



# Columbus Elementary School

## Glendale Unified School District

425 W. Milford Street • Glendale, CA 91203 • (818) 242-7722

**Kelly King, Principal**

Serving grades Kindergarten through Six

# 2005-2006 School Accountability Report Card

### District Administration

**Dr. Michael F. Escalante**  
Superintendent

**Eva Rae Lueck**  
Chief Business & Financial Officer

**Cathleen McMullen**  
Assistant Superintendent,  
Human Resources

**Dr. Gregory Franklin**  
Assistant Superintendent,  
Educational Services

**Alice Petrossian**  
Assistant Superintendent,  
Educational Services

**Lou Stewart**  
Assistant Superintendent,  
Special Education

### Board of Education

**Chakib Sambar**  
President

**Pamela Ellis**  
Vice President

**Greg Krikorian**  
Clerk

**Joylene Wagner**  
Member

**Mary W. Boger**  
Member

**Christopher Panosian**  
Student Member

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

### 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 Instructional Focus

A schoolwide effort to have ALL Columbus students show measurable growth in reading comprehension as measure by the California Standards Test, Comprehensive Assessment of Reading Strategies, and Kindergarten Reading Comprehension Assessment by committing to our adopted Language Arts curriculum, implementing the 12 strategies to teach what good readers do, and integrating reading comprehension with writing.



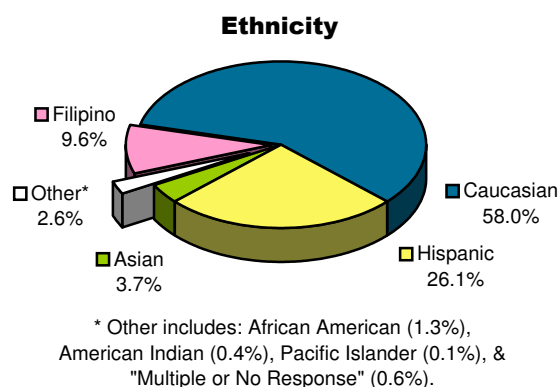
### Community & School Profile

Situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains, the city of Glendale is the third largest city in all of Los Angeles County. Glendale Unified School District serves more than 28,000 students on both year-round and traditional calendar systems. Comprised of 20 elementary schools, four middle schools, five high schools, and two specialized schools, the district offers a variety of creative programs that provide Glendale parents and students with many options for fulfilling individual needs and goals.

Columbus Elementary, located in the heart of Glendale, was originally established in 1908. The school was awarded the 2004 California Distinguished School Award and recognized as a Title I Achieving School in 2004, 2005, and 2006. Students from Columbus will eventually move on to Toll Middle School, Clark Magnet High School, and/or Hoover High School.

During the 2005-06 school year, 846 kindergarten through sixth grade students were enrolled at the school on a year-round calendar system.

The 2005-06 student population consisted of 78.5% 'Socioeconomically Disadvantaged,' 42.1% 'English Learners,' and 7.3% 'Students with Disabilities.' Additional student body demographics are illustrated below.



### Discipline & Climate for Learning

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. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

In addition to sponsoring programs that eliminate bullying, bolster conflict resolution, and promote peaceful interactions on campus, the school participates in the Glendale Character and Ethics Project. The program highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, or responsibility.

The Suspensions and Expulsions table below illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Columbus			GUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	28	56	37	4,901	4,858	3,355
Suspension Rate	3.17%	6.34%	4.37%	16.65%	16.86%	11.98%
Expulsions	0	0	0	65	56	39
Expulsion Rate	0.0%	0.00%	0.00%	0.23%	0.19%	0.14%

### Extracurricular Activities & Student Recognition

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

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
- Presidential Physical Fitness Award
- Presidential Academic Achievement Award
- Columbus Pride Awards

### Minimum Days & Instructional Minutes

During the 2005-06 school year, Columbus Elementary School offered 178 days of instruction, seven of which were minimum days for tracks A and D, and eight of which were minimum days for tracks B and C. Minimum days are scheduled for parent-teacher conferences and the last day of instruction. Additionally, each Thursday is set aside as a "banking day." Banking days are shortened by one hour in order to allow time for grade-level or faculty meetings, staff development, and classroom planning. All instructional time offered during the 2005-06 school year exceeded the annual minute requirements specified in the California Education Code.

