



## VAL VERDE UNIFIED SCHOOL DISTRICT

[www.valverde.edu](http://www.valverde.edu)

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The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2016 and the school facilities information was acquired in October 2016.

# COLUMBIA ELEMENTARY SCHOOL

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## AN ANNUAL REPORT TO THE COMMUNITY 2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

### A MESSAGE FROM THE PRINCIPAL



Welcome to Columbia Elementary School, Home of the Rockets! Our school motto "Inspire, Inquire, Innovate" reflects our commitment to preparing our students for college and career readiness in the 21st Century. We integrate the Four Cs (Communication, Collaboration, Creativity, and Critical Thinking) as we teach the California State Standards and the Next Generation Science Standards. Through STEAM (Science, Technology, Engineering, Arts, and Mathematics), our students learn to explore and innovate new ideas. Through digital learning, they learn to research, create, and collaborate digitally. Through AVID (Advancement Via Individual Determination), our students learn the organizational, writing, and reading skills necessary for success in college and in our global economy. Through PBIS (Positive Behavioral Interventions and Supports), our students learn the important foundational social skills that are necessary in building successful relationships and collegiality. They learn to work collaboratively and communicate effectively with their peers. Every member of our learning community shares the responsibility of ensuring the academic, social, and emotional well-being of our students.

We welcome and encourage parent participation in our classrooms and at special events including 21st Century Learning Afternoon, STEAM Fair, Parent Days, and Parent Education Workshops. We look forward to sharing our programs with you during our school committee meetings including English Learner Advisory Committee, School Site Council, Coffee with the Principal, and Parent Teacher Organization. Our school-to-home communication provides valuable information about our school activities and expectations.

We invite you to join us on our journey. Our teachers teach with passion. Our students learn with zeal. Everyone is engaged in the learning process. At Columbia Elementary, we make every minute count!

### MISSION STATEMENT

It is the mission of Columbia Elementary School to provide its students with opportunities designed to meet individual needs and to ensure that each child has experiences that promote growth in every curricular area of development. Through regular assessments and observations, we are committed to having all students learn and progress. When students are not progressing, we will assist them through collaboration and intervention. Our children will grow and learn in a positive atmosphere where students, parents, faculty, staff

and community together are enthusiastic about the teaching/learning process with mutual respect within the total school environment.

### HONORS

2011 Title I Academic Achievement  
Award Recipient

2011 California Business for Education  
Excellence - Honor Roll Award Recipient

### VISION STATEMENT

We believe that the most promising strategy for achieving the mission of Columbia Elementary School is to develop our capacity to function as a Professional Learning Community. We envision a school in which faculty and staff:

- Unite to achieve a common purpose and clear goals
- Work together in collaborative teams
- Seek and implement researched-based strategies to improve student achievement on a continuing basis
- Monitor each student's progress
- Demonstrate a personal commitment to the academic success and general well-being of all students

### VALUES

In order to achieve the vision of our school that functions as a Professional Learning Community, the Columbia Elementary School staff has made the following collective commitments:

- Utilize state/district adopted standards-based instruction and learning
- Develop, implement and monitor grade-level measurable goals in targeted instructional areas
- Conduct item analysis of student achievement data to identify individual and group weaknesses and maintain strengths
- Implement state/district assessments and analyze the results to make instructional decisions
- Utilize identified instructional strategies to promote success for all students
- Provide parents with resources, strategies, and information to help children succeed

# DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2015-16 school year, the district's schools served more than 19,800 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2015-16 school year, Columbia Elementary served 724 students in grades TK-5. Student enrollment included 7% in special education, 19.9% qualifying for English learner support and 94.2% qualifying for free or reduced-price meals. As a relatively new school, Columbia Elementary's focus is on building a community of learners. While implementing a curriculum based on the rigorous California Common Core State Standards, the school will also develop programs to encourage involvement of parents and the community in school activities.

