



PUSD

Pasadena Unified School District

351 South Hudson Avenue
Pasadena, California 91101

Phone: (626) 396-3600

www.pusd.us

DISTRICT MISSION STATEMENT

The Pasadena Unified School District's mission is to provide a caring, engaging, challenging educational experience for every student every day.

SUPERINTENDENT

Brian McDonald, Ed.D.

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Altadena *"Where College Bound Students Attend"*

Elementary School

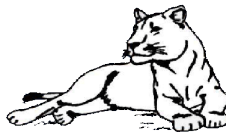
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Dr. Debra Debose, Interim Principal

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2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Principal's Message

We thank you for choosing beautiful Altadena Elementary and we look forward to serving your child's needs at our little neighborhood school.

Our mission is to develop caring, responsible citizens who embrace a strong sense of self and community and are college bound. We are committed to providing every student with a rigorous, balanced, and integrated curriculum in a safe and productive learning environment. Altadena is a school where every student is successful.

Teaching and Learning is changing and our faculty is highly qualified to take on the challenge. We are fortunate to have a Master Teacher at each grade level, as we transition to a District-wide focus on literacy. We will continue to develop and differentiate curriculum and pedagogy, aligned with new standards, in order to meet the diverse needs of our students. The Pasadena Unified School District motto is communicated through our service to the children and families of Altadena:

Our Children. Learning Today. Leading Tomorrow.

I invite you to join with us, work with us and grow with us, in service to the children and the community of Altadena. Faculty, staff, families, community partners, and business partners are committed to developing a thriving school community. We will honor the strengths of the faculty and school community, preserve school traditions and lead the implementation of new traditions, pedagogy and initiatives, inspiring the growth of Altadena Elementary School into an Inclusion Model Demonstration School for Educational Excellence.

The school community continues to develop:

- "College Going Culture"
- Positive Behavior Incentive System
- Recess and Lunch Hour Student Activities
- Fine Arts program
- Certified organic garden
- Intentional Instruction and School Wide Health and Wellness Initiatives
- Participation in District and Community Sponsored events
- Ballet Folklorico

School Mission Statement

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, socially and physically prepared to overcome the world's challenges.

School Enrollment (School Year 2014-15)

During the 2014-15 school year, Altadena Elementary School enrolled 265 students in grades kindergarten through five. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	42	36	38
1st	85	50	34
2nd	51	62	47
3rd	52	47	61
4th	57	45	43
5th	59	43	42

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	27.7%
American Indian or Alaska Native	0.8%
Asian	0.4%
Filipino	0.4%
Hispanic or Latino	65.2%
White	2.7%
Two or More Races	3.0%
English Learners	27.7%
Socioeconomically Disadvantaged	90.5%
Students with Disabilities	2.7%
Foster Youth	3.4%

Community & School Profile (School Year 2015-16)

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 is located in the community of Altadena and was originally established in 1903. It is one of 28 schools in the Pasadena Unified School District.

School Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend 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 attendance concerns.

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 problems in school.

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 Assignment

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

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

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	17	17	10	615
Without Full Credentials	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

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

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

Highly Qualified Teachers (School Year 2014-15)

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

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	88.8%	11.2%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	100.0%	0.0%

Textbooks & Instructional Materials (School Year 2015-16)

Pasadena Unified School District held a public hearing on October 30, 2015, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and 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 table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-5	Reading/ Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
K-5	Science	Houghton Mifflin/ Harcourt	2007	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

School Facilities (School Year 2015-16)

Altadena Elementary School was originally constructed in 1903. With a majestic view of the San Gabriel Mountains, it is a beautiful campus located near North Lake Avenue in Altadena on the corner of El Molino and Calaveras. It is currently comprised of 22 classrooms, two Learning Resource Classrooms, a speech therapy room, a tutoring room, a parent/community room, two after-school rooms, a counseling room, a library, a staff lounge, a staff workroom, a preschool classroom and two 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 library/media center, additional Internet connections, and air conditioning in all classrooms. Future deferred maintenance projects include removal and replacement of 60 tons of playground sand in the sand box area and removal of sand and replacement with woodchips in the kindergarten play structure at the front of the school. Measure TT has also enabled the school to make more upgrades to the campus; the projects are complete and awaiting final approvals. Renovated classrooms are now occupied and in use; including a new multi-use cafeteria/auditorium outfitted with state of the art sound and video system. The new Community Room is located within this building. Gardens and outdoor classrooms are in the planning stage.

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.

The chart displays the results of the most recent school facilities inspection. Facilities information was collected in December 2015.

