



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.*

Altadena *"Where College Bound Students Attend"* Elementary School



Gregory White, Principal
743 East Calaveras Street
Altadena, CA 91001
(626) 396-5650

2008-2009 School Accountability Report Card

Published in the 2009-2010 School Year

Principal's Message

Our school can be reached by traveling north on Lake Avenue to Calaveras Street, then west on Calaveras Street to El Molino. The Pre K-5th grade Altadena campus is located on the corner of Calaveras and El Molino.

Our mission is to develop caring, responsible citizens who embrace a strong sense of self and community. We are committed to provide every student with a rigorous, balanced, and integrated curriculum in a safe and productive learning environment. Altadena is a school where college-bound students achieve through high standards, assessment, and accountability.

Our entire staff unanimously decided to have one simple motivation: to help produce citizens who are academically and socially prepared to overcome the world's challenges. Our motto states, "Altadena ... strengthening minds and character." We have three goals, which guide us to our mission and motto:

- 1) Seamless communication!
- 2) Consistent accountability for all!
- 3) Nurturing positive attitudes

Our entire community helps to set high academic goals for all of our students. We provide a rigorous and balanced instructional program that focuses on State Standards. We have a full-day kindergarten program and AM and PM Pre-K programs. Each student also monitors his/her progress toward meeting those goals through assessment data. Our students know what is needed to improve. We offer many after-school programs that supplement our daily classroom instruction.

Our community is very supportive of our school as evident by the strong volunteer program. There is a balance between veteran and new staff. The enthusiastic and caring staff is always willing and searching for the best strategies to teach.

Community & 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.

Altadena Elementary School, originally established in 1903, is one of 20 elementary schools in the Pasadena Unified School District, which also includes three middle schools, and five high schools. During the 2008-09 school year, 373 students were enrolled in grades kindergarten through six. In the 2009-10 school year, the school changed and now enrolls PreK through fifth grade students. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	32.2%
American Indian	0.3%
Asian	0.0%
Caucasian	4.8%
Filipino	0.8%
Hispanic or Latino	61.7%
Pacific Islander	0.0%
Multiple or No Response	0.3%

Discipline & Climate for Learning

Students at Altadena Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Altadena 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 Altadena Elementary School. Parents and students are informed of discipline policies through classroom orientation, schoolwide assemblies, and parent newsletters. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. 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	22	63	71	3481	4235	3946
Suspension Rate	5.1%	17.0%	19.0%	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

Positive recognition creates a learning environment that fosters respect for the individual and promotes self-esteem. In addition to classroom prizes, the following awards and recognition are given at monthly schoolwide assemblies.

- Academic Improvement
- Good Behavior - students receive certificates/ rewards at monthly assemblies
- Perfect Attendance - students are recognized at monthly assemblies

Extracurricular Activities

Students are encouraged to participate in the school's 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. Students participate in the instrumental music program, and the LEARNS program. The LEARNS program provides students with one hour of academic studies, one hour of homework help, and one hour of enrichment. All students at Altadena Elementary School are provided with music instruction.

Altadena Elementary School has implemented a Fine Arts Program, where each grade level participates in fine arts standards. We have various music and singing assemblies such as string quartets and opera. Students in grades three through six receive instrumental music instruction.

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 and regular daily attendance is a priority at Altadena Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. 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. 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.

Minimum Days & Instructional Minutes

During the 2008-09 school year, Altadena 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
6th	54,000	54,585

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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
K	18	18	16	4	4	5	-	1	-	-	-	-
1	20	20	20	3	2	2	-	-	-	-	-	-
2	20	20	18	3	2	3	-	-	-	-	-	-
3	20	17	18	3	3	4	-	-	-	-	-	-
4	32	23	24	-	-	-	2	2	2	-	-	-
5	35	25	21	-	-	1	-	2	1	2	-	-
6	21	19	21	1	2	-	1	-	1	-	-	-
K-3	20	19	-	1	1	-	-	-	-	-	-	-

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.

