COLUMBIA ELEMENTARY SCHOOL
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AN ANNUAL REPORT TO THE COMMUNITY
2013-14 SCHOOL ACTIVITY PUBLISHED IN DECEMBER 2014

A MESSAGE FROM THE PRINCIPAL

Welcome to Columbia Elementary School, Home of the Rockets. Our school motto “Heart, Mind, Courage” embodies our values as a community of learners. We are committed to providing quality instruction, high academic achievement, and a positive safe learning environment. Our dedicated teachers work collaboratively to analyze data and develop units of study that are aligned to the Common Core State Standards. We are committed to teach our students to think critically and creatively to fully understand and apply their learning throughout their lifetime. The use of technology has revolutionized teaching and learning in our classrooms. Our mission is to prepare our students to be college and career ready in the 21st Century.

Our students learn important character traits such as integrity, perseverance, respect, responsibility, and compassion. They learn how to work collaboratively and communicate effectively with 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, special events such as Common Core Night, STEAM Fair, Parent Homework Club, Parent Education Workshops, and school committees such as English Learner Advisory Committee, School Site Council, 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 each 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 2013-14 school year, the district's schools served more than 19,700 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, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2013-14 school year, Columbia Elementary served 726 students in grades K-5. Student enrollment included 9% in special education, 55.6% 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 State Standards, the school will also develop programs to encourage involvement of parents and the community in school activities.

Other Pupil Outcomes/State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and 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 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 High
- Common Core Night
- STEAM Fair
- Family Nights
- Parent Homework Club
- Parent Conferences
- Parent Education Workshops

School-to-home communication is provided in both English and Spanish. Columbia Elementary School publishes a monthly newsletter which features valuable information on school policy changes, special events, announcements, and helpful student/parent tips. Peachjar on the school website and TeleParent Ed. System, an automated telephone message system, are used to quickly forward important messages from school staff to each student’s home. Flyers and letters are issued as needed for special announcements and reminders.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Columbia Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, summative tests, and results of standardized tests.

ADeQuATE YeARLY PROGRESS

Adequate Yearly Progress (AYP) milestones based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California’s testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school’s progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education’s (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education’s web site www.ed.gov/nclb/accountability/.

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 Credentialing & 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 STAR Results and CAAEP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement/State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

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

A “-” means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a “high school” or “high school LEA” are in receipt of AYP Reports.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14

Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?

AYP Criteria System

<table>
<thead>
<tr>
<th>Overall Performance</th>
<th>Participation Rate</th>
<th>Language Arts</th>
<th>Math</th>
<th>Percent Proficient</th>
<th>Language Arts</th>
<th>Math</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Number of AYP Criteria

<table>
<thead>
<tr>
<th>Number of AYP Criteria Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

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 Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2013-14 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.

Columbia Elementary School 2013-14 School Accountability Report Card
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.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student’s proficiency level of understanding the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Columbia Elementary School participate in California’s STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternate Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Columbia Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight, and ten only. Results are shown only for subgroups with ten or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education’s web site http://star.cde.ca.gov.

Columbia Elementary School

2013-14 School Accountability Report Card
**Academic Performance Index**
The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state’s graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API table in this report highlights Columbia Elementary School’s progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about API can be found at www.cde.ca.gov/ta/ac/ap/.

**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 web site www.cde.ca.gov/ta/tg/pf/.

**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. 2013-14 Campus Improvements: • Renovated recess area • Replaced shade structure fabric • Replaced playground rubber surface • Upgrades to IT related infrastructure • Replaced shade structure fabric • Upgrades to IT related infrastructure

**Supervision and Safety**
Columbia Elementary School has implemented 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, four 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. 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 September 25, 2014. 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

**No Child Left Behind (NCLB)**
The No Child Left Behind (NCLB) Act 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 2013-14, Columbia Elementary School qualified for Schoolwide funding and is therefore required to comply with program mandates. 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.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE’s web site www.cde.ca.gov/ta/ac/ap/.

**Physical Fitness Test**

**Percentage of Students Meeting California Fitness Standards**

<table>
<thead>
<tr>
<th>Grade(s) Tested</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth</td>
<td>23.7%</td>
<td>22.7%</td>
</tr>
</tbody>
</table>

**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.

**Overall Summary of School Facility Good Repair Status**

<table>
<thead>
<tr>
<th>Overall Summary</th>
<th>Exemplary</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.
discloses the operational status in each of those areas. During the 2013-14 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 resolution procedures, 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 January 2014. School staff discussed and reviewed school safety plan updates in September 2014.