	Instructional Minutes by Grade Level	
	Required Minutes	Actual Minutes
<b>K (Tracks A &amp; D)</b>	36,000	45,593
<b>K (Tracks B &amp; C)</b>	36,000	45,589
<b>1st-3rd (Tracks A &amp; D)</b>	50,400	50,670
<b>1st-3rd (Tracks B &amp; C)</b>	50,400	50,658
<b>4th-6th (Tracks A &amp; D)</b>	54,000	54,161
<b>4th-6th (Tracks B &amp; C)</b>	54,000	54,142

### Class Size

Columbus Elementary School maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 22:1 during the 2005-06 school year. The following chart shows average class size by grade level, as well as the number of classes offered in reference to their enrollment.

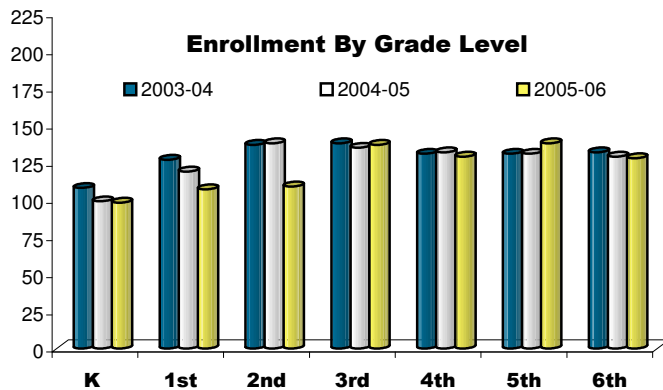
	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	04	05	06	1-20 Students			21-32 Students			33+ Students		
<b>K</b>	20	20	20	5	5	5	0	0	0	0	0	0
<b>1st</b>	20	19	20	6	6	5	0	0	0	0	0	0
<b>2nd</b>	19	19	19	7	7	5	0	0	0	0	0	0
<b>3rd</b>	20	19	19	7	7	7	0	0	0	0	0	0
<b>4th</b>	33	33	32	0	0	0	1	1	2	3	3	2
<b>5th</b>	33	33	35	0	0	0	1	2	0	3	2	4
<b>6th</b>	33	32	32	0	0	0	1	3	2	3	1	2
<b>K-3rd</b>	20	n/a	18	1	0	1	0	0	0	0	0	0

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at Columbus Elementary School that successfully met CSR requirements for the past three years.

	Class Size Reduction		
	04	05	06
<b>K</b>	100%	100%	100%
<b>1st</b>	100%	100%	100%
<b>2nd</b>	100%	100%	100%
<b>3rd</b>	100%	100%	100%
<b>K-3rd</b>	100%	n/a	100%

## School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates enrollment at Columbus Elementary School over the past three years.



Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Staff members make daily phone calls to parents when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent conference may be scheduled.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

## School Leadership

Leadership at Columbus Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Kelly King for the past six years. Prior to this position, Ms. King served as the school's Assistant Principal for three years, with 17 total years of experience in education.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals.



Avenues of opportunity include: Instructional Leadership Team (ILT), Leadership Team (LT), School Site Council, English Learner Advisory Committee (ELAC), and School Safety Committee.

## School Facilities & Safety

Columbus Elementary School, originally constructed in 1950, is currently situated on 6.6 acres and comprised of 35 classrooms, a library/media center, one computer lab, a cafeteria, an outdoor lunch area, a preschool/childcare center, administrative offices, and one blacktop playground.

Safety of students and staff is a primary concern of Columbus Elementary School. Noon aides, administrators, and teachers supervise students at breaks, lunch, and before and after school. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass which must be displayed at all times.

The School Site Safety Plan is evaluated and revised annually by members of the Site Safety Committee; all revisions are shared immediately with staff members.

Key elements of the 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.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are conducted on a regular basis throughout the school year. The following chart displays the results of the most recent school facilities inspection, completed on October 24, 2006.

