



San Gabriel Unified School District

Coolidge Elementary School

Building Foundations for Excellence

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2010-2011 School Accountability Report Card

Principal

Patricia Cheadle

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Serving grades K-5th

District Administration

Dr. Don Brann

Interim Superintendent

Ralph Patterson

Interim Assistant
Superintendent, Business
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Jan Canfield

Assistant Superintendent,
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Assistant Superintendent,
Human Resources

SGUSD Governing Board

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John Eccleston
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Principal's Message

The annual school report was established as an accountability component of Proposition 98, passed by the California voters in November, 1988. This report, which is to be issued by all elementary and secondary schools in the State, will give you information about Coolidge: our programs, successes, resources, and the areas in which we need to make improvements.

This annual report describes a school that has a history of solid academic achievement with a strong commitment to student needs. The staff at Coolidge works long and hard with our students, setting high expectations, and providing the motivation for student excellence. In 2002, Coolidge Elementary School was chosen as a "California Distinguished School."

I hope that you find this information both informative and useful. Please call me with your questions or comments at (626) 282-6952.



School Mission Statement

Our vision is to provide a rich and balanced academic curriculum in a safe, clean, nurturing, and productive learning environment, in order to achieve the mission of cultivating caring and responsible citizens who value learning and diversity, and who are prepared to interact positively with all cultures.



Community & School Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, San Gabriel Unified School District educates more than 6,000 kindergarten through twelfth grade students on a traditional calendar schedule. Established in 1781, the San Gabriel Mission was the fourth California mission and is considered the birthplace of the Los Angeles region. San Gabriel Unified School District was founded in 1868 and is proud of its long tradition of academic excellence. The district is currently comprised of five elementary schools, one middle school, one traditional high school, and one continuation high school.

Coolidge Elementary School is dedicated to ensuring the academic success of all students, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first. Coolidge Elementary School served 388 students in grades kindergarten through five during the 2010-11 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2010-11	
	Percentage
African American/Black	2.3%
American Indian	-
Asian	38.4%
Filipino	2.3%
Hispanic or Latino	35.3%
Pacific Islander	-
White	18.6%
Two or More	1.8%
None Reported	1.3%

Discipline & Climate for Learning

The goal of Coolidge Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally.

Parents and students are informed of discipline policies at the beginning of each school year through first-day packets which include a school handbook. Parents are required to sign a discipline information form to acknowledge their understanding of the school's policies. Rules are reinforced throughout the year through classroom presentations.

The suspensions and expulsions table illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	2	16	5	517	503	320
Suspension Rate	0.5%	4.1%	1.3%	8.0%	7.2%	4.7%
Expulsions	0	0	0	7	4	4
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Opportunities for involvement include the following:

- Pride & Spirit Assemblies
- Music Recital
- Variety Show
- 5th Grade Astro Camp
- Boy Scouts & Girl Scouts
- Los Angeles Music Center Assembly
- Chess Club
- Book Fairs
- Fall Carnival
- GATE
- Student Council

Students may also participate in the San Gabriel Parks and Recreation Program which includes baseball, basketball, football, soccer, tennis, swimming, dance classes, and a martial arts program.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The school staff make daily phone calls to parents when children are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are also provided information on the district's Abolish Chronic Truancy (ACT) Program, which emphasizes parent responsibility in student attendance. Students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Team (SART).

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The chart illustrates the trend in enrollment over the most recent three-year period.

Enrollment Trend by Grade Level

	2008-09	2009-10	2010-11
K	60	63	55
1st	60	66	74
2nd	61	69	72
3rd	64	61	63
4th	68	65	60
5th	72	67	64

Class Size

Parent volunteers and instructional aides assist teachers in the classroom. The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	20	-	27	3	-	-	-	-	2	-	-	-
1	20	-	29	3	-	-	-	-	3	-	-	-
2	19	-	21	3	-	1	-	-	2	-	-	-
3	19	-	30	3	-	-	-	-	3	-	-	-
4	32	-	29	-	-	-	2	-	2	-	-	-
5	35	-	22	-	-	1	-	-	2	2	-	-



Curriculum Improvement

All district-wide curriculum development revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students meet or exceed state proficiency levels. San Gabriel Unified School District's Curriculum and Instruction Council works with several school site committees to formulate staff development plans that meet district-wide goals, including implementing new textbooks and supporting new teachers. In order to ensure that the core curriculum at each school is consistent and aligned to state standards, the district utilizes a vertical and horizontal articulation process for curriculum mapping.

