

Glendale Unified School District

"Excellence is Worth the Effort"

Columbus Elementary School

2004-2005 School Accountability 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

Lynda Teems
Assistant Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
Pam Ellis, Clerk
Greg Krikorian, Member
Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



Principal's Message

Welcome to Columbus Elementary School, a California Distinguished School and California Title I Achieving 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 have current negative TB test results on file. Visitors and volunteers need to sign in with the school office whenever they visit the school.

Supervision of students on the playground begins at 8:00 a.m. Since classroom instruction begins immediately, promptness is expected. Because many students are dropped off 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.

School 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.

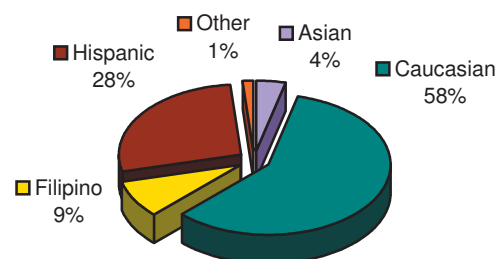


Community & School Profile

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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many 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 nearly 29,000 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.

% of Student Enrollment by Ethnicity



Columbus Elementary was awarded the 2004 California Distinguished School Award and recognized as a Title I Achieving School in 2004 and 2005. The school opened in 1908, and is located in the heart of Glendale; it 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 2004-05 school year, the student population of 883 included 46 percent English Language Learners and 78 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 Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Columbus Elementary School'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.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Columbus ES			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	32	28	56	5489	4903	4882
Suspension (%)	3.54	3.17	6.34	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

Extracurricular and 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, Student Council, After-School Programs, Gifted and Talented Education, Chess Club, Orchestra, Math League Contest, Columbus Academy, Math Field Day, Tutoring Program, Spelling Bee, Chorus, Fire Safety Assemblies, Lions Club Peace Poster Contest, Glendale Symphony Music Assemblies, and 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: Monthly Flag Ceremonies, Student of the Month, Perfect Attendance, Columbus Pride Awards, Presidential Physical Fitness Award, and Presidential Academic Achievement Awards.

School Leadership

Leadership at Columbus Elementary School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Kelly King has led the school for five years, backed by more than 16 years of educational experience. 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, Leadership Team, English Learner 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: Glendale Police Association, Family Resource Center, School Site Council, Parent Volunteers, Assistance League of Glendale, Glendale Lions Club, Burger King, Domino's, and Pizza Man.



School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 883 students. 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.

Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Columbus exceeded State requirements as specified in the California Education Code. The minutes in the "Instructional Minutes" chart shows average annual minutes for all four school tracks. Each individual track exceeded State requirements.

Instructional Minutes By Grade Level - Average of All Four Tracks

	Minutes Required	Actual Minutes
K	36,000	45,771
1st-3rd	50,400	50,859
4th-6th	54,000	54,347

For the 2004-05 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.

Class Size

Columbus Elementary School maintained a schoolwide average class size of 24 students in the 2004-05 school year. The “Class Size Distribution” table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	03	04	05	1-20			21-32			33+		
K	19	20	20	7	5	5	0	0	0	0	0	0
1st	20	20	19	7	6	6	0	0	0	0	0	0
2nd	19	19	19	7	7	7	0	0	0	0	0	0
3rd	19	20	19	7	7	7	0	0	0	0	0	0
4th	30	33	33	0	0	0	3	1	1	1	3	3
5th	28	33	33	0	0	0	4	1	2	0	3	2
6th	31	33	32	0	0	0	4	1	3	1	3	1
K-3	18	20	0	1	1	0	0	0	0	0	0	0
4th-6th	30	0	0	0	0	0	1	0	0	0	0	0

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at Columbus Elementary School participated in CSR.

