

# Columbus High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Columbus High School
<b>Street</b>	12330 Woodruff Ave.
<b>City, State, Zip</b>	Downey, CA 90241
<b>Phone Number</b>	(562) 904-3552
<b>Principal</b>	Xochitl Ortiz, Ed.D.
<b>Email Address</b>	xortiz@dusd.net
<b>School Website</b>	<a href="https://web.dusd.net/columbus/">https://web.dusd.net/columbus/</a>
<b>Grade Span</b>	10-12
<b>County-District-School (CDS) Code</b>	19 64451 1931625

### 2024-25 District Contact Information

<b>District Name</b>	Downey Unified School District
<b>Phone Number</b>	(562) 469-6500
<b>Superintendent</b>	John A. Garcia, Jr., Ph.D.
<b>Email Address</b>	webadmin@dusd.net
<b>District Website</b>	www.dusd.net

## 2024-25 School Description and Mission Statement

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.

Columbus High School (CHS) is the home of the Lions! CHS is accredited by the Western Association of Schools and Colleges (WASC) and has earned the Model Continuation High School distinction from the California Department of Education since 2019. At CHS, at-promise students have the opportunity to recover credits and "get back on track" towards earning their high school diploma and succeeding in life after high school. All students referred to CHS are from the local traditional high schools, Downey and Warren. At CHS, 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 CHS which provides a small school setting and lower student to teacher ratio. CHS enables students to focus and take ownership of their future goals and their individual progress toward their high school diploma. Students are able to recover one credit at a time and is directly tied to their academic effort. Thus, their academic effort is rewarded with tangible results of earning credit and the ability to see exactly how many credits they currently have and exactly how many credits and classes they still need to achieve their goal. At CHS, students are prepared to graduate with their high school diploma and succeed in college and career and positively contribute to their community.

If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Xochitl Ortiz, Ed.D., Principal

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	128
Grade 12	338
<b>Total Enrollment</b>	<b>466</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.4
Male	61.6
Asian	0.2
Black or African American	5.4
Filipino	0.2
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.1
White	3.6
English Learners	16.7
Foster Youth	1.1
Homeless	6.9
Socioeconomically Disadvantaged	80
Students with Disabilities	30.9

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.70	59.21	821.10	85.02	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.62	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	6.08	88.60	9.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.70	22.49	10.40	1.09	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.00	12.16	39.50	4.09	18854.30	6.86
<b>Total Teaching Positions</b>	16.40	100.00	965.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.70	54.87	865.90	87.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.60	0.87	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	5.95	52.10	5.26	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.60	13.49	8.40	0.85	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	5.00	25.64	56.10	5.67	15831.90	5.67
<b>Total Teaching Positions</b>	19.50	100.00	991.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.40	55.43	887.50	86.91	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.80	0.86	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.00	21.58	112.80	11.05	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.30	15.76	8.10	0.80	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.00	7.19	3.80	0.38	14303.80	5.15
<b>Total Teaching Positions</b>	27.80	100.00	1021.20	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	1.10	6
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1.10	6

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	3.70	2.60	4.3
<b>Total Out-of-Field Teachers</b>	3.70	2.60	4.3

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.90	4.7	13.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	1

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

10/08/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Literature and Language Arts: Third Course, Holt, Rinehart, & Winston adopted in 2003	Yes	0
	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>Mathematics</b>	HMH Integrated Math 1, California Student Edition, adopted in 2015	Yes	0
	HMH Integrated Math 2, California Student Edition, adopted in 2015		
	HMH Integrated Math 3, California Student Edition, adopted in 2015		
<b>Science</b>	Earth Science: Concepts and Challenges, Globe Fearon adopted in 2007	Yes	0
	Life Science: Concepts and Challenges, Globe Fearon adopted in 2007		
	Pacemaker Biology, Globe Fearon adopted in 2007		

<b>History-Social Science</b>	World History, AGS Publishing adopted in 2006	Yes	0
	United States History, AGS Publishing adopted in 2006		
	United States Government, AGS Publishing adopted in 2006		
	Economics, AGS Publishing adopted in 2006		
<b>Foreign Language</b>	McGraw Hill, Study Sync, California Edition 6th -12th grade adopted 2022	Yes	0
	Vista Higher Learning, Descubre, Level 1-3 adopted 2015		
	Vista Higher Learning, Mosaik, Level 1-3 adopted 2015		
	Vista Higher Learning, D'Accord, Level 1-3 adopted 2015		

