



# Glendale Unified School District

"Excellence is Worth the Effort"

## Columbus Elementary School

### 2000-2001 Annual School Report Card

425 W. Milford St., Glendale, CA 91203-1708

(818) 242-7722

Preschool through Sixth Grade

Kelly King, Principal

www.glendale.k12.ca.us

#### 2000-01 Board of Education

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Superintendent

Mrs. Alice Petrossian  
Assistant Superintendent,  
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#### Principal's Message

Dear Students and Parents,

Welcome to Columbus Elementary School. Our entire staff is looking forward to another year with successful educational experiences for everyone. As partners in education, we encourage your full participation in your child's learning by helping with homework. Parents are encouraged to become involved in our school by volunteering in classrooms and participating in our supportive P.T.A. All school volunteers must be fingerprinted and have current negative TB test results on file. Visitors and volunteers need to sign in with the school office whenever they visit the school.

Supervision of students on the playground begins at 8:00 a.m. Since classroom instruction begins immediately, promptness is expected. Because many students are dropped off in front of the school, your cooperation in driving safely and maintaining the traffic pattern is appreciated. Students should use crosswalks to cross the street at all times.

School-wide leadership promotes and supports the instructional program for all students. Our goal is to provide a comprehensive instructional program where all students have an opportunity to experience success and participate in an environment that encourages communication.

*Working together we can accomplish many great things.*

Kelly King, Principal

#### Mission Statement

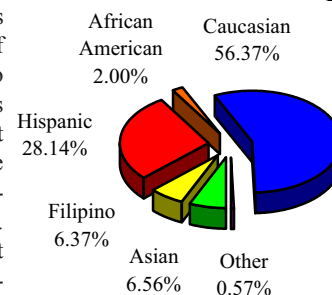
The mission of Columbus Elementary School is to provide a safe environment in which to foster life-long learners who create a variety of individual and collaborative products which reflect originality, organization, quality and the use of technology.

#### Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains - only 8 miles north of downtown Los Angeles. Embracing cultural diversity, fifty percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestle USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros Animation. The quaint downtown area of the city is unique for its social environment, beautiful landscaping, and towering dramatic office buildings.

2000-01  
Enrollment  
1052



The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements.

The Columbus Elementary community is located in the heart of Glendale, serving over 1,000 kindergarten through sixth grade students. Columbus Elementary teachers and staff are committed to providing a safe and productive learning experience. Operating on a year-round calendar system, the educational programs are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

### Discipline & Climate for Learning

Students at Columbus Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Columbus Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations and parent handbooks.

### Attendance

Regular attendance at Columbus Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Punctuality and promptness are desirable traits to develop. The students of Columbus Elementary are expected to be in their seats and ready for instruction at the designated time.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Columbus Elementary. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Glendale Unified's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation, and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative

solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Columbus Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	Columbus			GUSD		
	99	00	01	99	00	01
Suspensions (#)	25	32	27	5100	4444	3647
Suspensions (%)	2.29	2.99	2.57	16.83	14.63	12.03
Expulsions (#)	0	0	0	59	40	47
Expulsions (%)	0.00	0.00	0.00	0.19	0.13	0.16

### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Conflict Resolution Program
- Gifted and Talented Education
- Student Council
- Columbus Academy
- Tutoring Program
- Chorus
- Storytellers
- Orchestra
- Math League Contest
- Math Field Day
- Spelling Bee
- Lions Club Peace Poster Contest
- After-School Programs

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Student of the Month
- Perfect Attendance
- Monthly Flag Ceremonies
- Governor's Academic Fitness Awards
- Governor's Reading Award Program
- Fire Safety Assemblies
- Yogi Bear Earthquake Safety Assemblies
- Glendale Symphony Music Assemblies

Special recognition is given for specific accomplishments and levels of achievement:

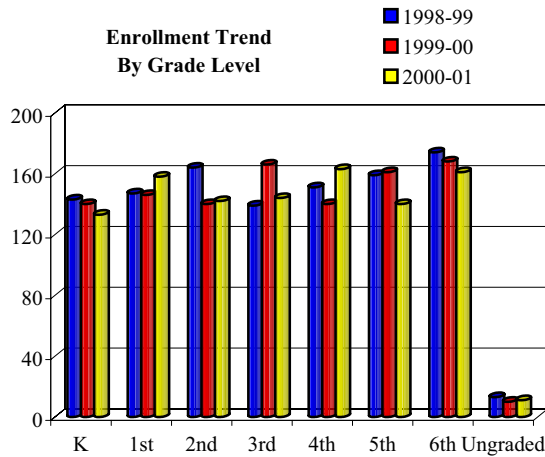
- Presidential Physical Fitness Awards
- Presidential Academic Achievement Awards