**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. In cases requiring resolution, 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 groundkeepers 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 support 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 began implementing the Olweus Bullying Prevention Program (OBPP) during the 2013-14 school year. 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 expectations are posted in the classrooms and throughout the campus. Character development practices incorporate Positive Actions and Character Counts philosophies. At the beginning of the school year, each student receives a handbook (published in both English and Spanish) which outlines in a grade-appropriate fashion the behavior expectations, safety procedures, and schoolwide discipline policies. Parents are provided a separate handbook which also addresses school policy, behavior expectations, and the discipline matrix. School rules are posted in every classroom. During the first week of school, grade level assemblies are held to review and reinforce school rules and behavior expectations.

A variety of formats are used to remind students of their responsibility to make good choices in behavior. Classroom discussions, the school newsletter, and morning announcements provide opportunities for teachers and school administration to reinforce safety procedures and school rules. School expectations are posted in every classroom.

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 for counseling when students continue to be disruptive or are struggling in their efforts to correct poor behavior. The principal takes into consideration the severity and nature of each infraction when determining consequences for unacceptable conduct. Discipline is consistently managed in a fair, firm manner and follows the schoolwide discipline matrix.

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. Once a month, one student from each classroom is selected to receive the Student of the Month award for their unique accomplishments. Student of the Month recipients receive a certificate and a school pennant. 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, Most Improved, and Perfect Attendance awards. Parents are always invited to attend school awards assemblies to show their support for their child’s achievements.

<table>
<thead>
<tr>
<th>Suspensions and Expulsions</th>
<th>Columbia</th>
<th>VVUSD</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions (#)</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td>Expulsions (#)</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
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<td>1</td>
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<td>16</td>
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<td>1</td>
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<td>1</td>
<td>366629</td>
<td>329370</td>
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</tr>
<tr>
<td>0</td>
<td>9553</td>
<td>8266</td>
<td>6611</td>
</tr>
</tbody>
</table>

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

**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, teacher-sponsored clubs and academies.

**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

Self-Contained Classrooms

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Class Size</th>
<th>Number of Classes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>1-20</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>21-32</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>33+</td>
<td>1</td>
</tr>
</tbody>
</table>

*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 aligned to the Common Core State Standards. Instructional materials for grades K-8 are selected from 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 2, 2014, 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 #14-15-17 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 instruction materials used for its visual/performing arts curricula. During the 2014-15 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 Common Core State Standards.

Staff Development

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

Textbooks

<table>
<thead>
<tr>
<th>Year Adopted</th>
<th>From Most Recent State Adoption?</th>
<th>Publisher and Series</th>
<th>Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Yes</td>
<td>Houghton Mifflin: A Legacy of Literacy</td>
<td>0%</td>
<td>K-5</td>
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<tr>
<td>2009</td>
<td>Yes</td>
<td>Houghton Mifflin: Medallion Edition</td>
<td>0%</td>
<td>K-5</td>
</tr>
<tr>
<td>2010</td>
<td>Yes</td>
<td>Houghton Mifflin: HM ELD</td>
<td>0%</td>
<td>K-5</td>
</tr>
<tr>
<td>2010</td>
<td>Yes</td>
<td>National Geographic: Inside</td>
<td>0%</td>
<td>4-5</td>
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<td>Math</td>
<td></td>
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</tr>
<tr>
<td>2014</td>
<td>Yes</td>
<td>Houghton Mifflin: Math Expressions</td>
<td>0%</td>
<td>K-5</td>
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<td>Science</td>
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<tr>
<td>2008</td>
<td>Yes</td>
<td>Pearson/Scott Foresman: Science</td>
<td>0%</td>
<td>K-5</td>
</tr>
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<td>Social Science</td>
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<td></td>
</tr>
<tr>
<td>2006</td>
<td>Yes</td>
<td>Pearson/Scott Foresman: History Social Science for California</td>
<td>0%</td>
<td>K-2</td>
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<td>2006</td>
<td>Yes</td>
<td>Pearson/Scott Foresman: Our Community</td>
<td>0%</td>
<td>3</td>
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<tr>
<td>2006</td>
<td>Yes</td>
<td>Pearson/Scott Foresman: Our California</td>
<td>0%</td>
<td>4</td>
</tr>
<tr>
<td>2006</td>
<td>Yes</td>
<td>Pearson/Scott Foresman: Our Nation</td>
<td>0%</td>
<td>5</td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Yes</td>
<td>Positive Action, Inc.: Positive Action</td>
<td>0%</td>
<td>K-5</td>
</tr>
</tbody>
</table>

*The textbooks and instructional materials used by the school are selected from the State Board of Education’s most recent adoption.
Textbook information was obtained from district office personnel in September 22, 2014.

