

# Columbus High School

12330 Woodruff Ave. • Downey, CA 90241 • (562) 904-3552 • Grades 9-12

Anthony Zegarra, Principal

azegarra@dusd.net

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Downey Unified School District**

11627 Brookshire Ave.  
Downey, CA 90241-7017  
(562) 469-6500  
www.dusd.net

### **District Governing Board**

Tod M. Corrin  
William A. Gutierrez  
Donald E. LaPlante  
D. Mark Morris  
Barbara R. Samperi  
Martha E. Sodetani  
Nancy A. Swenson

### **District Administration**

John A. Garcia, Jr.  
**Superintendent**  
Roger Brossmer  
**Assistant Superintendent,  
Educational Services - Secondary**  
Nancy Nien, Ph.D.  
**Assistant Superintendent, Business  
Services**  
Wayne Shannon  
**Assistant Superintendent,  
Educational Services - Elementary**  
Rena Thompson, Ed.D.  
**Assistant Superintendent,  
Certificated Human Resources**  
Phil Davis  
**Director, CTE, STEM, Support  
Programs**  
John Harris  
**Director, Secondary Education**  
Veronica Lizardi  
**Director, Instructional Support  
Programs**  
Marian Reynolds  
**Administrator, Student Services**  
Ruth Valadez  
**Director, Special Education**

### **School Description**

It is my pleasure to introduce this annual School Accountability Report Card. The data and information contained within these pages will prove useful in informing you about our school, including, but not limited to academic standings, curriculum and instruction, school facilities and safety, budget, and facility enhancement.

A common feature of continuation high schools is that Columbus High School's student population is listed as at-risk students who are behind in credits. Students are given a chance to make up their lost credits and return to their comprehensive high schools at the semester to graduate with their original class or graduate from Columbus High School. This allows for a focus and ownership of a student's goal and their individual progress toward their high school diploma. Students are able to see exactly how many credits they currently have and exactly how many credits and classes they still need to achieve their goal.

Columbus High School is also a WASC accredited high school, having most recently receiving a 6-year accreditation from 2013 to 2019. If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Anthony Zegarra, PRINCIPAL

## About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	89
Grade 12	164
Ungraded Secondary	1
<b>Total Enrollment</b>	<b>255</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0
Asian	0.4
Filipino	0
Hispanic or Latino	90.2
Native Hawaiian or Pacific Islander	0
White	6.7
Two or More Races	0
Socioeconomically Disadvantaged	77.3
English Learners	19.2
Students with Disabilities	9.8
Foster Youth	1.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Columbus High School	14-15	15-16	16-17
With Full Credential	21	21	20
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	1	1	1
Downey Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	924
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Columbus High School	14-15	15-16	16-17
Teachers of English Learners	1	1	1
<b>Total Teacher Misassignments</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	76.6	23.4
Districtwide		
All Schools	96.3	3.7
High-Poverty Schools	96.3	3.7
Low-Poverty Schools	0.0	0.0

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

<b>Textbooks and Instructional Materials</b> <b>Year and month in which data were collected: 10/11/2016</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Literature and Language Arts: Third Course, Holt, Rinehart, & Winston adopted in 2003  Literature and Language Arts: Fourth Course, Holt, Rinehart, & Winston adopted in 2003  Literature and Language Arts: Fifth Course, Holt, Rinehart, & Winston adopted in 2003  Literature and Language Arts: Sixth Course, Holt, Rinehart, & Winston adopted in 2003 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	HMH Integrated Math 1, California Student Edition, adopted in 2015  HMH Integrated Math 2, California Student Edition, adopted in 2015  HMH Integrated Math 3, California Student Edition, adopted in 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Earth Science: Concepts and Challenges, Globe Fearon adopted in 2007 Life Science: Concepts and Challenges, Globe Fearon adopted in 2007 Pacemaker Biology, Globe Fearon adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	World History, AGS Publishing adopted in 2006 United States History, AGS Publishing adopted in 2006 United States Government, AGS Publishing adopted in 2006 Economics, AGS Publishing adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The District provides maintenance services on a regular schedule or when an emergency occurs.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the district office.

