



Serving Grades
Seven Through Eight
CDS: 36 67587 0107433

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Chief Business Officer

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Dr. Amy Nguyen-Hernandez
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**Columbia International Science,
Math, & Technology Magnet
School**

14409 Aster Street • Adelanto, CA 92301 • (760) 530-1950

Adelanto Elementary School District

Richard Upshaw, Principal
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**2014-2015 School Accountability Report Card
Published in the 2015-16 School Year**

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- To view this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

District Vision & Mission Statement

Mission Statement

To prepare every student to be successful in high school, in college, in career, and in the 21st century global community

Vision Statement

To be the High Desert's premier learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success

District & School Profile (School Year 2014-15)

The Adelanto Elementary School District is located in the City of Adelanto, a fast-growing community in Southern California, located approximately 35 miles south of Barstow. A highly competent staff has established a close rapport with the students and community.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	33.5%
American Indian or Alaska Native	0.3%
Asian	0.3%
Filipino	0.3%
Hispanic or Latino	58.5%
Native Hawaiian or Pacific Islander	0.8%
White	2.6%
Two or More Races	3.9%
English Learners	13.7%
Socioeconomically Disadvantaged	95.4%
Students with Disabilities	16.0%
Foster Youth	2.3%

School Enrollment & Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. More importantly, attendance is critical to academic achievement, and regular daily attendance is a priority at Adelanto Elementary School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the school secretary. Parents are informed of absences through phone calls and letters sent home. Students can attend Saturday School to make-up absences.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance or behavior problems in school, and when the normal avenues of classroom, school, and district counseling have proven to be ineffective. The SARB is composed of parents, representatives from the district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. The members of SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavioral problems.

The chart indicates the enrollment for the last three years.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
7th	221	214	191
8th	275	233	200

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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	95.7%	4.3%
High-Poverty Schools in District	95.7%	4.3%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	23	19	16	378
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	7	16	6	36

Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	7	0	0
Total Misassignments of Teachers	7	0	0
Vacant Teacher Positions	2	0	1

Textbooks & Instructional Materials (School Year 2015-16)

Adelanto Elementary School District held a public hearing on October 6, 2015 and determined that each pupil in the district has a standards-aligned textbook or materials in the subject areas of language arts, math, science and social studies and the standards-aligned textbook/materials were provided to students within 24 months of the state adoption of social studies standards aligned materials, pursuant to the settlement of *Williams vs. The State of California*.

All students, including special education and English learner students, are provided their own individual textbooks in core subjects, as well as foreign language and health (as appropriate) for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials.

The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The most recent textbooks adoptions are illustrated in the chart.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Series	Adoption Year	Sufficient	% Lacking
7th-8th	English/ Language Arts	Houghton Mifflin/ Harcourt	Collections	2014	Yes	0.0%
7th-8th	Health	Holt	Decisions for Health	2005	Yes	0.0%
8th	History/Social Studies	McDougal Littell	Creating America, A History of the U.S.	2006	Yes	0.0%
7th	History/Social Studies	McDougal Littell	Medieval and Early Modern Times	2006	Yes	0.0%
7th-8th	Mathematics	Houghton Mifflin/ Harcourt	Go Math	2014	Yes	0.0%
7th-8th	Science	Prentice Hall	Focus On	2007	Yes	0.0%

School Facilities & Safety (School Year 2015-16)

Columbia International Magnet School was originally constructed in 2004 and is currently comprised of 18 permanent classrooms, 24 portable classrooms, a library, two staff rooms, a gymnasium, a multi-purpose room/cafeteria, a computer lab, and an open recreation area.

Maintenance & Repair

Columbia International Magnet School provides a safe and clean environment for students, staff, and volunteers. The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. At the time of publication 100% of Columbia International Magnet School's restrooms were in good working order. The chart displays the results of the most recent school facilities inspection.

Cleaning Process

The principal works daily with two full-time custodian staff members to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

School Facility Conditions				
Date of Last Inspection: 08/26/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Track and Field- Area has unabated graffiti (Remedied). MPR Girls' Restroom- Evidence of ants (Work order #20262).
Electrical	X			
Restrooms/Fountains	X			Girls' Locker Room- Shower is not working (Remedied). MPR Girls' Restroom- Sink is not working or functioning properly (Remedied). Quad-Sink/fountain is not work properly (work order #20261).
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Basketball Courts & Parking Lot- Significant cracks, trip hazards, holes or deterioration (work order #20260).

