



Glendale Unified School District

"Excellence is Worth the Effort"

Columbus Elementary School

2002-2003 Annual School Report Card

425 West Milford Street, Glendale, CA 91203-1708

(818) 242-7722

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Kelly King, Principal

Vickie Atikian, Assistant Principal

2002-03 Board of Education

Pam Ellis, President

Greg Krikorian, Vice President

Lina Harper, Clerk

Mary Boger, Member

Chakib Sambar, Member

District Administration

James R. Brown

Superintendent

Dr. Michael F. Escalante

Superintendent

(Effective February 1, 2004)

Alice Petrossian
Assistant Superintendent
Educational Services

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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, volunteering in classrooms, and participating in our supportive PTA. All school volunteers must be fingerprinted and 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

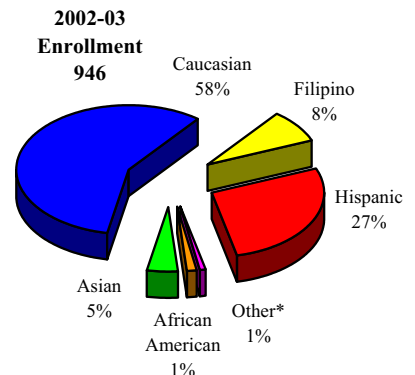
The mission of Columbus Elementary School is to provide a safe environment in which to foster life-long learners who create a variety of individual and collaborative products which reflect originality, organization, quality, and use of technology.

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 eight miles north of the city of 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Columbus Elementary School, which opened in 1950, is located in the heart of Glendale and serves students in kindergarten through sixth grade. Students from Columbus will move on to Toll Middle School and Hoover High School. Students are known as the Eagles and their school colors are blue and white.



**Includes American Indian, Pacific Islander, "Multiple," and "No Response."*

Operating on a year-round calendar system, the educational programs at Columbus are tailored to meet the needs of a changing school population. For the 2002-03 school year, the student population of 946 included 68 percent English Language Learners and 81 percent eligible for free or reduced-priced meals.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Columbus are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Columbus's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities 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
- Drill Team

To build self-esteem and recognize student achievement, 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 Reading Award Program
- Presidential Physical Fitness Awards
- Presidential Academic Achievement Awards

Homework

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 on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

Leadership at Columbus is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The Site Advisory Committee, comprised of teacher representatives from each grade level, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

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. These committees include:

- School Site Council
- Site Advisory Committee
- Parent Teacher Association
- School Safety Committee

Community Involvement

Parents and the community are very supportive of the educational program at Columbus. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Family Resource Center
- School Site Council
- Parent Teacher Association
- Assistance League of Glendale
- Glendale Lions Club
- Burger King
- Domino's
- Pizza Man

Contact Information

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

Curriculum Development

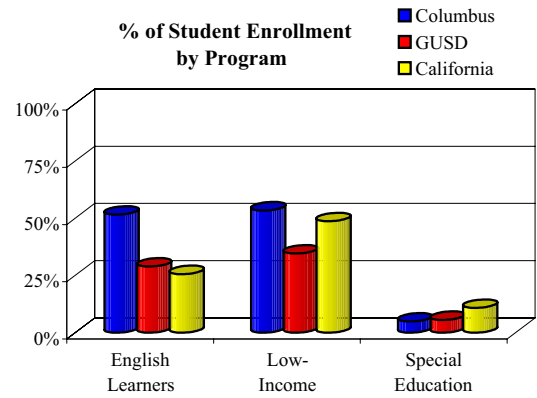
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Balboa meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Columbus uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Columbus Elementary School's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



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 provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

