



Columbia Elementary School

10142 Old Oregon Trail • Redding, CA 96003-7995 • 530-223-4070 • Grades K-4

Cortney Pratt, Principal

cpratt@columbiasd.com

<https://www.columbiasd.com/Schools/Columbia-Elementary-School>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Columbia Elementary School District

10140 Old Oregon Trail
Redding, CA 96003
530-223-1915
www.columbiasd.com

District Governing Board

Matthew Riley

Charles Van Hoosen

Devon Hastings

Melissa Reyes

James Luna

District Administration

Clay Ross

Superintendent

Cathleen Serna

Director of Business Services

Our Vision

Columbia School District schools are safe, well maintained, engaging, stimulating and success oriented. The level of pride and accomplishment is quite evident. Staff have a high sense of responsibility, great values, positive behavior, and moral conscience. They hold themselves accountable for their actions and the choices they make. Adults are visible and accessible to students. Communication is open, friendly, and caring. Students come prepared, eager to participate, and devoted to learning because they believe in themselves. Parents take an active role in their children's education by teaching their children values, good work ethics at home, and by collaboratively working with the school staff.

Mission Statement

The mission of our school district is to ensure learning for all children – no limits, no excuses.

School Profile

Columbia Elementary School is a Transitional Kindergarten through fourth grade school located on the east side of Redding, California. Columbia School prides itself on providing a rich learning environment through direct teacher/ student instruction and strong supportive services. Our teachers maintain high professional standards and are always on the cutting edge of new learning models and methods. Our test scores are on the rise and we are continuing to strive for improvement each year by implementing a consistent and articulated curriculum from preschool through 4th grade with transitions to our 5-8 middle school. We operate an outstanding private preschool that coordinates a seamless transition into our Transitional Kindergarten & Kindergarten classes. At Columbia, we work hard to provide a safe and positive learning environment for our students. We have an active parent group that contributes in a myriad of ways to the success of our students. The community at large is encouraged to participate in all school activities. Attendance at our school plays and special events is overwhelming. Our Parent Activities Committee supports projects throughout the school and allows students to participate in extracurricular activities not funded by the school. Columbia strives to maintain class size at 24:1 in grades TK-3 as a result of the Local Control Formula Funding (LCFF) and bargaining agreement. We attempt to keep classes in 4th grade at 28:1. Our students are exceptionally well behaved and are taught safety, respect, and responsibility as a part of everything they do. We believe in positive relationships and communication, award our children with PAWS Awards for being safe, responsible, respectful, as well as doing their best, being cooperative, and always thinking. Music education at Columbia is a valuable resource for students and families that are interested in their child learning an instrument at school. Classroom music instruction begins at Columbia in the 1st grade with singing, movement and rhythm activities. Students in the 4th grade learn to read music and play off instruments and the recorder in class. TK - 4th grade students perform at least one visual and performing arts event per year and many do two.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	94
Grade 2	85
Grade 3	79
Grade 4	76
Total Enrollment	442

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	2.5
Asian	1.4
Filipino	0.2
Hispanic or Latino	12.2
White	75.1
Two or More Races	7.9
Socioeconomically Disadvantaged	37.8
English Learners	1.8
Students with Disabilities	7.5
Homeless	1.4

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 for Columbia Elementary	17-18	18-19	19-20
With Full Credential	23	22	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Columbia Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Columbia Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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)

Columbia Elementary School District held a public hearing on September 11, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available with the exception of 4th grade who did not adopt this year. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption. This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/11/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacMillan/McGraw-Hill Little Treasures and CA Treasures Adopted 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Go Math Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Mystery Science Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Pearson/Scott Foresman Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Sparks Adopted 2014

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Columbia Elementary School was built in 1955 and opened in 1956. While it is an older facility, it is well maintained by a staff of maintenance and custodial personnel who take pride in their work and their school. We have safety committees at both the site and the district that oversee safety issues. We have large fields and blacktop areas that are constantly being improved every year with landscaping, walkways, shade structures, and playground equipment. Our site has a large library and cafeteria/multi-purpose room. Picnic tables located on cement pads near the classrooms double as break time seating and study areas. The campus is continually being upgraded, modernized, and beautified.

