



Columbia Elementary School

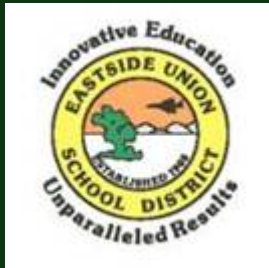
2640 East Avenue J-4 • Lancaster, CA 93535 • (661) 946-5656 • Grades K-6

Ed Beleno, Principal

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<http://columbia.eastsideusd.org/index.jsp>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Eastside Union Elementary School District

45006 30th St. East
Lancaster, CA 93535
(661) 952-1200
www.eastsideusd.org

District Governing Board

Ms. Donna Martinez
Mr. Joseph "Joe" Pincetich
Mrs. Peggy Foster
Ms. Doretta N. Thompson
Ms. Janette T. Crawford

District Administration

Dr. Joshua Lightle
Superintendent
Mr. David Howard
**Assistant Superintendent of
Human Resources**
Dr. Donna Smith
**Assistant Superintendent of Ed.
Services**
Mr. Scott Lathrop
Chief Business Officer
Ms. Margo Deal
**Director of Student Services &
Special Education**

School Description

School Vision

Columbia Elementary School students, parents, community, and staff believe education with a focus on college awareness and readiness is priority. We are committed to preparing our children for a successful academic future in higher education (college, vocational education, and a trade oriented work force) and we will work collaboratively to provide a quality Instructional program which motivates and meets the needs of each child in a positive and nurturing environment.

We envision Columbia as a school where ...

Higher Education (College) is a goal for all students

The entire Columbia Community is Focused on Learning to Improve the achievement of all students

Technology is used to give all students access to curriculum

The whole child is considered when decisions are made within the academic or behavioral spectrums

Civic pride, leadership, and responsibility are all foci for our 21st Century Learners

Columbia will be recognized as a school where students receive a balanced education which focuses on their physical, emotional, social, and academic needs. We will promote open communication with all stakeholders to regularly assess and address the changing needs of students and our community.

School Mission

"We are a committed community of educational professionals that continuously seek creative ways to effectively improve our instructional and organizational practices; to enhance the learning of our students, to actively involve parents and our community and collaboratively develop the most efficient instructional delivery systems that result in student achievement at all levels."

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	131
Grade 1	109
Grade 2	90
Grade 3	87
Grade 4	120
Grade 5	110
Grade 6	117
Total Enrollment	764

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	19.9
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.7
Hispanic or Latino	67.9
Native Hawaiian or Pacific Islander	0.1
White	8.5
Two or More Races	2.5
Socioeconomically Disadvantaged	89.4
English Learners	28.8
Students with Disabilities	7.1
Foster Youth	3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Columbia Elementary School	15-16	16-17	17-18
With Full Credential	33	31	31
Without Full Credential	2	2	2
Teaching Outside Subject Area of Competence	0	0	0
Eastside Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	140
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Columbia Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	2	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Every student has a set of textbooks for use in the classroom or to take home as necessary. This assures homework assignments can be done in a timely fashion. All instructional materials and textbooks utilized are aligned with state content standards and are selected from the state adoption list. The district follows the state's adoption cycle in reviewing and adopting new materials and textbooks. A complete list of instructional materials and textbooks currently in use is available upon request.

Textbooks and Instructional Materials Year and month in which data were collected: Dec. 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Harcourt Reading 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Math Expressions Common Core, Houghton-Mifflin Harcourt 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science, Houghton-Mifflin 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman 2006; Prentice Hall 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Columbia Elementary School opened its new site on August-14, 2006. The school maintains an-environment that is conducive to every aspect of the learning process, from structural soundness of the facilities to discipline procedures. All buildings, including its classrooms, meet state building codes, providing sufficient space for students and staff. Maintenance schedules and policies established through the district are met and carried out on-site by custodians. Grounds are kept clean and safe, maintained on a daily basis, and inspected regularly by groundskeepers and maintenance workers.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/07/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Kitchen/MPR Ceiling Tiles stained. Tiles will be repainted/replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Cafeteria Lighting Fixture or bulbs not working. room 221, damaged outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	19	18	23	23	48	48
Math	12	12	15	14	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	109	107	98.2	20.6
Male	50	49	98.0	18.4
Female	59	58	98.3	22.4
Black or African American	23	23	100.0	13.0
Hispanic or Latino	79	78	98.7	20.5
Socioeconomically Disadvantaged	98	98	100.0	17.4
English Learners	24	23	95.8	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	27	21	34	31	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.3	26.9	26.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	453	451	99.56	18.4
Male	229	228	99.56	17.54
Female	224	223	99.55	19.28
Black or African American	92	92	100	14.13
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	302	99.34	17.88
White	41	41	100	26.83
Two or More Races	11	11	100	27.27
Socioeconomically Disadvantaged	411	409	99.51	16.38
English Learners	162	162	100	16.05
Students with Disabilities	54	54	100	3.7
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	11	11	100	9.09

