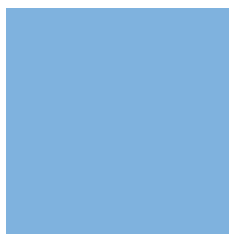


SARC

School Accountability Report Card 2018-19
Published in 2019-20



Columbia School

"Tradition, Pride, Excellence."

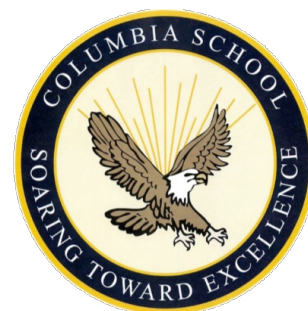
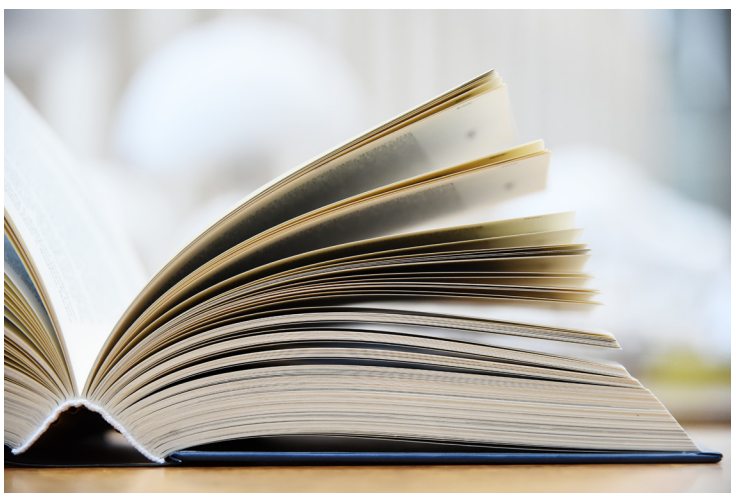
Grades K-8
CDS Code 19-64501-6013155

Jaime Ortega
Principal
jortega2@emcsd.org

3400 North Carolina Avenue
El Monte, CA 91731
(626) 575-2306

columbia.emcsd.org

Para español, visita web.emcsd.org



El Monte City School District

3540 North Lexington Avenue El Monte, CA 91731 ▪ web.emcsd.org

Dr. Maribel Garcia, Superintendent ▪ mgarcia@emcsd.org ▪ (626) 453-3700



Principal's Message

At Columbia School, we are very proud of our educational programs, students, parents and staff. Our dedicated staff, parents and students understand the importance of academic achievement for personal development.

Columbia staff work collaboratively as Professional Learning Communities in the interest of creating optimal and substantive learning opportunities for all students. The school community (i.e., administrators, teachers and support personnel) is committed to providing high-quality, standards-aligned instruction. We aim to prepare well-rounded students for the rigors of high school, civic participation, personal growth and ethical development. In order to fulfill this endeavor, we provide a myriad of academic and extracurricular programs for our students to meet their diverse needs. Specialized intervention classes provide students support in math and language arts. Elective courses enrich students' curriculum with instruction in coding, speech and debate, choir, band, art, drama and guitar. Students are afforded opportunities to improve their college knowledge through acceptance into the Advancement Via Individual Determination (AVID) program. Administrators Jaime Ortega and Helen Guo-Perez believe that continued professional development is integral to a school's evolution. Professionally, they actively pursue professional-growth opportunities through coursework, workshops and conferences and by collaborating with district support staff to develop their own leadership skills. Our focus is to empower all students to reach their maximum potential and continue being lifelong learners.

Columbia: Tradition, Pride, Excellence.

Like Columbia School on Facebook!

School Mission Statement

Columbia School works to challenge all students with a rigorous 21st century curriculum. With a parent, student and teacher partnership, we will encourage critical, analytical thinkers to build strong independent leaders within a safe and positive learning environment.

Parental Involvement

Being an involved parent is integral to our success. Working closely with the community is part of Columbia's rich tradition. Parent-involvement opportunities include our English Learner Advisory Committee (ELAC) and our School Site Council (SSC). Both of these groups hold monthly meetings with the goal of improving student outcomes. Key communicators meet with the superintendent. Further, Columbia staff work with parents to create enriching learning opportunities such as our annual Jog-a-Thon and Family Fun Night. Columbia School has a valuable group of volunteers assisting in all facets of the school community, including study trip chaperones.

For more information on how to become involved, please contact the community liaison, Ms. Angelina Paredes, at (626) 575-2306, extension 1252.