School Facility Conditions				
Date of Last Inspection: 12/02/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			A113- HVAC thermostat loose and hanging. (Work order submitted.)
Interior	X			A205 Library & B211- Missing ceiling tiles. A111- Two stained ceiling tiles. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			B204- Two missing ceiling tiles in restroom. (Work order submitted.)
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

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

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

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

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

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.

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

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	11	36	44
Mathematics (Grades 3-8 and 11)	10	28	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	68	66	97.1	68	24	6	2	66	97.1	58	24	15	0
Male	68	40	58.8	73	23	3	3	40	58.8	63	20	15	0
Female	68	26	38.2	62	27	12	0	26	38.2	50	31	15	0
Black or African American	68	23	33.8	74	22	4	0	23	33.8	61	22	13	0
Hispanic or Latino	68	39	57.4	67	26	5	3	39	57.4	59	26	15	0
White	68	2	2.9	--	--	--	--	2	2.9	--	--	--	--
Two or More Races	68	2	2.9	--	--	--	--	2	2.9	--	--	--	--
Socioeconomically Disadvantaged	68	59	86.8	69	25	5	0	59	86.8	63	22	12	0
English Learners	68	22	32.4	73	23	5	0	22	32.4	64	18	18	0
Students with Disabilities	68	14	20.6	64	29	7	0	14	20.6	57	21	7	0

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	42	41	97.6	61	27	10	2	41	97.6	54	39	7	0
Male	42	24	57.1	63	29	4	4	24	57.1	67	25	8	0
Female	42	17	40.5	59	24	18	0	17	40.5	35	59	6	0
Black or African American	42	11	26.2	82	18	0	0	11	26.2	45	45	9	0
Asian	42	1	2.4	--	--	--	--	1	2.4	--	--	--	--
Filipino	42	1	2.4	--	--	--	--	1	2.4	--	--	--	--
Hispanic or Latino	42	26	61.9	58	27	15	0	26	61.9	58	38	4	0
White	42	0	0	--	--	--	--	0	0	--	--	--	--
Two or More Races	42	2	4.8	--	--	--	--	2	4.8	--	--	--	--
Socioeconomically Disadvantaged	42	36	85.7	64	28	8	0	36	85.7	56	39	6	0
English Learners	42	9	21.4	--	--	--	--	9	21.4	--	--	--	--
Students with Disabilities	42	10	23.8	--	--	--	--	10	23.8	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	41	40	97.6	53	33	13	3	40	97.6	53	40	3	0
Male	41	23	56.1	70	17	9	4	23	56.1	48	39	4	0
Female	41	17	41.5	29	53	18	0	17	41.5	59	41	0	0
Black or African American	41	11	26.8	64	18	9	9	11	26.8	73	18	9	0
American Indian or Alaska Native	41	1	2.4	--	--	--	--	1	2.4	--	--	--	--
Hispanic or Latino	41	28	68.3	50	36	14	0	28	68.3	46	46	0	0
Socioeconomically Disadvantaged	41	39	95.1	51	33	13	3	39	95.1	51	41	3	0
English Learners	41	8	19.5	--	--	--	--	8	19.5	--	--	--	--
Students with Disabilities	41	13	31.7	92	0	8	0	13	31.7	77	8	0	0

California Standards Test (CST) - Science

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

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science (for grades 5, 8, and 10), for the most recent three-year period. 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.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	35	56	29	50	52	49	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups

Subject	Science
District	49
School	29
Hispanic or Latino	30
Males	37
Females	20
Socioeconomically Disadvantaged	30

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

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.8%	9.8%	22.0%

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 school site.

Parent & Community Involvement (School Year 2015-16)

As a neighborhood choice school, Altadena offers many and varied opportunities for parents and families to connect with our school community. Parents are encouraged to take leadership roles in, or attend, school site and District organizations and committees such as, Parent Teacher Association, School Site Council, African American Parent Council, English Learner Advisory Committee, Citizens Action Committee and more. Parents are also offered a variety of learning opportunities and workshops to assist in the success of their children.

Altadena Elementary School has forged partnerships with community businesses, and a large cadre of community volunteers have donated countless hours to the school community. California Credit Union, League of Women Voters, Metropolitan Associates, Parent Education Foundation (PEF), Pasadena Symphony, Music Center, Rotary Club and Monte Cedro all donate funds and volunteer time to assist Altadena Elementary School in providing a thriving learning community in which all students can be successful.

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.

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.

