



PUSD

Pasadena Unified School District

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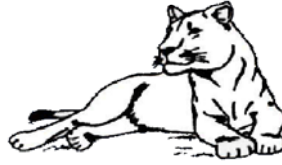
DISTRICT MISSION STATEMENT

The PUSD'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 society.

* Data in this report card is reflective of the 2004-2005 school year.

www.pusd.us

Altadena Elementary School



Gregory White, Principal
743 East Calaveras Street
Altadena, CA 91001
(626) 798-7878

2005-2006

SCHOOL ACCOUNTABILITY REPORT CARD

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 newly renovated PreK-6th 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.

In 2005-06 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

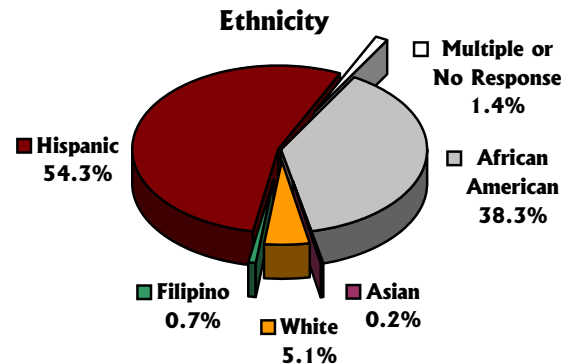
Our entire community helps to set high academic goals for all of our students. We provide a rigorous and balanced instructional program that focuses on State Standards. We have a full-day kindergarten program and AM and PM PreK programs. Each student also monitors his/her progress toward meeting those goals through assessment data. Our students know what is needed to improve. We offer two after-school programs that supplement our daily classroom instruction. In 2004-05 our API increased by 38 points and we came extremely close to meeting our AYP goals. However, our relentless effort for improvement will not end until our mission is complete.

Our community is very supportive of our school as evident by the strong volunteer program. There is 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 is one of 24 elementary schools in the Pasadena Unified School District, which also includes three middle schools, and five high schools. Altadena Elementary School has a very special heritage, having been built on the present site in 1903. During the 2004-05 school year 431 students were enrolled in grades kindergarten through five. Student body demographics are illustrated at right.



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 school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. 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. Parents and students are informed of discipline policies through classroom orientation, schoolwide assemblies, and parent newsletters.

To support the schoolwide Behavior Plan, Altadena Elementary School has implemented a Caught-Being-Good Program, whereby students are acknowledged for positive behavior both in class and on the playground with tickets. Each month students can redeem their tickets in the Student Store.



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. 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 below illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Altadena ES			PUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions	39	23	0	4,474	3,009	4,146
Suspension Rate	8.9%	6.6%	0.0%	19.2%	13.3%	18.6%
Expulsions	0	0	0	18	21	33
Expulsion Rate	0.0%	0.0%	0.0%	0.08%	0.09%	0.15%

Student Recognition

Certificates, prizes, and various other awards are given to students during monthly assemblies throughout the school year. Certificates are awarded to students who have mastered their grade level math facts. Other awards and recognition include:

- Academic Improvement
- Good Behavior - students receive raffle tickets for chances to win school-related prizes
- Perfect Attendance - the classroom with the highest monthly attendance rate receives a pizza party
- Caught Being Good - students receive tickets that they can redeem at the student store
- Language Arts - students who have met grade level bench marks

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 may participate in basketball, the instrumental music program, the Parks and Recreation after-school 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 new fine arts program, where each grade level participates in at least two components of the fine arts standards. Students in grades four through six will audition for a presentation of The Wizard of Oz, partially financed by school funds and a grant.

Homework

Altadena Elementary feels homework is a fundamental part of the learning process, helping to develop basic academic and study skills as well as promote student responsibility and self-discipline.

Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are expected to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. A weekly progress report that includes classwork, behavior, and absences/tardies is sent home each Friday.

Class Size

Altadena Elementary School maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 19:1 for the 2004-05 school year. The chart below illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size		Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
	03	04	05	03	04	05	03	04	05	03	04	05
K	17	19	20	3	3	3	0	0	0	0	0	0
1st	20	16	20	2	3	1	0	0	0	0	0	0
2nd	20	19	18	3	4	3	0	0	0	0	0	0
3rd	20	19	20	3	3	3	0	0	0	0	0	0
4th	34	29	30	0	0	0	0	2	2	1	0	0
5th	34	37	31	0	0	0	1	0	2	2	2	0
6th	n/a	n/a	26	0	0	0	0	0	2	0	0	0
K-3rd	20	n/a	20	1	0	2	0	0	0	0	0	0
4th-6th	34	n/a	n/a	0	0	0	0	0	0	1	0	0

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at Altadena Elementary School that successfully met CSR requirements for the past three years.