Enrollment by Student Group

The total enrollment at the school was 846 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

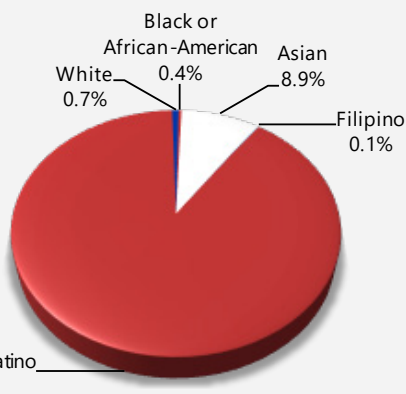
District Mission Statement

Our purpose is to educate all students to develop skills, knowledge and attitudes to be responsible, productive and fulfilled individuals able to succeed ethically in a democratic society.



Demographics

2018-19 School Year



Socioeconomically disadvantaged	96.10%
English learners	31.40%
Students with disabilities	9.50%
Foster youth	0.00%
Homeless	15.80%

School Board

Jennifer Cobian, President
 Elizabeth Rivas, Vice President
 Julia Ruedas, Clerk
 Lisette Mendez, Member
 David Siegrist, LACSTA Representative

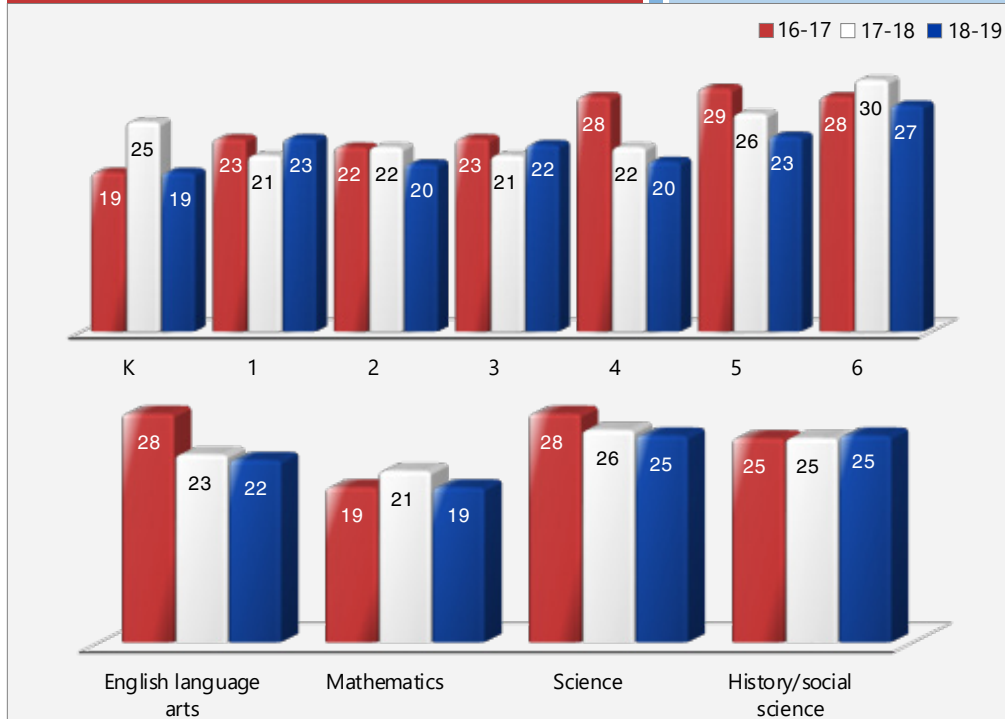


Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

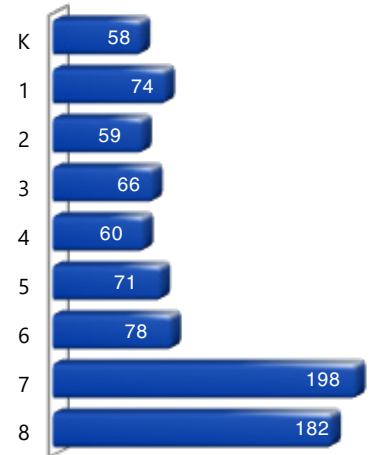
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Columbia School

