

Columbia Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Columbia Elementary School
Street	2640 East Avenue J-4
City, State, Zip	Lancaster, CA 93535
Phone Number	(661) 946-5656
Principal	Mr. Ed Beleno
Email Address	ebeleno@eastsideusd.org
School Website	https://www.eastsideusd.org/Domain/13
County-District-School (CDS) Code	19644776106421

2022-23 District Contact Information

District Name	Eastside Union Elementary School District
Phone Number	(661) 952-1200
Superintendent	Dr. Joshua Lightle
Email Address	jlightle@eastsideusd.org
District Website Address	www.eastsideusd.org

2022-23 School Overview

School Vision

Columbia Elementary School staff, students and parents believe in education, with a focus on college awareness and career readiness. 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 equal access to curriculum

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

Civic pride, leadership, and responsibility are a priority 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

Columbia Elementary School, in partnership with all stakeholders, will create a safe, data driven and engaging learning environment that provides our students with the opportunities to prepare them for academic success, career readiness, lifelong learning, citizenship, and global awareness.

Behavior Purpose:

We the students, staff, and families of Columbia are committed to promoting positive behaviors. We are committed to teaching students behaviors essential to valuing others, self, and learning to promote academic success.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	77
Grade 2	84
Grade 3	89
Grade 4	92
Grade 5	83
Grade 6	110
Total Enrollment	622

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.3
Asian	0.0
Black or African American	21.1
Filipino	0.6
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.9
White	5.6
English Learners	22.7
Foster Youth	3.7
Homeless	4.3
Migrant	0.0
Socioeconomically Disadvantaged	90.7
Students with Disabilities	15.8



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	92.31	117.30	83.93	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.85	3.00	2.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.30	7.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.50	1.10	12115.80	4.41
Unknown	1.00	3.85	7.60	5.44	18854.30	6.86
Total Teaching Positions	26.00	100.00	139.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	92.59	109.50	79.21	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.70	5.00	3.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.70	15.60	11.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	2.17	11953.10	4.28
Unknown	0.00	0.00	5.10	3.69	15831.90	5.67
Total Teaching Positions	27.00	100.00	138.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify CKLA (K - 6) Frogstreet (TK)	Yes	0
Mathematics	California Math Expressions Common Core, Houghton-Mifflin Harcourt 2015	Yes	0

Science	California Science, Houghton-Mifflin 2007	Yes	0
History-Social Science	Scott Foresman 2006; Prentice Hall 2006	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

09/20/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	22	N/A	22	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	11	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	380	97.69	2.31	22.37
Female	178	175	98.31	1.69	25.14
Male	211	205	97.16	2.84	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	77	75	97.40	2.60	13.33
Filipino	--	--	--	--	--
Hispanic or Latino	271	265	97.79	2.21	25.28
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	13	92.86	7.14	7.69
White	23	23	100.00	0.00	21.74
English Learners	92	92	100.00	0.00	9.78
Foster Youth	11	11	100.00	0.00	9.09
Homeless	22	20	90.91	9.09	30.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	357	349	97.76	2.24	20.92
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	77	76	98.70	1.30	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	378	97.17	2.83	15.34
Female	178	173	97.19	2.81	13.87
Male	211	205	97.16	2.84	16.59
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	77	75	97.40	2.60	8.00
Filipino	--	--	--	--	--
Hispanic or Latino	271	263	97.05	2.95	18.63
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	13	92.86	7.14	0.00
White	23	23	100.00	0.00	13.04
English Learners	92	90	97.83	2.17	6.67
Foster Youth	11	11	100.00	0.00	9.09
Homeless	22	20	90.91	9.09	15.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	357	347	97.20	2.80	14.12
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	77	76	98.70	1.30	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	7.69	9.09	8.9	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	78	92.86	7.14	7.69
Female	39	35	89.74	10.26	11.43
Male	45	43	95.56	4.44	4.65
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	13	12	92.31	7.69	0
Filipino	--	--	--	--	--
Hispanic or Latino	59	55	93.22	6.78	7.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	19	90.48	9.52	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	72	93.51	6.49	5.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	85.2%	79.5%	78.4	85.2	78.4

