



Glendale Unified School District

"Excellence is Worth the Effort"

Columbus Elementary School

2001-2002 Annual School Report Card

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

(818) 242-7722

Preschool through Sixth Grade

www.glendale.k12.ca.us

School Administration

Kelly King, Principal
Vickie Atikian, Assistant Principal

2001-02 Board of Education

Chakib Sambar, President
Pam Ellis, Vice-President
Greg Krikorian, Clerk
Lina Harper, Member
Mary Boger, Member

District Administration

James R. Brown
Superintendent

Mrs. Alice Petrossian
Assistant Superintendent
Hoover Cluster

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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.

Schoolwide 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

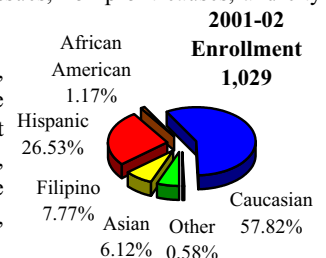
The mission of Columbus Elementary School is to provide a safe environment in which to foster life-long learners who create a variety of individual and collaborative products which reflect originality, organization, quality and the use of technology.

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, 50 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 picturesque 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 Nestlé 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 dramatic towering office buildings.

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. 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 School community is located in the heart of Glendale, serving over 1,000 kindergarten through sixth grade students. The student population includes 69 percent English Language Learners and 78 percent of students are eligible for free or reduced-price meals. 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, Back-to-School presentations, and parent handbooks. Handbooks are provided in English, Spanish, and Armenian.

The district annually provides a Student Conduct Code for each of its schools, which is supplemented by a set of behavioral standards developed by Columbus Elementary School. 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.

Building a positive self-image, as well as respect for others, is important to a student’s success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one “guiding word” per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

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

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

- Presidential Physical Fitness Awards
- Presidential Academic Achievement Awards

Columbus Elementary School 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			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	32	27	18	4,444	3,647	3,425
Suspensions (%)	2.99	2.57	1.75	14.63	12.03	11.30
Expulsions (#)	0	0	1	40	47	40
Expulsions (%)	0.00	0.00	0.10	0.13	0.16	0.13

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:

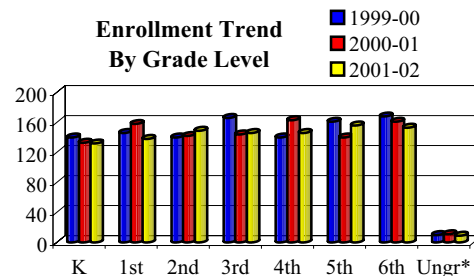
- Conflict Resolution Program
- Gifted and Talented Education
- Student Council
- Columbus Academy
- Tutoring Program
- Chorus
- Lions Club Peace Poster Contest
- Glendale Symphony Music Assemblies
- Orchestra
- Storytellers
- Math League Contest
- Math Field Day
- Spelling Bee
- Fire Safety Assemblies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

Homework

Columbus Elementary School 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 review homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at Columbus Elementary School has decreased by 3.9%. Schoolwide enrollment at the beginning of the 2001-02 school year was 1,029 students. Columbus Elementary School 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.



*Ungraded includes any students enrolled in an ungraded program. May include special education students.

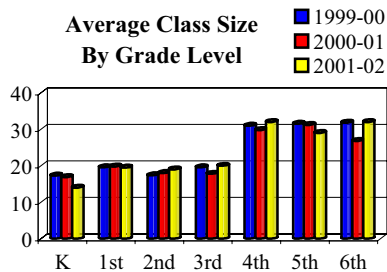
Regular attendance at Columbus Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently

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. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for Columbus Elementary School was 96.36%.

Glendale Unified School District'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 agencies. 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 evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems

Class Size

Columbus Elementary School maintained a schoolwide average class size of 22 students and a student/teacher ratio of 20:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.



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 2001-02 school year, 100% of all K-3 classrooms participated in this program.

