

# Columbia Elementary School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

#### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <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

### DataQuest

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

### Internet Access

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

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Columbia Elementary School
Street	703 Mondavi Way
City, State, Zip	Bakersfield, CA 93312
Phone Number	661-588-3540
Principal	Bill Jager
E-mail Address	bijager@fruitvale.k12.ca.us
CDS Code	15634796112783

<b>District Contact Information</b>	
<b>District Name</b>	Fruitvale Elementary School District
<b>Phone Number</b>	(661) 589-3830
<b>Web Site</b>	www.fruitvale.k12.ca.us/district
<b>Superintendent</b>	Mary Westendorf, Ed.D
<b>E-mail Address</b>	mawestendorf@fruitvale.k12.ca.us

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

---

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 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

---

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.

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	66	67	64	69	72	69	54	56	55
<b>Mathematics</b>	75	70	67	64	67	65	49	50	50
<b>Science</b>	63	49	53	70	71	69	57	60	59
<b>History-Social Science</b>	N/A	N/A	N/A	76	80	77	48	49	49

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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	69	65	69	N/A
All Student at the School	64	67	51	N/A
Male	65	68	57	N/A
Female	62	66	47	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian	81	81		N/A
Filipino				N/A
Hispanic or Latino	56	59	21	N/A
Native Hawaiian/Pacific Islander				N/A
White	67	70	66	N/A
Two or More Races	73	80		N/A
Socioeconomically Disadvantaged	54	60	36	N/A
English Learners	50	57		N/A
Students with Disabilities	36	27		N/A
Students Receiving Migrant Education Services				N/A

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.

**California Physical Fitness Test Results (School Year 2012-13)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.4	16.1	35.5

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### 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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	8	8	7
Similar Schools	9	7	2

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-9	-28	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	-30	-22
Native Hawaiian/Pacific Islander			
White	-22	-24	4
Two or More Races			
Socioeconomically Disadvantaged	0	-28	9
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	391	833	2,407	858	4,655,989	790
Black or African American	9		85	810	296,463	708
American Indian or Alaska Native	2		21	862	30,394	743
Asian	13	908	59	924	406,527	906
Filipino	10		54	945	121,054	867
Hispanic or Latino	139	797	825	826	2,438,951	744
Native Hawaiian/Pacific Islander	0		3		25,351	774
White	203	848	1,287	872	1,200,127	853
Two or More Races	14	875	66	896	125,025	824
Socioeconomically Disadvantaged	143	817	748	818	2,774,640	743
English Learners	35	804	184	822	1,482,316	721
Students with Disabilities	60	607	253	649	527,476	615

### Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	64
Grade 1	70
Grade 2	72
Grade 3	67
Grade 4	74
Grade 5	93
Grade 6	101
Total Enrollment	541

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.8	White	54.2
American Indian or Alaska Native	0.7	Two or More Races	3.7
Asian	3.7	Socioeconomically Disadvantaged	34.9
Filipino	2.6	English Learners	8.5
Hispanic or Latino	32.7	Students with Disabilities	13.3
Native Hawaiian/Pacific Islander	0.0		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	21.7	3	0	0	26	0	3	0	21	1	2	
1	20.3	3	0	0	26	0	3	0	18	2	2	
2	24	0	3	0	25	0	2	0	18	2	2	
3	22.3	1	2	0	28.7	0	3	0	13	3	2	
4	32.7	0	2	1	22	1	2	0	15	3	2	
5	30.7	0	3	0	27	1	2	1	16	4	2	
6	27.3	1	1	1	26	1	1	1	20	2	3	
Other					0	1	0	0				

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	4.65	3.52	3.88	9.48	7.75	6.24
Expulsions	0.0	0.0	0.0	0.15	0.24	0.06

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

---

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 March 27, 2013.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: March 27, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
<b>With Full Credential</b>	26	26	26	144
<b>Without Full Credential</b>	0	0	0	3
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98	2
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	97.7	2.3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0539
Counselor (Social/Behavioral or Career Development)	0.25	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.5	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other	0.2	---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 3rd-6th 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

## X. School Finances

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4980	\$1087	\$3893	\$65,161
District	---	---	\$5225	\$67,214
Percent Difference: School Site and District	---	---	-34.2%	-3.2%
State	---	---	\$5,537	\$66,594
Percent Difference: School Site and State	---	---	-45.93%	0.57%

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,000	\$41,327
Mid-Range Teacher Salary	\$62,566	\$63,903
Highest Teacher Salary	\$78,467	\$81,573
Average Principal Salary (Elementary)	\$95,984	\$103,887
Average Principal Salary (Middle)	\$98,864	\$107,439
Average Principal Salary (High)	\$0	\$102,399
Superintendent Salary	\$136,856	\$155,551
Percent of Budget for Teacher Salaries	44.0%	40.7%
Percent of Budget for Administrative Salaries	6.5%	6.2%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Professional Development occurs four times 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.