### Homework

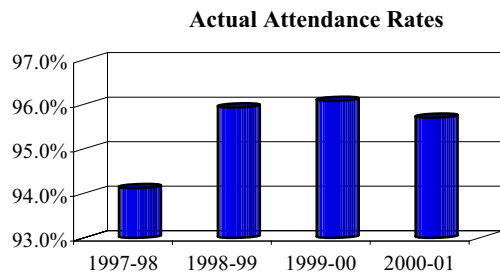
Columbus Elementary feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

## School Attendance

Student enrollment over the past three years at Columbus Elementary has decreased by 3.5%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1,052 students. Columbus Elementary is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

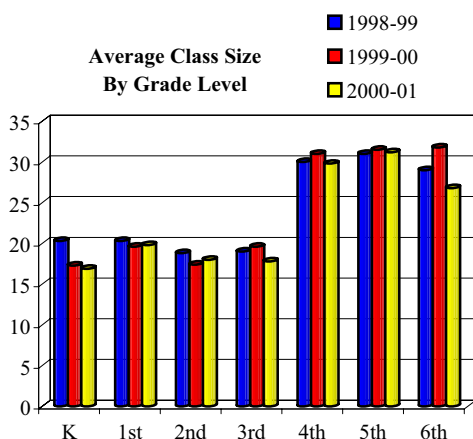


School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Columbus Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Columbus Elementary was 95.57%.



## Class Size

Columbus Elementary maintained a schoolwide average class size of 22 students and a student/teacher ratio of 21:1 for the 2000-01 school year. The ratio of students per teacher varies by grade level taught.



In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year, 100% of all K-3 classrooms participated in this program.

	1-20			21-30			31+		
	99	00	01	99	00	01	99	00	01
K	4	7	8	2	0	0	0	0	0
1st	2	7	8	1	0	0	0	0	0
2nd	6	8	8	0	0	0	0	0	0
3rd	5	8	8	0	0	0	0	0	0
4th	0	0	0	2	1	3	1	3	2
5th	0	0	0	1	0	1	2	4	3
6th	0	0	0	5	0	6	0	5	0
K-3	7	2	1	2	0	0	0	0	0
3rd-4th	3	0	1	0	0	0	0	0	0
4th-6th	1	1	0	4	1	1	0	1	0

## Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Columbus Elementary either met or exceeded state requirements. Students in fourth through sixth grades receive instruction in music in addition to the core subjects. Columbus Elementary provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

	Minutes Required	Actual Minutes
K (AM & PM)		
Track A-B	36,000	36,240
Track C-D	36,000	36,060
1st-3rd		
Track A	50,400	50,733
Track B	50,400	50,667
Track C	50,400	50,490
Track D	50,400	50,560
4-6th		
Track A	54,000	54,368
Track B	54,000	54,292
Track C	54,000	54,109
Track D	54,000	54,190

## Minimum Days

For the 2000-01 school year, Columbus Elementary offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A and D, and 172 regular days and 8 minimum days for tracks B and C. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Columbus Elementary. Multiple measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the Glendale Unified School District provides other assessments to determine the progress of each individual student:

- Benchmark tests - The district is annually administering the math test to grades K-6 and writing test to grades K-8. The results determine whether the student is meeting the district's grade level standards.
- Multiple Measures - The teacher is administering the math and language arts classroom assessments throughout the year to grades K-11. The results determine whether the student is meeting the grade level standard goals of Columbus Elementary.

