



VAL VERDE UNIFIED SCHOOL DISTRICT

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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 September 2011 and school facilities information was acquired in January 2012.

COLUMBIA ELEMENTARY SCHOOL

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AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

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 goals aligned to the standards as well as share research-based instructional strategies to meet the needs of our students to ensure their academic success. Through the Character Counts program, our students learn about being trustworthy, respectful, responsible, fair, caring, and citizenship. They learn to do the right thing even when no one is watching.



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 Family Nights and 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

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 2010-11 school year, the district's schools served more than 19,500 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 2010-11 school year, Columbia Elementary served 700 students in grades K-5. Student enrollment included 4.4% in special education, 58% qualifying for English learner support and 95.2% 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.

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	4.1%	Kindergarten	126
American Indian or Alaskan Native	0.1%	Grade 1	120
Asian	0.3%	Grade 2	114
Filipino	0.4%	Grade 3	111
Hawaiian or Pacific Islander	0.4%	Grade 4	107
Hispanic or Latino	90.7%	Grade 5	122
White (not Hispanic)	3.2%	Grade 6	-
Two or More Races	0.7%	Grade 7	-
		Grade 8	-
		Total Enrollment	700

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:

- District School Leadership Team
- English Learner Advisory Committee
- GATE Advisory Council (Gifted & Talented Education)
- Parent Teacher Organization (PTO)
- School Site Council

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
- Family Nights
- Parent Conferences
- Parent Education Workshops

School-to-home communication is provided in both English and Spanish. Columbia Elementary publishes a monthly newsletter which features valuable information on school policy changes, special events, announcements, and helpful student/parent tips. Teleparent Ed. System, an automated telephone message system, is 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

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-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.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or higher or increasing the API growth by one point.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Columbia	VVUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	13/17	29/42
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. 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 website www.ed.gov/nclb/accountability/.

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 in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2010-11 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 twice 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, end-of-unit exams, and classroom observations. Collectively, the benchmark assessments and multiple measures aids 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 of 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 Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Columbia			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	43	49	53	44	47	49	49	52	54
Math	68	65	68	48	52	51	46	48	50
Science	40	25	42	47	53	56	50	54	57
History				43	47	48	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards.

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

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11								
	Columbia							
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts	47		*	*	54	*	54	*
Math	53		*	*	68	*	69	*
Science	*				41		*	*
History								

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Columbia					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	47	60	49	53	22	
Math	65	70	68	68	31	
Science	41	42	29	41	*	
History						

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index Three-Year Performance Comparison										
	Columbia Base API Rank:									
	2008			2009			2010			
	Statewide Rank	5			5			6		
Similar Schools Rank	9			10			10			
	Columbia			Columbia		VVUSD		State		
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth	
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11		
All Students	22	32	-4	402	814	13,575	789	4,683,676	778	
Ethnic Subgroups										
African American				12	851	2,001	766	317,856	696	
Hispanic or Latino	17	27	-2	374	814	9,935	784	2,406,749	729	
White (not Hispanic)				12	780	811	827	1,258,831	845	
Other Subgroups										
Economically Disadvantaged		23	32	-2	386	812	11,195	779	2,731,843	726
English Learners		27	27	-3	279	821	5,477	755	1,521,844	705
Students with Disabilities				31	569	1,238	588	521,815	595	

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/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	21%	22%	26%

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 2010-11, 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.

Title I PI Status 2011-12		
	Columbia	VVUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		0
% Schools Currently In PI		0%

The statistical information in this table reflects the PI status during the 2011-12 school year.

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 website <http://www.cde.ca.gov/ta/ac/ay/>.

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
	5 sets & 3 unisex
# of Restrooms (student use)	
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

SUPERVISION AND SAFETY

Columbia Elementary School has implemented Secure Campus policy. Each morning as students arrive on campus, seven teachers, one supervision aide, and the principal are strategically stationed on campus and at the two entrances to monitor activities and behavior. During recess and lunch, four supervision aides, the principal and custodian share supervision of students on the playground and in the cafeteria. When students are dismissed at the end of the day, the principal and all teachers oversee designated exit 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.

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. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was formally reviewed, updated, and approved by the School Site Council in October 2011. School staff discussed and reviewed school safety plan updates in August 2011.

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 December 8, 2011. 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 2010-11 school year, 100% of restrooms were fully operational and available for student use at all times.

