



PUSD
Pasadena Unified School District

SUPERINTENDENT

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DISTRICT MISSION STATEMENT

The Pasadena Unified School District's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible and ethical, able to compete in, and contribute to a diverse, democratic society.

** Data in this report are reflective of the 2008-09 school year unless otherwise noted.*

Jefferson Elementary School



Hoori Chalian, Principal
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2008-2009 School Accountability Report Card

Published in the 2009-2010 School Year

Principal's Message

Jefferson Elementary School is more than an elementary school! It is a community of learners, grades pre-kindergarten through fifth, which includes an adult learning center, early education extended learning program, school library, extensive choral and instrumental music program, and computer lab. We are excited to focus on making continuous progress in our instruction of English language arts and mathematics. Our expectation is that all students will become life-long learners, thinking, literate, productive, responsible, ethical, and able to compete in and contribute to a diverse society.

How are we doing this? Every day in every classroom, students and teachers are applying the best practices of Thinking Maps, Explicit Direct Instruction, and collaborative learning. We are also increasing the level of rigor, making sure teachers are teaching standards-based lessons with high levels of student engagement. When you visit, you are sure to see evidence throughout the school!

School Profile

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Jefferson Elementary School is one of 20 elementary schools in the Pasadena Unified School District, which also includes three middle schools and five high schools. Located in central Pasadena, Jefferson is a neighborhood school that served 638 students in grades kindergarten through five during the 2008-09 school year. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	11.1%
American Indian	0.0%
Asian	1.9%
Caucasian	5.2%
Filipino	1.9%
Hispanic or Latino	79.8%
Pacific Islander	0.0%
Multiple or No Response	0.2%

Discipline & Climate for Learning

Students at Jefferson Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Jefferson 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.

The district provides an annual Student Conduct Code for each of its sites, supplemented by a set of behavioral standards developed by Jefferson Elementary School. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, morning assemblies, principal's weekly newsletters, and individual student handbooks.

Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	61	116	77	3481	4235	3946
Suspension Rate	8.7%	18.1%	12.1%	16.7%	20.6%	19.2%
Expulsions	0	0	0	20	13	17
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Student-of-the-Week
- Student-of-the-Month
- Number of Books Read
- Outstanding Student-of-the-Year
- English Language Development (ELD) Progress
- Honor Roll
- Principal's Award
- Perfect Attendance

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Pasadena Parks & Rec. Program
- Pasadena Conservatory of Music
- GATE (Gifted & Talented Education)
- Math Field Day
- El Centro de Acción
- LEARNS Program

Class Size

The Class Size Distribution table illustrates the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	07	08	09	07	08	09	07	08	09	07	08	09
K	24	20	19	1	3	5	4	2	-	-	-	-
1	20	20	18	7	6	7	-	-	-	-	-	-
2	19	20	17	7	7	7	-	-	-	-	-	-
3	20	19	20	4	6	5	2	-	-	-	-	-
4	36	36	37	-	-	-	-	-	-	3	3	3
5	31	32	36	-	-	-	4	2	-	-	1	3

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. For the past three years, 100% of K-3 classrooms in the district participated in CSR.

Minimum Days & Instructional Minutes

During the 2008-09 school year, Jefferson Elementary School offered 180 days of instruction, two of which were minimum days. All instructional time offered during the 2008-09 school year exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	57,270
1st	50,400	54,585
2nd	50,400	54,585
3rd	50,400	54,585
4th	54,000	54,585
5th	54,000	54,585

School 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.

Attendance, tardy, 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. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities. Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

School Leadership

Leadership at Jefferson Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Hoori Chalian oversees primary leadership duties at the school.

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

- Parent Teacher Association (PTA)
- Student Support Team
- Instructional Leadership Team
- School Site Council (SSC)
- Gifted and Talented Education
- * SART (School Attendance Review Team)
- English Language Advisory Council (ELAC)
- Safety Committee
- Grade Level Data Teams
- Student Study Teams
- Guidance Committee

Parent Involvement

Parents and the community are very supportive of the education program at Jefferson Elementary School. Family Nights are planned in math, science, and reading to bring families together with teachers for an evening of educational activities. Parents are encouraged to participate on the PTA, ELAC, and SSC to review programs and the progress of the school. Jefferson Elementary School offers English as a Second Language (ESL) day and night classes for adults, as well as adult computer classes two nights each week.

Villa Gardens Retirement Home, Pasadena Conservatory of Music, Pasadena Symphony, Cal Tech Public Events, Pasadena Business and Professional Women's Organization, Pasadena Presbyterian Church, and Kaiser Permanente Pharmacy have all adopted Jefferson Elementary School. They support the school through the Rolling Readers Program, tutoring, and by providing resources which enhance the school's program.