## Standardized State Testing

Columbus Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

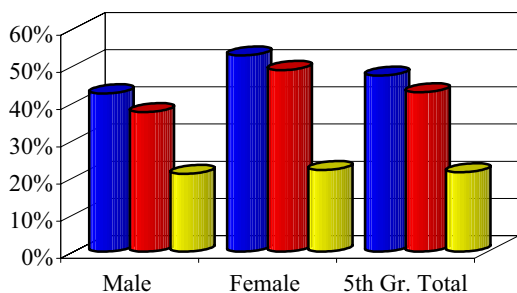
## Physical Fitness

In the spring of each year, Columbus Elementary is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

**Students In Healthy Fitness Zone**

■ Columbus  
■ GUSD  
■ California



	Meeting Grade Level Standards % of Students At or Above Proficiency Level			
	Language Arts		Math	
	00	01	00	01
K	69	80	80	93
1st	54	74	67	71
2nd	57	51	64	52
3rd	57	52	55	52
4th	52	54	47	59
5th	37	47	59	50
6th	59	32	44	49

	Math & Writing Benchmark % of Students At or Above Proficiency Level 2000-2001			
	Math		Writing	
	00	01	00	01
K	86	93	41	71
1st	78	65	44	49
2nd	71	72	62	59
3rd	52	50	59	60
4th	22	32	47	57
5th	20	23	56	51
6th	24	11	62	53

Grade Year Ending	SAT-9 Results All Students 1999, 2000, 2001 % At or Above National Average														
	Reading														
	2			3			4			5			6		
Columbus	42	40	39	43	44	40	38	47	47	39	27	42	51	46	42
Glendale Unified	47	54	58	46	50	51	47	50	53	48	46	51	52	55	53
California	44	49	51	41	44	46	41	45	47	42	44	45	44	46	47
	Math														
Columbus	56	56	58	49	57	54	42	58	65	51	47	62	67	60	68
Glendale Unified	60	68	68	57	64	63	51	63	65	57	61	64	67	70	71
California	49	57	58	48	56	59	44	51	54	45	50	55	50	55	58
	Language														
Columbus	51	51	49	51	51	47	48	59	57	60	38	54	69	60	56
Glendale Unified	55	62	67	52	58	58	58	62	65	61	61	63	66	67	67
California	47	52	53	43	48	51	47	51	54	47	50	53	49	52	54
	Spelling														
Columbus	45	46	43	49	50	46	22	54	40	41	30	48	43	42	35
Glendale Unified	50	58	62	47	54	57	42	51	55	50	50	55	49	54	52
California	43	50	52	40	46	51	38	43	46	42	45	49	41	44	46

	SAT-9 Disaggregated Results 2001 % At or Above National Average									
	Reading					Math				
	2	3	4	5	6	2	3	4	5	6
<b>Gender</b>										
Male	34	38	52	34	44	53	56	65	56	66
Female	44	42	42	49	39	64	53	66	68	70
<b>Ethnicity</b>	<i>data currently unavailable</i>									
<b>Language Fluency</b>										
Limited English Proficient	35	29	26	13	20	56	48	52	36	54
Non Limited English Proficient	57	70	73	69	70	71	73	81	86	86
<b>Socioeconomic Status</b>										
Economically Disadvantaged	28	28	43	38	35	52	49	62	59	58
Non Economically Disadvantaged	72	68	56	50	53	76	68	72	67	85
<b>Migrant Education</b>	<i>data currently unavailable</i>									

California Standards Test Results											
All Students											
2001											
English/Language Arts											
		2		3		4		5		6	
% of Students Scoring at:		A	P	A	P	A	P	A	P	A	P
Columbus		6	16	5	21	9	18	4	15	4	20
Glendale Unified		12	26	12	24	13	29	9	26	11	28
California		10	22	9	21	11	22	7	21	8	23

California Standards Test Results											
Disaggregated											
2001											
English/Language Arts											
		2		3		4		5		6	
% of Students Scoring at:		A	P	A	P	A	P	A	P	A	P
<b>Gender</b>											
Male		8	12	8	18	8	16	3	9	7	15
Female		3	20	3	23	11	19	5	20	1	26
<b>Ethnicity</b>											
<i>data currently unavailable</i>											
<b>Language Fluency</b>											
Limited English Proficient		5	13	1	13	0	4	2	0	0	4
Non Limited English Proficient		10	33	15	43	20	35	6	28	10	41
<b>Migrant Education</b>											
<i>data currently unavailable</i>											
<b>Socioeconomic Status</b>											
Economically Disadvantaged		3	11	4	13	4	20	3	12	2	15
Non Economically Disadvantaged		13	32	7	39	20	14	5	21	9	30

*A = Advanced P = Proficient*

API School Results					
Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	100	99	Percent Tested	99	99
API Score	648	650	API Growth Score	650	676
Growth Target	8	8	Actual Growth	2	26
Statewide Rank	6	5	Eligible for Awards	No	No
Similar Schools Rank	9	6	Eligible for II/USP	No	No