School Facilities & Safety

Built in 1950, Columbus Elementary School is situated on 6.6 acres. School facilities include 40 classrooms, a library/media center, a cafeteria, outdoor lunch area, administrative offices, grassy fields, and blacktop playground. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

Safety

Safety of students and staff is a primary concern of Columbus Elementary School. 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. During lunch, recesses, and before and after school, certificated staff and noon aides supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. 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 Elementary School reviews the plan annually; the plan was last updated in March 2005 and reviewed with school staff in May 2005. An updated copy of the plan is available to the public at the school and at the district office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District’s general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District’s governing board approved deferred maintenance projects for this school that will result in the repair or replacement of vinyl/tile flooring. The District’s complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

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, 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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Columbus Elementary School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

[^]SED = Socioeconomically Disadvantaged

API School Results							
	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	98	99	100	Percent Tested	100	100	
API Score	706	751	757	API Growth Score	748	756	781
Growth Target	5	2	2	Actual Growth	42	5	24
Statewide Rank	6	6	6	Eligible for Awards	Not funded		
Similar Schools Rank	6	8	8	Eligible for II/USP			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	675	727	746	API Growth Score	724	745	
Growth Target	4	2	2	Actual Growth	49	18	
Caucasian							
Base API Score	699	752	751	API Growth Score	749	753	
Growth Target	4	2	2	Actual Growth	50	1	
Hispanic							
Base API Score	671	703	720	API Growth Score	700	713	
Growth Target	4	2	2	Actual Growth	29	10	

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.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

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).

Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Achievement (Title I)	No	Yes	Yes
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

California Standards Test (CST)

2003, 2004, 2005

Combined % of Students Scoring at Proficient and Advanced Levels

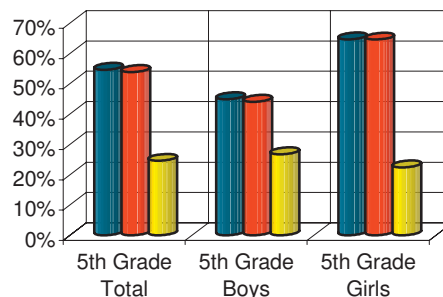
	Language Arts			Math Standards			Language Arts			Math Standards			5th Grade Science		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
	Second Grade						Fifth Grade								
All Students	29	39	56	58	53	71	33	46	39	42	51	52	14	21	
Females	32	46	55	57	59	66	38	49	52	39	54	60	9	19	
Males	28	32	56	57	48	75	29	42	29	46	47	46	18	23	
English Learners	31	37	50	56	55	68	11	23	8	26	30	24	4	5	
Non English Learners	25	42	77	59	48	81	59	64	52	62	67	64	21	27	
SED^	29	39	53	55	55	68	27	46	35	38	47	50	10	19	
Caucasian	27	33	53	55	49	74	33	49	36	47	56	51	9	14	
Filipino	50	62	73	83	62	87	50	60		58	73		27		
Hispanic or Latino	26	41	56	50	57	59	23	33	41	23	33	43	13	43	
	Third Grade						Sixth Grade								
All Students	33	26	24	47	48	61	38	51	46	48	58	56			
Females	47	33	32	57	42	65	36	53	52	44	54	57			
Males	22	22	17	39	53	57	40	47	39	54	63	55			
English Learners	33	11	0	45	31	35	12	11	13	35	44	33			
Non English Learners	32	44	38	55	67	75	68	60	53	65	61	61			
SED^	31	23	21	47	44	61	32	46	40	43	58	53			
Special Education	31			23											
Caucasian	33	23	22	46	48	58	40	49	51	57	63	68			
Filipino		64	36		79	64	28	71		33	79				
Hispanic or Latino	30	17	23	43	30	66	34	35	31	31	29	29			
	Fourth Grade														
All Students	34	37	45	52	47	47									
Females	40	53	47	56	59	47									
Males	29	23	45	48	36	46									
English Learners	18	10	19	40	26	23									
Non English Learners	66	61	64	74	66	63									
SED^	24	32	46	45	43	43									
Special Education		15			23										
Caucasian	31	32	44	56	53	47									
Filipino		64			57										
Hispanic or Latino	23	38	31	31	23	25									

^SED - Socioeconomically Disadvantaged

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

% of Students in Healthy Fitness Zone 2004-05

Legend: ■ Columbus ES (Blue), ■ GUSD (Red), ■ California (Yellow)



