



Columbia Elementary School

School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC Web page at http://www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) . For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

ED-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial , demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Columbia Elementary	District Name	Fruitvale Elementary
Street	703 Mondavi Way	Phone Number	661-589-3830
City, State, Zip	Bakersfield , CA 93312	Web Site	www.fruitvale.k12.ca.us/district
Phone Number	661-588-3540	Superintendent	Dr. Mary Westendorf
Principal	Bill Jager	E-mail Address	mawestendorf@fruitvale.k12.ca.us
E-mail Address	bijager@fruitvale.k12.ca.us	CDS Code	15- 63479- 6112783

School Description and Mission Statement (School Year 2011-12)

Columbia School has adopted a theme of *"Hands, Hearts and Minds"* and is involved in a number of community services projects. Columbia has been named as a California Distinguished School three times by the California State Department of Education.

The School enjoys strong parent and community support. The Columbia Parent Club, School Site Council, and Principal's Advisory meet regularly to plan, discuss site issues and implement projects beneficial to the school. There is extensive use of community resources in support of the educational program.

The staff and parents of Columbia Elementary believe that every student can reach his/her highest potential of academic growth, personal integrity and responsibility.

The staff and parents agree that academic success will be achieved through opportunities and experiences that will unleash every child's special talent(s). With a comprehensive, integrated curriculum, students will learn a basic set of knowledge and develop a curiosity and love of learning that will motivate them to seek new information.

The staff and parents propose that every student will have opportunities to develop a personal integrity that will respect others, service to the community and oneself.

Students will leave Columbia with a personal responsibility, a strong base of knowledge, a sense of service to their communities and recognition of their own unique talents. These core values will help students throughout their school careers and lives.

Opportunities for Parental Involvement (School Year 2011-12)

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parents support their children's academic efforts and their development as responsible members of society by helping their students at home with their schoolwork, attending conferences and providing a caring environment.

Fruitvale encourages parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Parent Clubs at each school are currently active in providing many activities for Fruitvale School District students. They work together to assist in school programs and community projects. Please contact the school for specific information and opportunities for parent involvement.

Student Enrollment by Grade Level (School Year 2011-12)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	77
Grade 1	70
Grade 2	63
Grade 3	75
Grade 4	80
Grade 5	99
Grade 6	87
SDC	38
Total Enrollment	589

Student Enrollment by Group (School Year 2011-12)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.4 %
American Indian or Alaska Native	0.5 %
Asian	3.6%
Filipino	2.4 %
Hispanic or Latino	34.7 %
Pacific Islander	0 %
White (not Hispanic)	53.2%
Multiple or No Response	2.2 %
Socioeconomically Disadvantaged	39.7 %
English Learners	8.2%
Students with Disabilities	12.2 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		3		21.7		3		26	0	3	0
1	23.3		3		20.3	2	1		26	0	3	0
2	21		3		24		3		25	0	2	0
3	23		3		22.3	1	2		28.7	0	3	0
4	32		1	1	33		2	1	22	1	2	0
5	32		1		30.6		3		27	1	2	1
6	32.5		1	1	27.3	1	1	1	26	1	1	1
K-3	22.5	1			23.1		1		26.4			
3-4	26.6				31		1		25.3			
4-6	32.2		1		32.2		1		25			

III. School Climate**School Safety Plan (School Year 2011-12)**

The School Safety Plan is revised yearly taking into account staff changes as well as content revisions. The Emergency Preparedness portion of the plan is modeled after State Standardized Emergency Management System.

The plan is dedicated to the ongoing enhancement of all aspects of school safety including:

- Maintenance of safe and orderly learning environment by maintaining the buildings and grounds to a high standard.
- Student transition to and from school with instructions on how to cross streets safely and a crossing guard posted by the school. Along with this there is a Transportation Safety Plan that includes instructions on how to board and exit the bus safely, how the red cross-over lights are used and annual evacuation exercises.
- Student behavior and discipline is outlined in the plan and is given to the parents and students via the Student/Parent handbook at the beginning of the school year.
- Disaster preparedness is accomplished by training the staff to respond to natural disasters or evacuations due to potential hazards.

Many of the staff are trained in first aid and CPR procedures along with triage, search and rescue and student security in the event of an emergency.

- Playground and classroom facilities and equipment are inspected annually with written reports of the findings. The play equipment has been inspected by a certified playground inspector and there is an ongoing maintenance program to improve the safety of the equipment. A quarterly inspection of the buildings, grounds and play equipment is done by the Lead Custodian and documented on a standard form.
- Student, parent and staff safety training is done on an ongoing basis through in-services, fire and earthquake drills and parent universities.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	.028	.045	.056	0.08	.09	.078
Expulsions	0.0	0.0	0.0	.001	0.004	.002

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

Columbia School opened for the 1995-96 school year. The construction was financed by district voter approval of Measure A in 1994. The school is included in the District five-year deferred maintenance plan that is submitted to the State. On-going maintenance and painting is regularly scheduled for the campus.