| Student Enrollment by Subgroup/Grade Level 2015-16 |       |                         |            |
|--|-------|-------------------------|------------|
| Ethnic Group                                       | %     | Grade Level             | #          |
| African American                                   | 4.4%  | Kindergarten            | 119        |
| American Indian or Alaskan Native                  | 0.1%  | Grade 1                 | 116        |
| Asian  | 0.3%  | Grade 2                 | 119        |
| Filipino   | 0.6%  | Grade 3                 | 119        |
| Hawaiian or Pacific Islander                       | 0.0%  | Grade 4                 | 129        |
| Hispanic or Latino                                 | 89.9% | Grade 5                 | 122        |
| White (not Hispanic)                               | 3.9%  | Grade 6                 | 0          |
| Two or More Races                                  | 0.8%  | Grade 7                 | 0          |
| Socioeconomically Disadvantaged                    | 94.2% | Grade 8                 | 0          |
| English Learners                                   | 19.9% |                         |            |
| Students with Disabilities                         | 7.0%  |                         |            |
| Migrant Education                                  | 0.0%  |                         |            |
| Foster Youth                                       | 1.1%  |                         |            |
|  |       | <b>Total Enrollment</b> | <b>724</b> |

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement/State Priority 3: Covered in Parent Involvement.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes/State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

## PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Columbia Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts or simply attending special events and activities. Parents seeking more information or who are interested in participating in any of the activities listed herein may contact the principal's secretary at (951) 443-2460.

Volunteer to Help:

- In the classrooms and library
- Chaperone field trips

Join Leadership Groups:

- Parent Advisory Council (Title I)
- English Learner Advisory Committee
- GATE Advisory Council (Gifted & Talented Education)
- Parent Advisory Committee (PAC)
- Parent Teacher Organization (PTO)
- School Advisory Council (Title I)
- School Site Council
- School Liaison Team

Activities and events held throughout the school year promote school spirit and contribute to a warm, nurturing, and stimulating environment where students feel at home and can succeed at doing their very best. School staff encourage parents to attend:

- Back to School Night
- Coffee with the Principal
- 21st Century Learning Fair
- STEAM Fair
- Parent Day
- Parent Homework Club
- Parent Conferences
- Parent Education Workshops

School to home communication is provided in both English and Spanish. Memos, flyers, and letters are sent home as needed for special announcements and reminders. Notifications are also provided through PeachJar on the school website and the VVUSD app. Blackboard/ParentLink is also used by the school staff to quickly send important emails, telephone, and text messages to students' parents/guardians.

# STUDENT ACHIEVEMENT

## DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of subject matter and skill levels. District benchmark assessments are being aligned to the California Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2015-16 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; DRA; and 95% screeners for phonics/fluency. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

## PHYSICAL FITNESS

In the spring of each year, Columbia Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

|                             | Columbia |       |       | VVUSD |       |       | CA    |       |       |
|-----------------------------|----------|-------|-------|-------|-------|-------|-------|-------|-------|
|                             | 13-14    | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science (Grades 5, 8, & 10) | 26       | 31    | 26    | 56    | 48    | 46    | 60    | 56    | 54    |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2015-16**

| Grade(s) Tested | Number of Standards Met: |        |        |
|-----------------|--------------------------|--------|--------|
|                 | 4 of 6                   | 5 of 6 | 6 of 6 |
| Fifth           | 66.4%                    | 53.3%  | 25.4%  |

*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.*

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

### CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

|                            | 2015-16          |                                      |                                       |                                |
|----------------------------|------------------|--------------------------------------|---------------------------------------|--------------------------------|
|                            | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
| All Students               | 124              | 122                                  | 98.4%                                 | 26.2%                          |
| Male                       | 70               | 68                                   | 97.1%                                 | 26.5%                          |
| Female                     | 54               | 54                                   | 100.0%                                | 25.9%                          |
| Hispanic or Latino         | 106              | 104                                  | 98.1%                                 | 25.0%                          |
| Economically Disadvantaged | 124              | 122                                  | 98.4%                                 | 26.2%                          |
| English Learners           | 40               | 38                                   | 95.0%                                 | 7.9%                           |
| Students with Disabilities | 23               | 23                                   | 100.0%                                | 21.7%                          |

*Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

### California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards

|                                | Columbia |       | VVUSD |       | CA    |       |
|--------------------------------|----------|-------|-------|-------|-------|-------|
|                                | 14-15    | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| English-Language Arts/Literacy | 25       | 27    | 38    | 41    | 44    | 48    |
| Mathematics                    | 23       | 27    | 23    | 26    | 33    | 36    |