Class Size Reduction			
	03	04	05
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3rd	100%	n/a	100%

School Enrollment & 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. All classes who have Perfect Attendance each day circle a letter in the phrase "Perfect Attendance." When all the letters are circled the class wins a pizza party. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The adjacent table shows the actual monthly attendance rates at the school for the past two years.

Attendance Rates		
Altadena Elementary School		
	04-05	05-06
September	97.7%	93.6%
October	96.2%	93.8%
November	95.8%	93.4%
December	94.5%	90.3%
January	94.5%	91.6%
February	n/a%	*
March	95.1%	*
April	95.4%	*
May	95.6%	*
June	95.0%	*

* Data not available at time of publication.

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 Pasadena Unified School 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 2004-05 school year, Altadena Elementary School offered 180 days of instruction, three of which were minimum days. Minimum days are scheduled for Open Houses, Back-to-School Night, and the last day of instruction for the school year. Additionally, each Monday is a shortened day, utilized for staff collaboration and curriculum development. All instructional time offered during the 2004-05 school year exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes by Grade Level		
	Required Minutes	Actual Minutes
K	36,000	54,525
1st-3rd	50,400	54,525
4th-6th	54,000	54,525

Curriculum Improvement

All curriculum development at Altadena Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Grade Level meetings are held to plan instruction, analyze data and participate in Professional Development. Additional Professional Development is provided on a weekly basis. The District Curriculum Council is in the process of creating a new curriculum that will better align with the state standards.

Textbooks & Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Pasadena Unified School District thoroughly inspected each of its school sites at the start of the 2005-06 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart below displays data collected in January of 2006 in regards to the textbooks in use at Altadena Elementary School during the current school year (2005-06).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks
Language Arts	SRA/McGraw Hill	K-6th	02-03	All textbooks at Altadena Elementary School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
	Saxon	K-5th	02-03	
Math	Scott Foresman	6th	03-04	
	McGraw Hill	K-6th	99-00	
Social Science	SEED	K-3rd	01-02	
	Harcourt	4th-6th		

The school's new library/media center, staffed by a full-time library coordinator, contains computers for research and a large collection of video- and audiotapes for classroom use that tie into curricular areas of study. Students visit the library on a regular basis with their classrooms and are encouraged to visit during breaks and after school.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom has a minimum of one Internet-connected computer.

Grades four through six have four computers in each classroom. Altadena Elementary School has a computer lab with 40 workstations. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency, and also focuses on improving writing skills.

Computer Resources			
	02-03	03-04	04-05
Computers	57	73	68
Students per computer	7.7	5.1	6.3
Classrooms connected to Internet	0	10	13

Counseling & Other Support Services

In addition to academics, the staff at Altadena Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The following is a list of support services that are offered to students at Altadena Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full-Time Equivalent
Counselor	1	0.5
Library Coordinator	1	1.0
Psychologist	1	0.2
Nurse	1	0.4
Health Clerk	1	1.0
Speech & Language Specialist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
Special Day Class (SDC) Teachers	2	2.0
SDC Aides	3	2.5
Community Assistants	2	0.5

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 has a Resource Specialist 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. Altadena Elementary School offers two self-contained Special Day Classes for students with learning disabilities. One class is for the primary grade levels; the second is for the upper grade levels. Each Special Day Class has a full-time teacher and a full-time aide.

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. Lion Assessments are given to all grades every six weeks to monitor the students' progress in Language Arts. Teachers also administer assessments that correlate with textbooks and instructional materials.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through sixth grade 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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is shown below.