In 2012-13, the Administration Office received a facelift. New paint, floors, cabinets and central air conditioning and heating was installed. The grounds around the office were replanted with low maintenance plants. In 2013-14, improvement of the wireless connections in each classroom is planned.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	8	20	46	52	44	48
Math	0		31	36	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	5	16	--	66	63	57	60	56	54

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

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	128	118	92.2	19.7
Male	11	72	70	97.2	21.7
Female	11	56	48	85.7	16.7
Hispanic or Latino	11	114	107	93.9	21.7
Socioeconomically Disadvantaged	11	101	93	92.1	19.6
English Learners	11	19	16	84.2	
Students with Disabilities	11	13	10	76.9	10.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	129	120	93.0	
Male	11	73	71	97.3	
Female	11	56	49	87.5	
Hispanic or Latino	11	115	109	94.8	
Socioeconomically Disadvantaged	11	102	94	92.2	
English Learners	11	20	17	85.0	
Students with Disabilities	11	14	13	92.9	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents and community members are very supportive of the educational program at our school. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs.

Parents are encouraged to participate on one or more of the following committees or organizations:

- Parent-Teacher Association (PTA)

- School Site Council (SSC)
- English-Language Advisory Committee (ELAC)

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

The contact person for parent involvement is Principal Zegarra; he can be reached at (562) 904-3552.

**State Priority: School Climate**

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

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

**School Safety Plan**

Safety of students and staff is the primary concern at our school. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Monthly fire drills and disaster drop drills are conducted on a regular basis throughout the school year. A storage bin contains food, water, and other supplies for use during a disaster.

Our school is a closed campus. All visitors are required to sign-in at the school’s office. Before school, after school, and during lunch administrators and other campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan, which is reviewed annually, was developed by the school staff to provide students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety 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, suspension and expulsion policies, dress code, and discipline policies. The school safety committee and district personnel evaluate the plan annually and update the plan as needed. The Comprehensive School Safety Plan was last revised in October.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	8.5	5.0	7.9
Expulsions Rate	0.2	0.4	0.3
District	2013-14	2014-15	2015-16
Suspensions Rate	3.5	3.0	2.5
Expulsions Rate	0.0	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

**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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		77.8

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	180

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	5	4	17	66	72	12	2		2			
Mathematics	8	7	17	25	29	10	3	1	2			1
Science	7	6	15	39	33	9			1			
Social Science	7	6	16	56	61	10	3		2			

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Teachers take approximately 5 days per year for their continuing education and professional development to improve their teaching skills in the subjects they teach to support student learning.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,782	\$45,092
Mid-Range Teacher Salary	\$82,996	\$71,627
Highest Teacher Salary	\$108,045	\$93,288
Average Principal Salary (ES)	\$120,140	\$115,631
Average Principal Salary (MS)	\$122,373	\$120,915
Average Principal Salary (HS)	\$138,120	\$132,029
Superintendent Salary	\$234,445	\$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Before, during, and after school instructional support is provided for students with academic needs. Classroom and/or intervention teachers work with identified students in core subjects (English/Language Arts, math, social studies, and science) to assist them in reaching State standards. Funding is provided through the Local Control Accountability Plan (LCAP) and other site funds.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	14547.45	3119.01	11428.44	95367.75
District	♦	♦	6859.58	\$88,103
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			66.6	8.2
Percent Difference: School Site/ State			101.3	25.8

\* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Columbus High School	2011-12	2013-14	2014-15
Dropout Rate	5.30	4.10	2.20
Graduation Rate	92.68	94.04	95.98
Downey Unified School District	2011-12	2013-14	2014-15
Dropout Rate	5.30	4.10	2.20
Graduation Rate	92.68	94.04	95.98
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	71
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	4.6

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	93.93
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	100	99	86
Black or African American	91	98	78
American Indian or Alaska Native	0	90	78
Asian	0	100	93
Filipino	0	100	93
Hispanic or Latino	100	99	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	100	91
Two or More Races	100	75	89
Socioeconomically Disadvantaged	100	89	66
English Learners	100	70	54
Students with Disabilities	100	100	78

### Career Technical Education Programs

The high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.