## Facility Conditions & Planned Improvements

Date of Williams Facilities Inspection: n/a

Item Inspected	Facility in Good Repair		Repair Needed & Action Taken or Planned
	Yes	No	
Gas Leaks	X		At the time of publication, Columbus Elementary School had not yet received a Williams Facility Inspection due to its statewide ranking (7th decile). The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority. For more information regarding the new facilities requirements pursuant to Williams vs. the State of California, please see <a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a> .
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		
Other	X		

## Cleaning Process

Columbus Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

## Maintenance & Repair

A scheduled maintenance program is administered by Columbus Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Glendale Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

## Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program 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 2006-07 school year, Glendale Unified School District has budgeted \$1,238,000 for the deferred maintenance program, which represents 0.57% of the district's general fund budget. As part of a five-year plan, Columbus Elementary School is scheduled to receive new flooring, exterior lighting, upgraded HVAC and PA systems, exterior painting, and asphalt, plumbing and roofing repairs between 2006 and 2010.

## Student Achievement & Testing

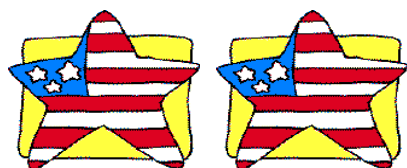
Various measures of student achievement are used as an ongoing part of the quality instructional program at Columbus Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of instructional programs. In addition to the Standardized Testing and Reporting (STAR) program, the school and district administer other assessments to determine the progress of each student. Kindergarten students take a district-developed inventory exam, while first through sixth grade students take district math and writing benchmark assessments. Results of these assessments and state testing are evaluated annually to determine whether each student is performing below, at, or above grade-level standards.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is shown below.