California Standards Test (CST)																																
Combined % of Students Scoring at Advanced & Proficient Levels																																
	English/Language Arts					Mathematics					Science																					
	2nd		3rd		4th		5th		6th		2nd		3rd		4th		5th		6th		5th											
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	04	05									
All Students																																
Altadena	12	38	36	22	20	13	18	13	18	15	17	29	**	**	27	17	38	42	29	24	32	19	20	19	8	21	40	**	**	27	5	14
PUSD	36	37	41	29	25	29	33	32	42	30	35	36	28	28	33	46	49	53	43	41	52	40	44	47	30	38	47	23	28	39	12	19
California	36	35	42	33	30	31	39	39	47	36	40	43	36	36	38	53	51	56	46	48	54	45	45	50	35	38	44	34	35	40	24	28
Females																																
Altadena	14	47	43	23	30	14	18	13	25	20	22	31	**	**	33	16	45	43	34	28	38	15	25	25	7	24	41	**	**	30	3	9
PUSD	39	42	44	33	27	32	35	35	47	34	37	38	32	33	36	43	50	52	43	38	53	36	44	47	30	39	46	22	27	38	10	16
California	40	39	45	37	33	35	43	43	52	39	44	46	38	39	41	51	50	55	43	47	54	46	45	51	35	38	45	34	34	39	21	26
Males																																
Altadena	12	30	30	19	11	13	18	14	12	11	14	26	**	**	20	18	33	41	26	21	25	23	17	13	8	17	39	**	**	24	7	19
PUSD	34	32	39	25	22	24	32	29	38	26	32	34	24	25	31	50	48	55	42	43	52	43	43	46	31	38	47	23	29	40	16	21
California	33	32	39	30	27	29	35	36	44	31	36	39	33	33	35	54	52	58	47	50	56	46	45	50	35	36	43	35	36	41	26	32
English Learners																																
Altadena	4	35	35	22	11	4	15	7	17	4	0	*	**	**	*	18	45	39	35	22	32	25	29	23	0	7	*	**	**	*	0	*
PUSD	23	21	25	14	10	7	10	14	18	7	9	7	4	4	2	38	41	45	33	30	37	26	32	30	14	17	22	9	9	7	0	3
California	19	18	23	13	10	12	15	15	19	9	12	13	6	6	7	37	38	43	30	32	40	29	26	32	15	17	22	10	11	13	4	6
Socioeconomically Disadvantaged																																
Altadena	11	38	33	15	17	11	15	14	18	16	15	22	**	**	21	18	38	38	27	22	28	17	22	20	9	19	35	**	**	24	5	8
PUSD	30	29	33	22	18	22	24	25	35	22	28	29	21	23	26	41	44	49	38	35	47	34	37	42	25	31	40	18	23	33	6	12
California	23	22	28	20	17	17	24	25	32	20	24	28	19	20	22	41	39	45	34	36	44	33	32	38	22	25	32	19	21	26	11	14
Special Education																																
Altadena	*	*	*	*	*	0	8	0	0	8	9	*	**	**	*	*	*	*	*	0	8	0	0	6	9	*	**	**	*	9	*	
PUSD	12	16	18	10	4	12	14	9	16	8	14	12	4	6	13	22	29	29	23	12	31	21	15	22	9	14	23	4	5	16	5	8
California	17	16	19	15	14	13	14	16	19	10	13	15	8	9	10	31	29	33	23	26	29	20	20	22	12	12	17	9	10	11	10	12
African American																																
Altadena	13	20	27	19	25	19	10	7	18	21	8	21	**	**	9	13	21	27	30	22	19	5	15	15	10	11	38	**	**	9	3	13
PUSD	32	33	39	24	20	25	29	26	38	28	30	27	26	26	26	36	37	44	32	32	41	29	28	35	23	30	35	18	23	29	9	13
California	28	27	34	23	20	22	27	27	35	23	28	30	22	23	24	37	36	42	29	32	39	28	28	34	20	22	28	16	17	22	12	16
Hispanic																																
Altadena	9	45	40	25	15	11	21	21	18	5	24	29	**	**	33	18	45	50	33	23	35	28	25	21	5	24	32	**	**	33	3	11
PUSD	30	30	35	24	19	22	26	26	36	24	29	31	21	23	30	44	46	51	39	36	50	39	42	43	28	36	44	19	24	38	9	11
California	23	22	28	19	17	17	24	25	32	20	25	27	19	20	22	40	39	44	33	36	43	33	33	38	22	25	33	19	21	26	11	14

* Due to the moderate number of students tested, scores will not be disclosed.

** Altadena Elementary School did not begin admitting 6th grade students until the 2004-05 school year.

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, and School Site Council. Parents also volunteer their time to assist in the classroom and in raising funds for the school. The Parent Institute, which consisted of nine workshops, was held throughout the year.

