

# ALTADENA ELEMENTARY SCHOOL

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## PASADENA UNIFIED SCHOOL DISTRICT

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SCHOOL  
ACCOUNTABILITY  
**2015-16** REPORT CARD

## SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.

## DISTRICT MISSION STATEMENT

The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day, in partnership with our families and communities.

## PRINCIPAL'S MESSAGE

We thank you for choosing Altadena Elementary School and we look forward to serving your child's needs at our neighborhood school. Our mission is to develop caring, responsible citizens who embrace a strong sense of self and community and are college and career 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 the success of every student is valued. Methods of teaching and learning are changing and our faculty has learned effective strategies to address these new approaches. We are fortunate to have a Master Teacher at each grade level as we implement one of these new teaching methods -- Balanced Literacy. We will continue to develop and differentiate curriculum and pedagogy, aligned with current 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 and Career-Focused Culture"
- Positive Behavior Incentive System
- Recess and Lunch Hour Student Activities
- Fine Arts Program
- School Wide Health and Wellness Initiatives
- Participation in District and community-sponsored events

## 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.

## COMMUNITY & SCHOOL PROFILE (SCHOOL YEAR 2016-17)

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 ENROLLMENT (SCHOOL YEAR 2015-16)

During the 2015-16 school year, Altadena Elementary School enrolled 285 students in grades kindergarten through five. The charts display school enrollment broken down by grade and subgroup.

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	36	38	42
1st	50	34	38
2nd	62	47	34
3rd	47	61	55
4th	45	43	63
5th	43	42	52

Enrollment by Student Group 2015-16	
	Percentage
Black or African American	26.7%
American Indian or Alaska Native	1.1%
Asian	0.4%
Filipino	0.4%
Hispanic or Latino	63.2%
White	4.6%
Two or More Races	3.5%
EL Students	29.1%
Socioeconomically Disadvantaged	86.0%
Students with Disabilities	17.9%
Foster Youth	3.5%

## SCHOOL ATTENDANCE (SCHOOL YEAR 2015-16)

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.

## HIGHLY QUALIFIED TEACHERS (SCHOOL YEAR 2015-16)

Federal law 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.*

Highly Qualified 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	90.8%	9.2%
High-Poverty Schools in District	89.5%	10.5%
Low-Poverty Schools in District	98.8%	1.2%

## TEACHER ASSIGNMENT

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

	Teacher Credential Status			
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	17	10	10	674
Without Full Credentials	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## TEACHER MISASSIGNMENTS & VACANCIES

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 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			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>1</b>
Vacant Teacher Positions	0	2	0

## SCHOOL FACILITIES (SCHOOL YEAR 2016-17)

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.

The chart displays the results of the most recent school facilities inspection. Facilities information was collected in January 2017.

School Facility Conditions				
Date of Last Inspection: 11/22/2016				
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		A Bldg. 1st. Floor Rm A-121: Small hole in North wall by cabinet. A Bldg. 1st. Floor Rm A-120: Missing blank cover on exterior door, missing wall bracket four fire extinguisher, ceiling tile missing. A Bldg. 1st Floor Rm A-113: Floor tile delaminating in certain areas. Auditorium: Plaster damage on wall North side. A Bldg. 2nd Floor Rm A-215: Broken/stained ceiling tiles. A Bldg. 2nd Floor Rm A-204: Stained ceiling tiles. Library: Ceiling tile missing. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			A Bldg. 1st Floor Rm A-125: Electrical box missing cover plate. (Work order submitted.)
Restrooms/Fountains	X			A Bldg 2nd Floor Girls Restroom: Sink pulling away from wall, hand dryer not working. (Work order submitted.)
Safety (Fire Safety, Hazardous Materials)	X			A Bldg. 1st. Floor Rm A 120: Missing wall bracket for fire extinguisher. (Work order submitted.)
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			A Bldg. 1st Floor Rm A-113: Missing blank cover on exterior door. A Bldg. 2nd Floor Rm A-212: Window shade broken. (Work orders submitted.)