California Standards Test (CST)																																	
Combined % of Students Scoring at Advanced & Proficient Levels																																	
	English/Language Arts															Science																	
	2nd			3rd			4th			5th			6th			5th																	
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06															
<b>All Students</b>																																	
<b>Columbus</b>	<b>39</b>	<b>56</b>	<b>54</b>	<b>26</b>	<b>24</b>	<b>36</b>	<b>37</b>	<b>45</b>	<b>50</b>	<b>46</b>	<b>39</b>	<b>40</b>	<b>51</b>	<b>46</b>	<b>53</b>	<b>53</b>	<b>71</b>	<b>63</b>	<b>48</b>	<b>61</b>	<b>66</b>	<b>47</b>	<b>47</b>	<b>43</b>	<b>51</b>	<b>52</b>	<b>54</b>	<b>58</b>	<b>56</b>	<b>56</b>	<b>14</b>	<b>21</b>	<b>33</b>
GUSD	43	50	57	40	39	46	51	57	59	57	57	56	50	56	59	62	66	71	57	66	69	60	59	64	61	64	64	56	62	61	35	41	44
California	35	42	47	30	31	37	39	47	49	40	43	43	36	38	41	51	56	59	48	54	58	45	50	54	38	44	48	35	40	41	24	28	32
<b>Females</b>																																	
<b>Columbus</b>	<b>46</b>	<b>55</b>	<b>57</b>	<b>33</b>	<b>32</b>	<b>34</b>	<b>53</b>	<b>47</b>	<b>57</b>	<b>49</b>	<b>52</b>	<b>40</b>	<b>53</b>	<b>52</b>	<b>58</b>	<b>59</b>	<b>66</b>	<b>60</b>	<b>42</b>	<b>65</b>	<b>57</b>	<b>59</b>	<b>47</b>	<b>54</b>	<b>54</b>	<b>60</b>	<b>45</b>	<b>54</b>	<b>57</b>	<b>55</b>	<b>9</b>	<b>19</b>	<b>30</b>
GUSD	46	53	63	45	43	49	55	63	65	60	60	62	56	61	61	61	65	71	57	66	65	59	61	66	61	64	65	55	63	60	33	38	44
California	39	45	31	33	35	39	43	52	54	44	46	47	39	41	44	50	55	58	47	54	56	45	51	55	38	45	48	34	39	41	21	26	30
<b>Males</b>																																	
<b>Columbus</b>	<b>32</b>	<b>56</b>	<b>53</b>	<b>22</b>	<b>17</b>	<b>38</b>	<b>23</b>	<b>45</b>	<b>42</b>	<b>42</b>	<b>29</b>	<b>40</b>	<b>47</b>	<b>39</b>	<b>48</b>	<b>48</b>	<b>75</b>	<b>66</b>	<b>53</b>	<b>57</b>	<b>75</b>	<b>36</b>	<b>46</b>	<b>33</b>	<b>47</b>	<b>46</b>	<b>60</b>	<b>63</b>	<b>55</b>	<b>57</b>	<b>18</b>	<b>23</b>	<b>35</b>
GUSD	39	48	51	34	35	41	47	51	55	52	55	51	45	51	57	63	68	71	57	66	73	59	57	63	60	65	62	57	61	61	38	43	45
California	32	39	43	27	29	33	36	44	46	36	39	40	33	35	39	52	58	59	50	56	58	45	50	54	36	43	48	36	41	42	26	32	34
<b>Socioeconomically Disadvantaged</b>																																	
<b>Columbus</b>	<b>39</b>	<b>63</b>	<b>48</b>	<b>23</b>	<b>21</b>	<b>30</b>	<b>32</b>	<b>46</b>	<b>45</b>	<b>46</b>	<b>35</b>	<b>36</b>	<b>46</b>	<b>40</b>	<b>55</b>	<b>55</b>	<b>68</b>	<b>62</b>	<b>44</b>	<b>61</b>	<b>63</b>	<b>43</b>	<b>43</b>	<b>39</b>	<b>47</b>	<b>50</b>	<b>49</b>	<b>58</b>	<b>53</b>	<b>59</b>	<b>10</b>	<b>19</b>	<b>23</b>
GUSD	30	36	41	24	22	26	34	41	41	40	40	37	35	38	37	52	55	57	43	54	55	46	44	50	47	51	47	41	46	44	18	23	23
California	22	28	33	17	17	22	25	32	35	24	28	28	20	22	26	39	45	48	36	44	46	32	38	42	25	32	35	21	26	28	11	14	18
<b>English Learners</b>																																	
<b>Columbus</b>	<b>37</b>	<b>50</b>	<b>49</b>	<b>11</b>	<b>0</b>	<b>4</b>	<b>10</b>	<b>19</b>	<b>7</b>	<b>23</b>	<b>8</b>	<b>2</b>	<b>11</b>	<b>13</b>	<b>17</b>	<b>55</b>	<b>68</b>	<b>63</b>	<b>31</b>	<b>35</b>	<b>33</b>	<b>26</b>	<b>23</b>	<b>14</b>	<b>30</b>	<b>24</b>	<b>17</b>	<b>44</b>	<b>33</b>	<b>17</b>	<b>4</b>	<b>5</b>	<b>9</b>
GUSD	32	37	44	20	17	23	19	28	29	21	16	17	16	20	19	54	58	63	42	51	54	36	37	41	37	35	35	31	30	27	9	9	11
California	18	23	27	10	12	15	15	19	24	12	13	13	6	7	8	38	43	45	32	40	41	26	32	36	17	22	24	11	13	14	4	6	7
<b>Caucasian</b>																																	
<b>Columbus</b>	<b>33</b>	<b>53</b>	<b>57</b>	<b>23</b>	<b>22</b>	<b>34</b>	<b>32</b>	<b>44</b>	<b>47</b>	<b>49</b>	<b>36</b>	<b>39</b>	<b>49</b>	<b>51</b>	<b>49</b>	<b>49</b>	<b>74</b>	<b>66</b>	<b>48</b>	<b>58</b>	<b>72</b>	<b>53</b>	<b>47</b>	<b>41</b>	<b>56</b>	<b>51</b>	<b>51</b>	<b>63</b>	<b>68</b>	<b>57</b>	<b>9</b>	<b>14</b>	<b>24</b>
GUSD	46	54	61	42	42	47	54	60	64	58	59	59	52	59	60	66	69	75	59	67	73	62	62	67	64	68	67	58	65	63	38	42	47
California	53	61	65	48	51	55	59	68	69	60	63	63	56	58	61	67	73	74	64	70	73	61	65	68	51	58	64	51	58	58	42	49	52
<b>Filipino</b>																																	
<b>Columbus</b>	<b>62</b>	<b>73</b>	<b>*</b>	<b>64</b>	<b>36</b>	<b>55</b>	<b>64</b>	<b>*</b>	<b>82</b>	<b>*</b>	<b>60</b>	<b>73</b>	<b>71</b>	<b>*</b>	<b>57</b>	<b>62</b>	<b>87</b>	<b>*</b>	<b>79</b>	<b>64</b>	<b>73</b>	<b>57</b>	<b>*</b>	<b>55</b>	<b>*</b>	<b>73</b>	<b>82</b>	<b>79</b>	<b>*</b>	<b>43</b>	<b>*</b>	<b>27</b>	<b>82</b>
GUSD	56	58	66	47	49	54	58	68	69	68	68	62	68	61	68	70	74	74	68	77	76	65	69	75	66	74	74	67	69	63	41	48	53
California	54	61	68	46	46	53	57	66	69	58	60	60	52	53	60	68	72	74	67	74	76	64	70	73	54	63	67	49	56	59	33	41	43
<b>Hispanic</b>																																	
<b>Columbus</b>	<b>41</b>	<b>56</b>	<b>42</b>	<b>17</b>	<b>23</b>	<b>32</b>	<b>38</b>	<b>31</b>	<b>47</b>	<b>33</b>	<b>41</b>	<b>28</b>	<b>35</b>	<b>31</b>	<b>60</b>	<b>57</b>	<b>59</b>	<b>54</b>	<b>30</b>	<b>66</b>	<b>52</b>	<b>23</b>	<b>25</b>	<b>38</b>	<b>33</b>	<b>43</b>	<b>48</b>	<b>29</b>	<b>29</b>	<b>55</b>	<b>13</b>	<b>43</b>	<b>34</b>
GUSD	21	31	38	21	18	29	33	38	37	36	41	35	30	37	43	41	49	55	37	48	51	37	36	41	38	42	43	32	37	40	17	26	26
California	22	28	33	17	17	22	25	32	35	25	27	29	20	22	27	39	44	47	36	43	46	33	38	43	25	33	36	21	26	29	11	14	18