*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.*

### CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11) 2015-16

|                                 | English Language Arts/Literacy |               |                |                         | Mathematics      |               |                |                         |
|---------------------------------|--------------------------------|---------------|----------------|-------------------------|------------------|---------------|----------------|-------------------------|
|                                 | Total Enrollment               | Number Tested | Percent Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| <b>Grade 3</b>                  |                                |               |                |                         |                  |               |                |                         |
| All Students Tested             | 124                            | 121           | 97.6%          | 28.1%                   | 124              | 121           | 97.6%          | 42.2%                   |
| Male                            | 64                             | 64            | 100.0%         | 26.6%                   | 64               | 64            | 100.0%         | 39.1%                   |
| Female                          | 60                             | 57            | 95.0%          | 29.8%                   | 60               | 57            | 95.0%          | 45.6%                   |
| Hispanic or Latino              | 114                            | 112           | 98.3%          | 27.7%                   | 114              | 112           | 98.3%          | 43.8%                   |
| Socioeconomically Disadvantaged | 120                            | 118           | 98.3%          | 28.0%                   | 120              | 118           | 98.3%          | 41.5%                   |
| English Learners                | 81                             | 80            | 98.8%          | 27.5%                   | 81               | 80            | 98.8%          | 46.3%                   |
| <b>Grade 4</b>                  |                                |               |                |                         |                  |               |                |                         |
| All Students Tested             | 130                            | 127           | 97.7%          | 28.4%                   | 130              | 128           | 98.5%          | 25.8%                   |
| Male                            | 75                             | 73            | 97.3%          | 21.9%                   | 75               | 74            | 98.7%          | 29.7%                   |
| Female                          | 55                             | 54            | 98.2%          | 37.0%                   | 55               | 54            | 98.2%          | 20.4%                   |
| Hispanic or Latino              | 116                            | 115           | 99.1%          | 27.8%                   | 116              | 116           | 100.0%         | 26.7%                   |
| Socioeconomically Disadvantaged | 120                            | 118           | 98.3%          | 28.8%                   | 120              | 119           | 99.2%          | 25.2%                   |
| English Learners                | 46                             | 46            | 100.0%         | 6.5%                    | 46               | 46            | 100.0%         | 10.9%                   |
| Students with Disabilities      | 14                             | 14            | 100.0%         | 0.0%                    | 14               | 14            | 100.0%         | 0.0%                    |
| <b>Grade 5</b>                  |                                |               |                |                         |                  |               |                |                         |
| All Students Tested             | 124                            | 121           | 97.6%          | 25.6%                   | 124              | 122           | 98.4%          | 13.9%                   |
| Male                            | 70                             | 67            | 95.7%          | 17.9%                   | 70               | 68            | 97.1%          | 14.7%                   |
| Female                          | 54                             | 54            | 100.0%         | 35.2%                   | 54               | 54            | 100.0%         | 13.0%                   |
| Hispanic or Latino              | 106                            | 103           | 97.2%          | 22.3%                   | 106              | 104           | 98.1%          | 14.4%                   |
| Socioeconomically Disadvantaged | 124                            | 121           | 97.6%          | 25.6%                   | 124              | 122           | 98.4%          | 13.9%                   |
| English Learners                | 40                             | 37            | 92.5%          | 2.7%                    | 40               | 38            | 95.0%          | 0.0%                    |
| Students with Disabilities      | 23                             | 23            | 100.0%         | 4.4%                    | 23               | 23            | 100.0%         | 4.4%                    |

*Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk (\*) appears 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. 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.*

## FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Columbia Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

| Federal Intervention Program<br>2016-17 |          |         |
|---|----------|---------|
|   | Columbia | VVUSD   |
| PI Status                               | In PI    | In PI   |
| First Year of PI Implementation         | 2012-13  | 2012-13 |
| Year in PI                              | Year 2   | Year 2  |
| # Schools Currently In PI               |          | 11      |
| % Schools Currently In PI               |          | 50%     |

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

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Columbia Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2004; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

| Campus Description           |                   |
|------------------------------|-------------------|
| Year Built                   | 2004              |
| Acreage                      | 13.6              |
| Bldg. Square Footage         | 50941             |
|                              | Quantity          |
| # of Permanent Classrooms    | 27                |
| # of Portable Classrooms     | 4                 |
| # of Restrooms (student use) | 5 sets & 3 unisex |
| Computer Lab                 | 1                 |
| Library                      | 1                 |
| Multipurpose Room            | 1                 |
| Staff Lounge                 | 1                 |
| Teacher Work Room            | 1                 |