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	453	451	99.56	12.42
Male	229	228	99.56	14.04
Female	224	223	99.55	10.76
Black or African American	92	92	100	2.17
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	302	99.34	13.58
White	41	41	100	24.39
Two or More Races	11	11	100	27.27
Socioeconomically Disadvantaged	411	409	99.51	11
English Learners	162	162	100	11.73
Students with Disabilities	54	54	100	5.56
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	11	11	100	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: Mr. Ed Beleno Contact Person Phone Number: 661.946.5656

There will be increased parent involvement with Columbia Elementary School. We will increase parent involvement through school sponsored functions, including family game nights, family/principal meetings, Literacy Night, computer classes, parenting classes, School Site Council meetings, Student of the Month and Semester assemblies. Our PTA will participate in various fundraisers and school functions. Columbia will also be coordinating with the other campuses from Eastside Union School District to offer Saturday Parent University classes for parents and guardians.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

School Safety Committee Meeting 08/08/2017 2:30 PM (Review of prior year's Safety Plan)

Safety Plan Meeting 11/08/2017 2:30 PM 2015/2016 (Safety Plan Draft Meeting)

School Safety Committee Meeting 11/15/2017 2:30 PM (2016/2017 Safety Plan Draft Meeting)

Safety Plan Meeting 11/17/2017 2:30 PM (Approval of CES Safety Plan CES)

The school created and adopted a school safety plan for the 2017/2018 school year. The plan will be reviewed and approved by the Board of Trustees on January 2018.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.7	3.9	4.3
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	7.1	6.8	6.3
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.40
Social Worker	0
Nurse	.25

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	.5
Resource Specialist	1.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	18	21	22	11	3	1	19	3	5			
1	24	21	22		1		28	4	5			
2	22	21	18			5	30	4				
3	22	21	22		2		30	4	4			
4	27	30	30				24	4	4			
5	30	27	28				18	4	4			
6	28	32	29				18	3	4			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Columbia Elementary School will focus on increasing student achievement by addressing the delivery of instruction-in our classrooms. Teachers were trained using Thinking-Maps and trained on the writing program Write From The Beginning, that utilizes Thinking maps. Teachers from grades TK to 6th were trained in AVID strategies to ensure a college going culture on our campus. Columbia administrators and grade level leaders are collaborating on professional development opportunities for staff for the rest of the year. Staff members sent to various conferences throughout the year including but not limited to South Annual Math Conference and Southern California Kindergarten Conference.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,053	\$47,034
Mid-Range Teacher Salary	\$70,450	\$73,126
Highest Teacher Salary	\$95,069	\$91,838
Average Principal Salary (ES)	\$112,178	\$116,119
Average Principal Salary (MS)	\$117,069	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$159,583	\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4259.68	204.40	4055.28	72445.55
District	♦	♦	4104.88	\$75,720
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-1.2	2.3
Percent Difference: School Site/ State			-24.2	4.9

* Cells with ♦ do not require data.

Types of Services Funded

- Imagine Learning (TK-6)
- Class Size Reduction (K-3)
- Full-Time Computer Lab Instructional Aide (TK-6)

- Full-Time Library Instructional Aide (TK-6)
- Accelerated Reader Club (TK-6)
- * Alternative Supports (After School Tutoring Program) (TK-6)
- * Boys and Girls Club After School Program (TK-6)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.