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

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

8/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b>	X			



## School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>	X			E30: bad ballast. E31: missing diffuser. E33: bad ballast. E34: bad ballast.
<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			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	21	13	50	52	46	47
<b>Mathematics</b> (grades 3-8 and 11)	3	1	34	37	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	165	156	94.55	5.45	12.82
<b>Female</b>	65	59	90.77	9.23	13.56
<b>Male</b>	100	97	97.00	3.00	12.37
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	151	143	94.70	5.30	11.19
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	26	24	92.31	7.69	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	147	138	93.88	6.12	13.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	25	92.59	7.41	12.00

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	166	154	92.77	7.23	0.65
<b>Female</b>	66	58	87.88	12.12	1.72
<b>Male</b>	100	96	96.00	4.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	152	141	92.76	7.24	0.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	26	24	92.31	7.69	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	148	137	92.57	7.43	0.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	25	92.59	7.41	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	7.20	4.87	26.73	27.95	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	349	96.41	3.59	4.87
Female	141	132	93.62	6.38	2.27
Male	221	217	98.19	1.81	6.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	15	15	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	331	319	96.37	3.63	5.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	9.09
English Learners	56	54	96.43	3.57	0.00
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	306	294	96.08	3.92	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	35	89.74	10.26	2.86

## 2023-24 Career Technical Education Programs

Downey Unified operates 23 distinct Career Technical Education pathways. All the courses offered are conducted by Downey Unified and every pathway consists of a two-course sequence that ends in a capstone. The following are listed by industry sector. Pathways offered under the Arts, Media, & Entertainment industry sector include: Dance/Choreography (DHS), Film & Video Production (WHS), Graphic Design (DHS), Photography & Digital Imaging (DHS), and Multimedia Video Production (DHS). In the Building & Construction Trades industry sector, we offer Residential and Commercial Construction (WHS). In the Business and Finance industry sector, DHS offers Business Management. In the Engineering & Architecture sector, DHS offers an Engineering pathway. In the Education & Family Services sector, we offer Principles of Education (DHS). In the Fashion and Interior Design sector, we offer Personal Services: Makeup Artistry (CHS, DHS, and WHS). Within the Health Science & Medical Technology sector, we offer Biomedical Science (DHS), Patient Care: Sports Medicine (DHS, WHS), and Biotechnology (DHS, WHS). In the Hospitality, Tourism & Recreation sector, we offer Culinary Arts (WHS) and Food Science, Dietetics, and Nutrition (DHS). Within the Information & Communication Technologies sector, we offer Computer Science: Game Programming (WHS, DHS), and Audiovisual Technologies (WHS). In the Manufacturing & Product Development sector, we offer Machining and Forming/Advanced Manufacturing (WHS, DHS), Plastics Engineering & Sustainability (WHS), Mechatronics (WHS), and Welding and Materials Joining (CHS, DHS, and WHS). In the Transportation sector, we offer Automotive Technologies: Maintenance and Light Repair (DHS) and Alternative Fuels Service Technician (DHS).

## 2023-24 Career Technical Education Programs

Our District partners and an advisory group consisting of the following:

Consultants: Bayha Group- Education, Resource Development; Lolipop Labs-STEM Consultant; 2 CPR Group-Arts, Media & Entertainment; 2 Degree Shift-Pathway and Publication Development, Ryan Zervakos-LinkedIn Consultant.  
 Industry Advisors: Jeffrey Scott-Southwest Regional Council of Carpenters, Residential and Commercial Construction; Jost Friedman-One Zero Digital Media, Arts, Media, and Entertainment; Mike Gentile-Cyberforward and Cisoshare, Information and Communication Technologies; Ivan Salvaterra-JMD Engineering, Engineering and Architecture; Nathan Brown-Wacom Technology, Arts, Media, and Entertainment; Brenda Brown-Synaudcon, Arts, Media, and Entertainment; Ronald Coleman-Lifeline Cell Technology, Health Science and Medical Technology; Bernard Boiteux-Toon Boom Animation, Arts, Media, and Entertainment; Steve Ward-Dream Catcher, Information and Communication Technologies; and Kolby Falco-Cyberforward, Information and Communication Technologies.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	159
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	72.31
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### 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 area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

## 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 regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Columbus HS has an open door policy for parents. All communication is bilingual. 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.

Parents are also encouraged to participate in monthly parent-teacher conferences, Community Schools events, Back to School Night and Open House.