### SUPERVISION AND SAFETY

Columbia Elementary School implements a Secure Campus policy. Each morning as students arrive on campus, staff members are strategically stationed on campus and at the two entrances to monitor activities and behavior. During recess and lunch, five supervision aides supervise students on the playground and in the cafeteria. When students are dismissed at the end of the day, staff members oversee designated exits and pick-up areas to ensure students leave campus in a safe and orderly manner. A crossing guard assists students and community members to cross the street at the back gate before and after school. An additional crossing guard assists students and community members in the front parking lot before school. The same individual serves as an additional supervision aide during lunch/recess for two hours.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid

picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure. All volunteers must apply for either non-supervisory or supervisory volunteer clearance.

### SCHOOL INSPECTIONS

Columbia Elementary School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Columbia Elementary School took place on August 5, 2016. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of restrooms were fully operational and available for student use at all times.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Columbia Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Columbia Elementary's school safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures,

| School Facility Good Repair Status                    |               |      |   |
|---|---------------|------|---|
| Item Inspected  | Repair Status |      |   |
|   | Good          | Fair | Poor  |
| Inspection Date:<br>August 5, 2016                    |               |      |   |
|   |               |      | <b>Repair Needed and Action Taken or Planned</b>  |
| Systems   | ✓             |      |   |
| Interior Surfaces                                     | ✓             |      | MDF Room - Water stains ceiling tiles at hallway; Nurses Office - Water stain ceiling tiles; Room K-1 & K-2 - Linoleum stripping is missing at sink area; Boys Restroom - Hole in linoleum flooring; MPR - Water stain ceiling tiles, water damage to wall, wallpaper is torn |
| Cleanliness   | ✓             |      |   |
| Electrical  | ✓             |      | Room 307 - Outlet cover is missing on west wall, exposed wires  |
| Restrooms/Fountains                                   | ✓             |      |   |
| Safety  | ✓             |      | P-Room 804 - Ramp is rusted, non skid paint is peeling on ramp; P-Room 802 - Paint is peeling on eaves at entry; Kitchen - Paint is chipping on south door  |
| Structural  | ✓             |      | P-Room 803 - Injury hazard gutter, downspout is bent and broken; P-Room 802 - Holes in siding at handrail   |
| External  | ✓             |      | Boys Restroom - Door is rusted with holes; P-Room 804 - Dry rot on door frame; P-Room 803 - Injury hazard, metal weather stripping bent and protruding; Room 403 - Hole in cement on walkway, trip hazard; Room 304 - Hole in cement by drain, trip hazard                    |
| Overall Summary of School Facility Good Repair Status |               |      |   |
|   | Exemplary     | Good | Fair  |
| Overall Summary                                       |               | ✓    |   |

#### Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was formally reviewed, updated, and approved by the School Site Council in March 2016. School staff discussed and reviewed school safety plan updates throughout the school year.

## MAINTENANCE AND REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Columbia Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

## DAILY CLEANING PRACTICES

One full-time day custodian, one full-time evening custodian, and two groundskeepers are assigned to Columbia Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and school custodians communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, custodians inspect the facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians inspect restrooms every hour during the day as a proactive measure to keep restrooms fully stocked, safe, and sanitary. The custodians are required to subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. The groundskeeper is responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations Supervisor visits Columbia Elementary School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

# CLASSROOM ENVIRONMENT

## DISCIPLINE & CLIMATE FOR LEARNING

A safe, clean, and an effective learning program provide the basis for Columbia's positive learning environment and discipline program. The staff supports an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their behavior and the choices they make. Praise and positive discipline are emphasized consistently to create a warm and nurturing environment.

Columbia implements the Olweus Bullying Prevention Program (OBPP). The Olweus Bullying Prevention Program is designed to be preventative and responsive to any and all acts of bullying. The program requires active participation from all students, parents, teachers, and staff. The Positive Behavioral Interventions and Supports (PBIS) is integrated with OBPP. Its emphasis is to create school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate social skills to create positive school environments. Through PBIS, the school community provides intentional structures for student success through positive behavior expectations. Students are taught to be respectful, responsible, and safe. Positive behavior location expectations are posted in the classrooms and throughout the campus. Staff members address students who violate behavior expectations and remind them of location expectations and appropriate social skills. During the first week of school and as needed throughout the year, school wide assemblies are held to review and reinforce school rules, positive behavior expectations, and social skills. Throughout the school year, students are reminded of their responsibility to make good choices. Classroom meetings and morning announcements provide opportunities for students, teachers, and principal to discuss positive behavior expectations and social skills.