	16-17	17-18	18-19
Suspension rates	1.3%	1.1%	0.3%
Expulsion rates	0.0%	0.0%	0.0%

El Monte City SD

	16-17	17-18	18-19
Suspension rates	1.4%	1.2%	0.5%
Expulsion rates	0.0%	0.0%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3				3		3		
1		3			3			3	
2	2	1			3		2	1	
3	2	1		3				3	
4		3		1	2		1	2	
5		3		1	2			2	
6	2	2			3			3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2	25		5	12		6	1	
Mathematics	19	26		10	9		17	3	
Science	2	13		2	13		2	13	
History/social science	4	9		4	12		2	13	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Columbia School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Columbia School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	51%	52%	51%	51%	50%	51%
Mathematics	30%	32%	38%	40%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Columbia School	
		Grade 5	Grade 7
Four of six standards		17.1%	15.3%
Five of six standards		21.4%	28.6%
Six of six standards		15.7%	30.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	659	650	98.63%	1.37%	51.69%
Male	335	331	98.81%	1.19%	48.04%
Female	324	319	98.46%	1.54%	55.49%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	65	64	98.46%	1.54%	79.69%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	585	577	98.63%	1.37%	48.35%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	646	637	98.61%	1.39%	51.18%
English learners	333	326	97.90%	2.10%	34.05%
Students with disabilities	72	72	100.00%	0.00%	19.44%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	99	95	95.96%	4.04%	40.00%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

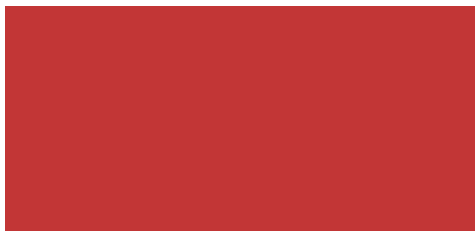




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	660	656	99.39%	0.61%	31.55%
Male	336	335	99.70%	0.30%	32.84%
Female	324	321	99.07%	0.93%	30.22%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	66	66	100.00%	0.00%	68.18%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	585	581	99.32%	0.68%	27.02%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	647	643	99.38%	0.62%	30.95%
English learners	333	331	99.40%	0.60%	19.94%
Students with disabilities	73	73	100.00%	0.00%	10.96%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	99	97	97.98%	2.02%	21.65%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

Textbooks are selected through a district process involving a task force of teachers, administrators, EMCS instructional support staff and parents in the school community. Publishers give presentations, and standards are carefully matched to ensure compliance with state requirements; textbook adoptions come only from the approved list provided by the state. All teachers are given an opportunity to preview materials and ask questions of their site representatives who are on the task force. Members of the task force then vote on selection. Board approval is the final requirement.

All students have current textbooks, and copies are available in Spanish to support students who need second-language support.

History-social science textbooks were adopted during the 2018-19 school year, and the above procedures were followed. The materials selected were on the state-approved list and fit within the curriculum framework adopted by the California State Board of Education.

Textbooks and Instructional Materials List			2019-20 School Year
Subject	Textbook	Adopted	
Reading/language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017	
Reading/language arts	StudySync, McGraw-Hill (6-8)	2017	
Mathematics	<i>Math Expressions</i> , Houghton Mifflin (K-5)	2015	
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (6-8)	2015	
Science	<i>California Science</i> , Pearson Scott Foresman (K-5)	2007	
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007	
History/social science	<i>My World</i> , Pearson (K-5)	2018	
History/social science	Impact, McGraw-Hill (6-8)	2018	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2019-20 School Year
Data collection date		9/9/2019

School Safety

At Columbia, school safety comes first. We embody this by creating a school safety plan that is an active part of every school day. The purpose of the school safety plan is to ensure a safe and orderly environment where strengths are identified, areas of need are addressed, roles and responsibilities of adults are clearly understood, and where emergency and disaster procedures are routinely followed. We conduct evacuation drills and emergency drills for earthquake and other potential emergencies monthly, plus safety meetings.

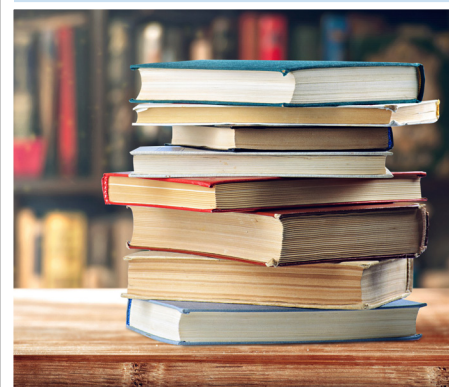
All staff members must wear district ID badges, and all visitors must wear a visitor's pass. A combination of certificated and classified staff supervise all recesses and lunchtimes.

Staff training in Emergency Management System (EMS) response roles and responsibilities are held throughout the fall. We have had search-and-rescue team training, and EMS team leaders have made modifications to our EMS plan. The district has inventoried all supplies and equipment and proposed additional purchases to support the efforts of each EMS team in case of an emergency situation. Staff also had a general review and practice of first-aid procedures in order to support staff in successfully caring for and supporting our students and their colleagues during an emergency situation. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	✧



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		8/22/2019
Date of the most recent completion of the inspection form		8/22/2019

School Facilities

Columbia School is the oldest and most historical school in the El Monte City School District (EMCSD). The school opened in September 1922, and, at one point, housed as many as 2,300 students. Our current enrollment is approximately 850 students. All of the original buildings are gone except for the current seventh-grade building, which was built in 1935. The administration building and the music building were built in 1941. These were recently modernized with the installation of air-conditioning and elevators, as well as new windows.