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. St. Marks Episcopal Church, Westminster Church, Scripps Nursing Home, and Starbucks donate funds and volunteer time to assist Altadena Elementary School.

Contact Information

Parents who wish to participate in Altadena Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 798-7878, or visit the district website at www.pusd.us.

Physical Fitness

In the spring of each year, Altadena Elementary School is required by the state to administer a physical fitness test to all students in grade five. 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). Student scores are displayed below, as compared to others students districtwide and statewide who took the test.

California Physical Fitness Test

	% in Healthy Fitness Zone					
	Altadena ES		PUSD		California	
	Male	Female	Male	Female	Male	Female
Aerobic Capacity	51.7%	30.0%	60.5%	66.2%	56.8%	60.2%
Body Composition	55.2%	63.3%	53.6%	71.1%	57.8%	75.4%
Abdominal Strength	100.0%	70.0%	86.1%	84.0%	80.7%	79.7%
Trunk Extension Strength	100.0%	96.7%	95.0%	95.7%	86.7%	88.2%
Upper Body Strength	69.0%	73.3%	74.6%	69.1%	69.9%	63.2%
Flexibility	6.9%	6.7%	67.4%	75.9%	62.3%	69.2%

California Achievement Tests (CAT/6)

The CAT/6 is a standardized norm-referenced test, which indicates how a student or group of students compares with that of a norm group and other students from around the country. Prior to 2005, all students in grades two through eleven were tested each spring.

Students in grades two through six were tested in the academic areas of reading, spelling, written expression, and mathematics. Currently, only students in grades three and seven are tested. The chart below reflects the percentages of student scores at or above the 50th percentile in Reading and Mathematics.

CAT/6																														
% At or Above 50th Percentile																														
	Reading					Mathematics																								
	2nd			3rd		4th		5th		6th		2nd			3rd		4th		5th		6th									
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05						
Altadena	22	37		28	16	15	12	15		22	16		**	**		18	37		32	31	34	29	22		28	30		**	**	
PUSD	40	46		27	28	30	26	27		32	31		38	37		54	58		49	50	53	44	47		44	44		45	46	
California	46	47		34	35	36	35	35		40	40		45	46		57	58		52	53	55	48	49		49	50		51	53	
Subgroups																														
Females	27	40		36	19	17	20	22		29	24		**	**		16	40		40	31	41	29	28		34	38		**	**	
Males	17	33		23	14	13	3	9		15	10		**	**		21	33		28	31	28	29	17		23	24		**	**	
English Learners	13	32		29	11	4	10	0		8	0		**	**		9	39		47	33	28	30	21		15	20		**	**	
Socioeconomically Disadvantaged	20	32		24	16	13	10	12		25	15		**	**		18	32		33	29	30	26	18		29	24		**	**	
Special Education	*	*		*	*	0	8	0		7	9		**	**		*	*		*	*	0	17	0		7	18		**	**	
African American	23	30		27	17	19	13	15		24	8		**	**		16	30		30	26	24	15	11		26	16		**	**	
Hispanic	20	35		30	13	14	8	14		16	19		**	**		18	38		38	30	41	38	25		30	38		**	**	

Beginning in 2005, the CAT/6 will test reading/language arts, spelling, and mathematics, in grades three and seven only, and will no longer test science in any grade.

* Due to the moderate number of students tested, scores will not be disclosed.

** Altadena Elementary School did not begin admitting 6th grade students until the 2004-05 school year.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: For schools with an API under 800, the state has required a gain of 5% of the difference between actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their score.

Subgroup APIs & Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades two through eight, and high schools must test at least 90 percent of their students in grades nine through eleven on STAR assessments.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high), and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and again ranked 1 to 10 within a grouping of 100 schools.

No Child Left Behind

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. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff.

API School Results							
	Base			Growth			
	2002	2003	2004	02-03	03-04	04-05	
Percent Tested	97	98	100	Percent Tested	99	100	100
API Score	602	578	616	API Growth Score	578	615	654
Growth Target	10	11	9	Actual Growth	-24	37	38
Statewide Rank	2	1	1	State Award & Intervention Programs			
Similar Schools Rank	3	1	2				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	583	568	596	API Growth Score	569	595	639
Growth Target	8	9	7	Actual Growth	-14	27	43
African American							
Base API Score	573	553	543	API Growth Score	547	539	600
Growth Target	8	9	7	Actual Growth	-26	-14	57
Hispanic							
Base API Score	630	597	648	API Growth Score	601	649	669
Growth Target	8	9	7	Actual Growth	-29	52	21

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested which contains at least 30 students with valid scores.

Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. After two consecutive years of failure to meet AYP targets, the school becomes eligible to receive Title I Program Improvement (PI) funds in order to meet minimum scoring requirements. Schools can be categorized PI for a maximum of five years. However, a school may exit from this status after two consecutive years of meeting the AYP targets.



A "Yes" in the chart below means the school or subgroup was at or above the 2005 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient. Altadena Elementary School did not meet all of the 2005 AYP criteria.

Federal Intervention Programs

Program Improvement (PI)

Altadena Elementary School

Year Identified for PI	2003-04
Current Year in PI	Year 2
Year Exited PI	n/a

PUSD

Number of Schools Currently in PI	8
Percent of Schools Identified for PI	25.0%

Figures are based on the 2004-05 School Accountability Report Card Template revised and posted on December 1, 2005

Adequate Yearly Progress 2005

	% Participation Rate						% Proficient or Advanced									
	English/Language Arts			Mathematics			English/Language Arts			Mathematics						
	Altadena		PUSD	Altadena		PUSD	Altadena		PUSD	Altadena		PUSD				
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%				
All Students	Yes	100%	Yes	99%	Yes	100%	Yes	99%	Yes	25.5%	Yes	36.1%	Yes	33.3%	Yes	39.9%
Subgroups																
African American	Yes	100%	Yes	99%	Yes	99%	Yes	99%	No	19.8%	Yes	31.3%	Yes	22.9%	Yes	30.6%
Asian	*	100%	Yes	100%	*	100%	Yes	100%	*	**	Yes	73.0%	*	**	Yes	78.9%
Filipino	*	100%	Yes	99%	*	100%	Yes	99%	*	**	Yes	58.0%	*	**	Yes	63.7%
Hispanic	Yes	100%	Yes	99%	Yes	100%	Yes	99%	Yes	25.9%	Yes	29.9%	Yes	35.4%	Yes	37.5%
White	*	100%	Yes	100%	*	100%	Yes	99%	*	50.0%	Yes	58.2%	*	66.7%	Yes	55.3%
Socioeconomically Disadvantaged	Yes	100%	Yes	99%	Yes	100%	Yes	99%	No	21.9%	Yes	28.7%	Yes	29.6%	Yes	34.9%
English Learners	Yes	100%	Yes	99%	Yes	100%	Yes	99%	No	21.1%	No	21.3%	Yes	32.5%	Yes	31.7%
Students with Disabilities	*	100%	Yes	99%	*	100%	Yes	99%	*	2.4%	No	17.2%	*	4.8%	No	21.5%

* Not a numerically significant subgroup for this school.

** Due to the moderate number of students tested, scores will not be disclosed.

School Leadership

Leadership at Altadena Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Beginning in 2005-06, primary leadership duties will be assumed by Principal Gregory White. Mr. White, who is also the Principal at Linda Vista Elementary School, has served as an Assistant Principal, classroom teacher, and site specialist.

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, Grade Level Chairs, Parent Teacher Association (PTA), Safety Committee, Student Activities Committee, Fine Arts Committee, and English Language Advisory Committee (ELAC).

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Evaluation criteria include the following: Engaging and Supporting All Students In Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

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 annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During 2004-05, staff development topics at Altadena Elementary School were primarily focused on Data Analysis to Improve Student Achievement and Consistent Accountability for All. For additional support in their profession, teachers may enlist in 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 the most qualified credentialed teachers available. For the 2004-05 school year, Altadena Elementary School had 16 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 Credential Status

	02-03	03-04	04-05
Fully Credentialed	17	18	16
Emergency Credentials	4	2	6
Interns	1	1	2
Waivers	0	0	0

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. For the 2005-06 school year, the most current available data are reported.

Misassignments/Vacancies			
	03-04	04-05	05-06
Teacher Misassignments of English Learners	0	0	0
Teacher Vacancies	0	0	0

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" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Education Levels 2004-2005		
	Altadena	PUSD
Doctorate	0.0%	3.0%
Master's Degree + 30*	19.2%	23.3%
Master's Degree	19.2%	23.1%
Bachelor's Degree + 30*	38.5%	24.8%
Bachelor's Degree	23.1%	25.5%
Less than a Bachelor's Degree	0.0%	0.3%
Courses taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	66.7%	75.1%
High Poverty Schools in District	n/a	64.3%
Low Poverty Schools in District	n/a	0.0%

* Indicates additional hours above and beyond degree.