At the beginning of the school year, parents and students receive a Parent-Student Handbook (published in both English and Spanish). The handbook addresses school policies and procedures, behavior expectations, and the discipline process.

A progressive discipline approach is taken when students are having difficulty following school rules or are disrupting classroom instruction. Teachers refer students to the principal when they continue to violate positive behavior expectations. The principal takes into consideration the severity, frequency, and nature of each infraction when considering consequences for unacceptable conduct. Discipline is consistently managed in a fair, firm manner and follows the schoolwide discipline process.

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. A Student of the Month assembly is held once a month. Three students from each classroom are recognized for Academic Excellence, Character Trait, or Early College Trait. At the end of each trimester, an awards ceremony is held to recognize students for their individual accomplishments. Honors include Principal's Honor Roll, Honor Roll, Star Homework, and Perfect Attendance awards. Parents are always invited to attend school awards assemblies to show their support for their child's achievements and celebrate success.

| Suspensions and Expulsions |          |       |       |       |       |       |         |         |         |
|----------------------------|----------|-------|-------|-------|-------|-------|---------|---------|---------|
|                            | Columbia |       |       | VVUSD |       |       | CA      |         |         |
|                            | 13-14    | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14   | 14-15   | 15-16   |
| Suspensions (#)            | 18       | 9     | 6     | 1,514 | 1,251 | 1,132 | 279,383 | 243,603 | 230,389 |
| Expulsions (#)             | 0        | 0     | 0     | 0     | 22    | 40    | 6,611   | 5,692   | 6,227   |

## ENRICHMENT ACTIVITIES

Students are encouraged to participate in the school's many additional academic and extracurricular activities. These programs promote positive attitudes, encourage achievement, and instill a sense of belonging among students. Extracurricular and enrichment activities include: GATE enrichment, sports (track, soccer, softball), and Coding Club.

## CLASS SIZE & TEACHING LOAD

The Class Size Distribution table in this report illustrates the distribution of class sizes for each grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

| Class Size Distribution<br>Self-Contained Classrooms |                          |                    |       |     |
|--|--------------------------|--------------------|-------|-----|
| 2013-14  |                          |                    |       |     |
| Grade  | Average<br>Class<br>Size | Number of Classes* |       |     |
|  |                          | 1-20               | 21-32 | 33+ |
| K  | 12.0                     | 9                  |       |     |
| 1  | 23.0                     | 2                  | 4     |     |
| 2  | 22.0                     | 2                  | 4     |     |
| 3  | 24.0                     | 1                  | 4     |     |
| 4  | 22.0                     | 2                  | 3     |     |
| 5  | 23.0                     | 2                  | 3     |     |
| 2014-15  |                          |                    |       |     |
| K  | 14.0                     | 8                  |       |     |
| 1  | 30.0                     |                    | 4     |     |
| 2  | 20.0                     | 2                  | 4     |     |
| 3  | 27.0                     | 1                  | 4     |     |
| 4  | 29.0                     |                    | 4     |     |
| 5  | 22.0                     | 2                  | 3     |     |
| 2015-16  |                          |                    |       |     |
| K  | 16.0                     | 7                  |       |     |
| 1  | 29.0                     |                    | 4     |     |
| 2  | 29.0                     |                    | 5     |     |
| 3  | 30.0                     |                    | 3     |     |
| 4  | 25.0                     | 1                  | 4     |     |
| 5  | 25.0                     | 1                  | 4     |     |

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

## CURRICULUM & INSTRUCTION

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education

adopted Resolution #16-17-13 which certifies as required by Education Code §60119 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2016-17 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

| Staff Development Days<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2013-14                                    | 2014-15 | 2015-16 |
| 0  | 2       | 4       |

During the 2015-16 school year, Columbia Elementary School held staff development training focused on:

- California State Standards
- Conceptual Mathematics
- Design Thinking (DT)
- English Language Development
- Istation
- Next Generation Science Standards (NGSS)
- Number Talks
- Positive Behavior Interventions and Supports (PBIS)
- Response to Intervention (RtI<sup>2</sup>)
- Science Technology Engineering Arts Mathematics (STEAM)
- Units of Study: AVID Elementary

The district offers supplemental support year-round for new and ongoing programs related to either specific strategies to improve student learning or district-adopted materials. Supplemental training sessions offered during the 2015-16 school year included:

- 21st Century Learning: Beyond Direct Instruction
- AERIES Training
- Curriculum & Instruction
- Formative Assessments
- Technology Training
- Units of Study

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California State Standards.