The school offers a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Textbooks & Instructional Materials

The school district held a public hearing on October 11, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Scott Foresman	2009	Yes	0.0%
K-5	Reading Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%
4th-5th	Social Science/History	Houghton Mifflin	2006	Yes	0.0%
K-3	Social Science/History	Scott Foresman	2006	Yes	0.0%

Library Information

The school's fully-automated library, staffed by a part-time library clerk, is stocked with more than 10,000 books that are available for students to check out. The library also contains a large collection of video- and audio-tapes for classroom use, as well as periodicals and reference materials that tie into curricular areas of study. Students visit the library on a weekly basis with their classes and receive instruction on research techniques and library usage. Three computer workstations in the library are connected to the Internet so students may access resources and information online.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom at Coolidge Elementary School contains between one and six computers, depending on the grade level. The school's computer lab, staffed by a part-time computer technician, contains an additional 22 Internet-accessible computers for student use. Students receive computer-assisted instruction on a regular schedule. Software programs that help to develop critical thinking skills, technological skills, and mathematical proficiency are utilized by all students.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Los Angeles County public libraries, which contains numerous computer workstations. For more information on hours and locations please visit <http://www.colapublib.org/>.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Coolidge Elementary School. Numerous programs and activities are enriched by the generous contributions made by the Parent Teacher Association (PTA). The PTA sponsors a number of activities for the school including but not limited to:

- Fall Carnival
- Arts & Drama
- Open House & Dinner
- Jog-A-Thon
- Cookie Dough Sale
- Variety Show & Instrumental Recital
- Fundraisers (T-shirts, Snacks, Teacher Wish List)
- Enrichment Program
- Teacher Appreciation Week
- Book Fairs
- Holiday Pageant
- Coolidge Chatter

Also supporting district schools is the San Gabriel Educational Foundation (SEF), a non-profit organization. The SEF raises funds that support student learning in the classroom. Parents volunteer in classrooms and for activities which gives Coolidge Elementary added support.

Counseling & Support Staff

In addition to academics, the staff at Coolidge Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
District Nurse	1	0.2
Health Aide	1	0.6
Learning Center Teacher	1	1.0
Psychologist	1	0.6
Special Day Class (SDC) Teacher	2	2.0
Speech/Language Specialist	1	0.6

San Gabriel Unified School District uses all available resources in the community to assist students in their emotional & academic development, including the following:

- San Gabriel Valley Medical Center
- Haven House
- Santa Anita Family Services
- Pacific Clinics
- Foothill Family Services Clinic
- Family Resource Center
- BHC/Alhambra Hospital
- Pasadena Mental Health
- FOCUS (Families of Children Under Stress)
- Asian-Pacific Family Counseling Center
- Family Counseling Services of West San Gabriel Valley

For students who require supervision before and/or after school, Coolidge Elementary School offers an on-site child care facility.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The support staff develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, the Resource Specialist Program, and/or sessions with the Speech/Language Specialist.

Coolidge Elementary School provides assistance to students who are falling below grade-level or performing below standards on assessments. Students receive differentiated instruction in the classroom and are able to attend after-school intervention and Intervention Summer School.

English Learner (EL) students receive specialized services and instruction from appropriately credentialed teachers. The school offers supplementary instruction to assist in English language acquisition. Students who are recent arrivals to this country and have minimal knowledge of the English language attend the Newcomer Academies at McKinley School.

The Gifted and Talented Education (GATE) program is offered to students in grades four and five who have been recognized by their teachers as capable of attaining high levels of achievement. GATE students are clustered in grade-level classes and offered differentiated instruction. GATE students are also given the opportunity to participate in a district-sponsored after-school program and GATE Academies on Saturdays.

Contact Information

Parents who wish to participate in Coolidge Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (626) 282-6952. The school's website (<http://www.coolidge.sgusd.k12.ca.us/home.aspx>) also provides a variety of resources and helpful information for parents, students, and the community.

Student Achievement & Testing

San Gabriel Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. In addition to the Standardized Testing and Reporting (STAR) Program, English Learner Assessments, Special Education Assessments, and report card grades are used to determine whether students are performing below, at, or above grade-level standards.



California Standards Test

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).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. This second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	71	70	73	55	55	57	50	52	54
Mathematics	80	74	79	53	51	55	46	48	50
Science	84	81	95	53	54	58	50	53	56
History/Social Science	*	*	*	50	52	50	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	57	55	58	50
School	73	79	95	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	85	88	10	*
Filipino	*	*	*	*
Hispanic or Latino	53	68	86	*
Pacific Islander	*	*	*	*
White	87	81	*	*
Males	70	77	97	*
Females	76	81	92	*
Socioeconomically Disadvantaged	39	56	*	*
English Learners	50	74	*	*
Students with Disabilities	38	45	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the current Growth API at the school, district, and state level.

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	240	884	3,961	830	4,673,818	768
Asian	95	920	2,074	899	397,972	890
Hispanic or Latino	84	810	1,380	735	2,399,767	715
White	45	961	274	833	1,258,619	838
English Learners	70	807	1,744	788	1,517,160	692
Students with Disabilities	24	661	306	557	521,082	581

API School Results			
	2008	2009	2010
Statewide	8	9	9
Similar Schools	3	4	4
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	35	1	14
Asian			
Actual API Change	42	-9	11
Hispanic or Latino			
Actual API Change	15	-5	18
Socioeconomically Disadvantaged			
Actual API Change	38	10	-
English Learners			
Actual API Change	68	-5	30

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	22.22%

Adequate Yearly Progress

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.
- API as an additional indicator.
- 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 and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Physical Fitness

In the spring of each year, Coolidge Elementary School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2010-11 school year 40.6% of fifth grade students met or exceeded state fitness standards.