In 2004, the School Office was relocated to the front of the campus through modernization. This added to the safety of the entire campus as all visitors and the parking lot are easily monitored. The location in which the office was originally housed was modernized into a new classroom that meets all ADA standards; additionally the 3 Pre-School rooms were brought up to requirements and standards; all air and heating units were upgraded through modernization.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: September 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	52	56	55	58	50	50
Math	54	55	48	48	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	153	152	99.35	55.92
Male	75	74	98.67	50.00
Female	78	78	100.00	61.54
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	21	21	100.00	38.10
White	109	108	99.08	60.19
Two or More Races	17	17	100.00	64.71
Socioeconomically Disadvantaged	67	66	98.51	56.06
English Learners	--	--	--	--
Students with Disabilities	15	15	100.00	33.33
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	153	152	99.35	54.61
Male	75	74	98.67	59.46
Female	78	78	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	21	21	100.00	28.57
White	109	108	99.08	57.41
Two or More Races	17	17	100.00	70.59
Socioeconomically Disadvantaged	67	66	98.51	45.45
English Learners	--	--	--	--
Students with Disabilities	15	15	100.00	20.00
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.

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)

Parents are very active partners in our educational community. Their contributions are multi-faceted. We have a TK-8 School Site Council that meets monthly and is made up of people from both school sites. In addition, both sites have an active parent committee that raises funds for site and classroom improvement. Some of our curriculum includes the expertise of parents and they are invited to come to classrooms as guest speakers, support personnel, buddies, and mentors. Many of our parents provide connections to the classrooms through their businesses or professions.

Opportunities for educational showcases for parents include, but are not limited to: Spring and Winter musical concerts, Back to School Night, Performing Arts (plays and choral) presentations by various grade levels; Open House, Art Fair and/or Science Fair; Family Fun Nights; Halloween parade and Fall Carnival; Drill Team; Parent Educational evenings. We also have an Art Docent program led by Parent Volunteers who utilize our Art room.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Columbia Elementary School at (530) 223-4070.

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.

School Safety Plan

Safety of students and staff is a primary concern of Columbia Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed annually by the School Safety Committee. All revisions are communicated to both the classified and certificated staff. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held periodically throughout the school year.

Students are supervised before and after school, and during lunch and break periods by certificated and/or classified staff. There are two designated areas for student drop off and pick up. All visitors are required to sign-in at the office prior to entering the school grounds and are given a day-use badge to wear.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.9	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	442.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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.

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	20	2	4		22	1	4		22		5	
1	23		3		23		4		23		4	
2	22	1	3		23		3		21		4	
3	24		3		21	1	3		26		3	
4	19	1	3		19	1	3		21	1	3	
Other**	9	1			8	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.

Professional Development provided for Teachers

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

Staff members reinforce teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district has had three School Improvement Days (SIP) dedicated to staff development annually for the past three years.

The staff development activities for Columbia Elementary School District staff is driven by our district priorities which are: positive relationships, communication, student achievement, safety, staff development, alternative programs, financial and facilities.

Data from the previous year's State testing, benchmark assessments, and other multiple measures drive the staff development days and help decide which experts or speakers to bring in, (i.e. Prentice Hall Representatives, CSU Chico Professors), or experts to help us with our continuous improvement. District committees for Math and Reading/Language Arts also meet twice annually to review data and curriculum.

Staff development is delivered through our three Consortium/District Wide SIP days. On SIP days, teachers may attend conferences if appropriate. Monthly staff development occurs in meetings with the Principal and grade level department teams. Professional Learning Communities meet once a week.

Individual mentoring and staff development occurs randomly as needed, for example in the areas of differentiated instruction or data interpretation. Teacher support may be given through grade level articulation days, minimum day meetings, team and peer meetings, individual meetings, and through observations.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,450	\$45,252
Mid-Range Teacher Salary	\$60,392	\$65,210
Highest Teacher Salary	\$79,165	\$84,472
Average Principal Salary (ES)	\$90,654	\$107,614
Average Principal Salary (MS)	\$100,847	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$133,681	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	31%
Administrative Salaries	8%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Columbia Elementary receives state and federal funding for categorical and other support programs.

Data Sources

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. 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 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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,009.00	\$2,142.00	\$7,867.00	\$66,503.00
District	N/A	N/A	\$9,066	\$65,381.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-14.2	1.7
School Site/ State	4.7	2.4

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.