\* Due to the moderate number of students tested, scores will not be disclosed.



## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested.

The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Math.

CAT/6																														
% Scoring At or Above the National Average																														
	Reading						Mathematics																							
	2nd		3rd		4th		5th		6th		2nd		3rd		4th		5th		6th											
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06									
<b>Columbus</b>	<b>45</b>			<b>22</b>	<b>31</b>	<b>37</b>	<b>35</b>			<b>33</b>			<b>45</b>			<b>61</b>			<b>57</b>	<b>54</b>	<b>64</b>	<b>48</b>			<b>60</b>			<b>72</b>		
GUSD	54			40	40	44	45			50			59			62			63	66	69	59			67			72		
California	47			35	36	37	35			40			46			58			53	55	55	49			50			53		
	<b>Subgroups</b>																													
Females	52			32	41	37	47			36			46			60			47	56	55	58			60			72		
Males	39			15	21	37	25			29			44			61			64	53	73	39			60			72		
Socioeconomically Disadvantaged	45			20	27	33	32			29			42			61			53	53	59	44			55			71		
English Learners	44			10	8	7	10			18			15			61			41	25	33	26			33			59		
Caucasian	38			18	30	36	33			27			41			61			57	53	70	49			63			82		
Filipino	62			50	45	45	50			*			71			77			86	73	73	64			*			79		
Hispanic	51			20	26	34	35			33			38			54			40	51	52	35			48			41		

**Beginning in 2005, the CAT/6 tested reading/language arts, spelling, and mathematics, in grades three and seven only, and no longer tested science in any grade.**

\* Due to the moderate number of students tested, scores will not be disclosed.

### Physical Fitness

In the spring of each year, Columbus Elementary School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2005-06 school year, 63.9% of Columbus Elementary School's fifth grade students met or exceeded state fitness standards.

### Curriculum Improvement

Columbus Elementary School's curriculum is written in compliance with the state framework and the model curriculum standards dictated by the State Department of Education. The District Curriculum Committee is the primary leadership team responsible for monitoring and evaluating the curriculum. Decisions concerning curriculum improvement are then made through a collaborative effort among school representatives, ensuring that all changes are schoolwide, not isolated to a single class or grade.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

**Statewide API Rank:** The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

**Similar Schools API Rank:** The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

	API Growth			2006 API Score
	2003-04	2004-05	2005-06	
Statewide API Rank	6	6	7	<b>Growth</b>
Similar Schools API Rank	8	8	9	<b>Score</b>
<b>All Students</b>				
Actual API Growth	5	24	6	<b>787</b>
<b>Socioeconomically Disadvantaged</b>				
Actual API Growth	18	22	1	<b>769</b>
<b>English Learners</b>				
Actual API Growth	*	*	4	<b>777</b>
<b>Caucasian</b>				
Actual API Growth	1	25	6	<b>782</b>
<b>Hispanic</b>				
Actual API Growth	10	37	2	<b>759</b>

\* Data unavailable through the California Department of Education.

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, containing at least 30 students with valid scores.