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

### SCHOOL LEADERSHIP

Leadership at Columbia Elementary School is a responsibility shared among school administration, teachers, and parents. The school's leadership team, comprised of the principal, grade level chairs and leaders, program facilitators and instructional coach, meets monthly to collaboratively address instruction, lesson plans, and assessments focusing on student achievement. Team

| Textbooks      |                                  |  |  |       |
|----------------|----------------------------------|--|--|-------|
| Year Adopted   | From Most Recent State Adoption? | Publisher and Series                               | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Grade |
|                |                                  |  | English Language Arts  |       |
| 2016           | Yes                              | McGraw-Hill: <i>Wonders</i>                        | 0%   | K-5   |
| 2017           | Yes                              | McGraw-Hill: <i>WonderWorks</i>                    | 0%   | K-5   |
| Mathematics    |                                  |  |  |       |
| 2014           | Yes                              | Houghton Mifflin Harcourt: <i>Math Expressions</i> | 0%   | K-5   |
| Science        |                                  |  |  |       |
| 2007           | Yes                              | Pearson: <i>Scott Foresman: California Science</i> | 0%   | K-5   |
| Social Science |                                  |  |  |       |
| 2006           | Yes                              | Pearson: <i>Scott Foresman: California History</i> | 0%   | K-5   |

Textbook information was obtained from district office personnel in November 2016.

members are responsible for communicating meetings, discussions, and decisions as well as serving as a liaison to their respective grade level teams.

The School Site Council (SSC), consisting of the school principal, teachers, classified staff, and parents, is a major governing body that meets monthly to address school programs, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

## SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Columbia Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

## SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individualized Education Plan) and provided instruction in the least restrictive environment. Special education teachers, special education aides, and general education teachers take a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. A District Program Specialist meets with special education teachers regularly to provide support and assistance in developing student teaching schedules and allocating staff resources. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs.

## ENGLISH LEARNER INSTRUCTION

All of Columbia Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive designated English Language Development (ELD) instruction by their class teacher for 30 minutes a day as a supplement to their regular language arts curriculum. Using the Houghton Mifflin ELD curriculum, ELD instruction focuses on reading development, verbal language development, and vocabulary building. Integrated ELD is implemented throughout the day and across disciplines. Three bilingual aides collaborate with class teachers to provide in-class individual and small group support based upon individual student needs. As students increase fluency in the English language, Columbia Elementary School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

## GIFTED AND TALENTED EDUCATION

Columbia Elementary School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. GATE students are clustered 30 minutes a day to receive language arts enrichment through accelerated, differentiated instruction in both depth and complexity. GATE students are invited to participate in after-school activities held once a week for 60 minutes; activities focus on special projects.

## AVID

Columbia is an AVID elementary school. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society. Based on the same learning foundation that underlies AVID Secondary, AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain school wide structures. AVID Elementary's implementation of resources, trainings, and philosophy are all grounded in the idea that growth mindset can be taught to students. It is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture.

## INTERVENTION PROGRAMS

Columbia Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Education Management Teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

- Universal Access Time: on a daily basis, all students are grouped based on proficiency levels in language arts. Each group of students receives 30 minutes of intensive intervention or enrichment in language arts based upon their individual abilities.
- Impact Substitute Teachers: During the school day intervention is provided through differentiated small group instruction. A variety of instruction strategies are used to meet students' needs. IMPACT substitute teachers are assigned to assist in the classroom.
- Think Together: voluntary free after-school program provided five days a week. Students are engaged in a highly structured program that provides standards-based homework assistance, tutoring, and sports. The program is offered daily after school until 6:00 p.m.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Columbia Elementary School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 27 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

