



Columbia Academy

1785 Columbia Ave. • Corning, CA 96021-9115 • 530.824.7778 • Grades K-8

Joshua Niehues, Principal

jniehues@cuesd.net

www.corningelementary.org

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



Corning Union Elementary School District

1590 South Street
Corning, CA 96021
530.824.7700

www.corningelementary.org

District Governing Board

Helen Pitkin
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District Administration

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Superintendent

Dave Sweringen
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Chief Business Officer

School Description

Located in the agricultural center of Tehama County in the northern Sacramento Valley, Columbia has become a showplace of alternative education. Our school offers rigorous curriculum designed to meet state standards, in a setting designed to engage and motivate students. From our computer lab to materials to engaging staff, student learning and sense of belonging are paramount outcomes. Additionally, we offer many programs specifically designed for our school and community. On site, we host various local and county counseling groups, an AB 1801 Counselor, Study Skills classes, and educational field trips.

Our facilities also offer our students different outlets for creativity and growth. They have full use of an athletic field and two basketball courts. We pride ourselves on our ability to serve the needs of our students, staff, and community.

The Columbia Mission: Each student will be successfully taught grade level work every day in the safest environment possible.

Our goals are to ensure that each student is able to access the highest quality curriculum across the content areas, receives research-based instruction utilizing results-proven instructional methodologies, SDAIE strategies, and differentiation, and has opportunities for remediation and/or tutoring. We also strive to ensure that all students take the most rigorous classes that they are able to take to prepare them for high school, their yearly state assessments, and for the California High School Exit Examination.

Types of Services Funded

Columbia currently provides students with a variety of services. We maintain RSP services and academic counseling through AB 1802.

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 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	1
Grade 1	1
Grade 2	1
Grade 5	2
Grade 6	2
Total Enrollment	7

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	57.1
White	42.9
Socioeconomically Disadvantaged	100
English Learners	42.9
Students with Disabilities	42.9

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 Academy	17-18	18-19	19-20
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Corning Union	17-18	18-19	19-20
With Full Credential	♦	♦	92
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Columbia Academy

Indicator	17-18	18-19	19-20
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.

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

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Study Sync 6-8/Benchmark K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin/Harcourt Math Expressions K-5; CPM (2013) 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McDougal Littell (2007) 6-8; Foss Science CDE (2007) K-5. All students have access to books in good repair. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace / Houghton Mifflin (2007) K-5; Glencoe California Series (2006) 6-8; all students have access to books in good repair. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	LEA Provided Percent of students lacking their own assigned textbook: 0
Health	LEA Provided Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	LEA Provided Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	LEA Provided

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus is designed to facilitate teaching and learning in a variety of ways. The classroom space meets, at least, the minimum required by California law, are clean, and are equipped with adequate light, heat, technology, storage, etc. In addition, the classroom has space for a teacher desk and instruction aide work area and contains storage. The school also offers students an individualized instruction and support room, and two restrooms. In addition to the academic buildings, we provide access to an open field and outdoor basketball court, outdoor lunch area, and a large open space for a variety of activities. Our facilities are built and maintained for the purpose of serving students academically, physically, and socially. This school has a total of 2 classrooms (permanent portables).

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Missing ceiling tiles, stained ceiling tiles from previous leaks, cracked window trim, cracked and peeling paint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Evidence of roof leaks, missing and stained ceiling tiles from leaks, cracked and peeling paint. Both classrooms have major roof leaks.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	Both buildings have been neglected and should be repaired. Both roofs are scheduled for repair in April 2020.

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	--	0	28	32	50	50
Math	--	11	23	26	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.

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	13	8	61.54	0.00
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	12	7	58.33	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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	13	9	69.23	11.11
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	12	8	66.67	12.50
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 encouraged to participate in the District English Learner Advisory Committee, volunteering in classes, providing supervision on field trips and special events, and participating in specially designed family participation events such as GEAR UP parent nights, community service projects, etc.

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

The school safety plan for Columbia is on file at the District Office, at the Corning Police Department, and in the Maywood Middle School office. This plan identifies the appropriate strategies and programs to provide and maintain a high level of school safety. The plan addresses, in detail, the following items: current status of school crime, child abuse reporting procedures, teacher notification of suspensions and/or expulsions, sexual harassment policies, dress codes, and general school safety. The school safety plan was last reviewed and updated in November of 2019 and last discussed with school faculty that same month.

Additionally, all students were provided copies of the disciplinary matrix, including reasons for suspensions and expulsions. The matrix details consequences for similar infractions of the Education Code and consequences for dissimilar infractions of the Education Code and school rules.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	73.9	60.9	42.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.2	4.2	5.8
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*	.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.

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					5	1			4	1		
4	6	1			1	6						
6									3	6		
Other**												

*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	3	4	4

The District provides two pre-service, professional development days each year. In addition, the district provides 1 additional professional development day during the school year. In years where there are new or new to site teachers, the site provides an additional day for orientation for all new staff. 2019-2020 Based on student performance data on CAASPP, CELDT, and current LCAP goals, 4 staff in-service days are scheduled during the school year for professional development in the areas of reading, math, technology, ELD, and writing instruction. PD is delivered in workshops, conferences, and/or after school training and through collaboration with grade level teams. Support during implementation is provided with, but not limited to; ongoing grade level meetings at the district and site levels, teacher-principal meetings, school site staff training, and district curriculum support instructional coaches in technology, ELA, and math for classroom assistance and support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,189	\$49,378
Mid-Range Teacher Salary	\$61,447	\$77,190
Highest Teacher Salary	\$91,365	\$96,607
Average Principal Salary (ES)	\$106,830	\$122,074
Average Principal Salary (MS)	\$114,348	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$156,332	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$31,041	\$2,228	\$28,813	\$60,028
District	N/A	N/A	\$8,983	\$66,266
State	N/A	N/A	\$7,507	\$77,619

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	104.9	-9.9
School Site/ State	117.3	-25.6

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.