Substitute Teachers

Generally, the district does not experience problems finding qualified substitute teachers and has an adequate pool of fully credentialed substitutes. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators assume the role of the substitute.

School Facilities & Safety

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, two after-school rooms, a counseling room, a library, one computer lab, a staff lounge, a staff workroom, and three playgrounds. The most recent modernizations to the campus occurred from 2002 to 2004 as the result of a multi-million dollar bond project. Staff and students now benefit from a new library/media center, and Internet connections and air conditioning in all classrooms.

Safety of students and staff is a primary concern of Altadena Elementary School. Students are supervised before school by resource teachers and the principal; noon aides monitor students during lunch, and students are supervised by teachers after school. There is a designated student drop-of and pick-up area in front of the school. All visitors must sign in at the front office and wear a visitor's badge while they are on campus.

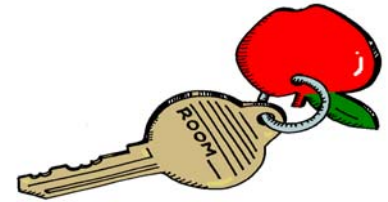
The School Site Safety plan is updated annually by the Safety Committee, which consists of the Principal, head custodian, and teachers. Revisions are shared immediately with the staff. The key element of the School Site Safety Plan is to reduce problems on the playground. A behavior aide was hired to help resolve this issue by providing additional supervision and creating more structured games. The school is always 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 a disaster. Fire, earthquake and lockdown drills are conducted on a monthly basis throughout the school year.

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.

The charts below and on page eight (8) display the results of the most recent school facilities inspection.



School Facility Conditions

Date of Williams Facilities Inspection: September 2005

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	Principal's Office, B1 & B2 Restrooms, & B1 Electrical Room - Exhaust fans not working; repair, replace, or install as needed. B2 (throughout classrooms) - Return air not ducted to air handler unit & grills in t-bar ceiling open to attic space; consult with mechanical engineer. A1 Stage/Stairs - Vent cover missing in stairwell; repair and replace. A2 Storage/Water Heater - corrosion on pipes; remove/replace.
Windows, Doors, & Gates (interior/exterior)		X	replace. B1 Restroom - Jamb bottom termite eaten; replace jamb-door. B1:110 - Exterior door rubs, hinge coming loose; tighten/replace hinge screws. B2 Girls' Restroom - Door sagging off hinge; tighten/replace hinge screws. B2:202 - Gaps between windows and walls (typical at all windows); add molding/seal windows.
Interior Surfaces (walls, floors, & ceilings)		X	A1:121 & A1: Stage/Storage, Cafeteria, Serving area, Book Room, Foyer, Parent Room; A2: Computer Room & Storage Room; B1:101 & 118; B2: 203 & 213 - Stained and/or missing ceiling or wall tiles; remove/replace all. A1: Dish Room - Ceiling completely missing; replace. B1: Restrooms - Missing floor tile at door/trip hazard; replace tile. B1 & B2 (throughout classrooms) - Ceiling soffits have opening to above attic space at doors and windows; review with mechanical engineer/install tiles at soffit if necessary. C1-4 - Carpet worn/torn out; replace all.
Hazardous Materials (interior/exterior)	X		
Structural Damage		X	B1: 118 & 119; B2: 203, 204, 209, 211, 212, 213, & 214 - Possible roof leaks; check for leak, repair if necessary.
Fire Safety		X	A1 Health Office - Fire extinguisher box lock doesn't close properly; repair.
Electrical (interior/exterior)		X	A1: Book Room, Health Office (sprinkler valve room), Foyer, Kitchen, Restroom, Room 120, Storage 125, & women's restroom - Light covers missing; replace covers. A1 Health Room - Exhaust fan does not work; repair. A1 Kitchen - Outlet box at wall coming out; repair. A1 Storage - Old breaker box cover missing/wires exposed; remove or cover. A1 Tutor Room - Data system wires hanging out; repair and cover. A1 Dish Room - Light fixture wires exposed; repair. A2 Storage/Water Heater & B2: 201 Storage - bulbs burnt out; change bulbs.