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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, Coffee and Conversation meetings, Literacy Night, computer classes, parenting classes, School Site Council meetings, English Language Advisory Committee meetings, Student of the Month and Semester assemblies. Our PTA will participate in various fundraisers and school functions. Columbia will also be coordinating with our Parent Liaison to create workshops for parents and guardians.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	738	706	346	49.0
Female	338	326	162	49.7
Male	400	380	184	48.4
American Indian or Alaska Native	3	3	2	66.7
Asian	0	0	0	0.0
Black or African American	166	158	80	50.6
Filipino	6	5	3	60.0
Hispanic or Latino	490	469	223	47.5
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	30	30	16	53.3
White	42	41	22	53.7
English Learners	160	153	62	40.5
Foster Youth	31	28	15	53.6
Homeless	33	32	23	71.9
Socioeconomically Disadvantaged	689	662	328	49.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	130	123	65	52.8

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.24	6.43	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.71	0.00	5.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.71	0.00
Female	1.18	0.00
Male	4.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.23	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	4.76	0.00
English Learners	0.00	0.00
Foster Youth	12.90	0.00
Homeless	6.06	0.00
Socioeconomically Disadvantaged	2.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.15	0.00

2022-23 School Safety Plan

School Safety Committee Meeting 10/08/2021 3:00 PM (Review of prior year's Safety Plan)
 Safety Plan Meeting 10/19/2021 3:00 PM (Safety Plan Draft Meeting)
 School Safety Committee Meeting 11/02/2021 3:00 PM (Safety Plan Draft Meeting)
 Safety Plan Meeting 12/1/2021 3:00 PM (Approval of CES Safety Plan CES SSC)

Columbia students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others. The School Safety Committee met and discussed safety procedures and protocols. Definition of a soft and hard lockdown were discussed and agreed upon. Staff roles in emergencies were also discussed and planned. Students who exhibit dangerous behaviors were also discussed. Appropriate actions and procedures to de-escalate students and what proper procedures to follow to ensure safety of everyone.

The school created and adopted a school safety plan for the 2021/2022 school year. The plan will be reviewed and approved by the Board of Trustees on February, 2022.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	1	
1	24		4	
2	22		4	
3	23		4	
4	31		3	
5	32		1	
6	31		2	
Other	24	2	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	25		3	
2	24		4	
3	21	1	3	
4	29		3	
5	34			3
6	32		1	
Other	18	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	24		3	
2	27		3	
3	20	3	1	
4	33		1	1
5	30		2	
6	28	1	3	
Other	19	3	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	622

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4250.61	110.99	4139.62	82,796.22
District	N/A	N/A	5404.75	\$81,739
Percent Difference - School Site and District	N/A	N/A	-26.5	1.3
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-45.7	-2.2

2021-22 Types of Services Funded

- Class Size Reduction (K-3)
- Accelerated Reader Club (TK-6)
- * Alternative Supports (After School Tutoring Program) (TK-6)
- * Title I Reading Intervention Program (K - 6)
- * Math Intervention Program (K - 6)
- * RISE After School Program (TK-6)
- * After School Extended Learning Opportunity Program
- * Saturday Academic Clubs (TK-6)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,749	\$51,591
Mid-Range Teacher Salary	\$74,846	\$79,620
Highest Teacher Salary	\$102,472	\$104,866
Average Principal Salary (Elementary)	\$131,024	\$131,473
Average Principal Salary (Middle)	\$125,985	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$213,725	\$205,661
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Based on multiple data sources such as the California Dashboard, state test results from CAASPP, ELPAC results, and Panorama Survey results, Columbia Elementary School will focus on increasing student achievement by addressing the delivery of instruction-in our classrooms as well as students' social and emotional learning. Teachers and classified staff will be trained to continue to implement Restorative Circles and Move This World strategies to assist with students SEL. Teachers from grades K to 6th were trained in Number Talks to improve listening and speaking opportunities in the classroom. Columbia administrators and grade level leaders participated in professional development opportunities which included Instructional Leadership Team training as well as Culture and Climate team training. Curriculum professional development will be scheduled to enhance certificated staff's effectiveness in utilizing our District adopted curriculum.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	3	3