	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
K	7	8	8	0	0	0	0	0	0
1st	7	8	7	0	0	0	0	0	0
2nd	8	8	9	0	0	0	0	0	0
3rd	8	8	8	0	0	0	0	0	0
4th	0	0	0	1	3	5	3	2	0
5th	0	0	0	0	1	5	4	3	0
6th	0	0	0	0	6	1	5	0	3
K-3	2	1	0	0	0	0	0	0	0
3rd-4th	0	1	0	0	0	0	0	0	0
4th-6th	1	0	1	1	1	1	1	0	0

Instructional Time

During the 2001-02 school year, all instructional time offered at Columbus Elementary School either met or exceeded state requirements. Students in fourth through sixth grades receive instruction in music in addition to the core subjects. Columbus Elementary School 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-C	36,000	36,288
Track D	36,000	36,168
1st-3rd		
Track A	50,400	50,750
Track B	50,400	50,680
Track C	50,400	50,620
Track D	50,400	50,630
4-6th		
Track A	54,000	54,343
Track B	54,000	54,262
Track C	54,000	54,200
Track D	54,000	54,219

For the 2001-02 school year, Columbus Elementary School 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. Minimum days were used for track changes, Back-to-School Night, Open House, and report card preparation. Each Thursday is a "Banking Day." Students arrive at school one hour later in the morning. The "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" is used for classroom planning.

Counseling & Other Support Services

It is the goal of Columbus Elementary School 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.

Columbus Support Staff	Number of Staff	FTE *	Availability Days Per Week
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

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Columbus Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergarteners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

Math & Writing Benchmark

% of Students At or Above Proficiency Level
2001-2002

	Math		Writing	
	01	02	01	02
K	98	90	71	83
1st	80	90	49	74
2nd	82	79	59	73
3rd	41	73	60	66
4th	38	53	57	61
5th	36	29	51	47
6th	36	51	53	61

Meeting Grade Level Standards % of Students At or Above Proficiency Level

Language Arts			Math		
00	01	02	00	01	02
57	62	78	57	66	71

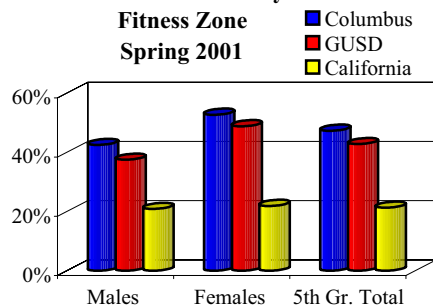
Standardized State Testing

Columbus Elementary School 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 School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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



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.

SAT-9 Results All Students 2000, 2001, 2002 % At or Above National Average

Grade Year Ending	Reading														
	2			3			4			5			6		
	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02
Columbus Elem.	40	39	54	44	40	39	47	47	46	27	42	40	46	42	53
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48
	Math														
Columbus Elem.	56	58	70	57	54	60	58	65	61	47	62	53	60	68	64
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68	70	71	73
California	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60
	Language														
Columbus Elem.	41	49	63	51	47	48	59	57	61	38	54	55	60	56	66
Glendale USD	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70
California	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
	Spelling														
Columbus Elem.	46	43	63	50	46	46	54	40	45	30	48	42	42	35	47
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49

SAT-9 Disaggregated Results 2001 & 2002 % At or Above National Average

	Reading												Math											
	2		3		4		5		6		2		3		4		5		6					
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02				
Gender																								
Male	34	38	38	35	52	44	34	43	44	49	53	65	56	61	65	62	56	53	66	59				
Female	44	71	42	42	42	49	49	37	39	56	64	76	53	58	66	61	68	53	70	59				
Ethnicity																								
Asian	80	*	*	*	*	*	45	99	*	*	*	*	*	*	*	*	91	91	91	91				
Filipino	*	80	23	50	50	50	50	*	70	54	67	67	67	67	67	67	67	67	67	67				
Hispanic	21	17	41	35	33	33	33	57	29	49	49	49	49	49	49	49	49	49	49	49				
Caucasian	41	38	52	42	45	45	45	53	60	70	70	70	70	70	70	70	70	70	70	70				
Language Fluency																								
English Learners (EL)	35	52	29	31	26	31	13	16	20	25	56	68	48	55	52	52	36	33	54	43				
Non EL	57	60	70	66	73	78	69	74	70	79	71	77	73	75	81	80	86	81	86	87				
Socioeconomic Status																								
SED	28	45	28	27	43	36	38	35	35	51	52	67	49	53	62	54	59	52	58	60				
Non SED	72	78	68	66	56	74	50	53	53	57	76	78	68	75	72	79	57	57	85	74				
Migrant Education	No data reported																							

SED = Socioeconomically Disadvantaged

*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Ethnic data for 2001-02 currently unavailable