The Director of Maintenance, Operations and Transportation oversees the team of custodial staff assuring that classrooms, offices, restrooms, and the campus grounds are kept clean and safe. Custodians are on hand during the day and evenings at each school site. School grounds are mowed and maintained on a weekly basis. Communication is ensured by the use of two-way radios at each school site for daily use and in case of emergency.

The data reported is the determination of good repair as documented in a complete Interim Evaluation Instrument. School site inspection date was April 2, 2012.

School Facility Good Repair Status (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating	Good				

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	30	26	26	148
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	NA	0.00%
Low-Poverty Schools in District	0.00%	0.00%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.25	539
Library Media Teacher (Librarian)	0.5	539
Psychologist	0.5	539
Social Worker	0	0
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0.4	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011 – 12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January, 2012

Core Curriculum Areas	Textbook and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K – Starfall 2008-09 1-6 gr. McMillan/McGraw Hill 2011-12	Yes	0
Mathematics	K – Sadlier Oxford 2008-09 1-2 gr. McMillan/McGraw Hill 2008-09 3 rd -6 th McMillan/McGraw Hill 11-12	Yes	0
Science	McMillan-McGraw Hill 2008-09	Yes	0
History-Social Science	K-5 Pearson Scott Foresman 2006-07 Gr. 6 Harcourt Brace 2006-07	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4980	\$1087	\$3893	\$65,161
District	N/A	N/A	\$5225	\$67,214
Percent Difference - School Site and District	N/A	N/A	5.6%	3.2%
State	N/A	N/A	\$5,681	\$65,531
Percent Difference - School Site and State	N/A	N/A	-18.7%	5.2%

Types of Services Funded (Fiscal Year 2011-12)

Columbia offers a wide range of services to assist in the individual needs and development of its students. These programs include a Reading Camp directed by a Title I Reading Teacher and Instructional Aides that provide additional instruction in reading using researched based materials for students below grade level.

An English Language Development program is in place for English learners to help develop language skills and gain language proficiency.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,000	\$41,344
Mid-Range Teacher Salary	\$62,566	\$65,929
Highest Teacher Salary	\$78,467	\$83,763
Average Principal Salary (Elementary)	\$95,984	\$102,080
Average Principal Salary (Middle)	\$97,424	\$106,158
Superintendent Salary	\$136,856	\$151,742
Percent of Budget for Teacher Salaries	44.00 %	41.00 %
Percent of Budget for Administrative Salaries	5.3 %	6.00 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2011 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	68	66	67	69	69	72	52	54	56
Mathematics	77	75	70	66	64	67	48	50	51
Science	57	63	49	71	70	71	54	57	60
History-Social Science	0	0	0	68	76	80	44	48	49

Standardized Testing and Reporting Results by Student Group (School Year 2011-12)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	72	67	71	80
All Students at the School	67	70	49	0
Male	66	70	47	0
Female	68	71	53	0
African American	0	0	0	0
American Indian or Alaska Native	*	*	*	0
Asian	0	0	0	0
Filipino	*	*	*	*
Hispanic or Latino	64	67	38	0
Pacific Islander	*	*	*	0
White (not Hispanic)	68	71	56	0
Two or More Races	73	64	0	0
Socioeconomically Disadvantaged	61	66	44	0
English Learners	0	0	0	0
Students with Disabilities	34	38	0	0
Students Receiving Migrant Ed Services	*	*	*	*

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFI\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.5	23.5	32

X. Accountability

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. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	8	8
Similar Schools	6	9	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2009-10	2010-11	2011-12	2012
All Students at the School	25	-9	-27	838
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	29	11	-30	819
Pacific Islander				
White (not Hispanic)		-22	-25	845
Socioeconomically Disadvantaged	31	0	-28	808
English Learners				
Students with Disabilities				625

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes

"Yes" Met 2012 AYP Criteria

"No" Did not Meet 2012 AYP Criteria

Federal Intervention Program (School Year 2011-12)

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 (ELA 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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20%

XI. School Completion and Postsecondary Preparation

Admission requirements for California's Public Universities – NA

XII. Instructional Planning and Scheduling

Professional Development occurs twice each school year for .5 days each time. Students are dismissed on a Minimum Day Schedule at 12:30. In addition, "time banking" allows for an early release one day per week for grades three-six. Students are dismissed 50 minutes early every Wednesday.