Most other classroom buildings were added in the 1950s and 1960s; a seventh- and eighth-grade building with a library and computer lab opened in the spring of 2010. New fire-alarm systems have been installed, and smoke detectors have been upgraded. A new public-address system was installed, and the telephone system was upgraded during the summer of 2008.

The fifth- and sixth-grade building and the music building had new windows and new air-conditioning systems installed in the summer of 2006.

All classrooms and the school library are connected to the internet, and each teacher has his or her own email address. Classroom space, office facilities, the library, and restroom facilities are presently adequate to support our instructional programs and staffing. Students in grades 6-8 continue to take full advantage of our Fitness Lab, which houses the latest in fitness equipment. Middle school physical-education teachers instill the value of physical fitness, how to monitor cardiovascular health and how to establish healthy habits in terms of exercise.

Columbia School classrooms and all its facilities are cleaned on a regular rotating basis. Kindergarten classrooms are cleaned and vacuumed daily. All other classrooms are cleaned and vacuumed on alternate days. We have three full-time equivalent (FTE) custodial positions. Our head custodian opens the school early and works until the afternoon. Evening custodial hours are staggered afternoon to late night, after school to night, and sunset to late night. Teachers are periodically asked to complete a Custodial Services Report that provides feedback to the school administration and the head custodian on whether classrooms and facilities are being properly maintained.

Bathroom facilities are kept in good working order. EMCSD support departments respond in a timely manner when work orders are submitted. Staff and student bathrooms, as well as our whole campus, are kept clean by our custodial staff.

During the instructional day, our head custodian maintains the whole campus and completes routine work orders. In the evenings, two custodians work in our K-5 classrooms and our 6-8 classrooms to prepare them for the following instructional day.

The gymnasium is fully functioning with a fitness annex to house fitness equipment and conduct fitness classes.

Public Internet Access

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



Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to El Monte City School District students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (teacher and principal training and recruiting)
- Title III (for limited English-proficient students)
- Title III (for Immigrant Students)
- Title IV (Student Support and Academic Enrichment)
- Low Performing Student Block Grant
- Compensatory Education for English Learners
- Gifted and Talented Education (GATE)
- Beginning Teacher Induction Program
- Class Size Reduction (CSR)
- Special Education
- Head Start
- State Preschool Program
- National School Lunch Program
- State Compensatory Education



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	El Monte City SD	Columbia School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	41	41	39
Without a full credential	5	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Columbia School		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



"Columbia staff work collaboratively as Professional Learning Communities in the interest of creating optimal and substantive learning opportunities for all students."

Professional Development

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3	3

✧ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.66
Social worker	0.00
Nurse	0.66
Speech/language/hearing specialist	0.66
Resource specialist (nonteaching)	0.00



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	El Monte City SD	Similar Sized District
Beginning teacher salary	\$49,761	\$45,741
Midrange teacher salary	\$82,647	\$81,840
Highest teacher salary	\$102,998	\$102,065
Average elementary school principal salary	\$128,179	\$129,221
Superintendent salary	\$222,018	\$224,581
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Columbia School	\$4,956	\$93,532
El Monte City SD	\$4,767	\$88,846
California	\$7,507	\$82,663
School and district: percentage difference	+4.0%	+5.3%
School and California: percentage difference	-34.0%	+13.1%

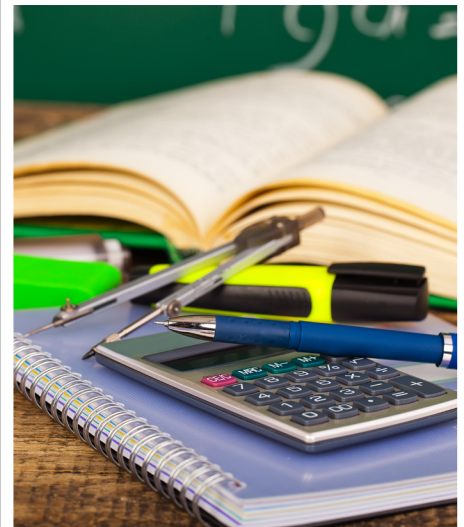
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,228
Expenditures per pupil from restricted sources	\$2,272
Expenditures per pupil from unrestricted sources	\$4,956
Annual average teacher salary	\$93,532



Expenditures Per Pupil

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.

School Accountability Report Card

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