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

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	14.2	6.9	6.5	3.0	1.9	2.2	7.8	8.2	8.9
<b>Graduation Rate</b>	83.0	88.4	89.7	94.2	95.4	95.7	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	214	192	89.7
<b>Female</b>	85	76	89.4
<b>Male</b>	129	116	89.9
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	196	177	90.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	33	28	84.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	27	26	96.3
<b>Socioeconomically Disadvantaged</b>	203	184	90.6
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	40	35	87.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	559	523	303	57.9
Female	221	201	124	61.7
Male	338	322	179	55.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	27	25	20	80.0
Filipino	--	--	--	--
Hispanic or Latino	504	472	268	56.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	19	18	13	72.2
English Learners	92	86	42	48.8
Foster Youth	--	--	--	--
Homeless	45	44	28	63.6
Socioeconomically Disadvantaged	462	431	256	59.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	163	160	88	55.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.61	4.94	3.76	3.33	3.7	3.15	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.18	0	0	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.76	0.18
Female	3.62	0.00
Male	3.85	0.30
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.97	0.20
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.26	0.00
English Learners	1.09	0.00
Foster Youth	0.00	0.00
Homeless	2.22	0.00
Socioeconomically Disadvantaged	4.11	0.22
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.23	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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. Emergency 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, school resource officers, 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.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	26	6	
Mathematics	9	24		
Science	10	15	1	
Social Science	11	28	4	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	65	1	
Mathematics	9	38		
Science	11	21		
Social Science	17	19	10	5

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	85	4	
Mathematics	7	41		
Science	8	24		
Social Science	9	46		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	517.78

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	21180.53	5953.45	15227.07	114605.27
<b>District</b>	N/A	N/A	11839.59	117981.42
<b>Percent Difference - School Site and District</b>	N/A	N/A	25.0	-2.9
<b>State</b>	N/A	N/A	\$10,771	\$94,625
<b>Percent Difference - School Site and State</b>	N/A	N/A	34.3	19.1

## Fiscal Year 2023-24 Types of Services Funded

Students with academic needs are provided support before, during, and after school. Title I funds are utilized to provide targeted academic intervention in the core academic areas of English Language Arts and Mathematics. Title III funds are utilized to provide targeted support for our Multi-Lingual Learners in acquiring English language proficiency and meeting grade-level standards in the core content areas. LCAP Supplemental/Concentration funds are utilized to provide additional in-class support for students with academic needs, provide opportunities for students to extend and apply their learning, provide social-emotional and behavioral support, and extend student learning beyond the instructional day.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$67,173	\$56,573
<b>Mid-Range Teacher Salary</b>	\$105,624	\$87,186
<b>Highest Teacher Salary</b>	\$137,504	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$156,467	\$148,486
<b>Average Principal Salary (Middle)</b>	\$159,185	\$154,835
<b>Average Principal Salary (High)</b>	\$179,011	\$170,008
<b>Superintendent Salary</b>	\$340,891	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	34.3	31.41
<b>Percent of Budget for Administrative Salaries</b>	3.5	4.86

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

Where there are student course enrollments of at least one student.

## Professional Development

Secondary Education has identified three professional development priorities for our schools this year: Excellence in Teaching and Learning, Student and Staff Wellness, and Teacher Collaboration and Learning.

All of our professional development is centered around these three priorities (Excellence in Teaching and Learning, Student Staff Wellness, and Teacher Collaboration and Learning).

Implement a robust technology integration model that utilizes one-to-one device instruction to facilitate engagement and provide opportunities for small group interventions.

Support Professional Learning Communities (PLCs) in aligning essential standards for all core areas providing a guaranteed and viable curriculum to ensure equity for all students.

Implement a multi-faceted approach of Academic Interventions that would include Tier 1 (during the period strategies from the classroom teacher) and Tier 2 strategies (intensive intervention strategies that occur outside of the classroom period).

Implement social emotional learning (SEL) approaches that would continue to utilize Capturing Kids Hearts Strategies as well as select curriculum resources to support students' social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making.

- Ensure all teachers are equipped with effective English Language Development (ELD) strategies to support multilingual learners across the four domains: Reading, Writing, Listening, and Speaking, with the goal of facilitating reclassification for secondary education students.
- Strengthen our inclusive practices by continuing to build capacity within our teachers in the co-teaching model to ensure success for all students in our rigorous graduation requirements. Strengthen our push-in model by training our Senior Instructional Assistants.
- Develop a comprehensive TK-12 Strategic Plan for Visual and Performing Arts that outlines specific goals, timelines, and resources to support the expansion and enhancement of arts programs across all grade levels.
- Provide all staff with an understanding of the DUSD Equity Plan that supports and provides resources to improve our practices in acknowledging and addressing issues of safety, inequality, discrimination, accountability, and systemic racism within our school system and community through our Human Relations Council updates and equity plan workshops.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	63	81	76