



# COLUMBUS ELEMENTARY SCHOOL

425 West Milford Street, Glendale, CA 91203-1708 • (818) 242-7722 • Kindergarten through Sixth Grade

Kelly King, Principal • Vickie Atikian, Assistant Principal

[www.gusd.net](http://www.gusd.net)

2003-2004 School Accountability Report Card

## Principal's Message

Dear Students and Parents,

Welcome to Columbus Elementary School, a California Distinguished School and California Title 1 Distinguished 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 and volunteering in classrooms. 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 and picked up 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

## 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 29,433 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, awarded the 2004 California Distinguished School Award, as well as being recognized as a Title I Achieving School, opened in 1908, and 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.

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 2003-04 school year, the student population of 904 included 55 percent English Language Learners and 82 percent eligible for free or reduced-priced meals.

## 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.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	1.1
American Indian	0.4
Asian	3.3
Caucasian	57.2
Filipino	9.7
Hispanic	27.5
Pacific Islander	0.1
Other	0.6

## 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.

	Suspensions & Expulsions					
	Columbus Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	18	32	28	3425	5489	4903
Suspension (%)	1.76%	3.38%	3.10%	11.59%	18.45%	16.66%
Expulsion (#)	1	0	0	40	46	65
Expulsion (%)	0.10%	0.00%	0.00%	0.14%	0.15%	0.22%

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.

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

- 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
- Presidential Physical Fitness Awards
- Presidential Academic Achievement Awards

## Academic Support

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.

## 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 by the teachers and the assistant principal regularly. 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 2003-04 school year, the actual attendance rate for all grade levels for Columbus was 96.43%.

Enrollment Trend by Grade Level			
K	132	120	108
1st	138	135	127
2nd	149	136	137
3rd	146	133	138
4rd	146	132	131
5th	156	133	131
6th	153	157	132

## Class Size

Columbus Elementary School maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 22:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

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.

Class Size Distribution												
	Average			Classrooms Containing:								
	Class Size			1-20			21-32			33+		
	02	03	04	02	03	04	02	03	04	02	03	04
K	17	19	20	8	7	5	0	0	0	0	0	0
1st	20	20	20	7	7	6	0	0	0	0	0	0
2nd	19	19	19	9	7	7	0	0	0	0	0	0
3rd	18	19	20	8	7	7	0	0	0	0	0	0
4th	29	30	33	0	0	0	5	3	1	0	1	3
5th	29	28	33	0	0	0	5	4	1	0	0	3
6th	33	31	33	0	0	0	1	4	1	3	1	3
K-3	0	18	20	0	1	1	0	0	0	0	0	0
4th-8th	18	30	0	1	0	0	1	1	0	0	0	0

## School Facilities

Columbus Elementary School 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. At the time of publication in April 2005, 100% of the restrooms were fully functional.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

### Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

## Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional minutes and days offered at Columbus exceeded state requirements as specified in the California Education Code. For the 2003-2004 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 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.

Annual instructional Minutes for the 2003-04 school year are as follows:

Kindergarten (36,000 minimum requirement):

Tracks A, C = 36,110

Tracks B, D = 36,639

Grades 1-3 (50,400 minimum requirement):

Track A = 50,530

Tracks B, C = 50,514

Track D = 50,610

Grades 4-6 (54,000 minimum requirement):

Track A = 54,100

Tracks B, C = 54,063

Track D = 54,180

## Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6	Language Arts	McDougal Littell	2002
6	Science	Holt, Rinehart & Winston: Earth Science	2000
K-5	Language Arts	Houghton Mifflin	2002
K-5	Science	Harcourt Brace: Harcourt Science	2001
K-6	History/Social Studies	McGraw Hills: Adventures in Time and Place	2000
K-6	Mathematics	Everyday Learning Corp: Everyday Mathematics	2001

## Library & Computer Resources

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.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	112	112	120
Students per computer	9.2	8.4	7.5
Classrooms connected to Internet	16	16	43

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.