California Standards Test Results
% of Students Scoring at Advanced and Proficient Levels
2001 & 2002

	English/Language Arts						Math														
	2		3		4		5		6		2		3		4		5		6		
	01	02	01	02	01	02	01	02	01	02	02	02	02	02	02	02	02	02	02	02	
All Students	22	26	26	22	27	34	19	29	24	37	50	35	45	34	47						
Columbus Elementary	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53						
Glendale USD	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32						
California																					
Gender																					
Male	20	16	26	19	24	35	12	29	22	36	45	37	47	34	48						
Female	23	36	26	24	30	32	25	30	27	38	56	32	42	33	45						
Ethnicity	<i>Data unavailable</i>																				
Language Fluency																					
English Learners (EL)	18	25	14	14	4	20	2	4	4	15	49	34	33	15	27						
Non EL	43	32	58	47	55	61	34	64	51	58	54	41	69	59	67						
Socioeconomic Status																					
SED	14	23	17	12	24	26	15	26	17	32	49	30	41	31	42						
Non SED	45	36	46	43	34	56	26	38	39	47	53	45	57	43	58						
Migrant Education	<i>Data unavailable</i>																				

SED = Socioeconomically Disadvantaged

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	99	99	Percent Tested	99	99
API Score	648	650	680	API Growth Score	650	676
Growth Target	8	8	6	Actual Growth	2	26
Statewide Rank	6	5	5	Eligible for Award:	No	Yes
Similar Schools Rank	9	6	6	Eligible for II/USP	No	No

API Subgroup Results

Hispanic or Latino						
Base API Score	537	550	597	API Growth Score	550	587
Growth Target	6	6	5	Actual Growth	13	37
Caucasian						
Base API Score	668	668	696	API Growth Score	668	692
Growth Target	6	6	5	Actual Growth	0	24
Socioeconomically Disadvantaged						
Base API Score	617	619	644	API Growth Score	619	639
Growth Target	6	6	5	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.

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 Statewide Performance Target of 800.

The Immediate Intervention/Underperforming Schools Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Columbus Elementary School qualified to participate in the 2000-01 Governor's Performance Award program, receiving \$26,849 for schoolwide use.



Textbooks & Instructional Materials

Columbus Elementary School 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. Glendale Unified School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

District Adopted Textbooks

Subject/ Year Adopted Series	Grades
Language Arts	
1998 Harcourt Brace: <i>Signatures</i>	K-6
Mathematics	
1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>	K-6
History/Social Studies	
2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
Science	
2000 Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001 Harcourt Brace: <i>Harcourt Science</i>	K-5

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A 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 thousands of books that are available for students to check out. The school's library contains a large collection of videos 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.

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

	1999-00	2000-01	2001-02
Computers	90	90	112
Students per computer	11.9	11.7	9.2
Classrooms connected to Internet	0	0	16

School Facilities & Safety

Columbus Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 40 classrooms, a library/media center, a cafeteria, outdoor lunch area, administrative offices, grassy fields, and blacktop playground. Buildings encompass more than 74,000 square feet on a 6.6-acre site. School facilities were built in 1950, are up-to-date and provide adequate space for students and staff. A team of four custodians, split into day and evening shifts, ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a high degree that provides for good learning.

During the 2001-02 school year, funds were approved by the school board for painting the outside of the school. As part of the Measure K bond funding, Columbus Elementary School is being considered for rebuilding. The district is investigating the possibility of entering a joint venture with the City of Glendale to provide additional funding for the estimated \$20 million project.

Columbus Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school and during lunch certificated staff and noon aides provide supervision and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the March of 2002 and reviewed with school staff at the beginning of the 2002-03 school year, in addition to being discussed at faculty meetings throughout the year. A copy of the plan is available to the public at the district office.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Columbus Elementary School had 46 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	1999-00	2000-01	2001-02
Fully Credentialed	47	46	46
Emergency Permits	5	5	5
Without Credentials	0	0	0
Intern Credentials	1	2	2
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	53	53	53
Average Years Teaching	10.3	10.5	10.4
Average Years in District	8.0	8.5	8.2

Columbus Elementary School 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 2001-02 school year, certificated staff consisted of 55 employees: 41.8 percent with 30+ additional units beyond their bachelor's degree and 43.6 percent holding advanced graduate degrees, such as a masters or doctorate degrees.