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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 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 the 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 Common Core 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 (Individual 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 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. Two 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.

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.

- **Inside Intensive Intervention Program:** students in fourth and fifth grade who are reading two or more years below grade level based upon results from state assessments, district summative benchmark assessments, CELDT assessments, review of IEP and 504 plans, and classroom observations, are placed in the intervention program. Participating students receive 3.5 hours of instruction daily. Teachers follow the Inside reading curriculum which is published by National Geographic/Hampton-Brown. Instruction focuses on English/language arts standards that are below students’ current grade level; this approach provides students the opportunity to be prepared when they begin working on their actual grade level standards.

- **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 and UCR tutors are assigned to assist in the classroom.

- **Think Together:** voluntary 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 2013-14 school year, the school employed 28 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.

<table>
<thead>
<tr>
<th>Teacher Credentials and Assignments</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teachers</td>
<td>29</td>
<td>28</td>
<td>28</td>
<td>788</td>
<td>799</td>
<td>802</td>
</tr>
<tr>
<td>Teachers with Full Credential</td>
<td>29</td>
<td>28</td>
<td>28</td>
<td>788</td>
<td>799</td>
<td>802</td>
</tr>
<tr>
<td>Teachers without Full Credential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area (with full credential)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Missassignments for English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Missassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Vacancies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: “Missassignments” 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 missassignments includes the number of missassignments 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/.
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.

District Expenditures

Expenditures Per Student

For the 2012-13 school year, Val Verde Unified School District spent an average of $7,566 of total general funds to educate each student (based on 2012-13 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 web site at www.cde.ca.gov/ds/fs/ecs/ and www.cde.ca.gov/ds/fs/cals/. (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.)

<table>
<thead>
<tr>
<th>Expenditures Per Pupil</th>
<th>Columbia</th>
<th>VVUSD</th>
<th>% Difference - School and State</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Restricted and Unrestricted</td>
<td>4,751</td>
<td>N/A</td>
<td>N/A</td>
<td>71,352</td>
</tr>
<tr>
<td>Restricted (Supplemental)</td>
<td>679</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Unrestricted (Basic)</td>
<td>4,072</td>
<td>4,416</td>
<td>92.2%</td>
<td></td>
</tr>
</tbody>
</table>

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 2012-13 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Child Nutrition
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Transportation
- Vocational Programs

NCLB Compliance

Percentage of Classes in Core Academic Subjects:

<table>
<thead>
<tr>
<th>Taught by NCLB-Compliant Teachers</th>
<th>Not Taught by NCLB-Compliant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia</td>
<td>100.0%</td>
</tr>
<tr>
<td>District Totals</td>
<td>100.0%</td>
</tr>
<tr>
<td>High-Poverty Schools</td>
<td>100.0%</td>
</tr>
<tr>
<td>Low-Poverty Schools</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2013-14

<table>
<thead>
<tr>
<th>No. of Staff</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>0</td>
</tr>
<tr>
<td>Adaptive PE Teacher</td>
<td>1 0.2</td>
</tr>
<tr>
<td>Health Aide</td>
<td>1 1.0</td>
</tr>
<tr>
<td>Instructional Coach</td>
<td>1 1.0</td>
</tr>
<tr>
<td>Nurse</td>
<td>1 0.2</td>
</tr>
<tr>
<td>Psychologist</td>
<td>1 0.5</td>
</tr>
<tr>
<td>Speech &amp; Language Pathologist</td>
<td>1 0.4</td>
</tr>
</tbody>
</table>

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.

Salary Comparison 2012-13

<table>
<thead>
<tr>
<th>Category</th>
<th>Beginning Teacher Salary</th>
<th>Mid-Range Teacher Salary</th>
<th>Highest Teacher Salary</th>
<th>Average Principal Salaries:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>126,192</td>
<td>107,624</td>
<td>87,453</td>
<td>117,812</td>
</tr>
<tr>
<td>Middle School</td>
<td>135,429</td>
<td>126,815</td>
<td>96,453</td>
<td>117,812</td>
</tr>
<tr>
<td>High School</td>
<td>139,769</td>
<td>121,455</td>
<td>96,453</td>
<td>117,812</td>
</tr>
</tbody>
</table>

Percentage of Budget For:

- Teacher Salaries | 37.0 |
- Administrative Salaries | 6.0 |

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fs/fs/cals/.

SARC Data & Internet Access

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 API, AYP, STAR results, 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

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