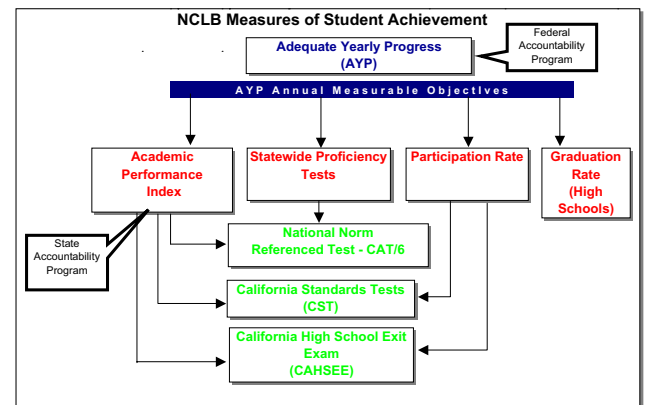
Language Arts			Math		
01	02	03	01	02	03
62	78	79	66	71	72

	Math			Writing		
	01	02	03	01	02	03
K	98	90		71	83	83
1st	80	90		49	74	
2nd	82	79	65	59	73	79
3rd	41	73		60	66	
4th	38	53	50	57	61	35
5th	36	29		51	47	
6th	36	51	63	53	61	35

Not tested in 2002-03

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.



California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Columbus achieved Adequate Yearly Progress for 2003.

	01	02
Eligible for Governor's Performance Award	No	Yes
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

	English/Language Arts		Mathematics					
	Participation	% Prof. & Adv.	Participation	% Prof. & Adv.				
Target	95%	13.6%	95%	16.0%				
Met Target Yes (Y) or No (N)								
	Met	%	Met	%	Met	%		
All Students	Y	99.5%	Y	34.7%	Y	99.7%	Y	51%
Subgroups:								
Hispanic or Latino	Y	100.0%	Y	28.0%	Y	100%	Y	35.6%
Caucasian	Y	99.2%	Y	34.5%	Y	99.5%	Y	53.6%
SED	Y	99.6%	Y	29.2%	Y	99.8%	Y	45.6%
English Learners	Y	99.2%	Y	32.8%	Y	99.4%	Y	49.4%

SED = Socioeconomically Disadvantaged

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 based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Columbus qualified to participate in the 2001 Governor's Performance Award.



API School Results								
All Students								
	Base				Growth			
	2000	2001	2002		00-01	01-02	02-03	
Students Tested	677	675	714	Percent Tested	99	99	100	
API Score	650	680	706	API Growth Score	676	699	748	
Growth Target	8	6	5	Actual Growth	26	19	42	
Statewide Rank	5	5	6					
Similar Schools Rank	6	6	6					
Subgroups								
Socioeconomically Disadvantaged								
Base API Score	619	644	675	API Growth Score	639	660	724	
Growth Target	6	5	4	Actual Growth	20	16	49	
Caucasian								
Base API Score	668	696	699	API Growth Score	692	696	749	
Growth Target	6	5	4	Actual Growth	24	0	50	
Hispanic								
Base API Score	550	597	671	API Growth Score	587	650	700	
Growth Target	6	5	4	Actual Growth	37	53	29	

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.

Standardized State Testing

Columbus participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

State Awards and Intervention Programs

	01	02
Eligible for Governor's Performance Award	No	Yes
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

Norm Referenced Test (SAT-9 & CAT/6) % At or Above 50th Percentile

	Reading												Math																	
	2			3			4			5			6			2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students	39	54	43	40	39	25	47	46	29	42	40	30	42	53	50	58	70	56	54	60	63	65	61	50	62	53	53	68	64	70
Columbus Elementary	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
GUSD	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
California																														
Gender																														
Male	34	38	42	38	35	13	52	44	23	34	43	28	44	49	44	53	65	56	56	61	57	65	62	46	56	53	54	66	59	72
Female	44	71	45	42	42	40	42	49	35	49	37	32	39	56	55	64	76	57	53	58	72	66	61	55	68	53	52	70	69	68
Language Fluency																														
English Learners (EL)	35	52	41	29	31	26	26	31	16	13	16	11	20	25	30	56	68	56	48	55	62	52	52	37	36	33	29	54	43	53
Non EL	57	60	50	70	66	23	73	78	54	69	74	51	70	79	74	71	77	56	73	75	68	81	80	76	86	81	80	86	87	90
Socioeconomic Status																														
SED	28	45	40	28	27	20	43	36	23	38	35	26	35	51	42	52	67	56	49	53	64	62	54	46	59	52	49	58	60	65
Non SED	72	78	51	68	66	40	56	74	41	50	53	44	53	57	68	76	78	57	68	75	60	72	79	61	67	57	67	85	74	82
Ethnicity																														
African American																														10
Asian						82															82									
Caucasian		48	36		35	20		44	28		41	27		51	54		66	56		56	62		62	51		53	54		66	74
Filipino			75					70			33	50		47	50			75					82			40	75		67	83
Hispanic		51	47		28	27		29	21		37	26		52	40		71	47		57	60		44	36		49	37		57	51