## 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. District and school representatives conduct a formal review of each school's program by looking at how well students perform 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.

## Local Measures

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, report card grades
- 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.

## CAT/6

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 scores are available at the end of this report.

## California Standards Test

California Standards Tests 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 content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

## 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. API results are available at the end of this report.

## 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.

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 2002-03 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. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

## 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 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).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
5th Grade	
<b>Columbus Elementary</b>	
School Overall	46.2%
School (Boys)	29.0%
School (Girls)	61.8%
<b>Glendale Unified</b>	
GUSD Overall	50.7%
GUSD (Boys)	40.9%
GUSD (Girls)	60.3%
<b>California</b>	
State Overall	24.8%
State (Boys)	22.9%
State (Girls)	26.7%

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Columbus Elementary School had 40 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	46	43	40
Emergency Credentials	5	6	1
Interns	2	3	2
Waivers	0	0	0
<b>Total Teachers</b>	<b>53</b>	<b>50</b>	<b>41</b>
Average Years Teaching	10.4	11.9	14.6
Average Years in District	8.2	9.6	11.8
Working Outside Subject	0	0	0
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
<b>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.</b>			

## 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.

## Counseling & Support Staff

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.

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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Guidance Counselor	1	2.5 days / week
Health Aide	1	1
Nurse	1	0.6
Psychologist	1	1
Special Education Teacher	3	3
Speech Therapist	1	1

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.

## 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 Leadership Team, 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 the School Site Council, Site Advisory Committee, and 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 Volunteers
- 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.

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

## Federal Awards & Interventions

As a school receiving Title I federal funding, Columbus Elementary School is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Columbus Elementary has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

## NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 48.5% of core academic classes at Columbus School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 92.5% of core academic classes at Columbus School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Columbus Elementary GUSD	
Doctorate	0.0%	1.1%
Master's Degree +30*	51.2%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	43.9%	41.5%
Bachelor's Degree	4.9%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

**\*Indicates additional hours above and beyond degree.**

## Individualized Instruction

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 Elementary School is able to offer programs to meet the individual needs of its students.

## 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. Columbus meets specific criteria for federal Title I schoolwide eligibility. 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.

## English Language Learners

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.

## GATE

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.

## Special Education

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.

## Professional 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 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. During the 2003-04 school year, staff development focused on Houghton Mifflin/McDougal Littell textbook adoption:

- Training for Primary Teachers
- Explicit Instructions and Lesson Planning.

Columbus Elementary School's staff 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 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 educational 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 program.

## Safe School Plan

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 2004. An updated copy of the plan is available to the public at the school and at the district office.

# Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 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.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

Current Expense of Education Per Student*		
2003-04		
	Statewide Average	
Glendale Unified	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919
<b>Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.</b>		
<b>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</b>		

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

**CAT/6 Norm Referenced Test**

**2004-05**

**% At or Above 50th Percentile**

Subject Area	Reading								Math																						
	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	
<b>All Students</b>																															
Columbus Elementary	43	45		25	22		29	35		30	33		50	45		56	61		63	57		50	48		53	60		70	72		
GUSD	52	54		39	40		44	45		45	50		57	59		62	66		64	63		62	59		62	67		72	72		
California	46	47		34	35		35	36		40	41		45	46		57	59		52	54		48	49		49	50		51	53		
<b>Subgroups</b>																															
<b>Gender</b>																															
Females	45	52		40	32		35	47		32	36		55	46		57	60		72	47		55	58		52	60		68	72		
Males	42	39		13	15		23	25		28	29		44	44		56	61		57	64		46	39		54	60		72	72		
<b>Socioeconomic Status</b>																															
Non SED	51	45		40	29		41	46		44	41		68	51		57	59		60	69		61	61		67	70		82	76		
SED^	40	46		20	20		23	32		26	29		42	42		56	61		64	53		46	44		49	55		65	71		
<b>Language Fluency</b>																															
English Learners	41	44		26	10		16	10		11	18		30	15		56	61		62	41		37	26		29	33		53	59		
Non English Learners	50	48		23	36		54	58		51	44		74	52		56	61		68	75		76	67		80	81		90	75		
<b>Special Programs</b>																															
ESEA Title 1 Targeted																															
Indian Education																															
Migrant Education																															
Special Education	*	*		23	*		*	8		*	*		*	*		*	*		38	*		*	23		*	*		*	*		
Title 1	43	45		25	22		29	35		30	33		50	45		56	61		63	57		50	48		53	60		70	72		
<b>Ethnicity</b>																															
African American	*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		
American Indian				*			*			*									*			*			*						
Asian	*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		
Caucasian	36	38		20	18		28	33		27	27		54	41		56	61		62	57		51	49		54	63		74	82		
Filipino	75	62		*	50		*	50		50	*		50	71		75	77		*	86		*	64		75	*		83	79		
Hispanic or Latino	47	51		27	20		21	35		26	33		40	38		47	54		60	40		36	35		37	48		51	41		
Pacific Islander				*			*												*			*			*						