API Subgroup Results					
Base	Base		Growth	Growth	
	1999	2000		1999	2000
<b>Hispanic or Latino</b>					
Base API Score	537	550	API Growth Score	550	587
Growth Target	6	6	Actual Growth	13	37
<b>Caucasian</b>					
Base API Score	668	668	API Growth Score	668	692
Growth Target	6	6	Actual Growth	0	24
<b>Socioeconomically Disadvantaged</b>					
Base API Score	617	619	API Growth Score	619	639
Growth Target	6	6	Actual Growth	2	20

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

### Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students enrolled in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim State-wide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the remaining two components of the PSAA Act. Due to specific criteria, including API and SAT-9 results, Columbus Elementary did not qualify to participate in either program.

### Textbooks & Instructional Materials

Columbus Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Columbus Elementary follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A district committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

The school's library is stocked with approximately 14,798 books that are available for students to check out. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns a teacher specialist to each 'cluster' of schools to advise on technology equipment and troubleshooting.

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources			
	1998-99	1999-00	2000-01
Computers	90	90	90
Students per computer	12.1	11.9	11.7
Classrooms connected to Internet	0	0	0

Columbus Elementary's website provides a variety of resources and information for parents, staff, students, and community members.

## School Facilities & Safety

Columbus Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1950, are all up-to-date and provide adequate space for students and staff. A team of four custodians, split into day and evening shifts, ensure classrooms, rest-rooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Glendale Unified to ensure that all classrooms and facilities are maintained to a high degree that provides for good learning.

During the 2000-01 school year, funds were approved by the school board for office and classroom re-roofing at Columbus Elementary.

Safety of students and staff is a primary concern of Columbus Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year.

The School Safety Plan is updated and amended during the month of October to ensure that it is compliant with the safety law. The School Safety Plan is designed to help in preparing for any emergency situations and managing emergency response efforts. The plan provides and maintains the high level of safety, and assesses current school crime occurring within and around the school campus. A copy of the plan is available to the public at the district office.

## Counseling & Other Support Services

It is the goal of Columbus Elementary to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or difficulty handling peer pressure. The principal coordinates the counseling and support services at each school site.

Counseling and Support Services Staff			
Columbus Support Staff	Number of		Availability Days Per Week
	Staff	FTE	
Counselor	3	1.8	3
Health Aide	1	1	5
Nurse	1	0.6	3
Psychologist	1	0.6	3
Special Education Teacher	3	3	5
Speech Therapist	1	1	5

\*FTE = Full-Time Equivalent

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assist them to reach positive goals.

## Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Columbus Elementary had 46 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1998-99	1999-00	2000-01
Fully Credentialed	40	47	46
Emergency Permits	9	5	5
Without Credentials	0	0	0
Intern Credentials	0	1	2
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	49	53	53
Average Years Teaching	9.2	10.3	10.5
Average Years in District	6.6	8.0	8.5

Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential.

Columbus Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 55 employees: 43.64 percent with 30+ additional units beyond their bachelor's degree and 47.27 percent holding advanced graduate degrees such as a masters or doctorate degrees.

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by principals and assistant principals. District administrators evaluate central office certificated employees; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are:

- Engages All Students In the Learning Process
- Understands and Organizes Content Knowledge for Student Learning
- Assesses Student Learning to Determine Instruction
- Creates and Maintains an Effective Environment for Student Learning
- Plans Instruction and Designs Learning Experiences for All Students
- Develops as a Professional Educator
- Fulfills Professional Responsibilities

Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with colleagues. The district schedules three staff development days annually. Professional development focuses on curriculum and teaching strategies to enhance learning in a standards-based system.

## Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers thus far. The current district pool consists of over 300 substitutes. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test.

## Training & Curriculum Improvement

All training and curriculum development at Columbus Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to standards to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of Columbus Elementary's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the state-wide assessment program.

The Glendale Unified School District implemented a new curriculum and adopted new materials in science, grades K-6, during the 2000-01 school year. The curriculum and materials are aligned with state content standards and frameworks. Curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted.

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Each school includes a staff development plan aligned with district strategic targets, and using a variety of resources to assist teachers in refining instructional practice in the school 2005 plan. District and site inservices are based on research and established learning theories.