## 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.

## TEXTBOOKS & INSTRUCTIONAL MATERIALS (SCHOOL YEAR 2016-17)

Pasadena Unified School District held a public hearing on September 22, 2016, 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 December 2016 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%

## B. PUPIL OUTCOMES

### STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	11	19	--	37	42	--	44	48
Mathematics (Grades 3-8 and 11)	--	10	12	--	29	30	--	34	36
Science (Grades 5, 8, and 10)	56	29	10	52	49	45	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	58	57	98.28	23.21	56	96.55	19.64
Male	28	27	96.43	3.85	26	92.86	--
Female	30	30	100	40	30	100	36.67
Black or African American	16	16	100	20	15	93.75	6.67
Hispanic or Latino	39	38	97.44	23.68	38	97.44	23.68
Socioeconomically Disadvantaged	53	53	100	24.53	53	100	20.75
English Learners	13	13	100	7.69	13	100	7.69
Students with Disabilities	11	11	100	9.09	11	100	9.09

California Assessment of Student Performance and Progress - Grade 4							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	70	68	97.14	14.71	68	97.14	8.82
Male	36	36	100	13.89	36	100	8.33
Female	34	32	94.12	15.63	32	94.12	9.38
Black or African American	20	20	100	15	20	100	5
Hispanic or Latino	44	42	95.45	14.29	42	95.45	9.52
Socioeconomically Disadvantaged	64	62	96.88	11.29	62	96.88	4.84
English Learners	21	20	95.24	5	20	95.24	--
Students with Disabilities	14	14	100	--	14	100	--

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	59	58	98.31	20.69	58	98.31	6.9
Male	40	39	97.5	12.82	39	97.5	7.69
Female	19	19	100	36.84	19	100	5.26
Black or African American	20	20	100	15	20	100	5
Hispanic or Latino	34	33	97.06	21.21	33	97.06	3.03
Socioeconomically Disadvantaged	47	46	97.87	21.74	46	97.87	6.52
English Learners	15	14	93.33	7.14	14	93.33	7.14
Students with Disabilities	12	12	100	25	12	100	16.67

The following table displays schoolwide data for all students who took the Science assessment in grades five, eight, and/or ten, broken down by student group.

**California Assessment of Student Performance and Progress - Science**

Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	59	58	98.31	10.34
Male	40	39	97.5	10.26
Female	19	19	100	10.53
Black or African American	20	20	100	10
Hispanic or Latino	34	33	97.06	6.06
Socioeconomically Disadvantaged	47	46	97.87	6.52
English Learners	15	14	93.33	7.14
Students with Disabilities	12	12	100	16.67

*Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.*

*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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.*

## STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

## PHYSICAL FITNESS (SCHOOL YEAR 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.4%	22.0%	20.3%

## 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 2016-17)

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 attend and take leadership roles in school site and District organizations and committees such as the Parent Teacher Association, School Site Council, African American Parent Council, English Learner Advisory Committee, Citizens Action Committee, Altadena Family Network, 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, Pasadena Educational Foundation (PEF), Pasadena Symphony, Music Center, Altadena Rotary Club and MonteCedro 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](http://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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	9.91	3.32	4.11	0.00	0.00	0.00
District	6.42	4.94	4.46	0.03	0.01	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

## 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.

## 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

## SAFE SCHOOL PLAN (SCHOOL YEAR 2016-17)

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 May 2016.

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.

## FEDERAL INTERVENTION PROGRAM (SCHOOL YEAR 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

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	Year 5	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	83.3%

## 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.



## 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. Recent staff development topics include:

- Transition to the Common Core State Standards
- Differentiation: Equity for all students
- Educational Technology
- Balanced Literacy

## 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			
14	15	16	14	15	16	14	15	16	14	15	16	
By Grade Level												
K	24	23	24	-	-	-	2	2	1	-	-	-
1	25	25	20	-	-	-	1	1	2	-	-	-
2	25	24	16	-	-	-	3	2	2	-	-	-
3	23	20	15	-	1	-	2	2	2	-	-	-
4	23	22	26	-	1	-	2	1	2	-	-	-
5	22	14	32	1	2	-	1	1	1	-	-	-

## COUNSELING & SUPPORT STAFF (SCHOOL YEAR 2015-16)

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.

## 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 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 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	\$9,930
From Supplemental/Restricted Sources	\$3,930
From Basic/Unrestricted Sources	\$6,000
District	
From Basic/Unrestricted Sources	\$5,198
Percentage of Variation between School & District	15.4%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	5.7%

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>.

## SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2014-15)

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	\$65,853
District	\$69,578
Percentage of Variation	-5.4%
School & State	
All Unified School Districts	\$74,216
Percentage of Variation	-11.3%

## TEACHER & ADMINISTRATIVE SALARIES (SCHOOL YEAR 2014-15)

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		
2014-15		
	District	State
Beginning Teachers	\$41,415	\$44,958
Mid-Range Teachers	\$60,566	\$70,581
Highest Teachers	\$85,450	\$91,469
Elementary School Principals	\$108,937	\$113,994
Middle School Principals	\$109,039	\$120,075
High School Principals	\$115,962	\$130,249
Superintendent	\$250,000	\$218,315
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	6.0%	5.0%

## DISTRICT REVENUE SOURCES (FISCAL YEAR 2015-16)

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).