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

**California Standards Test (CST)**

**2002, 2003, 2004**

**Combined % of Students Scoring at Proficient and Advanced Levels**

**Columbus Elementary**

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
<b>Second Grade</b>									
All Students	26	29	39	50	58	53			
Females	36	32	46	56	57	59			
Males	17	28	32	45	57	48			
English Learners	25	31	37	49	56	55			
Non English Learners	32	25	42	54	59	48			
R-FEP†	**	*	*	**	*	*			
SED^	23	29	39	49	55	55			
Non SED	36	31	38	53	63	45			
Title 1		30	39		57	53			
Special Education		*	*		*	*			
African American	**	*	*	**	*	*			
Asian	**	*	*	**	*	*			
Caucasian	22	27	33	48	55	49			
Filipino	**	50	62	**	83	62			
Hispanic or Latino	22	26	41	47	50	57			
Pacific Islander	**			**					
<b>Third Grade</b>									
All Students	21	33	26	35	47	48			
Females	24	47	33	33	57	42			
Males	19	22	22	37	39	53			
English Learners	14	33	11	34	45	31			
Non English Learners	47	32	44	41	55	67			
R-FEP†	**	*	47	**	*	83			
SED^	12	31	23	30	47	44			
Non SED	43	40	37	45	49	60			
Title 1		33	27		47	48			
Special Education		31	*		23	*			
African American	**	*	*	**	*	*			
American Indian	**	*		**	*				
Asian	55	*	*	73	*	*			
Caucasian	18	33	23	23	46	48			
Filipino	**	*	64	**	*	79			
Hispanic or Latino	13	30	17	40	43	30			
Pacific Islander		*			*				
<b>Fourth Grade</b>									
All Students	34	34	37	45	52	47			
Females	32	40	53	42	56	59			
Males	36	29	23	48	48	36			
English Learners	20	18	10	33	40	26			
Non English Learners	61	66	61	69	74	66			
R-FEP†	78	86	74	91	91	76			
SED^	26	24	32	41	45	43			
Non SED	56	57	54	57	68	61			
Title 1		35	37		52	47			
Special Education	27	*	15	41	*	23			
African American	**	*	*	**	*	*			
American Indian		*			*				