Contact Information

Parents who wish to participate in Jefferson Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5710, or visit the district's website at www.pusd.us.

Curriculum Improvement

All curriculum development at Jefferson Elementary School revolves around the California State Content Standards and Frameworks. Teachers align the classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Jefferson Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

During grade-level meetings, assessments from Open Court reading and Houghton Mifflin math are used to evaluate the curriculum. As a result of these meetings, and a districtwide focus on data analysis to improve student achievement, the school has implemented a school-wide Intervention Program to help all students make progress toward mastery of standards.

Textbooks & Instructional Materials

Pasadena Unified School District held a public hearing on October 27, 2009, and determined that each school within the district has sufficient and good quality textbooks, including visual and performing arts texts, 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. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in December 2009 in regards to the textbooks in use at the school during the current year (2009-10).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	Health	Harcourt Brace	2007	Yes	0.0%
K-6	Health	Mendez Foundation	2003	Yes	0.0%
K-5	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-6	Reading/English	SRA/McGraw-Hill	2002	Yes	0.0%
K-5	Science	Harcourt Brace	2007	Yes	0.0%
K-6	Social Science/History	Scott Foresman	2006	Yes	0.0%
K-6	Visual and Performing Arts	SRA/McGraw-Hill	2007	Yes	0.0%

Library Information

The school's library, staffed by a full-time Librarian, is stocked with hundreds of educational and recreational books available for student use. Students visit the library on a regular basis with their classes and are encouraged to visit at recess, during lunch, and after school. A computer workstation within the library is connected to the Internet so students may access resources and information online.

Computer Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom contains a minimum of one Internet-connected computer for student use. Jefferson Elementary School also has a computer lab with 36 workstations. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, and keyboarding.

Computer Resources			
	06-07	07-08	08-09
Computers	36	66	120
Students per computer	19.6	9.8	5.3
Classrooms connected to Internet	36	32	36

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the district libraries located in Los Angeles county, which contain numerous computer workstations.

Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2008-09 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Jefferson Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program.

Lion's Reading Assessments are given every six weeks for grades one through five and two times per year for kindergartners. Unit tests from the Houghton Mifflin math program are given to all students, and quarterly assessments are given in all subject areas to first through fifth grade students.

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

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	5	3	3	
Similar Schools Rank	9	6	6	
All Students				
Actual Growth	-28	16	-6	719
Socioeconomically Disadvantaged				
Actual Growth	-19	16	-15	710
Hispanic or Latino				
Actual Growth	-23	11	-6	712
English Learners				
Actual Growth	-29	2	4	689

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	In PI	Not in PI
First Year in PI	2008-2009	-
Year in PI (2009-10)	Year 2	-
# of Schools Currently in PI	-	10
% of Schools Identified for PI	-	29.41%

California Standards Test

The California Standards Test (CST) show how well students are doing in relation to the state content standards. The CST includes English-Language Arts (ELA) and Mathematics in grades 2 through 11; Science in grades 5 and 8 through 11; and History-Social Science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). The 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.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	32	34	34	39	42	46	43	46	50
Mathematics	43	45	44	36	39	43	40	43	46
Science	23	31	23	29	34	41	38	46	50
History/Social Science	*	*	*	27	29	35	33	36	41

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	38	38	55	
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	33	44	18	
Pacific Islander	*	*		
Caucasian	53	53	*	
Males	31	44	22	
Females	38	44	24	
Socioeconomically Disadvantaged	32	43	20	
English Learners	13	31	0	
Students with Disabilities	24	28	*	

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

Physical Fitness

In the spring of each year, Jefferson 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. 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).

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.7%	24.8%	14.9%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of Students with Disabilities (SD) and English Language Learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by Students with Disabilities and/or English Language Learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Counseling & Support Staff

In addition to academics, the staff at Jefferson 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. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The academic counselor-to-pupil ratio is 1:638. The chart lists the support services that are offered to students.

Five Acres Family Counseling is located on campus and provides counseling and additional services to students and their families.

Jefferson Elementary School provides differentiated instruction for Gifted and Talented Education (GATE) students in grades three through five. GATE students are placed in clustered groups with GATE-certified teachers.

The Resource Specialist Program (RSP) is a pull-out program, where students leave their regular classes to receive additional assistance in areas identified by their Individualized Education Plan (IEP).

English Learner (EL) students are placed in classes with teachers who possess CLAD (Crosscultural Language and Academic Development) or BCLAD (Bilingual, Crosscultural Language and Academic Development) certification. Jefferson Elementary School also offers a pull-out program, in which students receive assistance in English Language Development (ELD) and writing.

