



Coolidge Elementary

421 N. Mission Drive • San Gabriel, CA 91775 • (626) 282-6952 • Grades K-5

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



San Gabriel Unified School District

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District Governing Board

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Dr. Gary Thomas Scott
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Superintendent
Joyce Yeh
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**Assistant Superintendent,
Educational Services**
Anna Molinar
**Assistant Superintendent, Human
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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 is dedicated to our students, setting high expectations, and providing the motivation for student excellence. In 2002 and 2012, 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 (School Year 2014-15):

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.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (626) 282-6952 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	58
Grade 1	72
Grade 2	79
Grade 3	64
Grade 4	65
Grade 5	84
Total Enrollment	422

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
Asian	33.4
Filipino	3.6
Hispanic or Latino	44.3
Native Hawaiian or Pacific Islander	0.2
White	13
Two or More Races	3.8
Socioeconomically Disadvantaged	38.4
English Learners	25.4
Students with Disabilities	9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Coolidge Elementary	13-14	14-15	15-16
With Full Credential	14	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Gabriel Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Coolidge Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	53.8	46.2
High-Poverty Schools	53.2	46.8
Low-Poverty Schools	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The school district held a public hearing on September 8, 2015 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 November 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school

Textbooks and Instructional Materials	
Year and month in which data were collected: March 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Series, adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Macmillian McGraw-Hill, My Math, adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Adopted in 2006 Scott Foresman Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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 2013-14 school year the district did not allocate funds for the deferred maintenance budget.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10-28-2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Room 1: Classroom walls were completely covered with paper and hanging from ceiling.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	65	57	44
Math	58	46	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	85	82	90	75	74	73	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.30	18.50	53.10

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	73
All Student at the School	90
Male	86
Female	93
Black or African American	--
Asian	100
Filipino	--
Hispanic or Latino	77
White	100
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	64
Students with Disabilities	76
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	60	98.4	15	15	30	40
	4	63	63	100.0	17	33	21	27
	5	81	77	95.1	10	14	32	43
Male	3		28	45.9	21	18	39	21
	4		29	46.0	24	34	28	14
	5		30	37.0	17	13	30	40
Female	3		32	52.5	9	13	22	56
	4		34	54.0	12	32	15	38
	5		47	58.0	6	15	34	45
Black or African American	3		1	1.6	--	--	--	--
	5		1	1.2	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		21	34.4	0	5	48	48
	4		19	30.2	16	5	42	37
	5		36	44.4	3	11	42	44
Filipino	3		3	4.9	--	--	--	--
	4		3	4.8	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		22	36.1	23	27	18	32
	4		29	46.0	24	41	14	17
	5		24	29.6	25	17	33	25
White	3		9	14.8	--	--	--	--
	4		11	17.5	9	55	9	27
	5		11	13.6	0	9	9	82
Two or More Races	3		4	6.6	--	--	--	--
	5		4	4.9	--	--	--	--
Socioeconomically Disadvantaged	3		18	29.5	39	11	39	11
	4		30	47.6	20	33	23	20
	5		22	27.2	27	14	36	23
English Learners	3		14	23.0	36	14	36	14
	4		19	30.2	26	47	21	5
	5		15	18.5	33	20	40	7
Students with Disabilities	3		3	4.9	--	--	--	--
	4		5	7.9	--	--	--	--
	5		6	7.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	60	98.4	12	15	42	32
	4	63	63	100.0	13	30	32	25
	5	81	78	96.3	19	33	21	27
Male	3		28	45.9	14	14	36	36
	4		29	46.0	21	28	28	24
	5		31	38.3	19	26	19	35
Female	3		32	52.5	9	16	47	28
	4		34	54.0	6	32	35	26
	5		47	58.0	19	38	21	21
Black or African American	3		1	1.6	--	--	--	--
	5		1	1.2	--	--	--	--
Asian	3		21	34.4	0	0	52	48
	4		19	30.2	5	16	16	63
	5		36	44.4	8	31	19	42
Filipino	3		3	4.9	--	--	--	--
	4		3	4.8	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		22	36.1	23	23	36	18
	4		29	46.0	21	38	34	7
	5		25	30.9	36	32	28	4
White	3		9	14.8	--	--	--	--
	4		11	17.5	9	27	64	0
	5		11	13.6	0	45	9	45
Two or More Races	3		4	6.6	--	--	--	--
	5		4	4.9	--	--	--	--
Socioeconomically Disadvantaged	3		18	29.5	28	28	28	17
	4		30	47.6	7	37	33	23
	5		23	28.4	39	30	9	22
English Learners	3		14	23.0	29	21	43	7
	4		19	30.2	21	47	16	16
	5		16	19.8	50	19	6	25
Students with Disabilities	3		3	4.9	--	--	--	--
	4		5	7.9	--	--	--	--
	5		6	7.4	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

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:

- Spring Carnival
- Enrichment Programs
- Arts & Drama
- Teacher Appreciation Week
- Open House & Dinner
- Book Fairs
- Jog-A-Thon
- Holiday Pageant
- Assemblies
- Coolidge Chatter
- Variety Show & Instrumental Recital
- Fundraisers

Also supporting district schools is the San Gabriel Educational Foundation (SEF), a non-profit organization. SEF raises funds that support student learning in the classroom. Parents consistently volunteer in classrooms which provides Coolidge students with additional support.

Contact Information

Parents who wish to participate on 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 (www.coolidge.sgusd.k12.ca.us) also provides a variety of resources and helpful information for parents, students, and the community.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

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 prevention
- Sexual harassment policy
- 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 lock down drills, are held on a rotating basis.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.12	0.23	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.75	1.41	1.21
Expulsions Rate	0.02	0.01	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	32	30	29				2	2	2			
1	30	32	24				2	2	3			
2	30	28	23				2	2	3			
3	27	24	32		1		3	2	2			
4	33	28	30				1	3	2	1		
5	25	27	23	1	1	1	2		3		2	
Other	9		10	1		1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	3.6
Average Number of Students per Staff Member	
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,281	\$42,315
Mid-Range Teacher Salary	\$67,554	\$66,451
Highest Teacher Salary	\$82,078	\$85,603
Average Principal Salary (ES)	\$104,249	\$105,079
Average Principal Salary (MS)	\$104,952	\$111,005
Average Principal Salary (HS)	\$120,756	\$121,310
Superintendent Salary	\$199,000	\$189,899
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Common Core Implementation
 Special Education
 GATE
 Local Control Funding Formula Supplemental and Concentration Programs

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).

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.

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and training 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. During the 2015-16 school year, all elementary schools in the district have added early release Wednesdays to also support the teachers' professional development needs.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5111	1184	3926	73322
District	♦	♦	4252	\$69,390
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.