SED - Socioeconomically Disadvantaged

Ethnicity data not reported for 2001.

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

California Standards Test

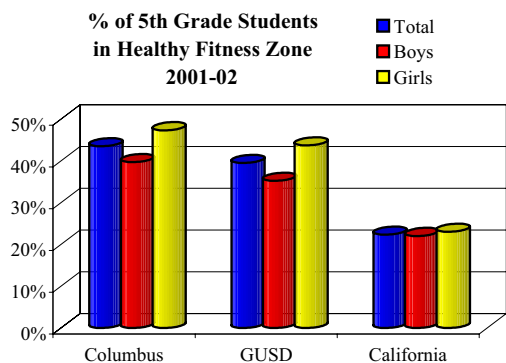
The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Columbus students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found

Physical Fitness

In the spring of each year, Columbus 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 are provided several 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).



Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Columbus is able to offer programs to meet the individual needs of its students.

The 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 in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Columbus provides additional after school activities for GATE students.

California Standards Test (CST) Major Content Areas Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6						
	01	02	03	01	02	03	01	02	03	01	02	03			
All Students															
English/Language Arts															
Columbus Elementary	22	26	29	26	22	33	27	34	34	19	29	33	24	37	38
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
Mathematics															
Columbus Elementary		50	58		35	47		45	52		34	42		47	48
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

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

Data unavailable through the California Department of Education.

California Standards Test (CST) - Major Subgroups English/Language Arts Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6						
	01	02	03	01	02	03	01	02	03	01	02	03			
Columbus Elementary															
Male	20	16	28	26	19	22	24	35	29	12	29	29	22	36	40
Female	23	36	32	26	24	47	30	32	40	25	30	38	27	38	36
English Learners	18	25	31	14	14	33	4	20	18	2	4	11	4	15	12
Non English Learners	43	32	28	58	47	27	55	61	39	34	64	41	51	58	53
SED	14	23	29	17	12	31	24	26	24	15	26	27	17	32	32
Non SED	45	36	31	46	43	40	34	56	57	26	38	59	39	47	52
Special Ed.						31			27						
Caucasian		22	27		18	33		31	31		33	33		36	40
Filipino			50								13	50		43	28
Hispanic		22	26		13	30		21	23		26	23		31	34

SED - Socioeconomically Disadvantaged

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

Data unavailable through the California Department of Education.

California Standards Test (CST) - Major Subgroups Math Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6						
	02	03	02	03	02	03	02	03	02	03					
Columbus Elementary															
Male	45	57	37	39	47	48	34	46	48	54					
Female	56	57	32	57	42	56	33	39	45	44					
English Learners	49	56	34	45	33	40	15	26	27	35					
Non English Learners	54	59	41	50	69	41	59	47	67	47					
SED	49	55	30	47	41	45	31	38	42	43					
Non SED	53	63	45	49	57	68	43	63	58	61					
Special Ed.				23		41									
Caucasian		48	55		23	46		46	56		35	47	49	57	
Filipino			83					64		27	58		43	33	
Hispanic		47	50		40	43		26	31		26	23		40	31

SED - Socioeconomically Disadvantaged

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

Columbus offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs and the intersession Columbus Academy enhance students' 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 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 problems areas, placement, and program implementation. The director of special education administers the program and assigns 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with the school's resource specialist, speech/language therapist, or enrolling in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee of teachers establishes selection criteria based on state standards, evaluates instructional materials on the state list and discusses the effectiveness of the materials in meeting educational standards. To conclude the process, the committee submits a recommendation to the Board of Education for final adoption.