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	15	20	44
Mathematics (Grades 3-8 and 11)	4	11	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	201	189	94	62	21	13	3	191	95	72	20	4	2
Male	201	97	48.3	72	13	12	1	100	49.8	70	24	2	1
Female	201	92	45.8	51	28	13	4	91	45.3	75	15	7	2
Black or African American	201	70	34.8	71	17	7	1	72	35.8	82	13	1	1
American Indian or Alaska Native	201	2	1	--	--	--	--	2	1	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	201	105	52.2	56	23	16	3	105	52.2	68	24	6	1
Native Hawaiian or Pacific Islander	201	0	0	--	--	--	--	0	0	--	--	--	--
White	201	4	2	--	--	--	--	4	2	--	--	--	--
Two or More Races	201	4	2	--	--	--	--	4	2	--	--	--	--
Socioeconomically Disadvantaged	201	184	91.5	63	20	13	3	186	92.5	73	19	4	2
English Learners	201	26	12.9	81	15	0	0	25	12.4	88	8	4	0
Students with Disabilities	201	30	14.9	87	7	0	0	29	14.4	86	7	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	213	202	94.8	50	35	13	0	199	93.4	83	13	2	1
Male	213	114	53.5	54	33	11	1	111	52.1	82	13	3	1
Female	213	88	41.3	43	38	17	0	88	41.3	84	13	1	0
Black or African American	213	64	30	58	31	6	0	63	29.6	87	6	0	0
American Indian or Alaska Native	213	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Asian	213	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Filipino	213	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Hispanic or Latino	213	120	56.3	47	37	16	1	118	55.4	82	14	3	1
Native Hawaiian or Pacific Islander	213	3	1.4	--	--	--	--	3	1.4	--	--	--	--
White	213	5	2.3	--	--	--	--	5	2.3	--	--	--	--
Two or More Races	213	7	3.3	--	--	--	--	7	3.3	--	--	--	--
Socioeconomically Disadvantaged	213	188	88.3	50	36	12	1	185	86.9	83	12	2	1
English Learners	213	31	14.6	84	13	3	0	31	14.6	97	0	0	3
Students with Disabilities	213	29	13.6	76	24	0	0	29	13.6	100	0	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	26	23	30	34	34	32	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	32
School	30
African American/Black	20
Hispanic or Latino	35
Males	37
Females	24
Socioeconomically Disadvantaged	30
English Learners	24
Students with Disabilities	9

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness (School Year 2014-15)

In the spring of each year, Adelanto Elementary School District is required by the state to administer a physical fitness test to all students in grades five and seven. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.4%	22.7%	25.6%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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 school site.

Parent & Community Involvement (School Year 2014-15)

Parents and the community are very supportive of the educational program at Columbia International Magnet School. Parents are very active at the school site, participating in school events and committees such as the School Site Council, ELAC, and Coffee with the Principal. In addition, parents frequently volunteer at the site to develop student events. Parents are kept informed of school activities via school newsletters/calendars, the InTouch Message system, and notices sent home via students.

Contact Information

Parents who wish to participate in Columbia International Magnet School's leadership teams, school committees, school activities, or become volunteers may contact the main office at (760) 530-1950.

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.

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern at Columbia International Magnet School. The Comprehensive Safety Plan was developed by the Safe Schools Committee, which is composed of School Site Council members, administrators and teachers, in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Columbia International Magnet School reviews the plan annually and updates it as needed. The plan was last revised in April 2015. The key elements of the Safety Plan include, the personal characteristics of the school, the school's physical environment, the school's social environment, and the school's culture. A copy of the safety plan is available to the public at the school office.

Fire drills are conducted once a month, earthquake drills are conducted twice a year, and intruder drills are conducted two times a year. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

To ensure student safety, campus security officers supervise students at all times before, during, and after school. All visitors sign in at the office, wear a visitor badge at all times, and sign out upon leaving. Access to the campus is restricted to the office unless parents want to visit the classroom to observe instruction or student behavior.

The designated student drop off and pick up area is in front of the office.

Discipline & Climate for Learning

To help create a safe climate for learning, all Columbia staff underwent de-escalation training via our School Probation Officer. As a staff, we reviewed research and California Ed Code, revising our thinking from the old school notion of "Zero Tolerance" towards looking at applying other means of correction which keep kids in school and learning. In addition, we began implementing Positive Behavior Interventions & Support (PBIS) strategies by utilizing a schoolwide expectation matrix and changing our response to students to point out what they are expected to do rather than what they were doing that was wrong. Finally, we received training in Love & Logic, which provided teachers strategies for dealing with student misbehavior in a way that does not interfere with student learning.