Asian	**	*	*	**	*	*	
Caucasian	31	31	32	46	56	53	
Filipino	**	*	64	64	*	57	
Hispanic or Latino	21	23	38	26	31	23	
Pacific Islander			*			*	
<b>Fifth Grade</b>							
All Students	30	33	46	34	42	51	14
Females	30	38	49	33	39	54	9
Males	29	29	42	35	46	47	18
English Learners	4	11	23	15	26	30	4
Non English Learners	64	59	64	59	62	67	21
R-FEP†	68	67	61	59	72	72	13
SED^	26	27	46	31	38	47	10
Non SED	38	59	46	43	63	59	22
Title 1		34	46		43	50	13
Special Education		*	*		*	*	*
African American	**	*	*	**	*	*	*
American Indian			*			*	*
Asian	**	*	*	**	*	*	*
Caucasian	33	33	49	35	47	56	9
Filipino	13	50	*	27	58	*	*
Hispanic or Latino	26	23	33	26	23	33	13
<b>Sixth Grade</b>							
All Students	37	38	51	46	48	58	
Females	38	36	53	45	44	54	
Males	36	40	47	48	54	63	
English Learners	15	12	11	27	35	44	
Non English Learners	58	68	60	67	65	61	
R-FEP†	68	70	56	77	73	60	
SED^	32	32	46	42	43	58	
Non SED	47	52	59	58	61	59	
Title 1		38	50		49	58	
Special Education		*	*		*	*	
African American	**	*	*	**	*	*	
Asian	**	*	*	**	*	*	
Caucasian	36	40	49	49	57	63	
Filipino	43	28	71	43	33	79	
Hispanic or Latino	31	34	35	40	31	29	
Pacific Islander	**			**			
† R-FEP - Redesignated – Fluent English Proficient							
^SED - Socioeconomically Disadvantaged							
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.							
No students tested at grade level.							
**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.							

## API School Results

Base		Growth					
All Students	2001	2002	2003		2002	2003	2004
Percent Tested	94	98	99	Percent Tested	99	100	100
API Score	680	706	751	API Growth Score	699	748	756
Growth Target	6	5	2	Actual Growth	19	42	5
Statewide Rank	5	6	6	Eligible for Awards	No	Yes	No
Similar Schools Rank	6	6	8	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	644	675	727	API Growth Score	660	724	745
Growth Target	5	4	2	Actual Growth	16	49	18
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Caucasian							
Base API Score	696	699	752	API Growth Score	696	749	753
Growth Target	5	4	2	Actual Growth	0	50	1
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	597	671	703	API Growth Score	650	700	713
Growth Target	5	4	2	Actual Growth	53	29	10
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
<b>*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</b>							
<b>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.</b>							

**Adequate Yearly Progress**

California Standards Test (CST)																
English/Language Arts																
Year Ending Target	Columbus Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		13.6%		13.6%		95%		95%		12.0%		12.0%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

**Subgroups**

All Students	Yes	100	Yes	100	Yes	34.7	Yes	39.4	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	99	Yes	100	Yes	32.8	Yes	34.0	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	100	Yes	100	Yes	29.2	Yes	36.5	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	100			*	72.2			Yes	99			Yes	72.3
Special Education	*	98	*	100	*	33.3	*	17.3	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	100	*	100	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	*	100	*	100	*	58.6	*	72.2	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	45.0	*	67.8	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	99	Yes	100	Yes	34.5	Yes	36.2	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	100	Yes	100	Yes	28.0	Yes	33.5	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	100	*	*	*	*	*	94	*	100	*	53.3	*	64.0

**Math**

Year Ending Target	Columbus Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		16.0%		16.0%		95%		95%		12.8%		12.8%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

**Subgroups**

All Students	Yes	100	Yes	99	Yes	50.6	Yes	51.3	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	99	Yes	99	Yes	49.4	Yes	48.7	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	100	Yes	99	Yes	45.6	Yes	48.9	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	95			*	88.8			Yes	99			Yes	86.3
Special Education	*	100	*	100	*	36.7	*	23.9	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	100	*	100	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	*	100	*	95	*	86.2	*	88.8	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	62.7	*	71.4	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	99	Yes	99	Yes	53.6	Yes	53.1	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	100	Yes	100	Yes	35.6	Yes	36.0	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	100	*	*	*	*	*	97	*	100	*	74.1	*	60.0

**Academic Performance Index (API)**

Target	Columbus Elementary								GUSD							
	03				04				03				04			
	Minimum score of 560 or 1 point increase															
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	748	Yes	756	Yes	767	Yes	779								

**^SED = Socioeconomically Disadvantaged**  
**\*Only numerically significant subgroups are required to be reported**