School Facility Conditions (continued)

Date of Williams Facilities Inspection: September 2005

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Electrical (interior/exterior) continued		X	B1: 101, 102, 110, 119, 118 (storage), 202, 203, 204, 209 (storage), 211, 212 (storage), 213, & 214 - Fixtures not working; replace lamps/fixtures as necessary.
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms		X	A1 Restroom - Toilet coming away from wall; repair and patch wall. A1 Girls' Restroom - Toilet takes too long to shut off; repair. B2 Boys' Restroom - Missing soap dispensers and waterless urinal with standing waste in it; replace dispensers and repair urinal.
Sewer	X		
Playground/School Grounds		X	A1 Patio - Brick missing at corner of planter; repair cracks and replace brick throughout. Patio entrance - crack in concrete; skimcoat patch repair. Main entrance - Cracks in concrete at top of stairs and curb corner breaking away in two places; skimcoat patch repair. Main entrance - curb joint broken; patch repair. Sandbox - asphalt trip hazard; patch and sand. Playground: 110 ext. - Open trench; cover completely or fill-in. Playground - handrail loose on stair; reattach. Upper playground - Chain link fence lying on basketball court/sharp edges exposed; remove.
Other		X	B1 Siding - Missing louvers at vent; replace louvers. A1: Parent Room, Dish Room, Restroom, Stage Stairs & Storage; B2: Girls' Restroom & Room 213 - Wall paint peeling, chipping off, and/or crumbling; repair/sand/patch/paint. A1: Parent Room, Kitchen, Staff Lounge, & B2 Girls' Restroom - Cracks and/or holes in walls; repair/sand/patch/paint. A1 Serving Area - Wall broken at baseboard; patch and replace baseboards. B2 Girls' Restroom - Open attic access; install access cover. Lower playground - Chipping paint/retaining wall; prep and paint.

An independent construction consulting management firm was contracted to conduct Altadena Elementary School's inspection, at which time a number of minor issues were cited. Each item cited had either been repaired as needed at the time of publication, or had been submitted to maintenance staff for repair or further review. For a copy of the full report, please contact the District Office at (626) 795-6981.

Maintenance and 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 and exterior painting, and flooring.

For the 2005-06 school year, Pasadena Unified School District budgeted \$1,620,460 for the deferred maintenance program. This represents 1.0% of the district's general fund budget. During the 2005-06 school year, the district's governing board did not approve any deferred maintenance projects for this school.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2003-04 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having over 20,000 average daily attendance throughout the state. The adjacent chart illustrates the average teacher salary at Altadena Elementary School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	Altadena ES	\$52,074
	PUSD	\$53,400
	Percentage of Variation: 2.48%	
School & State	Altadena ES	\$52,074
	All Unified School Districts	\$56,059
	Percentage of Variation: 7.11%	

Expenditures & Services Funded

Based on 2003-04 audited financial statements, Pasadena Unified School District spent an average of \$7,939 to educate each student. The chart below provides a comparison of Altadena Elementary School's per pupil funding (from both restricted and unrestricted sources) with district (unrestricted) sources. State data for the current reporting period has not been made available for comparison.

Expenditures per Pupil		
Altadena ES	Total	\$5,975.00
	From Restricted Sources	\$1,636.00
	From Unrestricted Sources	\$4,339.00
PUSD	From Unrestricted Sources	\$4,003.00
	Percentage of Variation: 7.74%	
Comparative data for California will not be released until the 2006-07 school year. For more information about state expenditures per pupil, please visit http://www.ed-data.k12.ca.us/welcome.asp		

In addition to general state funding, Pasadena Unified School District received approximately \$2,565 per student in state and federal funding for the following categorical, special education and support programs:

- Home-to-School Transportation
- 10th Grade Counseling
- Economic Impact Aid (EIA)
- Healthy Start
- Federal, JTPA
- Federal, Forest Reserve Funds
- Federal, ECIA/ESEA/IASA
- Gifted & Talented Pupils
- Class Size Reduction K-3 & 9
- Federal EESA/Math & Science
- Special Education Master Plan
- School Improvement Program (SIP)
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Vocational & Applied Technology Education Act
- Tobacco Use Prevention Education (TUPE)
- Title I, Parts A & D - Basic Grant & 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 Strategies
- Instructional Materials
- Peer Assistance & Review
- Staff Development