### Adequate Yearly Progress

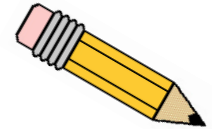
No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Math.
- Percent proficient on the state's standards-based assessments in ELA and Math.
- API as an additional indicator.
- Graduation rate (for secondary schools).



There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.



<b>Adequate Yearly Progress 2006</b>				
<b>Met AYP Criteria</b>	<b>Columbus</b>		<b>Glendale Unified School District</b>	
	<b>English/Language Arts</b>	<b>Mathematics</b>	<b>English/Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	n/a		Yes	
Made Overall AYP	Yes		Yes	

Results of school and district performance are displayed at left. Columbus Elementary School met all of the 2006 AYP criteria.

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

<b>Federal Intervention Program</b>		
Program Improvement (PI)		
	<b>Columbus</b>	<b>GUSD</b>
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2006-07)	n/a	n/a
Number of Schools Currently in PI	n/a	2
Percent of Schools Identified for PI	n/a	6.3%

### Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Columbus Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following groups and/or organizations: Glendale Police Association, Family Resource Center, School Site Council, Parent Volunteers, Assistance League of Glendale, Glendale Lions Club, McDonald's, Domino's, and Pizza Man.

### Contact Information

Parents who wish to participate in Columbus Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (818) 242-7722. The district's website ([www.gusd.net](http://www.gusd.net)) also provides a variety of resources and information for parents, students, and community members.

### Counseling & Other Support Services

In addition to academics, the staff at Columbus Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The following chart displays a list of support services that are offered to students at Columbus Elementary School.

<b>Counseling &amp; Support Services Staff</b>		
	<b>Number of Staff</b>	<b>Full-Time Equivalent</b>
Library Assistant	1	1.0
Psychologist	1	1.0
Nurse	1	0.6
Health Aide	1	1.0
P.E. Assistant	1	0.5
Speech Therapists	2	1.2
Special Day Class (SDC) Teachers	3	3.0
Education Assistants	25	12.0
Assistant for the Physically Handicapped	4	*

\* Please contact school office for further information.

Special needs students may receive additional support through the school's Resource Specialist Program and/or Special Day Classes. Each identified student is evaluated by a team consisting of his/her parent(s), school administrators, the psychologist, and special education teacher in order to develop an Individual Education Plan (IEP). The IEP defines the individualized instruction a special needs student will receive. Instruction is provided in the least restrictive environment possible and students are mainstreamed whenever appropriate.



All teachers at Columbus Elementary School are appropriately credentialed and able to instruct students acquiring English as a second language. Students are identified as English Learners (EL) through the California English Language Development Test (CELDT) and the Home Language Survey (HLS). English Language Development (ELD) is taught in the classrooms, and interventions are available in reading, writing, and building test-taking skills. A Newcomer Teacher also works one-on-one with students in grades two through six, and staff receive added support from an EL Specialist.

Intersession courses are provided to all students having difficulty achieving grade-level performance in reading. Additionally, some teachers offer after-school tutoring. Fifth and sixth grade students pair with primary grade students for cross-age tutoring in reading and writing.

Gifted and Talented Education (GATE) is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement. Students in the GATE program receive differentiated instruction from GATE-trained teachers in their classrooms and may participate in District-sponsored GATE activities.

The district participates in the state's Healthy Start, Healthy Families and Healthy Kids programs. These programs are coordinated through the Healthy Start and Family Resource Center at the Pacific Avenue Education Center (440 West Lomita; Glendale, CA 91204), and serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals. The Healthy Start and Family Resource Center also administers Project Access to Education (PACE), assisting homeless families to enroll their children in school, overcome obstacles that might keep their child from attending school, and allow their child to stay in one school while the family transitions into a more stable environment.

### Textbooks & Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Glendale Unified School District thoroughly inspected each of its school sites at the start of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart below displays data collected in October of 2006 in regards to the textbooks in use at Columbus Elementary School during the current school year (2006-07).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Houghton Mifflin	K-5th	2003	On August 15, 2006, the district's Board of Education determined that all textbooks at Columbus Elementary School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
	McDougal Littell	6th		
Math	MacMillin-McGraw Hill	K-6th	1997	
Social Science	Harcourt	K	2006	
	MacMillin-McGraw Hill	1st-6th		
Science	Harcourt	K-5th	2002	
	Holt, Rinehart, & Winston	6th		

The school's fully automated library, staffed by a full-time library assistant, is stocked with thousands of books that are available for students to check out, including books translated into Spanish, Korean, and Armenian. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Four computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts prepare students for technological growth and opportunities. Each classroom at Columbus Elementary School contains a minimum of two computers.

