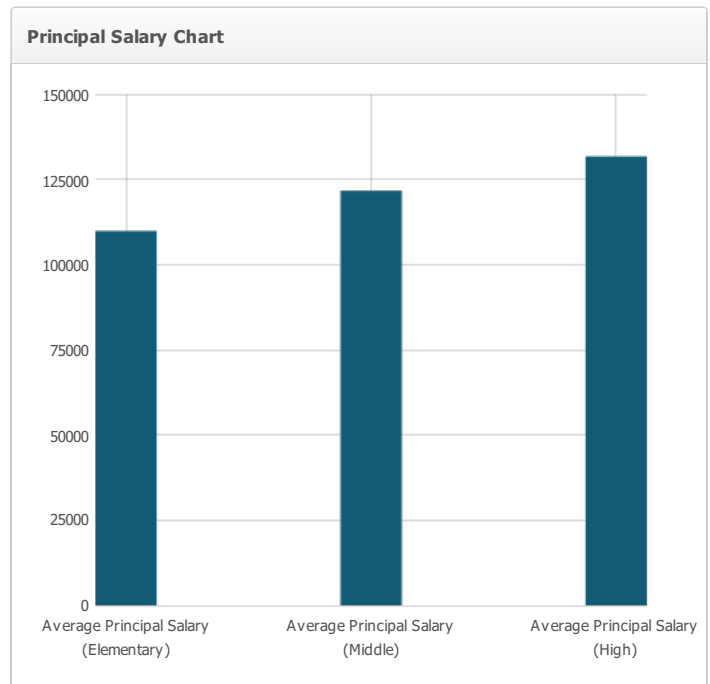
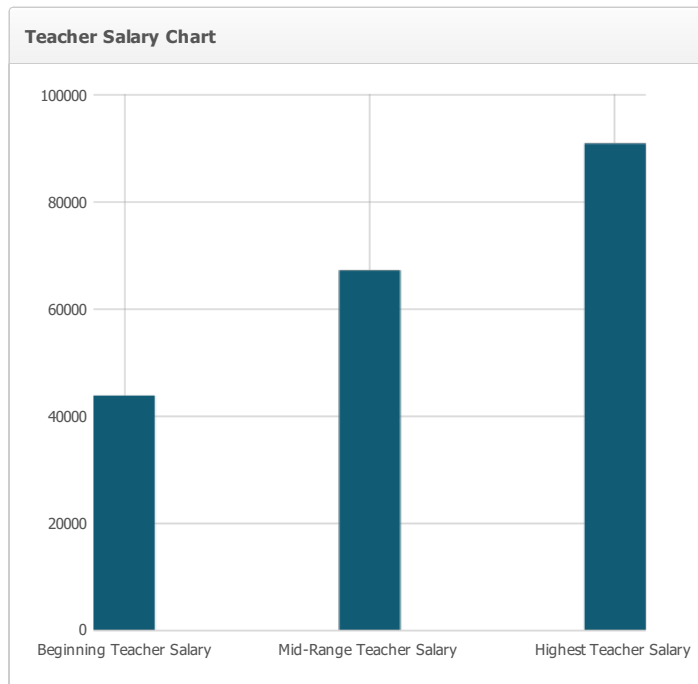
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong parent-teacher organization support is evident at Columbus. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual 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/math interventions after school. A portion of the funding is 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. This year we were able to provide each classroom with 4 or 5 Chromebooks for classroom use in addition to having 3 Chromebook carts for whole class use that is shared amount the classes.

Last updated: 1/5/2016

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/5/2016

## Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/25/2016*