|   | Teacher Credentials and Assignments |       |       |       |       |       |
|---|-------------------------------------|-------|-------|-------|-------|-------|
|   | Columbia                            |       |       | VVUSD |       |       |
|   | 14-15                               | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Total Teachers  | 28                                  | 27    | 28    | 810   | 813   | 819   |
| Teachers with Full Credential                                 | 27                                  | 27    | 28    | 809   | 797   | 795   |
| Teachers without Full Credential                              | 1                                   | 0     | 0     | 1     | 16    | 24    |
| Teachers Teaching Outside Subject Area (with full credential) | 0                                   | 0     | 0     | 0     | 5     | 0     |
| Teacher Misassignments for English Learners                   | 0                                   | 0     | 0     | 0     | 0     | 0     |
| Total Teacher Misassignments*                                 | 0                                   | 0     | 0     | 0     | 0     | 0     |
| Teacher Vacancies   | 0                                   | 0     | 0     | 0     | 3     | 2     |

*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.*

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

### Core Academic Classes

#### Taught by Highly Qualified Teachers

|                      | % of<br>Classes in<br>Core<br>Academic<br>Subjects<br>Taught by<br>HQT | % of<br>Classes in<br>Core<br>Academic<br>Subjects<br>Not Taught<br>by HQT |
|----------------------|--|--|
| 2015-16              |  |  |
| Columbia             | 100.0%   | 0.0%   |
| District Totals      |  |  |
| All Schools          | 98.0%  | 2.0%   |
| High-Poverty Schools | 98.0%  | 2.0%   |
| Low-Poverty Schools  | 0.0%   | 0.0%   |

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

### SUPPORT SERVICES STAFF

Support services staff consist of psychologists, nurses, health technicians, and special education service providers. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

The psychologist assists with academic, social, and emotional issues; provides assessments to determine eligibility for Special Education services; and facilitates coordination of Individual Education Plans (IEP). The school nurse conducts health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Columbia Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

### Counselors and Support Personnel (Nonteaching Professional Staff)

2015-16

|                               | No. of<br>Staff | FTE* |
|-------------------------------|-----------------|------|
| Academic Counselor            | 0               |      |
| Adaptive PE Teacher           | 1               | 0.2  |
| Health Technician             | 1               | 1.0  |
| Instructional Coach           | 1               | 1.0  |
| Nurse                         | 1               | 0.4  |
| Psychologist                  | 1               | 0.4  |
| Speech & Language Pathologist | 1               | 0.6  |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2014-15 school year, Val Verde Unified School District spent an average of \$9,037 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

### Salary Comparison 2014-15

|                             | VVUSD   | State<br>Average of<br>Districts in<br>Same<br>Category |
|-----------------------------|---------|---|
| Beginning Teacher Salary    | 46,771  | 44,958  |
| Mid-Range Teacher Salary    | 75,834  | 70,581  |
| Highest Teacher Salary      | 92,216  | 91,469  |
| Average Principal Salaries: |         |   |
| Elementary School           | 126,180 | 113,994   |
| Middle School               | 134,877 | 120,075   |
| High School                 | 132,742 | 130,249   |
| Superintendent Salary       | 238,433 | 218,315   |
| Percentage of Budget For:   |         |   |
| Teacher Salaries            | 35.0    | 38.0  |
| Administrative Salaries     | 5.0     | 5.0   |

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

### Current Expense of Education Per Pupil

2014-15

| Expenditures Per Pupil            | Dollars Spent Per Student |        |  |  |                                       |
|-----------------------------------|---------------------------|--------|--|--|---------------------------------------|
|                                   | Columbia                  | VVUSD  | % Difference -<br>School and<br>District | State Average<br>for Districts of<br>Same Size<br>and Type | % Difference -<br>School and<br>State |
| Total Restricted and Unrestricted | 5,198                     | N/A    | N/A                                      | N/A  | N/A                                   |
| Restricted (Supplemental)         | 613                       | N/A    | N/A                                      | N/A  | N/A                                   |
| Unrestricted (Basic)              | 4,585                     | 4,990  | 91.9%                                    | 5,677  | 87.9%                                 |
| Average Teacher Salary            | 70,838                    | 75,804 | 93.4%                                    | 74,216   | 102.1%                                |

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- California Health Science Capacity Building Project
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, X
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs

## SARC DATA & INTERNET ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Columbia Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Columbia Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Columbia Elementary School is Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570.

Perris Branch Public Library - (951) 657-2358

Hours: Sunday 1-5; Monday 10 -6

Tuesday-Wednesday 12-8

Thursday-Saturday 10-6

Number of computers available: 17

Number of printers available: 1