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: December 8, 2011				
Systems	✓			Room 303: dirty vents.
Interior Surfaces		✓		MDF Room, Office, Nurse's Office: water stains, ceiling tiles. Rooms 403, 503: light panel covers are missing. Rom 405: two light panel covers are missing. Room 402: light panel cover loose, clip broken. Room 306, 307, 404: light panel cover is loose. Room 302: light panel cover is missing and two covers are loose.
Cleanliness	✓			
Electrical	✓			Library: four lights flickering. Room K-2: one light panel out. Room 506: light panel is loose/clip broken. P-Room 802: light panel cover is missing. Room 406: inadequate lighting, three bulbs out. Room 403: outlet by sink area is not working. Room 404: four bulbs out.
Restrooms/Fountains	✓			Room K-1: lights are not working in girls' restroom. Room 303: faucet is loose.
Safety	✓			
Structural	✓			
External	✓			Room K-2: outlet cover is loose on outside wall at entry. Room K-3: door stop is broken.
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
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.

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 a groundskeeper 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. The custodians inspect restrooms every hour during the day as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

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 are required to inspect restrooms a minimum of two times a day and 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

Schoolwide discipline and incentive programs are based upon the Character Counts' Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Building good character is an important part of the school's instructional program. The Character Counts program teaches students about positive character traits and values that may be incorporated in their daily lives. Positive motivation from staff and classmates is a prime factor in maintaining good behavior and citizenship. Students read the Character Counts! pledge at the beginning of every school day to reinforce their commitment to making good choices. School 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.

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.

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. School administrators take into consideration the severity 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 matrix.

Suspensions and Expulsions			
	Columbia		
	08-09	09-10	10-11
Suspensions (#)	33	1	18
Suspensions (%)	4.78%	0.14%	2.57%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
VVUSD			
	All Elementary Schools		
	08-09	09-10	10-11
Suspensions (#)	355	409	307
Suspensions (%)	5.58%	4.66%	3.39%
Expulsions (#)	0	0	0
Expulsions (%)	0.01%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Columbia Elementary has incorporated the Positive Action program, a K-12 structured curriculum, as a supplement to the Character Counts program to further develop good social skills and improve academic achievement. Teachers have received formal training and are qualified to deliver a series of 20 scripted lessons that use classroom discussion, role-play, games, songs, and activity sheets/text booklets to stimulate learning and retention of lesson content.

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. On a daily

basis, teachers and supervision aides randomly issue Character Counts slips to students who are demonstrating good citizenship and making good choices. Students may submit their Character Counts slips into a weekly prize drawing. Trimester assemblies are held to recognize school spirit and good behavior. 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.

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, 21-31 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2008-09				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	27.5		4	
1	26.8	1	3	
2	27.3		4	
3	29.5		4	
4	28.8		4	
5	27.3		4	
2010-11				
K	30.5		4	
1	29.8		4	
2	28.3		4	
3	23.0	1	4	
4	26.8		4	
5	24.4	1	4	

**Data for 2009-10 is unavailable from the CDE.*

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. 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. During the 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from Columbia Elementary School

attended. Training topics focused on leadership training and collaborative planning/articulation within core subject areas. A portion of staff development time was devoted to specific areas of need identified by each individual school site.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

As a supplement to district-sponsored activities and in response to site-based goals, Columbia Elementary's staff participated in weekly professional development activities on early release days. During the 2010-11 school year, site-based training focused on both language arts and math curricula to support continuous efforts in developing research-based, innovative strategies to improve student achievement.

The district offers supplemental support year-round for new and ongoing programs tied to either specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2010-11 school year included:

- Collaborative Coaching and Learning (CCL) Training
- Core Content Articulation
- Doug Fisher's Gradual Release Model
- Articulated Instruction Model
- GLAD Strategies (Guided Language Acquisition Design)
- Intensive English/Language Arts Intervention - National Geographic *Inside*
- Special Education
- Step Up to Writing
- Thinking Maps
- Student Engagement Strategies
- District Benchmark Development
- Technology

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom strategies to increase student learning, and evaluating the progress of students meeting grade level standards. Establishing the agendas for ongoing professional development activities is based upon teacher input and results from formative and summative assessments acquired throughout the year. Using a combination of resources and techniques which include data analysis, lesson observation, lesson modeling, and teacher input, specific areas of strength and weakness are identified in classroom instruction and/or presentation of subject matter. In response, instructional practices are modified to increase the effectiveness of class lessons to subsequently improve student learning.

Columbia Elementary School's English Learner Coach and Instructional Coach work directly with teaching staff to review student data, identify targeted areas of instructional needs, identify best teaching practices, and model/observe classroom instruction (referred to as the Collaborative Coaching Learning Model). The instructional coach facilitates staff development and collaboration activities by grade level and subject area to research, evaluate, and adjust instructional practices over a six- to eight- week period. Instructional modifications address the delivery and content of lessons that require, for example, reteaching or additional staff training. This approach to improving student achievement provides teachers with the opportunity to pinpoint specific gaps, by grade level and subject area, in the learning process.

