

# Columbia Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Columbia Elementary School
<b>Street</b>	703 Mondavi Way
<b>City, State, Zip</b>	Bakersfield, CA 93312
<b>Phone Number</b>	661-588-3540
<b>Principal</b>	Dr. Angie Summers
<b>Email Address</b>	ansummers@fruitvale.net
<b>Website</b>	columbia.fruitvale.k12.ca.us
<b>County-District-School (CDS) Code</b>	15634796112783

Entity	Contact Information
<b>District Name</b>	Fruitvale Elementary School District
<b>Phone Number</b>	(661) 589-3830
<b>Superintendent</b>	Mary Westendorf, Ed.D.
<b>Email Address</b>	mawestendorf@fruitvale.net
<b>Website</b>	www.fruitvale.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

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, and once recognized as a Gold Ribbon School and Title I Academic Achievement School. Columbia was named an Honor Roll School in 2019 by the Educational Results Partnership. Columbia Elementary is in the first year of MTSS, Multi-Tiered System of Support, a process that includes the implementation of the Walk to Learn program. The Walk to Learn program is a daily Tier 1 system providing data-driven instruction tailored to students' individual literacy needs. Additionally, the Walk to Learn program provides enrichment for students achieving above benchmark levels.

The School enjoys strong parent and community support. The Columbia Parent Teacher Organization, 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 at Columbia Elementary.

The staff and parents of Columbia Elementary believe that every student can reach his/her highest potential for 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 personal integrity that will respect others, service to the community and oneself. Students will leave Columbia with 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.

All School Goals and Action Plans follow within the District LCAP Goals:

1. Implement Common Core State Standards to Maintain High Levels of Student Achievement and Prepare Students to Learn in a 21st Century Classroom
2. Increase Student Engagement and School Connectedness.
3. Increase Meaningful Partnerships with Fruitvale Families and Community.

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	99
Grade 1	69
Grade 2	62
Grade 3	78
Grade 4	81
Grade 5	100
Grade 6	82
Total Enrollment	571

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	1.1
Asian	1.9
Filipino	4.7
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	0.7
White	46.2
Two or More Races	3
Socioeconomically Disadvantaged	49.7
English Learners	4.9
Students with Disabilities	14.9
Foster Youth	0.5
Homeless	3

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	30	27.25	154.5
Without Full Credential	2	0	2	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2019

The Fruitvale School District held the Williams Act Public hearing regarding sufficiency or insufficiency of Instructional materials on September 10, 2019, at the Regular Scheduled Board Meeting and there were no concerns, complaints, or public comments.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K – Starfall 2016 1-6 gr. Wonders McGraw Hill 2017	Yes	0
Mathematics	K-8 Houghton Mifflin Go Math 2015-16	Yes	0
Science	McMillan-McGraw Hill 2008-09 The District is piloting new State Adopted Science Curriculum in 2019-2020	Yes	0
History-Social Science	K-5 Pearson Scott Foresman 2006-07 Gr. 6 Harcourt Brace 2006-07	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Columbia School opened for the 1995-96 school year. The construction was financed by district voter approval of Measure A in 1994. On-going maintenance and painting are 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 Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

**Year and month of the most recent FIT report:** April 17, 2019

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	52	58	58	50	50
Mathematics (grades 3-8 and 11)	40	48	50	55	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	334	99.11	0.89	51.80
Male	180	178	98.89	1.11	44.94
Female	157	156	99.36	0.64	59.62
Black or African American	13	13	100.00	0.00	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	16	16	100.00	0.00	50.00
Hispanic or Latino	144	144	100.00	0.00	47.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	142	139	97.89	2.11	56.83

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	181	180	99.45	0.55	42.78
English Learners	28	26	92.86	7.14	38.46
Students with Disabilities	58	58	100.00	0.00	12.07
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	334	99.11	0.89	48.20
Male	180	178	98.89	1.11	50.00
Female	157	156	99.36	0.64	46.15
Black or African American	13	13	100.00	0.00	53.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	16	16	100.00	0.00	56.25
Hispanic or Latino	144	144	100.00	0.00	40.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	142	139	97.89	2.11	53.24
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	181	180	99.45	0.55	38.89
English Learners	28	26	92.86	7.14	30.77
Students with Disabilities	58	58	100.00	0.00	12.07
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.2	13.1	26.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

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

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



## Opportunities for Parental Involvement (School Year 2019-20)

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.

## State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.5	1.8	1.6	2.6	2.4	2.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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 the State Standardized Emergency Management System.

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

- Maintenance of a 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 are 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. 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 are done on an ongoing basis through in-services, fire and earthquake drills, and parent universities.
- The School Safety Plan is written with input from all stakeholders and is reviewed by local law enforcement/first responders.

## D. Other SARC Information

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

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		26		1		24		5	
1	21	13	28						22		3	
2	19	42							20	2	1	
3	21	13	45						19	1	3	
4	32		30		12	10			18	3	2	
5	23	13	29		9	11			18	3	3	
6	25	13	17	13	7	12			15	6	2	
Other**	31	14		1	7	9			20	1		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

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

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,167	1,167	5,000	62,288
District	N/A	N/A	5,889	\$72,896.00
Percent Difference - School Site and District	N/A	N/A	-16.3	-13.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-35.1	-19.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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. Columbia is in the first year of Multi-Tiered System Of Support (MTSS) implementation to evaluate and address current school systems of support. Columbia is also in the first year of Tier 1 "Walk to Learn" program to improve literacy for all students. Staff is receiving extensive professional development to ensure success for all students.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,000	\$49,378
Mid-Range Teacher Salary	\$71,286	\$77,190
Highest Teacher Salary	\$91,302	\$96,607
Average Principal Salary (Elementary)	\$111,749	\$122,074
Average Principal Salary (Middle)	\$115,029	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$170,024	\$189,346
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Professional Development occurs four times each school year for 0.5 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. The site administrators provide ongoing professional development based on the needs of the staff. Extensive training in the implementation of the "Walk to Learn" Tier 1 Literacy program including: testing and data analysis, student placement based on specific skill deficit, laser-focused instruction for struggling readers, extension/enrichment lesson delivery, and student progress monitoring, are provided throughout the year with use of an outside program consultant and the 95% Group.