Curriculum Improvement

All curriculum development at Altadena Elementary School revolves around the state Content Standards and Frameworks. The resource teachers assist teachers in aligning classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of the school's curriculum is an ongoing process. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Grade Level meetings are held to develop the curriculum and set grade level goals.

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).

Computer Resources

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Each classroom has a minimum of three Internet-connected computers for student use.

Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency. Kindergarten students also utilize Waterford Reading software, while all first through sixth grade classrooms participate in the collaborative reading program ExCel, reducing class sizes for one hour each day.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Health	Harcourt Brace	2007	Yes	0.0%
K-5	Health	Mendez Foundation	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-5	Reading/ Language Arts	McGraw-Hill	2002	Yes	0.0%
K-5	Science	Harcourt Brace	2007	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%
K-5	Visual and Performing Arts	Silver Burdett	2008	Yes	0.0%
K-5	Visual and Performing Arts	SRA/McGraw-Hill	2007	Yes	0.0%

Computer Resources

	06-07	07-08	08-09
Computers	80	110	99
Students per computer	5.4	3.4	3.8
Classrooms connected to Internet	2	39	25

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.

School Leadership

Leadership at Altadena Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school are assumed by Principal Gregory White.

Staff members are encouraged to 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. Opportunities for involvement include:

- Technology Committee
- School Site Council
- Grade Level Teams
- Parent Teacher Association (PTA)
- English Language Advisory Committee (ELAC)
- * Altadena African American Parent council (AAAPC)
- Data Team
- Fine Arts Committee
- Safety Committee
- Student Activities Committee
- Grade Level Chairs

Parent & Community Involvement

Parents and the community are very supportive of the education program at Altadena Elementary School. Parents may participate in the Parent Teacher Association (PTA), School Advisory Committee, English Language Advisory Committee, Altadena African American Parents Club (AAAPC), and School Site Council. Parents also volunteer their time to assist in the classroom and in raising funds for the school.

Altadena Elementary School has forged partnerships with community businesses, and a large cadre of community volunteers have donated countless hours tutoring students. Each volunteer receives formal, monthly training in Open Court Reading by the Literacy Coach. Rotary Club, Parent Education Foundation (PEF), Pasadena Symphony, and League of Women Voters donate funds and volunteer time to assist Altadena Elementary School.

Contact Information

Parents who wish to participate in Altadena Elementary School's committees, school activities, or become a volunteer may contact the main office at 626-396-5650, or visit the district website at www.pusd.us.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Altadena Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program. Lions Assessments are given to all grades every six weeks to monitor students' progress in language arts. Teachers also administer assessments that correlate with textbooks and instructional materials.

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	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	

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	1	1	3	
Similar Schools Rank	3	6	7	
All Students				
Actual Growth	22	49	46	767
Socioeconomically Disadvantaged				
Actual Growth	14	49	35	756
African American				
Actual Growth	97	44	88	756
Hispanic or Latino				
Actual Growth	-1	53	17	774
English Learners				
Actual Growth	-18	-	-	-

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	2003-2004	-
Year in PI (2009-10)	Year 5	-
# 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	24	33	44	39	42	46	43	46	50
Mathematics	36	47	50	36	39	43	40	43	46
Science	13	26	21	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)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	50	55	25	
American Indian	*	*		
Filipino	*	*	*	
Hispanic or Latino	40	48	20	
Caucasian	54	46	*	
Males	46	48	35	
Females	42	53	6	
Socioeconomically Disadvantaged	41	48	15	
English Learners	23	32	*	
Students with Disabilities	41	32	*	

*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, Altadena 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	18.8%	18.8%	21.9%

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

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.