Teacher Assignment

San Gabriel Unified School District recruits and employs only the most qualified credentialed teachers. During the 2010-11 school year, Coolidge Elementary School staffed 17 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	19	20	17	224
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	12

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching EL students) does not hold a legally recognized certificate or credential. 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 year.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: Possession of a Bachelor's Degree, Possession of an appropriate California teaching credential, and Demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	97.0%	3.0%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction & Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development day topics included reviewing testing data and differentiated instruction.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Substitute Teachers

San Gabriel Unified School District employs qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. Substitutes are required to have a bachelor's degree and a passing score on the California Basic Education Skills Test (CBEST). The district has a large pool of substitute teachers available. On rare occasions, when a substitute is not available for an absent teacher, students are dispersed to other classrooms at the same grade level.

School Leadership

Leadership at Coolidge Elementary School is a responsibility shared among District administration, the Principal, instructional staff, students, and parents. Primary leadership duties have been assumed by Principal Patricia Cheadle. Prior to this position, Ms. Cheadle served as an Assistant Principal, Coordinator of Assessment, teacher on special assignment with the BTSA Induction Program, and classroom teacher.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- Parent Teacher Association (PTA)
- Student Study Team
- District Curriculum Committees
- Leadership Team
- Site Facilities Committee
- Social Committee
- English Learner Advisory Committee (ELAC)
- School Site Council

School Facilities & Safety

Situated on 5.56 acres, Coolidge Elementary School was originally constructed in 1951. The campus is currently comprised of 21 classrooms, a cafeteria, an administration/staff lounge, a staff resource room, a new asphalt playground, a library, and a computer lab (Media Center). Recent remodeling included the addition of new cafeteria tables and an intervention reading lab.

Coolidge Elementary School completed modernization in 2000 which included adding air conditioning and heat to all classrooms, handicap accessibility to restrooms, new doors, and handicap hardware.

In 2005 construction of a 4500 square foot library and computer lab were completed. Associated site work included a new asphalt playground at the building's location. Construction of the new playground was completed in 2006-07. Installation of fencing was completed in September 2009. Future planned construction includes a new parking and drop-off area, and removal, replacement and renovation of grass field areas. The chart illustrates the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Safety

The safety of students and staff is a primary concern of Coolidge Elementary School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, with updates occurring annually in the winter. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- Disaster response procedures
- Schoolwide dress code
- Child abuse reporting procedures
- Bullying components
- Sexual harassment policy
- Teacher notification of dangerous pupils procedures
- Safe ingress and egress of pupils, parents, and school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis.

Cleaning Process

Coolidge Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Coolidge Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Gabriel Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program 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 the following: Roofing, Plumbing, Heating, Air conditioning, Electrical systems, Floor systems, and Interior or exterior painting.

During the 2011-12 school year the district did not allocate funds for the deferred maintenance budget.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2009-10 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having between 5,000 and 9,999 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$66,961
District	\$63,568
Percentage of Variation	5.33%
School & State	
All Unified School Districts	\$66,511
Percentage of Variation	0.67%

School Facility Conditions				
Date of Last Inspection: 09/08/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			Room 6 - Not used. Room 12 - Not used.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher & Administrative Salaries

The 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 CDE website, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	\$36,798	\$41,284
Mid-Range Teachers	\$64,937	\$65,173
Highest Teachers	\$78,900	\$83,460
Elementary School Principals	\$100,965	\$102,834
Middle School Principals	\$113,541	\$108,953
High School Principals	\$116,076	\$118,384
Superintendent	\$194,500	\$179,397
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.7%	40.8%
Administrative Salaries	6.0%	6.0%

Expenditures & Services Funded

Based on 2009-10 audited financial statements, San Gabriel Unified School District spent an average of \$8,046 to educate each student. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general state funding, San Gabriel Unified School District received state and federal categorical funding for the following support programs:

- Instructional Materials
- Economic Impact Aid (EIA)
- Special Education
- Tenth Grade Counseling
- EESA/Math & Science
- Educational Technology Assistance Grants
- Healthy Start
- Peer Assistance & Review (PAR) Program
- Regional Occupation Program (ROP)
- Class Size Reduction
- Charter Schools Categorical Block Grant
- Gifted & Talented Education (GATE) Program
- Staff Development
- Vocational & Applied Technology Education Act
- Drug/Alcohol/Tobacco Funds (Prevention Education)

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,328
From Restricted Sources	\$2,263
From Unrestricted Sources	\$4,065
District	
From Unrestricted Sources	\$834
Percentage of Variation between School & District	387.19%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	34.21%

Data Sources

Data within the SARC was provided by the San Gabriel Unified School District, retrieved from the 2010-11 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