In addition to the computer lab with 36 workstations, classrooms also have access to a mobile computer cart, equipped with 40 Internet-ready laptops. Students in grades one through six receive computer-assisted instruction on a regular schedule, 30-45 minutes each week. Software programs include, but are not limited to: Microsoft Office Suite, KidPix, and STAR online reading.

Computer Resources			
	03-04	04-05	05-06
Computers	120	100	148
Students per computer	7.5	8.8	5.7
Classrooms connected to Internet	43	38	38

### Teacher Assignment

Glendale Unified School District recruits and employs only the most qualified credentialed teachers. During the 2005-06 school year, Columbus Elementary School staffed 39 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status				
	Columbus			GUSD
	03-04	04-05	05-06	05-06
With Full Credential	40	41	39	1,262
Without Full Credential	3	2	0	58
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	67

Figure reflects Interns, Emergency Credentials, and Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current available data are reported.

Misassignments/Vacancies			
	04-05	05-06	06-07
Teacher Misassignments of English Learners	2	4	4
Teacher Misassignments (Other)	0	0	0
<b>Total Misassignments</b>	<b>2</b>	<b>4</b>	<b>4</b>
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### NCLB Compliance - Core Academic Subjects

	Columbus	GUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	<b>94.6%</b>	89.0%	86.0%	89.0%
% of Classes Taught by Non-NCLB Compliant Teachers	<b>5.4%</b>	11.0%	14.0%	11.0%

## Substitute Teachers

Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test (CBEST). 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 and the district has not yet experienced any difficulties providing qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators will assume the role of the substitute.

## Teacher Evaluation & Professional Development

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 and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluations are also based on the California Standards for the Teaching Profession, which include: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored two staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During the 2005-06 school year, staff development topics at Columbus Elementary School were primarily focused on Data Analysis to Drive Instruction and Reading/Language Arts.



For additional support in their profession, teachers may enlist the services of the district's Peer Assistance and Review (PAR) program, and/or the Beginning Teacher Support and Assessment (BTSA) facilitator. The Paraprofessional Teacher Training Program (PTTP) is also available, offering assistance to educational assistants interested in pursuing a teaching career.

## Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

### Teacher & Administrative Salaries 2004-05

	GUSD	California
Beginning Teacher Salary	\$38,260	\$37,540
Mid-Range Teacher Salary	\$58,736	\$59,426
Highest Teacher Salary	\$75,794	\$73,925
Average Principal Salary (Elementary)	\$101,615	\$87,162
Average Principal Salary (Middle)	\$102,426	\$96,389
Average Principal Salary (High)	\$107,519	\$105,092
Superintendent Salary	\$186,401	\$185,251
% of Budget for Teacher Salaries	41.9%	40.9%
% of Budget for Administrative Salaries	4.8%	5.3%

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 20,000 average daily attendance statewide. The chart below illustrates the average teacher salary at Columbus Elementary School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	Columbus	\$63,870
	GUSD	\$58,888
	Percentage of Variation: 8.5%	
School & State	Columbus	\$63,870
	All Unified School Districts	\$57,560
	Percentage of Variation: 11.0%	

## Expenditures & Services Funded

Based on 2004-05 audited financial statements, Glendale Unified School District spent an average of \$7,037 to educate each student. The chart below provides a comparison of Columbus Elementary School's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Columbus	Total	\$5,393
	Restricted (Supplemental) Sources	\$1,264
	Unrestricted (Basic) Sources	\$4,129
GUSD	Unrestricted Sources	\$4,839
	Percentage of Variation (School/District): 17.2%	
California	Unrestricted Sources	\$4,743
	Percentage of Variation (School/State): 14.9%	

In addition to general state funding, Columbus Elementary School received state and federal categorical funding for the following support programs:

- Title I, Part A (Basic Grant)
- Title V, Part A (Innovative Assistance Programs)
- Economic Impact Aid (EIA)
- English Language Acquisition Program (ELAP)
- Gifted & Talented Education Program (GATE)
- School & Library Improvement Block Grant (SLIBG)