The table illustrates the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	11.3%	19.0%	14.9%	0.2%	0.2%	0.0%
District	5.7%	4.1%	4.7%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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.

Federal Intervention Program (School Year 2015-16)

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes, providing technical assistance and coaching for staff, additional tutoring and interventions for students, and transporting students requesting transfers to other schools within the district.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2006-2007
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	53.8%

Adequate Yearly Progress (AYP) (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Counseling & Support Staff (School Year 2014-15)

It is the goal of Adelanto Elementary School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:391. Note: 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.

An active Student Advocacy Team (SAT) meets regularly to address issues that affect the ability of a student to achieve in school. Using a collaborative approach, members of the SAT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. The chart indicates the support staff available to assist all students at Columbia International Magnet School.

Specialized Academic Instruction (SAI) is the primary service provided to students who qualify for special education and is available at all depending on the particular needs of the student, SAI may include one or more of the following:

- Consultation between a special education teacher and general education teacher(s) to assist in providing instructional and assessment adaptations and behavioral interventions, which allow students with special needs to benefit from their general education classes.
- Monitoring of students by a special education teacher through appointments, weekly progress reports, and/or school-home communication.
- Instructional support provided by a special education teacher or instructional aide to help students with special needs progress in their classes by assisting with the understanding of assignments and information being presented, and modifying work to accommodate students' special needs. Instructional support may be provided in a general education class or separate classroom.
- Collaborative/Team teaching in which a special education teacher and a general education instructor teach a class together that includes both general and special education students.

Library Information

The library is staffed by a part time librarian and is visited regularly by students with their classroom teacher. Students may also use the library during lunchtime and after school. In addition to books, the library also has a video system that projects into all classrooms from the library.

Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
13 14 15	13 14 15	13 14 15	13 14 15	13 14 15	13 14 15	13 14 15	13 14 15	13 14 15	13 14 15			
By Subject Area												
English	22	22	20	11	11	19	13	13	8	1	1	-
Mathematics	24	24	15	7	7	15	13	13	12	1	1	-
Science	27	27	19	4	4	10	9	9	18	6	6	-
Social Science	28	28	22	2	2	6	12	12	12	4	4	-

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Librarian	1	0.5
Nurse	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	3	2.0
RSP Aide	4	3.0
SDC Aide	2	6.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	As Needed

Additional Internet Access & Public Libraries

In addition to the computers available at the school, students have access to the Internet and computers at the San Bernardino County Library branches located in the cities of Adelanto and Victorville. For branch locations, hours of operation, and other information please visit the San Bernardino County Library web site: www.sbcounty.gov/library/home.

Professional Development

The district has not offered any staff development days for the past three years. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

Student Recognition

Students at Columbia International Magnet School are recognized for achievement at academic award assemblies for Honor Roll (GPA 3.0-3.5), Principal's Honor Roll (GPA 3.5-3.9), and Straight "A's" (GPA 4.0). Students are also recognized in the Student of the Week program.

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, the county, and the state. 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).

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The average salary table displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's web site www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$39,386	\$43,091
Mid-Range Teachers	\$62,542	\$70,247
Highest Teachers	\$93,436	\$89,152
Elementary School Principals	\$142,878	\$112,492
Middle School Principals	\$148,971	\$116,021
High School Principals	-	\$117,511
Superintendent	\$188,008	\$192,072
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	41.0%
Administrative Salaries	8.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

The average teacher salaries table illustrates the average teacher salary at the school and compares it to district and state levels.

Average Teacher Salaries	
School & District	
School	\$64,161
District	\$64,161
Percentage of Variation	-0%
School & State	
All Elementary School Districts	\$72,993
Percentage of Variation	-12.1%

District Expenditures (Fiscal Year 2013-14)

The figures shown in the Expenditures per Pupil table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,955
From Supplemental/Restricted Sources	\$1,436
From Basic/Unrestricted Sources	\$5,520
District	
From Basic/Unrestricted Sources	\$5,105
Percentage of Variation between School & District	8.1%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	3.2%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, the district receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Economic Impact Aid (EIA)
- Instructional Materials
- School Improvement Program
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- Special Education Transportation
- Class Size Reduction
- Peer Assistance & Review
- Gifted & Talented Pupils
- Staff Development