

Columbia Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Columbia Elementary
Street	22540 Parrotts Ferry Rd.
City, State, Zip	Columbia, CA 95310-9757
Phone Number	(209) 533-7700
Principal	Suzanne Mohr
Email Address	smohr@cusd49.com
Website	www.cusd49.com
County-District-School (CDS) Code	55 72348 6054860

Entity	Contact Information
District Name	Columbia Union School District
Phone Number	(209) 532-0202
Superintendent	Joseph Aldridge
Email Address	jaldridge@cusd49.com
Website	www.cusd49.com

COLUMBIA UNION SCHOOL DISTRICT MISSION STATEMENT

Columbia Union School District's mission is to provide an environment centered upon high academic standards in an atmosphere that challenges students to achieve their maximum potential. Through the collaborative efforts of staff, Board, parents and the community, students will develop a commitment to lifelong learning and a sense of responsibility and respect for others.

COLUMBIA ELEMENTARY SCHOOL INFORMATION

Columbia Elementary school has about 470 students enrolled in grades TK-8. We serve students in and around the historic community of Columbia, California. Our school offers programs that support the whole student through a full time music teacher, a full time physical education specialist, a full time counselor, and access to programming to support increased participation in visual arts, drama, and science programs. We also partner with community organizations to support our goals.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	53
Grade 1	46
Grade 2	57
Grade 3	50
Grade 4	54
Grade 5	50
Grade 6	59
Grade 7	57
Grade 8	61
Total Enrollment	487

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	2.5
Asian	1.4
Filipino	1
Hispanic or Latino	15.2
Native Hawaiian or Pacific Islander	0.4
White	73.1
Socioeconomically Disadvantaged	60.6
English Learners	2.1
Students with Disabilities	8
Homeless	3.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	26	23	23
Without Full Credential	1	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0.5	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmarks TK-5th grade/2016 Collections 6th-8th grade/2016	Yes	0.0 %
Mathematics	Eureka Math/2014	Yes	0.0 %
Science	Harcourt	Yes	0.0 %
History-Social Science	Teacher Created Materials/2019 TK-5th Grades TCI/2018 6-8th Grades	Yes	0.0 %
Health	Glencoe	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Columbia Elementary school has very good facilities. A majority of classrooms have been constructed or updated within the last 12 years. Our lighting systems throughout the campus have been updated with Proposition 39 funds. Our HVAC systems have been updated in many rooms in the older part of the campus thanks to Proposition 39 funds as well. We have a well maintained facility that serves as a community hub.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	40	36	42	50	48
Mathematics (grades 3-8 and 11)	30	31	30	33	38	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	322	98.17	1.83	40.19
Male	179	176	98.32	1.68	38.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	149	146	97.99	2	42.07
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0	28.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	243	239	98.35	1.65	41.18
Two or More Races					
Socioeconomically Disadvantaged	212	208	98.11	1.89	34.78
English Learners	--	--	--	--	--
Students with Disabilities	50	48	96.00	4	12.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0	21.43

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	321	97.87	2.13	31.46
Male	179	176	98.32	1.68	30.68
Female	149	145	97.32	2.68	32.41
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	45	45	100	0	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	243	238	97.94	2.06	31.51
Two or More Races					
Socioeconomically Disadvantaged	212	207	97.64	2.36	27.05
English Learners	--	--	--	--	--
Students with Disabilities	50	48	96	4	2.08
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	21.43

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are partners in the education of our students. Parents can be involved as members of the Parent-Teacher Organization (PTO), school or classroom volunteers, or as representatives to school governance organizations such as School Site Council.

Parent-teacher conferences are held in the fall and spring of each school year to discuss individual student progress. Additional school site activities help parents understand school programs and to learn about support services for parents and children.

The school holds several parent information and involvement nights throughout the school year. Topics during these nights include school safety, internet safety, History Night, Family Science Night, and nights for general family activities such as family movie night or family dance night.

Materials such as school newsletters, classroom newsletters, and general announcements that provide parents/guardians with information about our school are emailed, posted on our website, and sent home on a regular basis.

Our school website is continually updated with information and calendar dates.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.4	9.2	9.3	5.5	9.2	9.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Columbia Union School District maintains a District-wide Comprehensive Safety Plan and NIM/SEMS (National Incident Management) Plan. The district has a School Site Crisis Team which meets as needed and a Safety Violence Prevention Committee that meets monthly. The Safety Violence Prevention Committee reviews safety plans annually and makes revisions as needed. The Governing Board annually reviews and has an opportunity to make changes to the District-wide Comprehensive Safety Plan at the February Board Meeting.

Each year the staff is trained Self Insured Schools of California (SISC) provided self-guided Blood-borne Pathogen, Mandated Reporting, Pesticide Application, Sexual Harassment, Injury and Illness Prevention Program, and Heat Illness Prevention training to all staff via www.getssafetytrained.com. Staff completed this coursework by September 22, 2019.

Columbia students participate in a yearly bus evacuation drill, monthly fire drills, an annual lockdown/intruder drill, and an earthquake drill as part of the Great California Shakeout in October. The school district partners with county first responders to support appropriate county-wide safety drills and events.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	4			19	2	1		18	2	1	
1	18	3			22		2		18	2		
2	24		2		20	3			20	2	1	
3	15	3			27		2		23		2	
4	26		20		24		16	1	27		16	1
5	25		16		27		16		19	4	16	
6	30		18		25		14	2	31		14	1
Other**	10	1			9	1			12	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	487.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9171.9	\$7888.6	\$1283.3	\$60,790.00
District	N/A	N/A	\$1283.3	\$60,790.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-141.6	-6.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

- Columbia Elementary School Offers:
- K-3 Class Size Reduction
- Additional Math and Reading Instruction
- Character Education
- Positive Behavioral Support
- Electives for 6th-8th Grade Students
- Computers in Every Classroom
- Computer Technician
- Title I Services
- Accelerated Reader
- Accelerated Math
- Read Naturally Program
- Spelling City
- Freckle
- Full-time Counselor
- Art-Reach to Schools
- Drama
- Yearbook
- Full-time Music Specialist
- Band
- Chorus
- Student Council
- Full-time Physical Education Specialist
- After School Sports for 6-8th graders

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,819	\$45,252
Mid-Range Teacher Salary	\$56,810	\$65,210
Highest Teacher Salary	\$71,728	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$123,420	\$124,686
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	26	27

The district had two early release days per month in the 2017-2018 school year in order to provide professional development for Columbia staff with an emphasis on Common Core State Standards. The Tuolumne County Superintendent of Schools Office provided professional development opportunities for Tuolumne County schools throughout each year such as Grade Alike, STEM Tracks, Language Arts and Math Curriculum Frameworks, and Next Generation Science Standards Implementation trainings. Every Friday of 2018-2019 and 2019-2020 were designated as early release days; one day per month is a professional development day and one for staff meetings for site topics such as inclusive practices, behavior support, implementing technology in the classroom, and self-selected topics on our Professional Development matrix and through the Tuolumne County Superintendent of Schools Office's online modules TRAILS program. In addition, a team of teachers and administrators were engaged in training to support the implementation of Universal Design for Learning. In the 2019-2020 school year, teachers have also had access to curriculum coaching support and coaching for the implementation of UDL.