Jefferson Elementary School provides many tutoring programs for students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Community Aide	1	1.0
Curriculum Coach	2	2.0
English Language Development (ELD) Teacher	2	1.0
Guidance Counselor	1	1.0
Librarian	1	1.0
Nurse	1	0.4
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
Speech/Language Specialist	1	0.5

Teacher Assignment

Pasadena Unified School District recruits and employs only the most qualified credentialed teachers available. During the 2008-09 school year, Jefferson Elementary School staffed 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	34	33	34	963
Without Full Credentials	0	0	0	83
Working Outside Subject	0	0	0	8

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 English learners) 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			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	3	3	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	3	3	1
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." 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	93.5%	6.5%
District	88.4%	11.6%
High-Poverty Schools in District	96.7%	3.3%
Low-Poverty Schools in District	89.7%	10.3%

Professional Development

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 where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In the 2008-09 school year, staff development topics included Data Director, Thinking Maps, and training on new math textbooks for the elementary schools.

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.

School Facilities

Jefferson Elementary was built in several phases. Phase one was built in 1919, phase two (which no longer exists) was built in 1926, and phase three was built in the 1960s. In 2002, construction was completed on a new building, providing 20 additional classrooms for students and staff. The administration office and the kindergarten and preschool areas have also been remodeled within the past six years.

Jefferson Elementary School is currently comprised of 32 classrooms, a library, one computer lab, a staff lounge, a cafeteria, an auditorium, and two playgrounds. The chart below displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 12/18/2009				
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		Ceiling needs painting: Rm 34. Work order submitted. Base cove missing: Rm 29 restroom, Computer lab. Work order submitted. Missing ceiling tile: Library. Work order submitted. Broken ceiling tile: Computer lab. Work order submitted. Small hole in wall: West wing hallway. Work order submitted. Floor tile damaged: Cafeteria/Kitchen. Plaster repair and paint needed: Staff lounge. Work order submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Light cover missing: Rm 15-A restroom, Utility Room, Main Bldg Boys and Girls restrooms. Work order submitted. Light not working: Rm 24, Rm 26, Rm 25. Work order submitted. Wires hanging on wall: Rm 29 old phone lines. Work order submitted. Outlet not working: Rm 25. Work order submitted. Missing cover on electrical box: Resource Center. Work order submitted.
Restrooms/Fountains	X			Sink faucet leaking: Rm 15-A. Work order submitted. Toilet paper dispenser needs replacement: Rm 28. Work order submitted. One urinal not working: West wing boys restroom. Work order submitted.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Window needs repair: Rm 28. Work order submitted. Access door missing: West wing hallway. Work order submitted. Door lock not working: Rm 11. Work order submitted. Door needs repair: Rm 12. Work order submitted.

Cleaning Process

Jefferson 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 four custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Jefferson 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 Pasadena 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

Pasadena Unified School District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, Pasadena Unified School District has budgeted \$1,147,120 for the deferred maintenance program, which represents 0.03% of the district's general fund budget.

Deferred Maintenance Projects

There are no deferred maintenance projects scheduled for this school for the 2009-10 school year. The district's complete deferred maintenance plan is available at the district office.

Safe School Plan

Safety of students and staff is a primary concern of Jefferson Elementary School. Students are supervised before school by four playground aides. The Guidance Counselor and playground aides are on duty during lunch. There is a designated area for student drop-off and pick-up in front of the school. All visitors must sign in at the main office and wear a visitor's badge while on campus.

The School Site Safety plan is revised annually in the spring by the Safety Committee; revisions are shared immediately with all members of the staff. The plan was most recently updated and reviewed with school staff in April. The key elements of the Safety Plan focus on supervision, secure campus, and ingress and egress of pupils in the morning and afternoon. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

District Revenue Sources

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

- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)
- Title IV, Safe and Drug Free Schools & Communities (SDFSC)
- Title V, Innovative Programs
- Tobacco Use Prevention Education (TUPE)

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,861
From Restricted Sources	\$3,171
From Unrestricted Sources	\$4,690
District	
From Unrestricted Sources	\$4,340
Percentage of Variation between School & District	8.07%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	14.91%

Teacher & Administrative Salaries

This 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 Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$40,200	\$40,786
Mid-Range Teachers	\$62,150	\$65,726
Highest Teachers	\$82,962	\$85,230
Elementary School Principals	\$105,768	\$106,548
Middle School Principals	\$109,482	\$112,237
High School Principals	\$115,961	\$121,617
Superintendent	\$230,600	\$191,155
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.7%	40.6%
Administrative Salaries	4.3%	5.3%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$51,903
District	\$61,180
Percentage of Variation	15.17%
School & State	
All Unified School Districts	\$65,905
Percentage of Variation	21.25%