District Adopted Textbooks			
Subject/ Year Adopted	Series	Grades	
Language Arts			
2002	Houghton Mifflin	K-5	
	McDougal Littell	6	
Mathematics			
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6	
History/Social Studies			
2000	McGraw Hills: <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	

The school's library, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out, including books in Armenian, Spanish, and Korean in

addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The resource center contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Each classroom at Columbus contains either two or three computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Counseling & Other Support Services

It is the goal of Columbus Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Columbus Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Psychologist	1	3	0.6
Nurse	1	3	0.6
Speech Therapist	1	5	1
Special Education Teacher	3	5	3
Health Aide	1	5	1

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Columbus had 43 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	46	46	43
Working Outside Subject	0	0	0
Emergency Credentials	5	5	6
Interns	2	2	3
Waivers	0	0	0
Total Teachers	53	53	50
Average Years Teaching	10.5	10.4	11.9
Average Years in District	8.4	8.2	9.6

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Columbus 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 2002-03 school year, certificated staff consisted of 52 employees: 40.4 percent with 30+ additional units beyond their bachelor's degree and 50 percent holding advanced graduate degrees, such as a master's or doctorate degree.

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

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The 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. The district schedules three staff development days annually.

Columbus 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. During the 2001-02 school year, staff development focused on improving student writing skills. This included developing monthly writing prompts in different genres to track student writing progress, and training to integrate writing throughout the curriculum.

Columbus 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 further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Columbus provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1950, sit on 6.6 acres and include 40 classrooms, a library/media center, a cafeteria, outdoor lunch area, administrative offices, grassy fields, and blacktop playground.

As part of the Measure K bond funding, Columbus 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.

The district's scheduled maintenance program ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Columbus has four custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Columbus. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Certificated staff and noon aides monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Columbus reviews the plan annually; the plan was last updated and reviewed with school staff in March 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, 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.

Absence reports are reviewed regularly by teachers and the assistant principal. Parents are advised of absences through phone calls home. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board. During the 2002-03 school year, the actual attendance rate for all grade levels for Columbus was 95.94%.

Columbus has expelled one student during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Columbus			GUSD		
	01	02	03	01	02	03
Suspensions (#)	27	18	32	3647	3425	5489
Suspensions (%)	2.57	1.75	3.38	12.02	11.30	18.45
Expulsions (#)	0	1	0	47	40	46
Expulsions (%)	0.00	0.10	0.00	0.15	0.13	0.15

Class Size

Columbus maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 20:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03
K	8	8		0	0		0	0	
1st	8	7		0	0		0	0	
2nd	8	9		0	0		0	0	
3rd	8	8		0	0		1	0	
4th	0	0		4	5		1	0	
5th	0	0		4	5		0	0	
6th	0	0		6	1		0	3	
K-3rd	1	0		0	0		0	0	
3rd-4th	0	0		0	0		0	0	
4th-6th	0	1		1	1		0	0	

Data unavailable at the time of publication

Combination classes may be any combination of grades within the designated grade levels.

In 1996, the 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. Columbus has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Columbus exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Columbus offered 178 days of instruction comprised of 171 regular days and 7 minimum days for tracks A and D, and 170 regular days and 8 minimum days for tracks B and C. Minimum days are used for Back to School Night, track changes, Open House, and report card preparation. Each Thursday is a "Banking Day." Students arrive at school

	Instructional Minutes by Grade Level	
	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
4th-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

an hour later in the morning. Each month "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" each month is used for classroom planning.

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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.

GUSD	Current Expense of Education Per Student*	
	2001-02	
	Statewide Average	
	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

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	
	2001-02	
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
	Percentage of Total Budget	
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%