Discipline & Climate for Learning

Students at Altadena Elementary School are guided by Positive Behavioral Supports and Interventions. Expectations of Respect, Responsibility and Safety are explicitly taught to promote not only respect, responsibility and safety but, also, cooperation, courtesy, and acceptance of others.

The district provides an annual Student Conduct Code for each of its sites, supplemented by a set of behavioral expectations developed by Altadena Elementary School.

Parents and students are informed of discipline policies through classroom orientation, school wide assemblies, and parent newsletters. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	3.1%	9.9%	3.3%	0.0%	0.0%	0.0%
District	6.8%	6.4%	4.9%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	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 five receive instrumental music instruction.

Safe School Plan (School Year 2015-16)

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 are designated areas 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 and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in December 2015.

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.

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.

Adequate Yearly Progress (School Year 2014-15)

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

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

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 transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

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

Federal Intervention Program (School Year 2015-16)

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 (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.

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2003-2004	2011-2012
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	90.9%

School Leadership

Leadership at Altadena Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, parents and community members. Stakeholders are encouraged to participate in decision making processes leading to the educational plan, ensuring instructional programs are consistent with students' needs and comply with district goals.

Opportunities for involvement include: Data Team, English Language Advisory Committee (ELAC), Fine Arts Committee, Grade Level Chairs, Grade Level Teams, Safety Committee, School Site Council, and Technology Committee.

Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Altadena Elementary strives to assist students in their social, emotional 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 school has a social worker on staff.

The school does not have an academic counselor. The chart displays a list of support services that are offered to students at Altadena Elementary School. *Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Health Clerk	1	0.6
Inclusion Aide	9	9.0
Inclusion Teacher	2	2.0
Nurse	1	0.2
Psychologist	1	0.3
Resource Specialist Program (RSP) Teacher	1	0.6
RSP Aide	1	1.0
Speech/Language Specialist	1	0.8

The school's English Language Development (ELD) program assists students who are English Learners (EL). Instruction is delivered as a Structured English Immersion (SEI) program, which mainstreams non-English speakers into regular classes. The program is conducted by classroom teachers who have all received extensive training in Specially Designed Academic Instruction Delivered in English (SDAIE) strategies.

Altadena Elementary is one of two PUSD schools involved in a Special Education Inclusion Program designed to address needs of identified students. The pilot program provides additional support staff to ensure that each student's needs are met in a general education classroom.

Academic recovery interventions and community/peer tutoring have been implemented to assist students in their success. Altadena Elementary provides additional assistance for students after school, which is conducted by credentialed teachers. Altadena Elementary strives to be "Where College Bound Students Attend". A college going culture is emphasized and 5th grade students are expected to attend a college tour in the spring, familiarize themselves and their families with the UC/CSU systems, and complete a "college application" as a Spring Promotion Project.

Gifted and Talented Education (GATE) students are clustered into the same classrooms, where they will receive more rigorous offerings and activities along with regular classroom work. This year the Innovation Club will enhance the offerings for GATE students and their classmates by offering Coding and Science curriculum to extend their learning. GATE students are identified based on test scores and teacher recommendations.

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 offered two staff development days.

During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15			
By Grade Level												
K	24	24	23	-	-	-	2	2	2	-	-	-
1	25	25	25	-	-	-	3	1	1	-	-	-
2	25	25	24	-	-	-	2	3	2	-	-	-
3	17	23	20	1	-	1	2	2	2	-	-	-
4	25	23	22	-	-	-	2	2	1	-	-	-
5	24	22	14	-	1	2	3	1	1	-	-	-

Additional Internet Access/Public Libraries

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

Expenditures & Services Funded (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 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.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,291
From Supplemental/Restricted Sources	\$3,893
From Basic/Unrestricted Sources	\$5,397
District	
From Basic/Unrestricted Sources	\$4,991
Percentage of Variation between School & District	8.1%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	0.9%

School Site Teacher Salaries (Fiscal Year 2013-14)

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

Average Teacher Salaries	
School & District	
School	\$74,353
District	\$70,542
Percentage of Variation	5.4%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	3.9%

Teacher & Administrative Salaries (School Year 2013-14)

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 district's 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		
2013-14		
	District	State
Beginning Teachers	\$41,415	\$43,062
Mid-Range Teachers	\$60,566	\$67,927
Highest Teachers	\$85,450	\$87,811
Elementary School Principals	\$108,937	\$110,136
Middle School Principals	\$109,039	\$115,946
High School Principals	\$115,962	\$124,865
Superintendent	\$247,200	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	39.0%
Administrative Salaries	6.0%	5.0%

District Revenue Sources (Fiscal Year 2014-15)

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

- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)

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).