Val Verde Unified School District welcomes new teachers and provides three days of intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers and instructional assistants in developing their teaching skills. Beginning Teacher Support and Assessment (B TSA), 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 Content 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 vendors, 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 district-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the California Content Standards and Frameworks. 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, 2011, 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 #11-12-06 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 2011-12 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

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
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>A Legacy of Literacy</i>	0%	K-5
2010	Yes	Houghton Mifflin: <i>HM ELD</i>	0%	K-5
2010	Yes	National Geographic: <i>Inside</i>	0%	4-5
Math				
2009	Yes	McGraw Hill: <i>California Math: Concepts, Skills, and Problem Solving</i>	0%	K-5
Science				
2008	Yes	Pearson/Scott Foresman: <i>Science</i>	0%	K-5
Social Science				
2006	Yes	Pearson/Scott Foresman: <i>History Social Science for California</i>	0%	K-2
2006	Yes	Pearson/Scott Foresman: <i>Our Community</i>	0%	3
2006	Yes	Pearson/Scott Foresman: <i>Our California</i>	0%	4
2006	Yes	Pearson/Scott Foresman: <i>Our Nation</i>	0%	5
Health				
2010	Yes	Positive Action, Inc.: <i>Positive Action</i>	0%	K-5

or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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 leaders, and instructional coach, meets weekly to collaboratively address schoolwide curriculum, instruction, and assessment focusing on student achievement. Team members are responsible for communicating lesson plans, following the pacing guides and schoolwide curriculum, and 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 Content Standards and Frameworks 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.
- Academies: students who are reading at the basic, below basic, and far below basic levels based on end of unit exams, benchmark

assessment exams, and/or CST exams are recommended for participation in the after-school academy. The after-school academy is provided twice a week for 60 minutes a day, for six weeks; instruction is based upon the students' learning needs in both language arts and math. (Program activity contingent upon available funding.)

- Math Intervention and Enrichment (K-5): Teachers provide 15 minutes daily of intensive intervention or enrichment in a small group setting to promote and reinforce math skills.

• *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.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Columbia Elementary School recruits and employs only the most qualified credentialed teachers. For the 2010-11 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.

In the following table, which identifies the number of classrooms taught and not taught by

Teacher Credentials and Assignments								
	Columbia				VVUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	28	28	27		831	778	753	
Teachers with Full Credential	25	28	27		787	767	753	
Teachers without Full Credential	3	0	0		44	11	0	
Teachers Teaching Outside Subject Area	0	0	0		2	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
Columbia	100.0%	0.0%
District Totals		
All Schools	99.9%	0.1%
High-Poverty Schools	99.9%	0.1%
Low-Poverty Schools	0.0%	0.0%

Teacher Education Levels 2010-11		
	Columbia	VVUSD
Doctorate	3.7%	0.3%
Master's Degree Plus 30 or More Semester Hours	33.3%	42.0%
Master's Degree	11.1%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	48.1%	39.1%
Bachelor's Degree	3.7%	3.5%
Less Than a Bachelor's Degree	0.0%	0.0%

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/.

TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Val Verde Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession. Probationary teachers are formally evaluated annually and observed frequently. Tenured teachers are evaluated once every two years. Teachers meeting specific criteria may choose to be evaluated every five years. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	0	
Adaptive PE Teacher	2	0.2
Health Aide	1	1.0
Instructional Coach	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Speech & Language Pathologist	1	0.4

FTE = Full-Time Equivalent

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.

SUBSTITUTE TEACHERS

The district's Human Resources Department makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2010-11 school year, Val Verde Unified School District's pool of substitutes was comprised of 206 teachers; the majority of substitutes were aspiring teachers, retired and semi-retired teachers, and career substitutes. Applicants seeking a position as a substitute

must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree.

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.

Salary Comparison 2009-10		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	42,247	41,035
Mid-Range Teacher Salary	68,497	65,412
Highest Teacher Salary	83,488	84,837
Average Principal Salaries:		
Elementary School	108,415	106,217
Middle School	122,648	111,763
High School	116,016	121,538
Superintendent Salary	201,400	197,275
Percentage of Budget For:		
Teacher Salaries	15.0	39.0
Administrative Salaries	2.0	5.0

EXPENDITURES PER STUDENT

For the 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 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 salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and 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.)

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Columbia	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,490	4,706	95.4%	N/A	N/A
Restricted (Supplemental)	878	810	108.4%	N/A	N/A
Unrestricted (Basic)	3,612	3,896	92.7%	5,455	71.4%
Average Teacher Salary	67,141	66,474	101.0%	67,667	98.2%

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training and Student Assistance
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, IV, X
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- 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 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: 14

Number of printers available: 1