California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																
Subject Area Grade Level Year Ending	Reading					Math										
	2	3	4	5	6	2	3	4	5	6						
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	
All Students																
Columbus ES	43	45	25	22	31	29	35	30	33	50	45	56	61	63	57	54
GUSD	52	54	39	40	40	44	45	45	50	57	59	62	66	64	63	66
California	46	47	34	35	36	35	36	40	41	45	46	57	59	52	54	55
Subgroups																
Females	45	52	40	32	41	35	47	32	36	55	46	57	60	72	47	56
Males	42	39	13	15	21	23	25	28	29	44	44	56	61	57	64	53
SED [^]	40	46	20	20	27	23	32	26	29	42	42	56	61	64	53	53
English Learners	41	44	26	10	8	16	10	11	18	30	15	56	61	62	41	25
Non English Learners	50	48	23	36	44	54	58	51	44	74	52	56	61	68	75	71
Special Education			23			8								38		
Caucasian	36	38	20	18	30	28	33	27	27	54	41	56	61	62	57	53
Filipino	75	62		50	45	50	50	50	71	50	71	75	77		86	73
Hispanic or Latino	47	51	27	20	26	21	35	26	33	40	38	47	54	60	40	51

[^]SED - Socioeconomically Disadvantaged

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

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Columbus Elementary School had 41 fully credentialed teachers.

Teacher Credential Status	03 04 05		
	Fully Credentialed	43	40
Emergency Credentials	6	1	0
Interns	3	2	2
Waivers	0	0	0
Total Teachers	50	41	41
Average Years Teaching	11.9	14.6	15.2
Average Years in District	9.6	11.8	12.5

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.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies

	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	2	*
Vacant Teacher Positions	0	0	*

*2005-06 data was not available at the time of publication

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 92.5% of core academic classes at Columbus Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05

	Columbus Elementary
Doctorate	0.0%
Master's Degree +30*	51.2%
Master's Degree	0.0%
Bachelor's Degree +30*	46.3%
Bachelor's Degree	2.4%
Less Than Bachelor's	0.0%
None Reported	0.0%

*Indicates additional hours above and beyond 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.

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 2004-05 school year, staff development focused on the Houghton Mifflin textbook implementation and Disaster Planning.

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. The AB75 Principal Training Program is available to site administrators.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 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 learners, are given their own individual standards-aligned

textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
K-5	Language Arts	Houghton Mifflin	2003
6	Language Arts	McDougal Littell	2003
K-6	Mathematics	Everyday Learning Corporation	2001
K-5	Science	Harcourt Brace	2001
6	Science	Holt, Rinehart & Winston	2000
K-6	Social Studies	McGraw-Hill	2000

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. Two mobile, internet-ready laptop labs with 20 computers each were used in classrooms. The school recently upgraded the computer lab. The facility now has 38 new computers, new wiring, and new systems available to students.

Computer Resources			
	02-03	03-04	04-05
Computers	112	120	100
Students per computer	8.4	7.5	8.8
Classrooms connected to Internet	16	43	38

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		
Title	Number of Staff	Full Time Equivalent
Guidance Counselor	1	0.5
Health Aide	1	1
Nurse	1	0.6
Psychologist	1	1
Special Education Teacher	3	3
Speech Therapist	1	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 the Pacific Avenue Center, 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.

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. Educational Assistants and Americorp tutors are assigned to classes to provide extra instructional support. Another Educational Assistant provides support to at-risk first graders.

English language learners are taught by teachers who have received training in working with students who are learning English as a second language. A Newcomer teacher works with students who are beginning to learn English in grades two through six. An English Language Learners Specialist provides staff development to teachers and aides who work with students learning English. Students receive core instruction in all content areas, including English Language Development (ELD). English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

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.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director 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. 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.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student*

2003-04

Statewide Average

GUSD	All Unified School Districts	
	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919

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

In addition to general fund State funding, Glendale Unified School District receives State and Federal categorical funding for special programs. For the 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

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 more than 20,000 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04

	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget

Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

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.