Teacher Assignment

Pasadena Unified School District recruits and employs only the most qualified credentialed teachers available. During the 2008-09 school year, Altadena Elementary School staffed 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	25	25	25	963
Without Full Credentials	1	1	0	83
Working Outside Subject	0	0	0	8

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	2	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	1	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." 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	90.5%	9.5%
District	88.4%	11.6%
High-Poverty Schools in District	96.7%	3.3%
Low-Poverty Schools in District	89.7%	10.3%

Counseling & Other Support Services

In addition to academics, the staff at Altadena 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. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals. The academic counselor-to-pupil ratio is 1:373. The chart lists support services that are offered to students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Community Aide	2	0.5
Counselor	1	0.5
Health Clerk	1	1.0
Library Clerk	1	0.5
Nurse	1	0.4
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	3	2.5
Special Day Class (SDC) Teacher	3	3.0
Speech/Language Specialist	1	0.4

Altadena Elementary School offers small group tutoring and Rolling Readers for students who need additional assistance with reading at grade level standards. The school also has a large number of volunteers from the community who donate their time to tutor students.

The school's English Language Development (ELD) program is integrated into the curriculum to assist ELD students. Gifted and Talented Education (GATE) students are clustered into the same classrooms, where they receive enhancement activities along with regular classroom work.

Altadena Elementary School is a full-inclusion school with no Special Day Classes. The Resource Specialist Program is a pull-out program where students leave their regular classroom for additional assistance in areas identified by their Individualized Education Plan (IEP). The Resource Specialist also assists students within their regular classes.

School Facilities

Altadena Elementary School was originally constructed in 1903 and is currently comprised of 22 classrooms, a Resource Specialist room, a speech therapy room, a tutoring room, a parent/community room, two after-school rooms, a counseling room, a library, one computer lab, a staff lounge, a staff workroom, and three playgrounds.

Due to the passing of a multi-million dollar bond project, the campus was thoroughly modernized from 2002 to 2004. Staff and students now benefit from a new library/media center, additional Internet connections, and air conditioning in all classrooms. The chart displays the results of the most recent school facilities inspection.

School Facility Conditions

Date of Last Inspection: 11/09/2009

Overall Summary of School Facility Conditions: Fair

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	Peeling paint: A-120, B-101, B-213. Repaired. Stained ceiling tiles: A-120, A-210, B-106, B-201, B-202, B-203, B-212, B-213. Repaired. Missing ceiling tiles: Library, B-118. Work orders in progress. Damaged floor tiles: Library. Work orders in progress.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)		X		Items stored on high cabinets: A-214, A-215, B-101, B-106, B-118, B-203. Adjustments completed.
Electrical			X	Missing light cover: Main office, B-101, Boys Restroom by A-120 and B-209. Repaired. TV not secured to cart: A-120. Adjustment completed. Light fixtures not working: B-209, B-201, B-212, B-213, B-101, B-118, B-115. Repaired. Light flickering: B-208. Repaired. Microwave oven stacked on top of mini-fridge: B-202, B-213. Resolved.
Restrooms/Fountains	X			Loose faucet fixtures on sinks: Girls Restroom by A-120. Repaired. No toilet paper in stalls: Girls restroom by B-206. Resolved.
Safety (Fire Safety, Hazardous Materials)	X			Plug-in air freshener: B-209. Removed.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Window frame damaged, glass pane loose: B-213. Repaired.

Cleaning Process

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

Maintenance & Repair

A scheduled maintenance program is administered by Altadena 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

The safety of students and staff is a primary concern of Altadena Elementary School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There is a designated area for student drop-off and pick-up.

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members at the beginning of each school year. The plan was most recently updated and reviewed with school staff in October 2009.

Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

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	\$6,763
From Restricted Sources	\$2,350
From Unrestricted Sources	\$4,413
District	
From Unrestricted Sources	\$4,340
Percentage of Variation between School & District	1.68%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	19.94%

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)

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	\$59,479
District	\$61,180
Percentage of Variation	2.78%
School & State	
All Unified School Districts	\$65,905
Percentage of Variation	9.75%

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.