Teacher Evaluation

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, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. 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. A pool of over 300 qualified substitutes is available to Glendale's schools.

Training & Curriculum Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based

instruction and 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. The district schedules three staff development days annually.

Throughout Glendale Unified School District's elementary schools, 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 adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

Columbus Elementary School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Columbus Elementary School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. The school's focus is on developing students' reading and writing skills. By questioning existing practices while the staff develops its school strategic plan, the goal is to retain the solid principals that are proven to work, while introducing new ideas to further enhance student achievement. One of the new programs introduced during the 2001-02 school year was the Guided Reading program. Guided Reading is designed to help students master reading skills by working as a class, in small groups, and as individuals.

Columbus Elementary School participates in district and school inservices that are based on research and established learning theories. 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 district colleagues. Columbus Elementary School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that 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 teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- 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.

Specialized Instruction

Glendale Unified School 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 structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, Columbus Elementary School provides after school activities for GATE students.

Columbus Elementary School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. Students identified as at-risk may participate in intersession intervention programs to enhance their understanding and mastery of core subject matter.

English Language Learners are taught by teachers who have received training in working with students who are learning English as a second language. An English Language Learners Specialist works with newcomers, and provides staff development to teachers and aides who work with students learning English.

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. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at Columbus Elementary School is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The Principal's Advisory Committee and the Literacy Team, including teacher representatives from each grade level, provide guidance for the school's instructional programs.

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
- School Safety Committee
- Principal Advisory Committee
- Parent Teacher Association

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

The school's Family Resource Center trains parent and community volunteers and provides additional opportunities to share school information with parents. The Family Resource Center generates a newsletter to keep parents and volunteers informed about school happenings.

Columbus Elementary School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

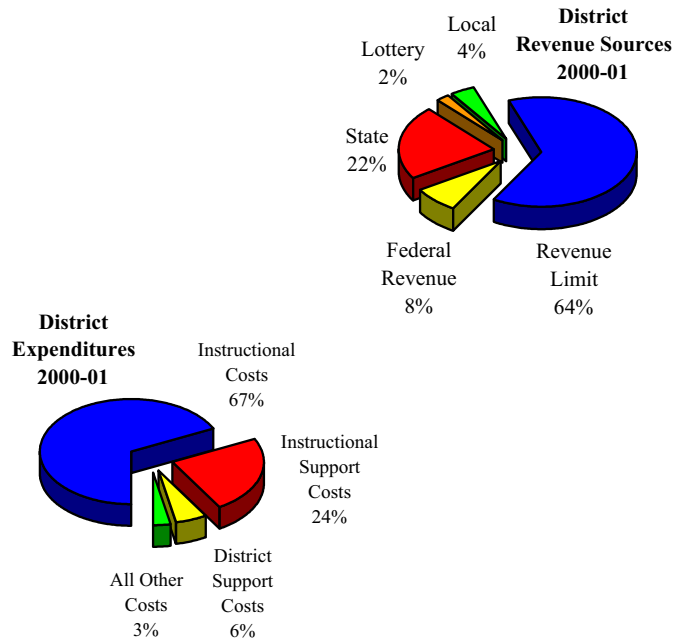
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition 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* 2000-01		
Glendale USD	Statewide Average	
	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

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

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

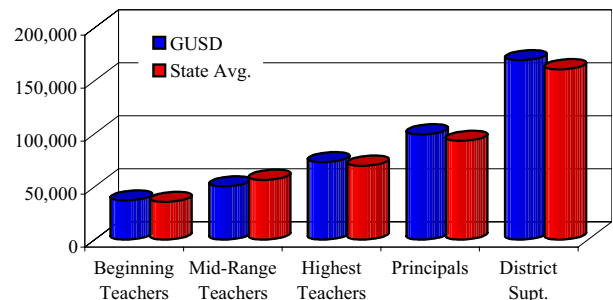
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling



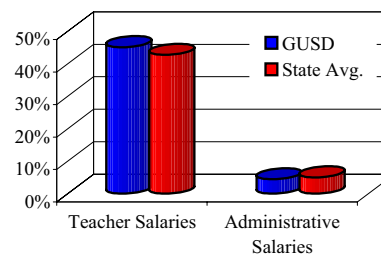
Salary & Budget Comparison

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
2000-01**



**Average Salary Information
Teachers & Administrative Salary Percentages
2000-01**



Contact Information

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