Professional development in the Glendale Unified School District focuses on strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Two teacher induction programs provide specialized support for new teachers. The Beginning Teacher Support and Assessment Program (BTSA) is a two-year program which provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Pre-Intern Program prepares emergency permit teachers to demonstrate mastery of subject matter competencies. In addition, the Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training. During the 2000-01 school year, almost 200 employees participated in these three programs.

The Glendale Unified School District participates in the Peer Assistance and Review (PAR) program. This program allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies. Columbus Elementary's principal serves on the PAR panel.

For the 2001-02 school year, staff at Columbus Elementary will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

## Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director administers the district program and assigns each cluster a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. They all work together to ensure that the needs of special students are being met.

## Quality of Instruction & Leadership

Leadership at Columbus Elementary is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Writing Benchmark Committee
- Consulting Teachers
- Peer Assistance and Review Panel
- Safe and Drug Free Advisory Committee
- Technology Committee

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- Literacy Team
- Principal Advisory Committee
- Parent Teacher Association



## Expenditures & Services Funded

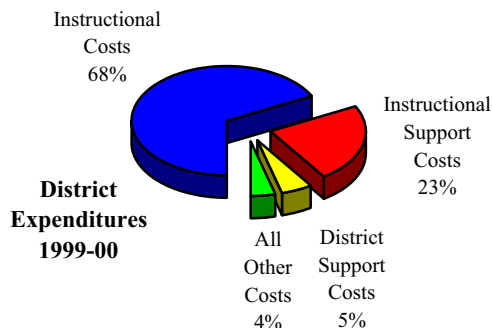
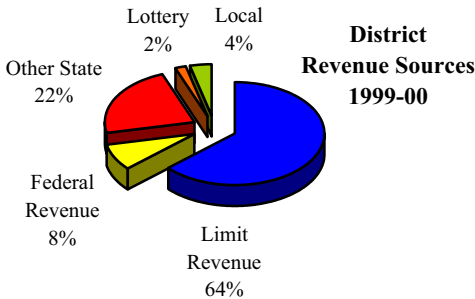
For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 1999-00		
Statewide Average		
Glendale Unified	All Unified Districts	All Districts
\$5,354	\$5,758	\$5,705

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

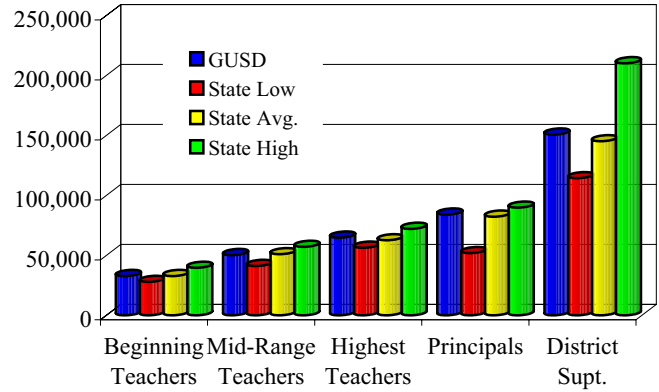
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- School Improvement Program
- Instructional Television
- Demo. Programs, Reading & Math
- Year Round School Incentive
- School Based Coordination Program
- Healthy Start
- Staff Development
- Tenth Grade Counseling
- Mentor Teacher
- Gifted & Talented Pupils
- Home-to-School Transportation
- Economic Impact Aid
- Instructional Materials
- Educational Technology Assistance Grants
- Class Size Reduction
- Other Instructional Allowances
- Mandated Costs Reimbursements



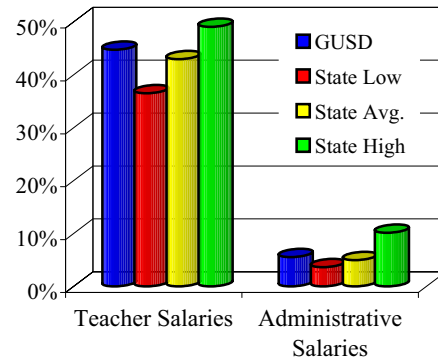
## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

**Average Salary Information  
Teachers - Principals - Superintendent  
1999-00**



**Average Salary Information  
Teachers & Administrative Salary Percentages  
1999-00**



## Contact Information

Parents who wish to participate in Columbus Elementary's leadership teams, school committees, school activities, or become a volunteer may contact Kelly King, Principal or Vicki Atikian, Assistant Principal at (818) 242-7722.